

Issaquah School District
Executive Limitations Monitoring Report
EL-14 Instructional Program
(Annual Internal – October 12, 2011)

The Superintendent certifies that the District is in compliance with EL-14 with no exceptions.

The Superintendent shall not fail to maintain a management system that ensures challenging and relevant opportunities for all students to achieve at levels defined in the Board's Ends policies.

GENERAL INTERPRETATION

I interpret this policy to require consistent implementation of research-based instructional practices using rigorous, standards-based curriculum that supports high, student academic achievement. This is accomplished through professional development opportunities in effective instructional practices for teachers and staff, clear curriculum adoption processes, instructional leadership practices, and differentiation in program and course offerings.

Accordingly, the superintendent may not fail to:

1. Ensure that instructional programs are based on a comprehensive and objective review of best instructional practices research.

INTERPRETATION

I interpret this to mean that our district and schools identify and promote the implementation of research-based instructional practices such as strategies to increase student participation and engagement, clearly identifying learning targets for students, providing a relevant purpose for learning, and aligning curriculum, instruction and assessment.

EVIDENCE

Each school has a Continuous Improvement Plan (CIP) which includes an action plan with goals that promote research-based best instructional practices, including those identified as “Powerful Teaching and Learning” components in our ISD revised STAR Protocol. CIPs are shared with the School Board on an annual basis.

Each charter for new curriculum adoptions includes a review of research on instructional practices to ensure high cognitive demand. This process is in accordance with RCW 28A.320.230 and IEA negotiated agreement Article 13 Business – Instructional Materials Selection section 13.1 – 13.5.5.

District staff members participate in ongoing professional development opportunities that model and provide current best practice instructional strategies. Examples of research-based professional development from 2010-11 were GLAD Training, STAR Protocol observations and reflections, Balanced Literacy sessions, Middle School Vocabulary and Comprehension Strategy Instruction, Technology Applications and Comprehension Strategies for Middle School Humanities teachers, training in high school mathematics and science topics, and Cultural Competence training.

Teacher contract language was modified in 2007 to better utilize Wednesday mission defined time for work aligned with the Board/District mission and which supports high student achievement. Wednesday Mission Defined, Staff Directed (MDS) hours in 2010-11 were devoted to Balanced Literacy and Elementary Science scope and sequence introduction. Secondary science and math departments worked in department teams to collaboratively analyze student work and use results to inform instruction and begin identifying or developing common assessments.

Teachers are provided with twenty-five hours of additional professional training that support best instructional practices.

The superintendent may not fail to:

2. Align curriculum and base instruction with academic standards that meet or exceed state standards.

INTERPRETATION

I interpret this to mean that our district use state standards to provide a baseline for our curriculum and provide guidance for *rigorous* classroom instruction based on the application of critical thinking skills or content acceleration.

EVIDENCE

Scope and sequence documents outline instruction that meets or exceeds state standards. This year scope and sequences for elementary reading and elementary science were developed and will be implemented in 2011-12. The high school language arts scope and sequence is currently being revised.

Each charter for new curriculum adoptions specifies all adoptions and instructional practices be aligned with our Washington State Standards, and all goals and objectives designed to meet or exceed state standards.

We are committed to identifying or developing common formative assessments for courses and content areas. This year teachers collaborated to design common assessments in high school Algebra 1, Geometry and Algebra 2. A common assessment for elementary reading has been identified and will be piloted in 2011-12. Common elementary math assessments are a critical component of our elementary Everyday Math Program. Other content areas will follow.

Secondary courses such as AP Physics, IB Classics and Humanities Plus base instruction on rigorous expectations that exceed the state standards. Reference District Scorecard for specific numbers: http://www.issaquah.wednet.edu/documents/board/scorecard/ISD_scorecardwoSept2011.pdf

Highly capable programs (Merlin, Sage) are provided for identified students in grade 3 – 5.

Math pathways provide informed self-select opportunities for students to challenge themselves with accelerated mathematics skills and concepts.

Financial Literacy gives our Middle School students practical, real-world experiences that develop interests and skills students can use to develop sound financial management in their daily lives.

The superintendent may not fail to:

3. Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.

INTERPRETATION

I interpret this to mean that students can choose and participate in classes and activities in areas of interest so that they may develop their personal gifts and strengths.

EVIDENCE

We offer a comprehensive selection of secondary elective classes. These include band, orchestra, choral music, CTE programs, student leadership, visual art, video production, environmental science, AP, IB, and Honors courses, drama, culinary arts and DECA.

Science/technology magnet Programs at Briarwood, Clark and Cascade Ridge are provided as to enrich opportunities in science and technology for interested students.

Elementary students participate in music, library and physical education classes each week.

Art lessons that align with state standards were developed in the summer of 2011, with implementation beginning in 2011.

Online Learning opportunities, managed by our Online Learning Coordinator, are provided for ISD students which expand access and variety of course offerings. [Link to online data.](#)

Co-curricular classes/activities such as robotics, student leadership and performing arts provide enrichment to stimulate personal interest and areas of strength.

The superintendent may not fail to:

4. Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.

INTERPRETATION

I interpret this to mean that teachers consider learning styles and students' needs when designing and implementing instruction, and that district programs provide a variety of learning opportunities to address students' learning styles and abilities.

EVIDENCE

Approximately 80% of our elementary teachers have participated in GLAD training strategies which support all students and particularly our English Language Learners. Summer GLAD classes were offered in 2011.

SAGE and Merlin programs are provided for highly capable students who qualify for these programs.

Our new Balanced Literacy vision and initiative is based on a differentiated instruction model in which students spend a significant amount of time reading at their individual instructional reading

levels. Training in balanced reading was provided during MDSO sessions in 2010-11 and will continue in both of the next two years.

Middle School Humanities classes at PCMS and PLMS have implemented a Reader's Workshop pilot which incorporates student choice of text and differentiates learning through the application of reading skills at each student's instructional reading level.

Special education programs address a variety of learning styles and ability levels focusing on strengths to mediate deficits. Specially designed instruction is highly individualized for each student.

AP, IB, College in the Classroom, Running Start and Honors courses provide rigorous academic challenge for college-bound students through content acceleration and application of complex thinking skills.

CTE offerings include a wide range of variety and enrichment for our secondary students.

Individual 504 Plans support eligible students through individual accommodations that support their unique learning needs.

The superintendent may not fail to:

5. Encourage new and innovative programs based on research, carefully monitoring and evaluating the effectiveness of all such programs.

INTERPRETATION

I interpret this to mean that *unique or new* approaches are considered and encouraged and supported when appropriate in the development of programs and classes.

EVIDENCE

The TEALS program at our comprehensive High Schools is unique because it provides web-design and computer science classes through collaboration between our school district and industry-professionals from Microsoft.

The delivery method of 8th grade Independent Health allows students to take two full-year electives (foreign language and performing arts) while insuring they also have direct instruction in FLASH and HIV-Aids. During the 2010-11 school year, 191 students took advantage of the Independent Health option this year we have 203 students in this program.

Online learning opportunities have been expanded this year under the supervision of an online learning coordinator and our new online learning policy. See above link.

Virtual science labs, initiated in 2010-11 created enhanced learning opportunities in high school chemistry classes.

A Tech-Smart class at the middle level, which will fulfill the ISD Tech graduation requirement, is being implemented in the fall of 2011. It provides students with an introduction to online learning and cyber safety using technology as an instructional strategy and as content.

Expanded summer school options for high school provide innovative ways to extend academic and elective course opportunities. In addition to providing credit retrieval we are offering credit accrual. We offered a unique high school physical education course in which students could earn a half credit of PE in a condensed time period of two weeks. Twenty-eight students enrolled in and completed this course. Thirteen courses were provided in summer school in 2011 including physical science, biology, Algebra 1 and 11, English 9, 10 and 11, World Cultures, European History, US History and Northwest Studies. Additional courses were offered without sufficient enrollment to implement.

The implementation of TI-Nspire Calculators and Navigator Systems in our secondary math classes has opened up new methods of applying, integrating and extending mathematics learning and provided opportunities for powerful, formative assessment and interactive learning.

Embedded professional development in balanced literacy is being delivered through Literacy Support Teachers at the school and classroom level. This is an innovative approach which provides individualized professional training for teachers with diverse backgrounds and experience levels.

The superintendent may not fail to:

6. Ensure that the instructional programs, including both content and practice, are uniformly implemented, regularly monitored, and modified as necessary to assure the continuing effectiveness.

INTERPRETATION

I interpret this to mean that accountability for consistent instructional implementation is insured through consistent monitoring and feedback by building and district-level administrators, the implementation and analysis of common assessments and regular reflection by staff members.

EVIDENCE

Principals and administrators conduct ongoing monitoring through classroom walk-throughs, informal observations and formal teacher evaluations based on the Standards for Quality Teaching and Learning.

District staff members have participated in STAR Protocol Learning Walks in order to reflect upon their teaching practice and set goals for improvement. Schools have determined that areas of focus in powerful teaching and learning will be thinking and application for next year and Teaching and Learning Services will collaborate with schools to promote goals in critical thinking.

Common professional development is provided to support consistent implementation. This year professional development was conducted in the content areas of elementary reading, elementary science, GLAD instructional strategies, middle school language arts, secondary math, and secondary science.

Common assessments have been implemented in math at all levels. This provides a basis for teachers to collaboratively score and analyze results to inform instruction. Common assessments will be expanded to other content areas next year.

Due to a change in the state science standards, changes in the Middle School science unit organization have been identified for implementation in 2011-12 which will help ensure consistency. Grade level focus will be: Grade 6 - Life Science, Grade 7 - Earth Science, Grade 8 – Physics.

Elementary science curriculum adoption will align with new state standards. Implementation will be monitored through common professional development, rotation of materials and building principals.

The superintendent may not fail to:

7. Select textbooks and instructional materials that advance the achievement of the Board's Ends policies and that achieve consistency and articulation of the curriculum by course and program.

INTERPRETATION

I interpret this to mean that a clear process is used in order to use the Board's Ends as guidelines in the selection of all textbooks and materials.

EVIDENCE

Each charter for new curriculum adoptions specifies all adopted materials and instructional practices support the advancement of the Board's Ends.

Materials selection committees follow specifications outlined in their charters regarding Board's Ends.

The Instructional Materials Committee functions to insure that materials are selected in conformance with our criteria set forth in each adoption charter.

The superintendent may not fail to:

8. Maintain a procedure for reviewing materials and textbooks upon formal request by a parent or other stakeholder.

INTERPRETATION

I interpret this to mean that a clear process has been established for the purpose of providing access to parents or other stakeholders to reviewing curriculum materials.

EVIDENCE

The Instructional Materials Committee acts upon requests for text/materials approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials.

The curriculum adoption process includes three opportunities for parent or other stakeholders to review and provide input on materials. These steps are cited on our district website under Curriculum Adoptions.

- Parent survey conducted in the summer prior to the materials review. For the 2010-11 school year we surveyed elementary parents regarding K-5 science and high school parents regarding language arts as those were the two content areas in our adoption cycle.

- Parent Preview on specified date prior to recommendation from materials selection committee or IMC recommendation. Parent previews were held for both elementary science and high school language arts.
- Parent Review on specified two week period prior to Board review. Reviews were conducted for both elementary science and high school language arts.

We have detailed procedures for reviews and challenges of library material in our IEA Contract: 13.5.3 and 13.5.4 <http://www.issaquah.wednet.edu/documents/personnel/agreements/teacher10-14.pdf>

The superintendent may not fail to:

9. Supply adequate core materials necessary for implementation of instructional program.

INTERPRETATION

I interpret this to mean that the Teaching and Learning Department insures adequate purchases of curriculum materials in order to support all students in our district at a reasonable cost.

EVIDENCE

The Administrative Assistant to the Executive Director of Teaching and Learning Services maintains precise and current records regarding student enrollment and materials purchases. Materials are purchased according to student FTE at each school site. Additional materials for core classes are purchased as needed based on student enrollment growth. Additional materials for supplemental and elective courses are purchased by individual school sites.

The superintendent may not fail to:

10. Ensure appropriate and timely input from students, parents, community members, teachers, administrators, and other staff members involved in the instructional program as curriculum materials are reviewed and selected.

INTERPRETATION

I interpret this to mean that we have policies and procedures which outline the opportunities for input from students, parents, community members and staff.

EVIDENCE

Our adoption process includes several opportunities for parents, administrators and community members to provide input. These include curriculum surveys prior to each adoption, Parent Preview Nights (new last year) and a two week Parent Review. Dates are outlined on the district website and communicated through eNews. [Elementary Science adoption page](#); [High School Language Arts adoption page](#).

We collect input from students and teachers as part of the field testing procedure that is conducted during every materials adoption process.

During our elementary science field test this year, students completed a survey after each new lesson. Administrators were invited to submit input via a Zoomerang survey after the fall MDSD session.

The superintendent may not fail to:

11. Share with the Board, on an annual basis, data-driven plans for improvement at each school.

INTERPRETATION

I interpret this to mean that each school in the district develops Continuous School Improvement Plans based on an analysis of data.

EVIDENCE

Each school administrative team prepares a data analysis and school improvement plan which is presented and shared with the Board annually. The data analysis includes student achievement, gap closing progress, student attendance and discipline.

Schools maintain documentation of their CIPs and Teaching and Learning Services maintains a record of each plan.

The superintendent may not fail to:

12. Integrate technology into content areas across all grade levels where appropriate.

INTERPRETATION

I interpret this to mean that technology integration is an expectation for all courses and content areas unless it is not appropriate.

EVIDENCE

2011-2012 is the twelfth year of the Issaquah Technology Project. The focus of the eleven day class for each cohort is integrating technology appropriately into their classroom instruction and student learning activities.

Tier 3 of the OSPI Tiers of Technology Integration into the Classroom is a technology goal in the IEA/ISD Contract and a goal for technology professional development.

Our math programs include online components for student access and support as well as resources for parent support.

New curriculum adoptions include a review of available technology as part of the materials selection process. Our high school language arts materials include online components for students to access and for teachers to integrate into classroom instruction.

All elementary and middle level classrooms in the district have ActivBoards that provide access for teachers to embed technology into daily lessons. The new tech levy includes funding for interactive whiteboards and for electronic student response systems which encourage integration and interaction in the classrooms.

This year a team of ISD teachers created ActivInspire flipcharts for EDM for K-5 to support integration.

Virtual chemistry labs were added as resources in high school chemistry courses this year.

High School math teachers were trained in the use of Navigator Calculators, which enhance the learning opportunities for math students.