

**Issaquah School District  
Executive Limitations Monitoring Report  
EL-14 Instructional Program  
Annual Internal November 18, 2015**

**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, best practices in instructional leadership, 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 using data to inform instruction, 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 School Improvement Plan (SIP) which includes an action plan with goals that promote research-based best instructional practices to make a positive impact on student learning. During 2014-15, a committee of school and district administrators developed a new format for the SIPs that follows the OSPI recommended format and includes all the requirements of WAC 180-16-220. SIPs are shared with the School Board on an annual basis. A non-academic student learning focus is included in the SIP.

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 5– Curriculum, Instructional Materials Selection and District Health Services sections 5.2 – 5.4.

CTE continued development and revision of curricular maps that guide instruction through the alignment of technical skills and core academic standards.

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 2014-15 were online book studies (Navigating the Common Core, Notice and Note, Texts and Lessons, Leaders of Their Own Learning, Grading Harder Not Smarter, Embedded Formative Assessment, Science: Explain Yourself), GLAD training, reflective learning walks and

Cultural Competency with both teachers and administrators. Elementary offerings included training in Writer's Workshop methods, math problem-solving, reading assessment and Balanced Literacy sessions. The middle school topics were math, science and reading comprehension strategy instruction. Training was conducted in high school language arts, mathematics and science topics.

The first conference-style professional development days were held in August 2015, with Dr. Clayton Cook as a keynoter on the topic of social-emotional learning. Teacher feedback was very positive and staff appreciated the element of choice in selecting break-out sessions, which is a well-documented best practice that motivates both children and adults.

Elementary early release time was differentiated for each school, with school-based professional development to support high student achievement. The district-directed early release hours in 2014-15 were devoted to implementation of Writer's Workshop, balanced literacy, math practices (problem-solving and reasoning) and formative and summative assessments. Additionally, teachers are provided with twenty 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.

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 and content acceleration.

**EVIDENCE**

Scope and sequence documents outline instruction that meets or exceeds state standards. The middle and high school social studies program scope and sequences were implemented.

All CTE courses All CTE programs have locally-developed, State-approved curricular maps that match technical skills with core academic standards. Following a State re-approval timeline, programs will align with Common Core State Standards and Next Generation Science Standards where applicable.

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

We continue to be committed to identifying, developing and revising common assessments for courses and content areas. Elementary teachers continued to implement common assessments in reading and administered common assessments in writing in grades K-5 for the first time. Middle school teachers implemented common assessments in reading comprehension, math, science, social studies, PE and health. High school teachers implemented math, social studies, language arts, world languages, science and PE common assessments. Both the elementary and secondary music curriculums developed scope and sequences which are aligned with Washington State standards and the New National Arts standards. The elementary scope and sequence identifies the learning targets of the elements of music at each grade level and the secondary scope and sequence identifies the

learning targets for choir, orchestra and band based on the proficiency level of the student, beginning, intermediate, advanced and accomplished. Many common assessments were developed and implemented in CTE courses.

Secondary courses such as IB Computer Science, AP Physics, AP English Literature and Composition, IB American Studies/American Literature and middle school Advanced Language Arts, base instruction on rigorous expectations that exceed the state standards.

Highly capable programs (Merlin, SAGE) are provided for identified students in grade 3 through 5. To differentiate instruction for our advanced readers, Reader's Workshop units continue to be implemented in grades 3 - 5.

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

Financial Literacy (Junior Achievement) gives our 8th grade 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 such as computer science, web design, NJROTC, forensics, student leadership, visual art, video production, environmental science, AP, IB, and honors courses, drama, culinary arts, FIRST Robotics and DECA.

Science/technology magnet Programs at Briarwood, Endeavour 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.

Each school in the district has an active Green Team that allows students the opportunity to participate and develop their leadership skills and knowledge about sustainability. Secondary students from each middle and high school participated in an end of year community summit. Students at the summit collaborated with community leaders, shared their school green team's accomplishments and planned for the upcoming year.

Reader's Workshop Units for grades 3, 4, 5 and 7 (Myths and Legends, Fur and Feathers, Survival, Fantasy, Mystery, and Graphic Novels, Courage To Be An Individual) have been implemented which

provide student choice in selecting reading materials. Student choice enhances motivation and develops specific interest areas.

Online Learning opportunities, managed by our Online Learning Coordinator, are provided for ISD students which expand access and variety of course offerings. [Online Learning Summary 2014-2015](#)

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

In order to open up more opportunities for students to select classes of interest, we have provided eighth grade Independent Health, alternative crediting in high school PE and Music, and an optional 7<sup>th</sup> period at Skyline and Issaquah High Schools.

***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**

Our teachers continue to participate in GLAD training strategies which support all students and particularly our English Language Learners. GLAD courses were offered in the summer of 2014 with follow-up training throughout the 2014-15 year. Approximately 50% of our elementary classroom teachers have participated. At the secondary level, 14% of MS teachers have been trained and 12% of high school teachers. We continued to implement a unique, integrated secondary GLAD/ELL training for high school teachers and have extended the program to include middle school teachers this year.

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

Our 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 continued during school-based trainings in 2013-14, and teachers received training in our newly adopted elementary writing curriculum (which also differentiates instruction through student choice of writing topics) via in-classroom demonstration lessons and debrief sessions. These classroom demonstration residencies will continue in 2014-15.

In 2013-14, we expanded the Reader's Workshop approach from grades 3-5 to include a required unit in grade 7 titled *Courage To Be An Individual*. Middle School Advanced Language Arts classes at PCMS, MMS and PLMS have also implemented additional Reader's Workshop units 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. Students learn through traditional classroom experiences, work-based learning, and off-site programs (such as DigiPen or other WaNIC programs).

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 all three of our comprehensive high schools is unique because it provides Introduction to Computer Science and advanced computer science classes through collaboration between our school district and industry professional from local high-tech industries. Ninety-three students took the AP Computer Science A exam. Seventy-five passed (80%).

The delivery method of 8<sup>th</sup> 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 2013-14 school year, 306 students took advantage of the Independent Health option.

After researching best practice for struggling middle school readers, the Scholastic Read 180 program was chosen as a pilot curriculum to be implemented in 2015-16 at two of our middle schools.

Online learning opportunities have been expanded this year under the supervision of an online learning coordinator and our new online learning policy. [Online Learning Summary 2014-2015](#).

TechSmart, a required class at the middle level, fulfills the ISD tech graduation requirement. The class was implemented in 2011. The class provides students with an introduction to online learning using Moodle. Topics covered during the trimester course include cyber safety, file management, digital storytelling, energy science, computer programming, and information analysis.

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. There were a total of 432 classes taken in the ISD 2015 High School Summer School program. This

number includes 96 students who took Online ISD health and 336 students who accessed the regular summer school program. These students took 215 classes for credit accrual in courses including Art: Guided Study, PE/Food and Fitness, NW PE, ISD Online Health, and Ecology Summer Research. Students took 227 classes for either Credit Recovery or Grade Improvement. These courses were in the areas of English (Lit Analysis, American Lit, Senior Lit/Comp), Math (Algebra 1, Algebra 2, Geometry), Science (Biology, Chemistry) and Social Studies (NW Studies, World Studies, European Studies, US History).

Expanded summer school options for elementary summer school students including; robotics, and video editing.

### 2015 Middle School Summer School Program

The continued 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 elementary 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 Reader's Workshop units incorporate student choice, Common Core State Standards, and challenging rigor. Students apply skills to texts at their instructional reading levels.

The teacher and principal comprehensive evaluation systems include a student growth component

Due to financial support from the Issaquah Schools Foundation, we were able to provide a four-day Writing Institute with trainers from Columbia University's Teacher's College in the summers of 2014 and 2015. Nearly 150 ISD teachers in grades K – 6 attended the institute both years.

### ***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**

Elementary principals participated in a year-long professional development focused on how to use protocols to facilitate data-driven dialogue related to student achievement with teachers in their buildings. The principals experienced the protocols using data from elementary common assessments and were provided with all the materials needed to recreate the process at their buildings.

Principals and administrators conduct ongoing monitoring through classroom walk-throughs, informal observations and formal teacher evaluations based on Charlotte Danielson's Professional Practices Framework and Powerful Teaching and Learning Instructional Framework.

All SIPs include extensive monitoring of data and reflection on the part of the leadership team and staff at each school.

Common professional development is provided to support consistent implementation. This year professional development was conducted in the areas of Common Core State Standards, elementary writing, elementary reading, elementary math, K-12 GLAD instructional strategies, secondary language arts, secondary math, secondary language arts and secondary science.

Common assessments provide a basis for teachers to measure student growth, collaboratively score and analyze results to inform instruction. Common assessments have been implemented in language arts at all levels, and in secondary math, science and social studies. Reading growth in grades K-5 was measured through the Fountas and Pinnell reading assessments which are administered at least twice a year.

Principals and district-level administrators were provided with comprehensive data grids that included state and district assessment information about student performance. Item analyses of content area common assessments were also delivered through the School Data Solutions Homeroom application. This information was emailed to staff via so that it could be easily downloaded to monitor student learning and provide feedback to teachers.

***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 review 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 through the adoption process and if a parent or stakeholder requests a re-evaluation of previously adopted 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.

- Parents are invited to submit questions and comments on our annual parent survey.
- Parents are invited to submit comments and feedback on each content adoption webpage: [Link to High School Social Studies](#), [Link to Middle School Social Studies](#), [Link to Elementary Math](#)
- Parent Review on specified two week period prior to Board review. Parent reviews were conducted for K-12 Music.
- The District has a procedure for parents and stakeholders who have a concern or complaint about curriculum materials. This procedure includes Form 2020F3 Request for Re-evaluation of Materials and establishes a process by which the complainant must make an effort to discuss the concern with the person(s) responsible for using the materials. The form also asks a series of questions to help clarify the concerns.

Library Materials Review or Challenge: 5.2.6 (Procedure for Selecting Library Resource Materials AND 5.2.7 (Challenged Materials) [IEA Contract](#).

### ***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, online access to submit comments and questions, and a two week Parent Review. Dates are outlined on the district website and communicated through eNews.

Parent survey conducted in the summer prior to the materials review. For the 2014-15 school year we surveyed elementary parents regarding K-5 music.

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

***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 and gap closing progress.

Schools maintain documentation of their SIPs 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**

This is the fifteenth year of the Issaquah Technology Project. The program continues to evolve to meet the needs of newly adopted curriculum and to include new technology in current curriculum. E-4 is the overarching understanding for ITP. The focus of the ten day class is to ensure that each cohort is integrating technology appropriately into their instruction and student learning activities. Teachers are offered two different equipment paths from which to choose to meet the unique needs in their classrooms for their content. Each group begins with an intensive five-day training during the summer, and meets for five additional follow-up sessions during the school year. As participants in the program, teachers:

- Create, teach and reflect on five lessons matched to the Washington Educational Technology Standards (Talbert, 2008) aiming for Tier 3 technology integration in the areas of *Innovate*, *Collaborate*, and *Investigate* and *Think Critically*.
- Create a technology integration goal for the school year.
- Engage in a collaborative ITP online community. Post questions, ideas, and feedback related to ITP coursework and integrating technology into the classroom.
- Provide school-based technology leadership at least three times during the school year. This leadership could include technology professional development classes, informal user groups, development of teacher resources, etc.

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 the Educational Technology Department's professional development. This year each of the three Instructional Technology Specialists has their own group of schools. Part of their work is to support their teachers in integrating technology and creating Tier 3 classrooms which promote students to be actively engaged in using technology in individual and collaborative learning activities.

Most vendors now have online components to their curriculum. As new curriculum is considered for adoption an Instructional Technology Specialist will sit on the curriculum adoption team to be sure all technology considerations and issues are addressed prior to selection and implementation.

All elementary and middle level classrooms in the district have ActivBoards or interactive projectors that provide access for teachers to embed technology into daily lessons. The tech levy includes funding for electronic student response systems K-12 which encourage integration and interaction in the classrooms and those are being added yearly. The systems enable quick formative and/or summative information to be acquired from students during instruction and data can also be kept from student input.

The Educational Technology department offers numerous technology classes centrally and in the schools that is specifically structured to meet the teachers' training needs. In addition, the district is also providing an on-line subscription that includes technology workshops and tutorials that all staff can access and for which they can be compensated. The on-line system allows staff access whenever it is convenient for them. The system also allows district staff to add custom trainings for systems unique to ISD.

*Board approval:*