



Yakima
SCHOOL DISTRICT

Strategic Plan

2020 - 2026



**Goals.
Growth.
Graduation.**

Superintendent's Message

One of the highest obligations of the community is to create and sustain an education system that develops in its youth the **confidence** that they can make a difference in the world, and the **competence** they need to do so on par with other youth in our country and around the world.

I am firmly convinced that the Yakima community shares this aspiration for our students and that all stakeholders are wholly committed to doing their part to build a school system that will nurture learning, growth, and success for every student, without exception.

This Strategic Plan is the outcome of a months-long collaborative effort that engaged a wide cross-section of the Yakima community: parents, students, business and community members, taxpayers, teachers, staff, administrators, cabinet members, union leaders, and the school board. Together, we reached consensus on a clear vision and a set of aspirational goals for our schools, and we defined a clear roadmap for accomplishing the goals.

Now the next step is to ensure disciplined implementation and follow-through on the promises we've made in our Strategic Plan. As we do so, we will be **strengthening our community through education**, and will be well-positioned to achieve the **goals, growth**, and higher **graduation rates** we desire.

Together, we can!

- Trevor Greene, *Superintendent*



Why This Matters: Student Data in Brief

The levels of student growth and achievement in the Yakima School District have remained relatively unchanged during the past few years.

For example:

- About 4 out of every 20 children enter Kindergarten meeting readiness standards
- About 6 out of every 20 students met/exceeded state standards in Mathematics in 2018
- About 8 out of every 20 students met/exceeded state standards in English Language Arts in 2018
- The 4-year high school graduation rate was about 75% and the drop-out rate was about 14%

Nevertheless, our commitment to ensuring learning, growth, and success for every student remains as strong as ever. This strategic plan – developed with the active engagement of the entire Yakima community – is a reaffirmation of that commitment.

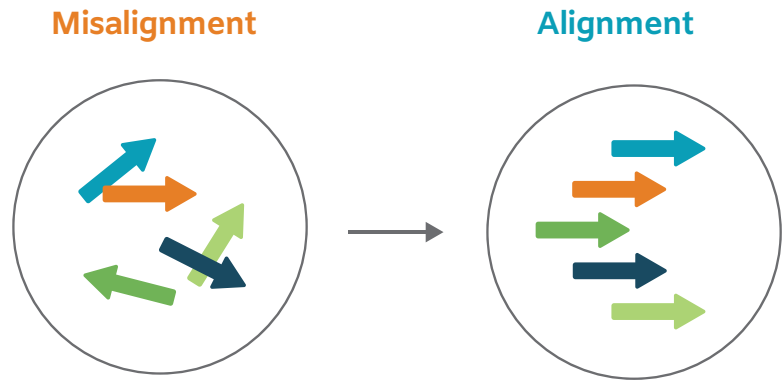
Executive Summary

Highlights of Our Strategic Plan

Why Plan?

Alignment, or unity of purpose, is the primary aim of planning. Alignment gives shared meaning to the work of a school system, thereby enabling successful accomplishment of the goals of the organization.

Yakima's strategic planning process was chartered by Mr. Trevor Greene (Superintendent) and the Yakima School Board of Education. The process was designed to mobilize Yakima stakeholders around a unified direction for the school system, and to propel the community forward as one towards the central purpose of Yakima schools: *ensuring learning, growth, and success for every student, without exception.*



The strategic planning process was developed and facilitated by Performance Fact, Inc., led by Mutiu Fagbayi (President/CEO).

Diverse Voices, Unified Goal

Everyone matters, every voice counts! Equity was at the core of the Yakima strategic planning process, as diverse voices within the Yakima community were embraced in the process. A series of interlocking teams enabled broad, transparent conversations among diverse stakeholders, and provided numerous opportunities for the school district and its stakeholders to co-create the strategic plan, step-by-step.

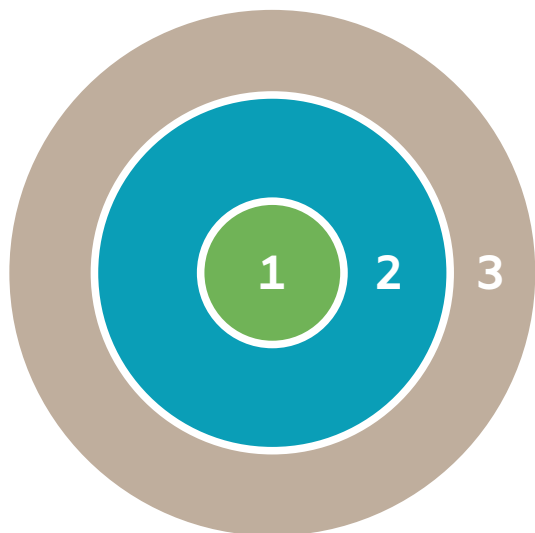
- Five *Student Voice* groups – one elementary, one middle school, three high school teams – participated in focus group discussions that provided valuable insight into their schooling experiences. Students also served on the Core Planning Team.
- More than 80 stakeholders from diverse backgrounds, including the Yakima Education Association president, served on the *Core Planning Team* that met for a total of 5-1/2 days between September-December 2019; interpreters were provided for Spanish-speaking participants during each session
- The *Alignment Team*, composed of about 15 business/ community leaders and State Representative Chris Corry, met four times
- Three *Community Forums* were scheduled; four check-in sessions with the *Board of Directors*; two sessions with *Instructional Facilitators*; and opportunities for *Campus/ Department* feedback demonstrated proactive outreach to a broad cross-section of Yakima constituencies.
- Business and faith-community partners, as well as building administrators, were included as reflective contributors in the process.



Executive Summary (Continued)

Outline of Key Recommendations

For a strategic plan to live up to its promise, it must be based on a *coherent design*, put together in the *proper sequence*. The plan must ensure that "ends" and "means" are placed in the right order to ensure alignment and to facilitate disciplined implementation.



1. Student Learning

- Vision, Mission, Core Values
- Profile of a Yakima Graduate
- Goals, Measures & Equity Statements
- Community Commitments

2. Instructional Effectiveness

- Four Pillars (building blocks)
- Professional Practices (i.e., Teaching Practices, Leadership Practices, Organizational Practices)

3. Empowering Infrastructure

- Four Pillars (building blocks)
- Educational Strategies

The Strategic Plan for Yakima School District consists of the following key components:

Student Learning is the fundamental purpose of our school system. Placing student achievement at the center of our collective work encourages our school system and the entire community to "keep the main thing, the main thing."

This component includes:

- Updated **Vision, Mission, and Core Values**
- **Profile of a Yakima Graduate**, which articulates the attributes and qualities of Yakima High School graduates.
- Five aspirational **Goals and Measures** of Student Success, and corresponding statements reaffirming our focus on **Equity**. The Goals cover preschool through high school graduation, and address the academic as well as social-emotional development of our students.
- A set of **Community Commitments**; i.e., explicit performance targets to be met by a specific date

(See pages 6-7 and 10-11)

Effective Instruction is the strongest predictor of student learning. And student learning is effective when student, teacher and content are in alignment, and are supported by effective leadership and organizational practices.

This section of our plan includes:

- The **"Four Pillars"** – or building blocks of our work.
- The **Professional Practices** that we expect our teachers, leaders, and staff to master over time to ensure effective instruction for all students.

(See page 8-9)

Empowering Infrastructure facilitates effective instruction by creating and sustaining efficient, mission-focused systems, services and operations to support day-to-day functioning of the schools.

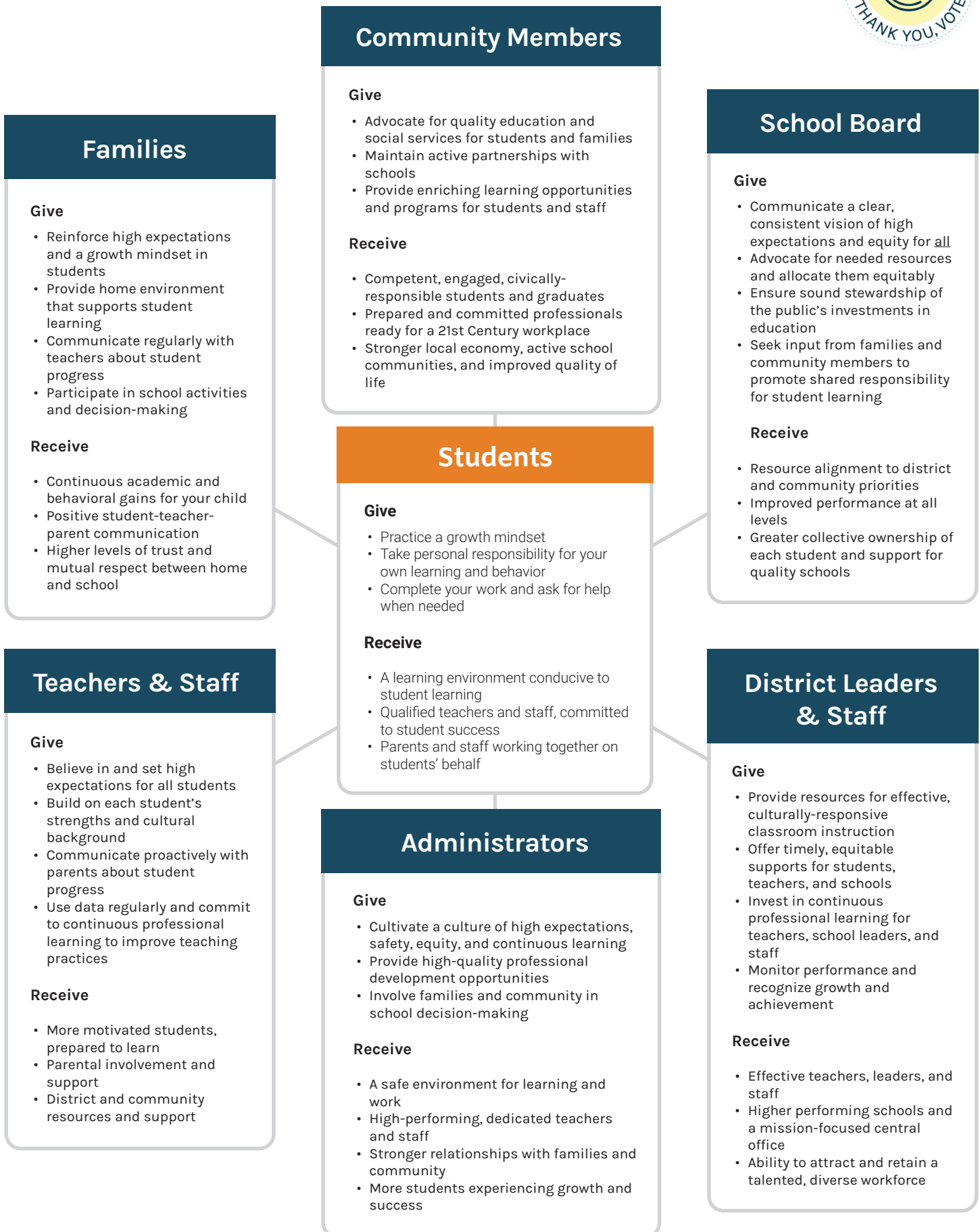
This section consists of:

- The **"Four Pillars"** which ensure consistency between the foundations of our instructional programs and our day-to-day work operations.
- **Educational Strategies** which, when implemented with discipline, will facilitate the core instructional practices and accelerate the accomplishment of each goal.

(See pages 12-15)



What You Will Give, What You Will Receive



Our Vision

Focusing on every student, every day: strengthening community through education.

Our Promise

To ensure a safe, equitable, inclusive, and quality learning environment so that every student thrives and succeeds.

Our Core Values

- Diversity, Equity & Inclusion
- High Expectations for All
- Focus on the Whole Child
- Family Engagement & Community Partnerships



Effective Communicator

- Listens actively to respond effectively
- Resolves conflict with others
- Demonstrates effective oral and written communication strategies



Resilient Learner

- Builds and maintains relationships
- Embraces a growth mindset
- Exhibits persistence



Career and College Ready

- Embodies a goal-oriented attitude
- Achieves proficiency in literacy, math, and science
- Possesses the interpersonal skills necessary for a 21st Century workplace

Profile of a Yakima Graduate

Knowledge, Skills, and Dispositions:
What our Yakima graduates need to know, be able to do, and embody.



Critical Thinker and Problem Solver

- Models creativity and innovation
- Analyzes and evaluates situations and problems
- Displays resourcefulness



Personal Responsibility and Accountability

- Acts with integrity
- Demonstrates self-management skills
- Develops financial and digital literacy



Community and Global Connectedness

- Demonstrates flexibility and cross-cultural skills
- Exemplifies civic responsibility and participates in democratic processes
- Exhibits environmental awareness

Our Goals and Measures of Student Success

These five goals articulate our aspirations, promise, and commitment to support every student in achieving each desired outcome. The three measures for each goal are the indicators of student progress.

GOAL 1: The Early Years: Developing a Strong Foundation

All students will acquire the social-emotional skills, academic curiosity, and cognitive development in PK-3 Literacy and Numeracy necessary to prepare them for success.

2026 COMMUNITY COMMITMENT:

At least 19 out of every 20 students (95%) entering kindergarten demonstrate kindergarten level skill development across six key domains – physical, social-emotional, literacy, cognitive, language, and math.

- 1.1 Increased percentage of Kindergarteners who demonstrate resilience, engagement in purposeful play, creativity in problem-solving, and prudent risk-taking in learning.
- 1.2 Increased percentage of students in PK-3 who meet growth criteria for the whole child: social-emotional, physical, literacy development, mathematics, and scientific/technological.
- 1.3 Increased percentage of students meeting or exceeding grade-level standards by the end of third grade in literacy and numeracy (based on multiple measures).

GOAL 2: All Students: Empowered, Connected, Supported, Resilient, Engaged

All students will develop habits and behaviors that elevate student voice, resilience, and personal ownership in a safe, caring, and supportive environment

2026 COMMUNITY COMMITMENTS:

- At least 19 out of every 20 students (95%) will attend school at least 171 days out of 180 days per school year.

- At least 19 out of every 20 students (95%) agree/strongly agree to the survey questions: "I feel safe at school" and "I feel connected to other students and adults at school."

- 2.1 Increased percentage of students who feel safe, have a sense of belonging, and believe that their school is inclusive and offers opportunities for student voice.
- 2.2 Increased use of positive alternative options to suspension and rules that are fair and equitable.
- 2.3 Increased percentage of students engaged in their own academic progress, goal setting, and personal development plans.

GOAL 3: Equitable Opportunity to Achieve Core Mastery & Critical Thinking

All students will be empowered to own their education, meet or exceed standards, be critical and creative thinkers, seek solutions, and be advocates for racial and social justice.

2026 COMMUNITY COMMITMENTS:

- At least 15 out of every 20 students (75%) in Grades 4, 7, and 10 meet state standards in English Language Arts and Mathematics.

- At least 15 out of every 20 students (75%) in Grades 5, 8, and 11 meet state standards in Science.

- 3.1 Increased student ability to use feedback, engage in self-assessment, and set goals related to their learning.
- 3.2 Increased percentage of students who demonstrate mastery of relevant skills in multiple ways.
- 3.3 Increase equity of access to and achievement in rigorous academic courses and programs for all student subgroups.

GOAL 4: Bilingual, Biliterate by Graduation

All students will have the opportunity to become culturally competent, academically successful, and prepared for the global job market in two or more languages.

2026 COMMUNITY COMMITMENTS:

- At least 75% of PK-5 Schools will have access to a two-way dual language program.

- At least 10 out of every 20 (50%) middle school students will participate in a world language course or cultural exchange program.

- At least 10 out of every 20 graduating seniors (50%) attain the Seal of Biliteracy

- 4.1 Increased percentage of students achieving the Washington State Seal of Biliteracy or meeting/exceeding grade-level standards in two or more languages.
- 4.2 Increased percentage of students enrolled in a world language or two-way dual language program.
- 4.3 Increased percentage of students who model positive social skills and resilience for a culturally diverse community.

GOAL 5: Persistence Through Graduation and Beyond

All students will successfully navigate the critical transitions in their schooling, and will graduate from high school prepared for college, career, and post-secondary experiences.

2026 COMMUNITY COMMITMENTS:

- At least 19 out of every 20 high school students (95%) graduate on time

- All high school students (100%) graduate within 6 years.

- 5.1 Increased percentage of students who demonstrate successful transitions from Pre-Kindergarten to Kindergarten, Kindergarten to Elementary, Elementary to Middle, Middle to High School, High School to College/Post-Secondary experiences.
- 5.2 Increased percentage of students passing classes in 6th-9th grades, resulting in an increased percentage of 10th grade students on track to graduate.
- 5.3 Increased percentage of seniors with a High School and Beyond Plan that includes one of these: an acceptance letter to college, the military, trade/technical training, industry certification/apprenticeship, or verifiable employment.

Our Four Pillars

Our Four Pillars are the building blocks for accomplishing our goals for student success. The pillars are the capabilities and competencies we must build to ensure successful outcomes.



Pillar 1: Teaching & Learning

Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

Our first Pillar is about **Teaching and Learning**, our schools' most important function. This Pillar ensures that all students have access to needs-based, differentiated, standards-aligned instruction and assessment that integrates their prior knowledge and cultural background.



Pillar 2: We're In This Together

Strong, Active Relationships Among Families, Schools, and Community

Our second Pillar recognizes that **We're In This Together**. It ensures that trust among family, school, and community is nurtured through shared responsibility for student success, proactive communication, and meaningful stakeholder voices in decisions that affect them.



Pillar 3: Investing in People

Effective Staff for Every Student, Effective Leaders for Every School

Our third Pillar, **Investing in People**, addresses how we will attract, develop, and retain high-caliber staff members at all levels. Teachers, leaders, and staff will receive timely, focused, collaborative support and intervention (e.g. coaching, mentoring, peer support, targeted professional development), to facilitate continuous improvement of their professional practices.



Pillar 4: Bringing the Pieces Together

Safe, Multicultural Community for Learning and Work Operations

Our fourth Pillar **Bringing the Pieces Together**, focuses on strengthening the conditions for a mission-focused, empowering infrastructure. This includes data systems, efficient and responsive operations, and rules and procedures that are socially and culturally appropriate for learning and leadership, for students, families, and stakeholders in our community.

Our Professional Practices

Our Professional Practices define the capabilities we, as practitioners, must develop to ensure continuous improvement of Teaching Practices, Leadership Practices, and Organizational Practices - the preconditions for higher levels of student achievement. These practices are aligned to our Four Pillars, or the building blocks of what we must do well to manifest our aspirational outcomes for every student.

	PILLAR 1: Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning	PILLAR 2: Strong, Active Relationships Among Families, Schools, and Community	PILLAR 3: Effective Staff for Every Student, Effective Leaders for Every School	PILLAR 4: Safe, Multicultural Community for Learning and Work Operations
Teaching Practices	<p>T1: Teachers establish high expectations and levels of rigor for all students, regardless of current level of achievement, to ensure their continuous growth and development.</p> <p>T2: Teachers utilize a variety of high-yield engagement strategies and explicit instructional techniques (i.e. Number Talks, five YSD and Language Enhancement Routines) matched to student needs.</p>	<p>T3: Teachers provide a variety of family and community involvement options, accounting for diverse schedules, interests, and home language.</p> <p>T4: Teachers provide on-going recognition of students for achievement and improvement in academics and behavior.</p>	<p>T5: Teachers use common planning time to address standards, curriculum scope & sequence, and student needs, while reflecting on instructional practices and sharing ideas and strategies.</p> <p>T6: Teachers set shared goals for student learning and instructional practices during each assessment cycle. They monitor progress, and adjust instruction based on student work.</p>	<p>T7: Teacher teams participate in evidence-based reflective conversations, using a cycle of inquiry approach to inform and adjust instruction for learning.</p> <p>T8: Teachers work collaboratively to engage all students in high-quality learning that requires higher-order thinking, regardless of ethnicity, language development, learning needs, or socioeconomic status.</p>
Leadership Practices	<p>L1: Instructional Leadership Teams collaborate with teachers and staff to develop a shared commitment for high expectations for all students.</p> <p>L2: Instructional Leadership Teams facilitate professional development to refine teacher and paraeducator skills in instructional planning and delivery of rigorous whole/ small-group instruction.</p>	<p>L3: Instructional Leadership Teams develop a comprehensive system with parents and the community to address barriers to teaching and learning, including engagement of students and families.</p> <p>L4: Instructional Leadership Teams build systems to link staff, students, families, and the community to create schools that are safe and caring.</p>	<p>L5: Instructional Leadership Teams engage all staff in decision-making toward continuous improvement of instructional practices that positively impact student learning.</p> <p>L6: Instructional Leadership Teams guide teams and staff in the collaborative development and implementation of the YSD instructional framework(s).</p>	<p>L7: Instructional Leadership Teams hold data inquiry meetings where teachers report on, plan and analyze data, and provide support towards continuous school, grade-level, and classroom improvement.</p> <p>L8: Instructional Leadership Teams use student work and data to monitor and support instruction and make intervention decisions for all students, regardless of current level of achievement.</p>
Organizational Practices	<p>O1: District/school leadership communicates a consistent message to the community reinforcing consistently high standards and expectations for all students.</p> <p>O2: District/school leadership maintains a focus on standards-aligned professional learning and collaboration to ensure rigorous and culturally responsive instruction.</p>	<p>O3: District and community create integrated systems of support/intervention to promote academic learning and healthy development for all members of the school community.</p> <p>O4: District/school leadership assures systems of support to connect every student to a caring adult(s) within the school and/or community.</p>	<p>O5: District/school leadership provides equitable opportunities for all educators to make significant contributions through shared leadership to district/school/ team-level work.</p> <p>O6: District/school leadership develops a cadre of leaders with mastery of curriculum, instructional leadership, and organizational management practices, and who facilitate the learning of others.</p>	<p>O7: District/school leadership focuses professional development and resources to analyze, interpret, and align student, professional practices, and school data.</p> <p>O8: District/school leadership teams and coaches build the capacity of staff to effectively use data to identify students who need more intensive academic and behavioral intervention or acceleration.</p>

Our Vision

Focusing on every student, every day:
strengthening community through education.



COMPASS
COMMITMENT

Developing a Strong Foundation in the Early Years

2026 COMMUNITY COMMITMENT

At least 19 out of every 20 students (95%) entering kindergarten demonstrate kindergarten level skill development across six key domains – physical, social-emotional, literacy, cognitive, language, and math.

2019 BASELINE: About 4 out of every 20 children enter Kindergarten demonstrating kindergarten level developmental skills.



COMPASS
COMMITMENT

Empowered, Connected, Supported & Engaged

2026 COMMUNITY COMMITMENT

At least 19 out of every 20 students (95%) will attend school at least 171 days out of 180 days per school year.

2019 BASELINE: 10 out of every 20 students (50%)

2026 COMMUNITY COMMITMENT

At least 19 out of every 20 students (95%) agree/strongly agree to the survey questions: "I feel safe at school" and "I feel connected to other students and adults at school."

2019 BASELINE: 16 out of every 20 students feel safe (80%), no baseline data for "connected"



COMPASS
COMMITMENT

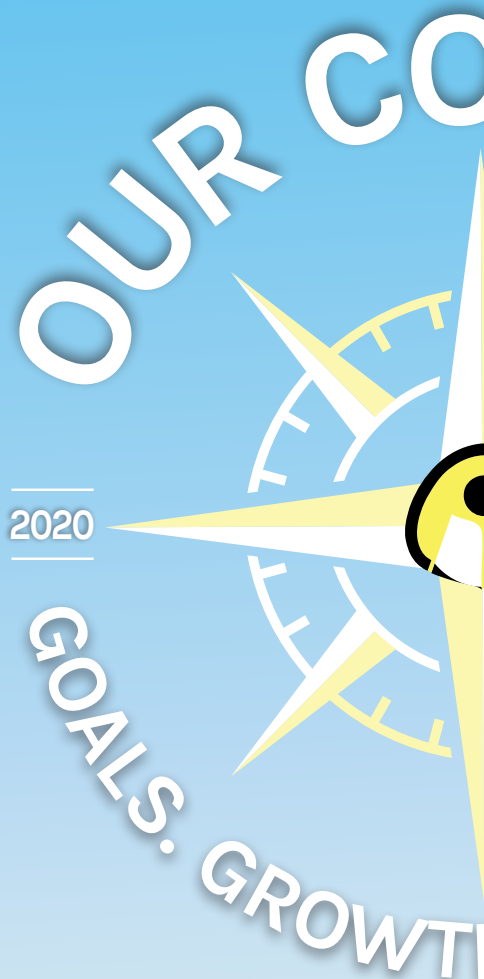
Equitable Oppor Core Mastery &

2026 COMMUNITY COMMITMENT

At least 15 out of every 20 students in grades 4, 7, and 10 meet state standards in Science and Mathematics.

At least 15 out of every 20 students in grades 5, 8, and 11 meet state standards in Science.

2019 BASELINE: 7 out of every 20 students meet state standards in all subjects.



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, inclusive, and quality learning
udent thrives and succeeds.

Our Core Values

Diversity, equity & inclusion • High expectations for all • Focus on
the whole child • Family engagement & community partnerships

COMPASS



2026

H. GRADUATION.

rtunity to Achieve & Critical Thinking

TMENTS

students (75%) in grades
ndards in English Language Arts

students (75%)
state

20 students (35%)
subjects.



Persistence through Graduation and Beyond

2026 COMMUNITY COMMITMENTS

At least 19 out of every 20 high school students
(95%) graduate on time, and 100%
graduate within 6 years.

*2019 BASELINE: 16 out of every 20
students (80%) graduate on time,
and 80% of the remaining students
graduate within 6 years.*



COMPASS
COMMITMENT

Bilingual, Biliterate by Graduation

2026 COMMUNITY COMMITMENTS

At least 75% of PK-5 Schools will have access
to a two-way dual language program.

2019 BASELINE: 0 out of every 20 students (0%)

2026 COMMUNITY COMMITMENTS

At least 10 out of every 20 (50%) middle school students
will participate in a world language course or cultural
exchange program.

2019 BASELINE: 0 out of every 20 students (0%)

2026 COMMUNITY COMMITMENT

At least 10 out of every 20 graduating
seniors (50%) attain the Seal of Biliteracy.

2019 BASELINE: 3 out of every 20 (15%)



COMPASS
COMMITMENT

Our Educational Strategies

Our Educational Strategies define the highest-leverage programs, initiatives, and targeted solutions that will guide our teachers, school leaders, and district teams in their implementation of our strategic plan. Our Educational Strategies are aligned to our five Goals and framed by our Four Pillars.



The Early Years: Developing a Strong Foundation

EQUITY LENS:

Every student has their individual needs met to acquire the social-emotional, cognitive, and academic skills necessary to be successful regardless of their backgrounds and experiences.

PILLAR 1:

Teaching and Learning

**Equitable,
Culturally Responsive,
Standards-Aligned
Teaching and Learning**

Ensure curriculum is aligned with the state PK-3 standards and is culturally relevant to student needs.

Use PK-3 standards-aligned instructional materials that address language, literacy, math, science, technology, cognitive, and social-emotional learning skills.

Nurture students' sense of belonging and their engagement in the learning process by validating cultural identities and social-emotional needs.

PILLAR 2:

We're in This Together

**Strong, Active
Relationships Among
Families, Schools,
and Community**

Expand community partnerships in the area of Early Learning.

Assure intentional annual implementation of Transitional Kindergarten.

Establish partnerships to increase PK-3 family and community engagement.

PILLAR 3:

Investing in People

**Effective Staff
for Every Student,
Effective Leaders
for Every School**

Ensure all PK- 3 staff are trained and knowledgeable in early childhood education standards and best practices.

Partner with Early Learning providers to align teaching and learning approaches to ensure kindergarten readiness of future YSD students.

Partner with families to provide meaningful learning activities for in-home development to ensure kindergarten readiness of future YSD students.

PILLAR 4:

Bringing the Pieces Together

**Safe, Multicultural
Community for
Learning and
Work Operations**

Seek partnerships and legislative opportunities to access stable Early Learning funding.

Expand and refine recruitment, hiring, and onboarding practices to include criteria for high-quality, culturally competent skills that are sensitive to the needs of the whole child.

Promote the needs and benefits of PK education to families and the community.





EQUITY LENS:

Every student knows, understands, and embraces their own culture, background and learning needs. Each student respects others' diversity and contributions.



All Students: Empowered, Connected, Supported, Resilient, Engaged

PILLAR 1:

Teaching and Learning

Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

Provide culturally responsive social-emotional curriculum and safety/well-being support for students and staff.

Implement schoolwide, classroom-based, social-emotional learning, using evidence-based curriculum.

Implement engaging, culturally responsive teaching practices and course offerings that increase rigor and relevance.

Nurture students' sense of belonging and appropriate conduct by validating their social-emotional and cultural identities, and implementing appropriate, asset-based interventions and restorative justice practices.

PILLAR 2:

We're in This Together

Strong, Active Relationships Among Families, Schools, and Community

Identify and pursue community resources and partnerships to support student, school, and district needs.

Utilize and expand community resources, including the use of school-based clinics, that offer guidance and support regarding student health and wellness.

Increase access to academic counseling for students and consult/inform families in supporting their students' goals.



PILLAR 3:

Investing in People

Effective Staff for Every Student, Effective Leaders for Every School

Create more curricular and after-school programs to connect students to each other and their community.

Work to increase the number of support providers including counselors, mental health therapists, and direct-support staff.

Increase development of apprenticeship, internship, and mentoring opportunities with the community.

PILLAR 4:

Bringing the Pieces Together

Safe, Multicultural Community for Learning and Work Operations

Elicit and value student voice by creating a diverse student advisory group, representative of secondary schools in the District, to meet quarterly with the Superintendent and School Board.

Provide opportunities annually for staff development around mental health needs, gender issues, and trauma-informed teaching.

Partner with families, the community, and other organizations to create opportunities for students to have meaningful discussions about life beyond the school walls.



EQUITY LENS:

Every student receives access to rigorous, standards-aligned, culturally responsive instruction with targeted feedback, enrichment, intervention, and resources to advocate for self and others.

Equitable Opportunity to Achieve Core Mastery & Critical Thinking

PILLAR 1:

Teaching and Learning

Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

Implement inquiry cycles based on clearly defined learning intentions and success criteria.

Identify individual learning needs to support academic success and growth towards mastery and beyond through collaborative conversations between students and teachers.

Ensure that cross-content teacher teams collaborate on standards alignment and high-leverage instructional strategies to provide every student with coordinated instruction in all classes.

Implement culturally responsive teaching strategies and practices that increase student voice and ownership in all classrooms.

PILLAR 2:

We're in This Together

Strong, Active Relationships Among Families, Schools, and Community

Facilitate student-led conferences that allow all students to share and celebrate their progression of learning.

Utilize a variety of communication methods with families regarding academic tools and supports for students.

Foster community partnerships that build understanding of high quality instruction and assessment, and support learning outside the classroom.



PILLAR 3:

Investing in People

Effective Staff for Every Student, Effective Leaders for Every School

Engage instructional staff in collaboration to ensure collective efficacy.

Collaborate with staff, students, families, and community members to increase students' achievement to the level of mastery or beyond.

Ensure that every classroom implements rigorous, differentiated instruction.



PILLAR 4:

Bringing the Pieces Together

Safe, Multicultural Community for Learning and Work Operations

Develop systems that promote student-centered feedback cycles utilizing a variety of tools (e.g. technology, 1:1 conferencing, etc.).

Use data to inform and target all student subgroups in schoolwide planning and actions.

Explore methods to more effectively allocate instructional time to meet student needs.





EQUITY LENS:
Every student, regardless of background, location, or ability level, develops cultural competency and has access to high-quality instruction with curriculum written and delivered in the target languages.

Bilingual, Biliterate by Graduation

PILLAR 1:

Teaching and Learning

Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

- Implement P-12 English/Spanish two-way dual language program (including: authentic Spanish standards-aligned curriculum, resources, assessments, and MTSS protocols), and explore additional languages to support two-way dual language options in the future.
- Expand world language options to middle school and create pilot schools for a soft-roll-out (for example: after-school programs that provide language-learning opportunities for non dual-language students).
- Create an environment and cultivate mindsets that value language and culture as forms of educational enrichment.

PILLAR 2:

We're in This Together

Strong, Active Relationships Among Families, Schools, and Community

- Build partnerships and collaborate with local organizations and businesses to give students direct language application and resources.
- Partner with colleges and universities for two-way dual language or bilingual educator teacher certification programs.
- Collaborate with culturally diverse organizations to improve systems of support and provide fair and equitable practices to remove potential barriers to student success.



PILLAR 3:

Investing in People

Effective Staff for Every Student, Effective Leaders for Every School

- Recruit, grow, and develop new and existing teachers and paraeducators with the skills and capacity to effectively implement two-way dual language and world language programs.
- Provide professional learning to develop and sustain a P-12 two-way dual language program that includes teachers, administrators, and paraprofessionals.
- Invest in professional learning for leaders, teachers, and support staff to develop multicultural perspectives.

PILLAR 4:

Bringing the Pieces Together

Safe, Multicultural Community for Learning and Work Operations

- Ensure district-wide collaboration, equitable resources, staffing, materials, and funding to implement two-way dual language and world language programs effectively.
- Create a robust infrastructure to support the successful implementation of a two-way dual language program (e.g. literature materials in English and Spanish, clear guiding principles, and multiple forms of assessment).
- Develop equitable policies that support culturally-sustaining practices, and improve current selection, hiring, and onboarding practices to recruit and retain culturally and linguistically diverse employees.



Persistence Through Graduation and Beyond

EQUITY LENS:
Every student receives inclusive, equitable access and proactive systems of support that guarantee smooth transitions and success in post-secondary endeavors.

PILLAR 1:

Teaching and Learning

Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

- Implement a systemwide, standardized approach to the vertical progression of culturally responsive teaching and learning that is aligned to the standards, with emphasis on critical transition years.
- Equip students in 6th-9th grades to actively monitor their own grades, growth, and progress in learning.
- Explore career options and align schoolwork with a set of post-secondary goals for all students, beginning in the elementary grades.

PILLAR 2:

We're in This Together

Strong, Active Relationships Among Families, Schools, and Community

- Involve families in critical transitions and provide tools and resources at school, at home, and/or in the workplace.
- Engage family-school-district partnerships to implement a clear and specific vision for student-led conferences, beginning in the critical middle years.
- Using a variety of methods and languages, in accordance with the needs of our families, communicate each student's progress toward college and career readiness through their High School and Beyond Plans.

PILLAR 3:

Investing in People

Effective Staff for Every Student, Effective Leaders for Every School

- Strengthen the practice of Multi-Tiered Systems of Support (MTSS) for academics, behavior, attendance, and restorative practices focusing on critical transitions by providing differentiated professional development to staff.
- Support staff in their growth to increase capacity around strategies for personalized learning in support of multiple pathways for on-time graduation.
- Implement a systemwide school counseling model, based on national standards, with a focus on college and career, social-emotional health, and responsive services.

PILLAR 4:

Bringing the Pieces Together

Safe, Multicultural Community for Learning and Work Operations

- Ensure that school teams review student data with an equity lens to recommend appropriate support for each student's transition from grade-to-grade and school-to-school.
- Engage families, community, higher education, and business partners to develop a network to support every student in the creation, monitoring, and implementation of a High School and Beyond Plan.



Disciplined Implementation

Turning Good Intentions into Strong Results

A results-focused plan is the first step toward accomplishing the aspirational goals outlined in the Strategic Plan. However, without disciplined implementation, the plan will flounder and may not live up to its promise. After you "plan the work," then, you must "work the plan" to achieve desired outcomes.

Turning good intentions into stronger results for students demands disciplined implementation at every level: every classroom, every school, every department, at home and in the community. The primary responsibility for making sure that everything comes together to produce sustainable results rests primarily with leadership at the Board, Cabinet, district, and school levels.

Performance Fact's proposes a framework that offers step-by-step, calendar-driven approach to disciplined implementation of a strategic plan.



The framework and its associated tools can be customized to support mobilization, alignment, leadership capacity building, and accountability for results at all levels.

Each school or district can utilize its unique set of tools for each step of the process. For example, the "Data Summit" mentioned in the illustration (above) can be replaced by what some districts refer to as "Data Dives" or "Academic Conferences." Similarly, the "Instructional Feedback & Support" is sometimes referred to as a "Learning Walk" or "Classroom Observation." What matters is fidelity to the calendar-driven design of the framework.

By paying consistent attention to disciplined implementation, Yakima schools will be well-positioned to live up to the intentions articulated in the community's goals for student success.

Planning Team Members

Core Planning Team

Candida Alpizar	Parent & Community Volunteer
Maria Elena Alvarez	Parent & Community Volunteer
Pam Ansingh	Executive Director of Elementary Education
Cristina Arellano	Receptionist, La Casa Hogar
Laura Armstrong	Executive Director, La Casa Hogar
Emanuel Barajas	Maintenance & Operations
Maria Berrospe	Parent & Community Volunteer
Andrew Boucher	Student
Pamela Broman	Instructional Facilitator
Ashley Campos	Student
Christina Carlson	Instructional Specialist/Mentor
Rocío Carrión	Executive Director, I AM Empowerment LLC
Jill Ceja	Assistant Principal
Erin Chaplin	Director of Curriculum & Instruction
Kevin Chase	Superintendent, ESD105
Melissa Christianson	Parent
Amber Cliett	Title I Program Manager
Joni Coe	Executive Director of Special Education
Jennifer Coleman	Teacher
Diane Crumrine	Pastor, Yakima Bethel Church of the Nazarene
Rob Darling	Assistant Superintendent for Teaching & Learning
Don Davis, Jr.	Board Member
Rico de La Comb	GM, Yakima Networking
Danielle DeLange	Director of Early Learning
Rachel Dibble	Assessment Specialist
Susan Duffin	Director of Development and Board Relations, Yakima Valley Museum
Clint Endicott	Executive Director of Secondary Education
Andy Ferguson	Pastor, Yakima First Baptist Comunidad Cristiana
Enriqueta Flores	Events & Development Manager, La Casa Hogar & Parent
Heather Flynn	Parent
Tersa Foster	Instructional Facilitator
Bunker Frank	Former state board member/ school board member
Nicole Franson	Director, Yakima Schools Foundation
Danny Frazier	Assistant Director of Special Education
Jesse Gamet	Parent
Tally Garcia	Chief Officer of Bilingual Programs
Adrianne Garner	Director, Henry Beauchamp Community Center
Luis Gomez	Program Associate, Yakima Valley Community Foundation
Cecilia Gonzalez	Early Learning & Parent Education Manager, La Casa Hogar
Guadalupe Gonzalez*	Instructional Facilitator
Heidi Griffin	Instructional Facilitator
Paige Hake	Parent
Laura Harper	Assistant Principal
Shanna Hefner	Parent
Jennifer Henson	Teacher
Amanda Jewell	Executive Director for Student Life
Cheryl Jordan	Assistant Principal
Kerry Kesey	Pastor, Englewood Christian Church
Amber Kinley	Instructional Facilitator
Adam Koenig	Instructional Facilitator
Nancy Leahy	Director, Sunnyside Community Hospital Foundation
Shelby Lockhart-Robins	Director of Math & Science
Maria Lucero	Principal

Ashlee Mandrell	Instructional Facilitator
Juliana Maxwell	Principal
Mary Virginia Maxwell	LMHC, Community Health of Central Washington
Sean McGeeney	Executive Director of P-12 Programs
Steve McKenna	President, Yakima Education Association
Gerardo Mendoza	Parent
Jennifer Mendoza	Parent
Joanne Mendoza	Student
Alita Miller	Instructional Facilitator
Mike or Brook Molina	Parent
Joanie Monroy	Associate Professor, Bilingual Education/ESL, Heritage University
Karla Moran	PAC President & Parent
Jennifer Morales	Wise Therapist, Comprehensive Healthcare
Patti Nagle	Child Welfare Advocate, Division of Child Family Youth Services
Terry Neal	Board Member
Rod Newbrough, Sr.	Parent
Andie Olson	Instructional Facilitator
Amber Ortiz-Diaz	Yakima Valley Site Director, Degrees of Change
Patti Pendergast	Instructional Facilitator
Richard Perez	Regional Director, Junior Achievement of Washington
Carol Perry	Retired, Community Volunteer
Chad Quesnell	Instructional Facilitator
Laura Quintana	Parent & Community Volunteer
Anita Quintana	Interim Director for OSA, PNWU
Angel Ramirez	Parent
Angelica Reyes	Adult Education Program Coordinator, La Casa Hogar
Martha Rice	Board Member
Juan Ruiz	Parent
Sy Ruiz	Restaurateur, Tamales Express
Margarita Sanchez	Parent
Lisa Sargent	Community Engagement Coordinator, The Salvation Army
Giovanni Severino	Community Organizer for Civic Engagement & Advocacy, Latino Community Fund
Becky Shelton	Assistant Principal
Amanda Shipman	Parent
Eric Silvers	Insurance Agent, State Farm
Mike Stone	Instructional Facilitator
Brenda Struthers	Instructional Facilitator
Susie Temple	Community Member/Parent
Aletha Thrush	Instructional Specialist
Gaby Torres	Citizenship Program Associate, La Casa Hogar
Norm Walker	Board Member
Kate Watters	Assistant Principal
Carl Whitney	Instructional Facilitator

Instructional Focus Team Members

Kari Backlund	Assessment Specialist
Molly Beyer	Instructional Specialist
Teresa Blondin	Instructional Facilitator
Pam Broman	Instructional Facilitator
Christina Carlson	Release Mentor
Barbara Cleveland	Teacher on Special Assignment
Maria Chavez Ceja	Instructional Specialist

Jennifer Coleman	Instructional Facilitator
Rachel Dibble	Assessment Specialist
Laurie Dilbeck	Instructional Specialist
Tersa Foster	Instructional Facilitator
Eric Franz	Technical Specialist
Aurelio Garcia	Instructional Technology Facilitator
Guadalupe Gonzalez	Instructional Facilitator
Heidi Griffin	Instructional Facilitator
Collette Heffner	Teacher on Special Assignment
Jennifer Henson (sub)	Instructional Facilitator
Dorothy Howley	Teacher on Special Assignment
Jessica Karstetter	Instructional Facilitator
Amber Kinley	Instructional Facilitator
Adam Koenig	Instructional Facilitator
Caitlin Lindborg	Instructional Facilitator
Ashlee Mandrell	Instructional Facilitator
Blanca Manrique	Instructional Specialist
Gina Marquis	Instructional Facilitator
Jake McCaffrey	Instructional Facilitator
Alita Miller	Instructional Facilitator
Andie Olson	Instructional Facilitator
Patti Pendergast	Instructional Facilitator
Corey Phillips	Teacher on Special Assignment
Carrie Pitts	Instructional Facilitator
Chad Quesnell	Teacher on Special Assignment
Tanya Randolph	Instructional Specialist
Erica Rodriguez	Instructional Facilitator
Raymond (Buddy) Smith	Teacher on Special Assignment
Mike Stone	Instructional Facilitator
Brenda Struthers	Instructional Facilitator
Kelly Stuber	Instructional Facilitator
Aretha Thrush	Instructional Specialist
Carl Whitney	Instructional Facilitator

Interpreter Team

Abigail Vasquez	Nellie Chávez
Yesenia C. Gomez	Humberto González
Esli Comer	José Chávez



Alignment Team Members

Cristina Arellano	Receptionist, La Casa Hogar
Ryan Beckett	Realtor & Parent
Jedean Corpron	Vice President, PayneWest Insurance
Chris Corry	State Representative
Rob Darling	Assistant Superintendent (YSD)
Dennis Dean	Architect, KDA Architecture
Duff DeWitt	Teacher (YSD)
Leif Ergeson	Exec. Dir., Virginia Mason Memorial
Kirsten Fitterer	Chief Communications Officer (YSD)
Trevor Greene	Superintendent (YSD)
Scott Izutsu	Associate Superintendent (YSD)
Sydney John	Assistant Principal (YSD)
Wayne Nelson	Realtor and Retired Teacher
Berenice Ponce	Board Member (YSD)
Omar Santoy	Assistant Director (YSD)
Keila Scott	Legal Assistant to Gregory L. Scott
Priscilla Trevino	Account Manager, The Field Group
Graciela Villanueva	Board Member (YSD)

Student Voice Team

- 5th grade students at Garfield Elementary School
- 6th, 7th, and 8th grade students at Lewis & Clark Middle School
- 11th and 12th grade Leadership students and Link Crew leaders at Davis High School
- Leadership students at Eisenhower High School
- A diverse representation of students at Stanton Academy

Special thanks to:



Glossary

Term	Definition
Acceleration	Instructional strategies used to advance the learning progress of students who are struggling academically or have fallen behind.
Billiterate	To read and write proficiently in two languages.
Cognitive	Related to thinking, reasoning, and memory.
Critical transitions	Points in a student's education where they move from one key grade-level/experience to the next, such as Elementary to Middle or Middle to High School.
Culturally responsive practices	Teaching practices that recognize the importance of including students' cultural references in all aspects of their learning.
Two-Way Dual Language Program	An academic program that is taught in two languages.
Equitable	The act of being fair and ensuring that every student has what they need to be successful.
Evidence-based curriculum	Classroom curriculum that takes into account educational research about how students learn best.
Growth mindset	The belief that all abilities can be developed through hard work and dedication.
High School and Beyond Plans	A personalized plan (required for all students in the state of Washington) that helps students set, visualize, and work to achieve their goals in high school and beyond.
Inquiry cycles	A process whereby teams implement their plan in 6- to 12-week time periods for the purpose of continuous improvement and disciplined implementation of their school improvement plan.
Internship	A short-term job that allows students to gain hands-on experience in a specific industry.
Linguistically diverse	Reading, writing, and speaking in languages that are not English.
MTSS	MTSS, or Multi-Tiered Systems of Support, is a framework that aligns academic, behavioral, and social-emotional learning services for all students.
Pedagogy	The act of and approach to teaching in a classroom.
Resilience	Being able to persist through challenges.
Social-emotional learning	Teaching that supports students to understand and manage emotions, set positive goals, show empathy for others, establish positive relationships, and make responsible decisions.
Standards-aligned teaching	Classroom instruction that is based on students demonstrating mastery of the knowledge and skills they are expected to learn based on the state learning standards/expectations.
Trauma-informed teaching	Instruction that takes into account the needs of students who have experienced trauma by creating a safe and consistent environment with clear behavior expectations for everyone, open communication, and sensitivity to the feelings/emotions of others.
Vertical progression	Purposeful sequencing of teaching and learning expectations across multiple grade levels.



Yakima
SCHOOL DISTRICT

District Profile

The Yakima School District is located primarily within the boundaries of the City of Yakima. Serving a diverse population of nearly 16,000 students, Yakima is the 20th largest district in Washington, the fourth largest in Eastern Washington, and the 2nd largest Latino-majority district in the state.

One size does not fit all, especially when it comes to education. Every elementary school in the District provides full-day, daily kindergarten classes; International Baccalaureate and Advanced Placement programs at two high schools attract students from out-of-district; an already strong vocational program is growing every day with a state-of-the-art skills center; and alternative offerings include Stanton Academy, Yakima Online! and various satellite programs.

View our OSPI report card for more information about our district and schools: tinyurl.com/YSDReportCard



Board of Directors

Raymond Navarro, Jr. (President)
Graciela Villanueva (Vice-President)
Martha Rice
Don Davis
Norm Walker

Trevor Greene, Superintendent of Schools



16,406 Students Enrolled

0.9%	American Indian/Alaskan Native
0.4%	Asian
0.5%	Black/African American
79.5%	Hispanic/Latino
0.1%	Native Hawaiian/Other Pacific Islander
2.4%	Two or More Races
16.2%	White

31%	English Learners
82%	Free or Reduced Lunch
16%	Students with Disabilities




24 Schools

14	Elementary Schools
5	Middle Schools
5	High Schools

935 Teachers

121	National Board Certified Teachers
53%	Have a Masters Degree or Higher

YSD7.ORG

-  Facebook: @YakimaSD
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 Instagram: @YakimaSchools



Yakima School District
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