

COUNCIL FOR LEARNING IMPROVEMENT

Council for Learning Improvement Functions

The Council for Learning Improvement shall attend to the following elements in the development of a school's Learning Improvement Plan:

- The characteristics of effective schools as identified by the Office of the Superintendent of Public Instruction
- Safe and supportive learning environments
- Educational equity factors
- Use of technology
- Parent and community involvement

In fulfillment of its duties, the Council may examine school data, conduct surveys to collect additional data, establish priorities for a plan of improvement, evaluate the progress being made, and determine a method of reporting and communication with staff and the community.

Council for Learning Improvement Meetings

The Council for Learning Improvement shall meet regularly each school year to develop a learning improvement plan for the school and review progress toward the plan's goals. The regular schedule of meetings shall be specified in each council's operating procedures and will reflect no fewer than six meetings per school year. Each council will make data-driven decisions regarding the school's improvement plan and give full consideration to the research on effective instructional practice. The council will report annually to the Board of Directors by November 1st regarding the progress made from the previous school year and specific improvement goals for the current year. Reports shall be in written format as specified by the superintendent or associate superintendent. Representatives of each council shall be present at the meeting where plans are presented to the Mead School District Board of Directors.

Learning Improvement Plan Approval

The learning improvement plan developed by each council shall be reviewed and approved by the building principal before being submitted to the Board of Directors. All plans must be consistent with Mead School District's annual goals. The Board of Directors may either accept the improvement plan as presented or refer a plan back to a council with recommendations for modifications.

Council for Learning Improvement Operations

Each Council for Learning Improvement shall develop its own procedures to govern its operations. The procedures shall be submitted to the superintendent for review and approval. As a minimum the procedures shall:

1. Identify the membership of the team and include the following: the principal, non-administrative certificated staff, classified staff, parents or members of the community served by the school, and students (at the high school level). No one of the foregoing groups shall constitute a majority of the team.

2. Provide that, whenever practicable, team members shall be elected by the group they represent, with terms rotated to provide continuity of membership.
3. Emphasize decisions by consensus when possible.
4. Provide for annual self-evaluation of the work of the team as part of its report to the Board.
5. Identify the communication responsibilities of the team and its members for the purpose of keeping parents, staff, and community informed regarding the work of the Learning Improvement Council.
6. Specify the schedule of meetings to be held regularly each school year.

Council for Learning Improvement Training

The superintendent and/or associate superintendent shall annually provide a training workshop for all new members of Learning Improvement Councils.

Council for Learning Improvement Accountability

The Council for Learning Improvement shall develop self-evaluation procedures that include the following criteria:

- What are the specific results from the student learning improvement plan and other team activities?
- Is there evidence of improved student performance, improved school climate, or improved support for the school among parents, students and the community?
- Has the team operated within its delegated authority by focusing on plans to improve learning? Has the team avoided micro-management? Has the team avoided areas of clear administrative responsibility such as personnel matters? Has the team refrained from the professional decisions that must be made by the classroom teacher?
- Do the team's decisions reflect consideration of the need for consistency and compatibility with the goals of the Mead School District?
- When considering its options, does the team take into account general community and staff reaction and satisfaction?

Annually each team shall assess its own performance and include its conclusions in its report to the Board.

Since the Councils for Learning Improvement are the agents of the Mead School District Board of Directors, the Board remains accountable for their actions as per the authority granted to them. Therefore, the superintendent and the Board reserve the right to review the work of a team at any time.

Adopted: January 27, 2003

: