

**Issaquah School District
Executive Limitations Monitoring Report EL-14
Instructional Program
Annual Internal March 10, 2022**

The Superintendent certifies that the District is in compliance with EL-14 with an exception.

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.

Due to the COVID-19 pandemic all Washington public schools were ordered closed to in-person teaching and learning in March of 2020. Knowing that the forced closure of schools and resulting remote and hybrid learning would not meet the standard of best instructional practices that support academic achievement as I have interpreted in the past. The following actions described in this report were designed to prioritize the resumption of in-person learning to those furthest from educational equity; implement for all students research-based instructional practices for distant learning when required to provide it, and position the district for recovery upon resumption of in-person learning, enhancing our resources and practices as aligned to research-based Multi-Tiered Systems of Support (MTSS) practices and systems.

2020-21 Timeline

July/August 2020	Identified modified essential learnings / scope & sequence Prepare professional development for remote learning Install Canvas learning management system Provide targeted summer school supports (in-person)
August LID Days	Professional development on remote learning Professional development on learning management systems Professional development on essential learnings / scope & sequence
Start of Year	LRC 2 In-Person Learning Issaquah L.I.V.E remote learning
February	K-1 In-Person Hybrid Learning
March	2-5 Grade Concurrent Hybrid Learning
April	Middle and High School Concurrent Hybrid Learning

The modified essential learning necessary during remote and hybrid did not maintain the pre-pandemic level and students also did not retain their momentum (learning progression) resulting in learning/achievement gaps) This resulted in an exception to this Executive Limitation (EL-14). I do not believe the remote teaching and learning we were forced to implement met the standard of best instructional practices that support academic achievement as I have interpreted it in the past.

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

Ongoing annual evidence includes:

- School Improvement Plans: 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. Our SIP format follows the OSPI recommended guidelines and includes all the requirements of WAC 180-16-220. SIPs are shared with the School Board on an annual basis.
- Charters for curriculum adoptions: 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.
 - [Curriculum Selection Process Webpage](#)
 - 2020-21
 - Most adoption processes were halted during remote/hybrid learning
 - ISD continued the Reading Foundational Skills adoption; piloting and selecting instructional materials as approved by the IMC and School Board. These materials address the need for evidence-based early literacy instruction and intervention, the need for more intervention matching options within Title 1A/LAP, the early literacy law (a.k.a. dyslexia law) requirements, and the anticipated needs for recovery learning for early readers in general education.
 - Teaching staff implemented a modified version of the newly adopted Amplify K-5 Science. Working with Amplify, resources were developed for remote delivery of science concept development and inquiry based learning experiences.
 - Work continued at a modified pace on adoptions or implementation of Middle School Health, High School Language Arts, Physics and Chemistry.

- Professional Development. District staff members participate in ongoing professional development opportunities that model and teach best practice instructional strategies. Highlights include the following:
 - Professional Development for 2020-21 necessarily focused on research-based practices for distant/remote learning, the use of learning management systems, and modified essential learnings. Part of our professional development was based on a series of Distant Learning Playbooks published just-in-time by Fisher & Frey.
 - The ISD had 638 participants in the online book studies that we provided in collaboration with the Center for Collaborative Support districts. Book study titles were: *Heart!, Balance with Blended Learning, Launch: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student, Blindspot, Distance Learning Playbook, Computational Thinking and Coding for Every Student, Making Connections with STEM.*
 - Ongoing or Required Professional Development on instructional practices; 2020-21
 - GLAD training: Continued with building leaders and district supports for applying Guided Language Acquisition and Development (GLAD) to all with a focus on meeting the needs of ELL students during remote and hybrid learning
 - Tech Training (see #12 below) - increased tech training and expanded Kyte offerings.
 - i-Ready: elementary school-wide training was provided at each school, 3-sessions per school in the administration of i-Ready math assessments, use of i-Ready data and instructional tools.
 - Training on Lexia (1-2 sessions per elementary school) assessment, data and instructional tools
 - Optional or Targeted Professional development 2020-21
 - ALEKS (MS Math)
 - NoRedInk (MS/HS ELA)
 - Regular Office hours by TLS TOSAs to provide just-in-time supports for curriculum, instruction, technology and assessment to support remote and hybrid learning environments.
- Professional Development for Implementation of curriculum adoptions; 2020-21:
 - Most adoptions were paused during remote learning
 - PD was provided for staff piloting Reading Foundational Skills materials
 - Elementary Science PD – remote PD was provided to support Amplify implementation, the instructional plan was highly structured for ease of use by staff
- CTE: CTE curriculum is in alignment and continually modified using curriculum frameworks to teach relevant technical skills and core academic standards. In 2020-21, with the limits of remote learning in place, students had less access to the engaging hands-on learning typical of a CTE course resulting in less rigorous and diverse career preparation.

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 uses 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.

During the 2020-21 school year essential learnings, aligned with state standards, were identified for each course to ensure learning focused on the core outcomes that prepare students for future opportunities. Staff assessed students to determine and address any pre-requisite skill gaps resulted from the spring 2020 closure of school.

Each charter for new curriculum adoptions specifies that instructional practices and standards are aligned with our Washington State Standards. All goals and objectives were designed to meet state standards and provide additional support material to differentiate for students who exceed state standards.

We continue to be committed to identifying, developing and revising common assessments for courses and content areas. During the 2020-21 school year, ISD continued to revise K-8 Math and ELA common assessments to implement validated assessments that align to the best practices of MTSS.

- ELA: By spring 2021 began initial implementation of i-Ready Reading K-8 (6th–8th was in a piloting phase).
- Math: K-5 i-Ready Math was administered in Fall, Winter and Spring; ALEKS was implemented for MS Math CC6-8 Courses.

Middle school teachers implemented additional common assessments in science, social studies, PE and health. High school teachers implemented math, social studies, language arts, world languages, science, PE, and CTE common assessments.

Highly Capable Programs (PEP, SAGE, MERLIN and Secondary HCP) are provided for students meeting eligibility requirements in kindergarten through 12th grade. Services are provided through pull-out, push-in, clustering, self-contained classes, accelerated materials and access to advanced content that exceeds state standards.

Links:

- [K-2 Continuum of Services](#)
- [3-5 Continuum of Services](#)
- [6-8 Continuum of Services](#)
- [9-12 Continuum of Services](#)
- [Secondary Options Letter Spring 2022](#)

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

- [MS Math Pathways Information](#)

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.

The teaching of Financial Literacy 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.

All CTE courses fall into a program pathway that provides a variety of opportunities for students to both explore and prepare for their potential future careers. As industry continually evolves, so does our CTE curriculum through a five year re-approval cycle where courses are reviewed by both local program advisory committees and by OSPI. During re-approval our locally developed curriculum frameworks are revised to reflect the most current National and Industry Standards, WA State Standards, Next Generation Science Standards, as well as other Core Content Standards including the Computer Science and Financial Literacy Standards.

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.

ISD continues to develop the Dual Language Spanish/English program.

Science/technology Magnet Programs at Briarwood, Clark and Cascade Ridge are provided 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. During Green Team events and meetings, Green Team Advisors and students collaborated with community leaders from the City of Issaquah, King County and the YMCA, shared their school green team's accomplishments and planned for the upcoming year.

Reader's Workshop Units for grades 3, 4, 5 (3: Myths and Legends, Fur and Feather, Cultures in Our Communities: Notable North Americans; 4: Survival, Fantasy; 5: Mystery, Graphic Novels, Science is Alive, Revolutionary War) continue to be implemented. Reader's Workshop units for Middle

Schools 6, 7 and 8 (6: Young Wonders, Humor and Hero's Journey; 7: Courage To Be An Individual, Dystopia and Non-Fiction; 8: Life's Lessons, Books That Change Lives) continue to be implemented. This approach provides 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 2020-21](#)

Co-curricular classes/activities such as robotics, Scratch/coding, 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, and an alternative crediting in high school PE and Music.

The District added a 7th period at Issaquah High School and Skyline High School to provide an additional course opportunity. Liberty High School currently has a 4x4 8 period schedule that also allows for additional course opportunities. (Note: LHS will be moving to the 7 period schedule for the 2022-23 school year.)

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

Curricular Approaches to address learning styles and needs:

- K-8 Writer's Workshop: Genre-based writing allows student choice of specific topics and prompts within genres.
 - Matt Glover continues to provide annual on-boarding training to new elementary teachers.
- K-8 Reader's Workshop: Allows student choice of text, focus on reading strategies
- K-5 guided reading and leveled libraries. Provides for targeted small-group instruction leveled to meet the students' immediate learning need and provide effective performance feedback.
- HS Novels: recently adopted and in the process of being implemented. The new adoption greatly diversifies authors and topics to more accurately reflect the backgrounds of our students. The addition of a book-club introduces a choice-based unit in 9th-11th grade ELA courses.
- Use of adaptive technology allows for diverse onramps to learning through leveled texts, audio text, responsive/adaptive software, adaptive tools such as text to voice.

- Inclusionary Practices – continuing as a priority and theme within professional development. Developing our inclusionary practices is ongoing.
- Our adopted Eureka Math curriculum allows lessons to be customized to meet student needs. Each lesson has a menu of components that teachers use to differentiate. For example, problem sets are designed flexibly and teachers can provide varying levels of challenge for individual students.
 - Teachers new to the District receive training in the fall and winter to successfully implement Eureka math with an emphasis on differentiation. The pilot and selection of iReady math adds a personalized learning pathway for students based on an adaptive diagnostic assessment.
- 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. Middle school math, science and language arts offer differentiated pathways for learning.
- CTE program offerings include a wide range of courses from the 16 different “career clusters” that are recognized in middle schools, high schools, community and technical colleges, and the workforce. Students have access to classroom experiences, internships, work-based learning and off-site programs including Washington Network of Innovative Careers (WANIC) as avenues to explore and prepare for their future careers.
- Individual 504 Plans support eligible students through individual accommodations that support their unique learning needs.

ISD teachers continue to participate in GLAD training strategies which support all students and particularly our English Language Learners. GLAD trainers work with curriculum specialist and building leads to embed GLAD training and GLAD resources and practices in core curriculum.

Each school participated in two Cultural Competency trainings arranged through the ISD Equity Department, including guest trainer Rosetta Lee.

Co-Teaching training continues to be a focus – this training was modified during remote/hybrid learning. Co-Teaching is an inclusive strategy for meeting the needs of students with special needs and/or Multi-Lingual Learners while benefitting all students.

The elementary January Non-Student Day centered on a training by Dr. Alicia Franks, a state authority on providing for the educational needs of students with dyslexia. This training was provided in preparation for the implementation of our Reading Foundational Skills Adoption.

Title 1A/LAP Interventionists received training on reading foundational skills, screening and diagnostic assessments and intervention matching.

All Elementary staff received training on the use of i-Ready assessments to identify and address a continuum of learning needs.

The Multi-Tiered Systems of Support (MTSS) District Implementation Team (DIT) completed, with the inclusion of building and additional central administrators, a District Assessment of Change to determine next steps for developing Integrated Multi-Tiered Systems of Support – resulting in program recommendations.

Targeted schools received training and coaching on disproportionality through our Comprehensive Coordinated Early Intervening Services (CCEIS) action plan.

Examples of resources to address the range and continuum of learning needs:

- Leveled libraries at each elementary school
- Culturally Diverse books added to classroom libraries at the elementary
- Newsela (MS Leveled reading for content areas) added 2020-21
- NoRedInk (piloting in MS to provide resources for differentiation, including interest based differentiation, for grammar instruction and for scaffolding writing across content areas) *added 2020-21*
- SORA (K-12 resource for human-read audio books)
- Immersive Reader, Microsoft (provides adaptive tools for text to voice, translation, accessibility tools)
- i-Ready Reading and Math (provides personalized learning pathways, assessments and teacher-lead targeted lesson materials)
- Tier 2-3 adaptive tools arranged through our adaptive technology specialists

A continuum of services including Primary Enrichment Program (PEP), Elementary Highly Capable Programs SAGE, MERLIN and Secondary Highly Capable Programs are provided for students who qualify for these programs.

All teachers, including those with cluster groups of Highly Capable students in their classes, have the opportunity to participate in differentiation professional development led by the Elementary Education Department and/or the Teaching and Learning Department. All teachers receive a yearly training about Highly Capable Programing which also includes information about differentiation.

Links:

- [K-2 Continuum of Services](#)
- [3-5 Continuum of Services](#)
- [6-8 Continuum of Services](#)
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- [Secondary Options Letter Spring 2022](#)

A summer reading support program continued students in Grade 3 in literacy. This program was offered remotely to all 3rd grade families in the summer of 2021.

New ISD teachers received instruction in the implementation of core content area curriculum and best instructional practices in those content areas from TLS staff during the New Hire Academy.

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, encouraged and supported when appropriate in the development of programs and classes.

EVIDENCE

Computer Science continues to thrive at all three of our comprehensive high schools with a demand of 1.5+ FTE staffing per site. While the TEALS model has been extremely popular for some time, 2018-19 was the last year utilizing the program Districtwide as we transition and adapt to their new model. Despite this, we continue to provide Introduction to Computer Science, AP Computer Science A, AP Computer Science Principles, IB Computer Science SL/HL and Advanced Computer Science courses through collaboration between our District and industry professionals from local high-tech industries.

The delivery method of 8th grade Independent Health allows students to take two full-year electives (world language and performing arts) while insuring they also have direct instruction in FLASH and HIV-Aids. During the 2020-21 school year, 449 students took advantage of the Independent Health option (BLMS 135, IMS 54, MMS 93, PCMS 55, and PLMS 112).

Online learning opportunities continued last year under the supervision of our online learning coordinator. [Online Learning Summary 2020-21](#)

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 and provided transportation for students. The results was a dramatic increase in enrollment. There were a total of 1176 classes taken in the 2021 Summer School program. 545 Students took 1176 classes for credit recovery or grade improvements. In addition to grade improvement and credit recovery, there were 19 students who participated in the Summer Ecology research program that was entirely online, 79 students accruing new PE credit, and 97 students who took the online Health course.

With the implementation of Canvas LMS credit recovery options managed through Canvas are being developed to provide more opportunities and pathways toward credit recovery and graduation.

Even with the addition of a 7 period day at Issaquah and Skyline, there continues to be a strong interest in ISD Summer School for both advancement and credit recovery. I believe this will continue as we provide free tuition for Live Summer School courses.

From the summer of 2017, there has been a substantial increase in classes taken during the ISD Summer School. I believe there are several factors which led to this increase and one of the biggest was offering our communities free tuition for Summer School courses.

In fall of 2016 we opened Gibson Ek High School, an innovative choice school, based on real world, real learning one student at a time.

Students who speak, read, and write a language other than English can earn up to four world language credits in high school by demonstrating proficiency. In 2020-21 85 students in the ISD received a total of 301 credits of world language through world language competency exams.

To receive the Seal of Bi-literacy, students must earn the equivalent of 4 years high school World Language credit through Competency-based Credit or strong World Language AP or IB scores, plus meet all English Language Arts graduation requirements by graduation. In the graduating class of 2021, 162 Seals of Bi-literacy were earned. Bi-literacy seals earned by school: IHS 65, LHS 7, and SHS 90.

The Elementary Social Studies curriculum incorporates a wide range of technology, including Office 365 OneNote, Actively Learn, Google Earth and Voyager, and Dollarstreet: Gapminder websites.

The District continues to offer pre-k summer school to support kindergarten readiness. Due to the COVID-19 emergency order we were not allowed to complete the one on one in-person screening assessment for participation in this program. 1:1 screening resumed in August 2021.

The Issaquah School District offered a free, in-person K-5 Summer School program in July 2021. This program was housed at Clark Elementary School. Elementary K-5 Summer School registration was by invitation only. The District focused efforts on providing instruction to those students who had the greatest challenge accessing learning opportunities in the past year due to COVID and those identified as having been most significantly impacted academically. In order to provide equitable opportunity to attend, the program was tuition-free and transportation was provided.

Three additional kindergarten classes were offered at the Pre-K Summer School sites (Issaquah Valley, Apollo, and Challenger Elementary Schools) for students entering first grade in the fall of 2021. Classes were by invitation only and went to students shown to have had the greatest challenge in accessing learning in the remote environment. This allowed us to serve a total of 80 identified kindergarten students to support their transition into school as first graders.

In each of the summer school classes included students receiving Special Education services in LRC I, students receiving ELL services, and students identified for Title I and LAP services. These inclusive classrooms were reported to be the highlight of the summer program for teachers and staff.

The research-based Read 180 and Math 180 intervention programs were implemented in all five middle schools, supporting students who needed additional instructional time and extended

teaching strategies. Students worked in small guided reading groups with the teacher, applied their learning during independent reading and used a technology program to practice skills. In 2020-21 alternative models of intervention / study skills classes were piloted to allow student support in both ELA and Math and increased support with ongoing coursework in their general ELA and Math courses rather than a focus on Read/Math 180.

Embedded professional development in balanced & comprehensive literacy was delivered through Instructional Coaches at the school and classroom level. This approach provides individualized professional training for teachers with diverse backgrounds and experience levels.

Matt Glover, a nationally known literacy expert, continued to demonstrate effective practices in writing through residencies in schools for new K-5 staff.

The ISD Reader's Workshop units incorporate student choice, skill lessons to teach 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.

ISD has fostered a relationship with the Snoqualmie Tribe to collaborate on development of future social studies curriculum inclusive of a first-people's perspective.

The aforementioned MTSS District Implementation Team completed a research-based District Assessment for Change study to inform recommendations for continued development of integrated Multi-Tiered Systems of Support.

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. The COVID-19 pandemic necessitated significant modification to the instructional programs of the District. ISD central office staff collaborated with school based leaders to identify the most essential learning outcomes and adapt scope, sequence and instructional practices for remote and hybrid delivery, including the following:

- TLS provided week-by-week pacing guides and resources for elementary delivery of core curriculum.
- TLS and secondary department chairs with their school teams collaborated to set clear essential learnings and collaboratively and systematically adjust curriculum to meet the long-term needs of students.
- Regular meetings were held with department chairs to monitor student learning outcomes.

EVIDENCE

On a regular basis, all Principals reviewed the rubric components of the AWSP Leadership Framework and reflected upon the attributes, skills, and knowledge necessary to enhance their professional practice in each of the 8 criterion. In addition, monthly Professional Development opportunities for Elementary Principals provided opportunities for them to read, and engage in professional dialogue around instructional and assessment practices, and policies and procedures that highly impact student achievement and the culture of a school. These sessions also covered strategies for principals to implement to increase the effectiveness and efficiency of the Teacher Evaluation Process.

Principals and administrators conduct ongoing monitoring through classroom walk-throughs (and virtual class visits during remote learning), informal observations and formal teacher evaluations based on Charlotte Danielson's Professional Practices Framework and Powerful Teaching and Learning Instructional Framework.

Principal professional development were focused on supporting mental health, social emotional learning and academic support as well as COVID supervision. Cultural Competency training continued during All Administrators meetings held monthly throughout the school year.

During the 2020-21 school year, SIP plans focused on engagement and social-emotional health. To support future SIP plans, school and department staff collaborated in the development of new sources of data for monitoring school improvement as aligned with MTSS.

Common assessments provide a basis for teachers to measure student growth, collaboratively score and analyze results to inform instruction. They also provide a system to monitor the effectiveness of our instruction in meeting state standards. Common assessments have been implemented in language arts and math at all levels, and in secondary, science and social studies.

Elementary Principal professional development sessions were focused on Inclusion, Distance Learning, Student Engagement, Special Education, and Intervention Blocks. Principals created and shared work plans and action plans with colleagues. Principals also engaged in in-depth analysis of, available data such as iReady, attendance, leading to the creation of intervention plans focused on engagement for students.. Additional PD topics included: Cultural Competency, Tiered Teams, and training on the new inquiry-based social studies and Amplify science curriculum. To support staff with remote learning, trainings on Zoom, Teams, and SeeSaw were provided.

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 and EL-16 Equity.

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 annually via surveys conducted prior to each curriculum adoption.
- Parent Review is provided during a specified two week period prior to Board review. Parent reviews were conducted for Elementary Social Studies, Secondary Biology, Algebra 1, Geometry and Algebra II.
- 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.

During remote learning additional digital tools, resources and materials were purchased to ensure that core curriculum and differentiated instruction could be delivered by teachers.

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 surveys are conducted prior to the materials review. For the 2018-19 school year we surveyed parents regarding Middle school PE/Health, Elementary STEM, World Language and Chemistry.

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

Parent Advisory Committees and parent engagement events are facilitated for ELL and Title1A/LAP programs.

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 School Improvement Plans based on an analysis of data.

EVIDENCE

Starting in 2018-19 for the SIP process TLS developed a common data report using measures of achievement and growth. Data was disaggregated by race as well as by program. Each school administrative team engages with their leadership team, staff and site council to use the data provided and additional data available to generate the school improvement plan which is presented and shared with the Board annually.

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

As outlined in the collective bargaining agreement for certificated staff teachers are “expected to consistently incorporate technology into instruction and to facilitate student use of technology as a learning tool.”

Standards and curriculum

OSPI adopted the International Society of Technology in Education (ISTE) standards for students in May of 2018. The Ed Tech department has worked with building Ed Tech Leads to design professional development around the ISTE standards. In 2020-21 each of the five and a half Instructional Technology Specialists supported their own group of schools. Part of their work is to support their teachers in integrating technology and designing learning experiences that provide students with the opportunity to learn technology and use technology to learn. A key focus for our Instructional Technology Specialists for the 2020-21 school year was preparing and supporting teachers for the remote teaching/learning environment and training and supporting teachers as the modality of instruction changed from remote to a hybrid model

Most curriculum vendors have online components to their textbooks. As new curriculum is considered for adoption an Instructional Technology Specialist is included on the adoption team to be sure technology considerations and issues are addressed prior to selection and implementation. The elementary social studies curriculum is an example of technology lessons and experiences embedded with the content. Below is a table that shows the online platforms by grade level and subject area.

Elementary Curriculum	Online Platforms Students access these online platforms through Clever our elementary SSO	
Math	Zearn	Math learning platform that helps kids explore concepts, discover meaning, and make sense of math
Music	Quaver	The curriculum contains over 6,500 culturally diverse, interactive resources. It offers a rich variety of animated songs following Kodaly, Orff, and M.L.T. pedagogies with interactive scores, videos on musical elements, instruments, historical eras, musical styles, and more. Also included are Quaver Musicals and Choral Resources. There are engaging recorder and ukulele lessons, assessment quizzes, and musical games.
STEM	Amplify Science	Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.
Social Studies	Actively Learn	Web-based reading platform where students can highlight, annotate, and discuss texts as they read. ... Teachers can upload any text of their choosing, from online articles to their own media.
Reading	iReady	i-Ready allows teachers to meet students exactly where they are and provides data to increase student learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction.
Library	Pebble Go (K-2), TrueFlix (3-5)	Database of videos and eBooks enhanced with diverse content in a variety of text types and media—including primary sources, fiction, videos, audio clips, images, and related websites.

Middle School	Online Platforms Students access these online platforms through Classlink our secondary SSO or directly from their courses within Canvas	
English Language Arts	No Red Ink	Adaptive technology tool to support students as they learn and practice grammar at a level appropriate to the student using high interest content.
Math	McGraw ALEKS –	ALEKS is a personalized learning platform which helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback.
Health	McGraw (Grades 6 - 7)	McGraw includes an e-text including a Spanish edition, some interactive components, video, and text to speech.
	G-W (Grade 8)	G-W provided the content of their curriculum in a 'common cartridge' format which teachers can load directly into their Canvas course(s).
Science	Carolina (Grades 6-8)	Carolina includes a basic textbook, text to speech, and student note taking options.
Social Studies	Discovery Ed (Grades 6-8)	Discovery: Multimedia resources teachers may use to assign content to students.
	Gibbs Smith (Grade 7)	Gibbs Smith – basic textbook – mostly PDF files.
	McGraw (Grade 6)	McGraw includes an e-text, text to speech, and interactive maps.
	TCI (Grades 7 & 8)	TCI includes an e-text, Spanish translation, note taking options, vocabulary cards, and games based on the lesson content.

High School	Online Platforms Students access these online platforms through Classlink our secondary SSO or directly from their courses within Canvas	
English Language Arts	Houghton Mifflin Harcourt (HMH) (Grade 9) Bedford, Freeman & Worth Publishers (Grades 10 & 11) No Red Ink	Online textbooks with web-based activities for ELA curriculum. Includes grammar activities & support, vocabulary building tools, supports for English Language Learners and text to speech accessibility to material. Adaptive technology tool to support students as they learn and practice grammar at a level appropriate to the student using high interest content.
Math	Savvas - Algebra & Geometry McGraw/ALEKS - Algebra 1 & 2 Lab Geometry	Includes e-texts with interactive student edition, student notebook, and text to speech/screen reader. ALEKS is a personalized learning platform which helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback.
Science	Savvas - Biology McGraw/ALEKS - Chemistry	Includes e-texts with interactive student edition, student notebook, and text to speech/screen reader. ALEKS is a personalized learning platform which helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback.
Social Studies	Savvas - World History TCI - Civics, US History	Includes e-texts with interactive student edition, student notebook, and text to speech/screen reader. TCI includes an e-text, Spanish translation, note taking options, vocabulary cards, and games based on the lesson content.
World Language	Savvas - French & Spanish	Includes e-texts with interactive student edition, student notebook, and text to speech/screen reader.

The 2020-2021 school year began with all students joining their class LIVE from home. Teachers and students utilized Zoom and/or Teams to connect to their virtual classrooms each day. The reliance on technology to access learning raised the level of usage substantially.

Elementary

We were able to leverage teacher and student familiarity with Clever to serve as the starting point for students to access teacher communication, Zoom links for LIVE lessons, and online curriculum and tools.

Clever Unique User Logins by School Year	2018-19	2019-20	2020-2021
Teacher Logins	537	652	987
Student Logins	8,800	9,900	10,700

In addition to Clever, teachers used Seesaw and/or Teams to post class updates, and to distribute and collect student work. The number of posts in Seesaw between 9/1/2020 to 6/18/2021 went from 1.2 million posts, to 3.05 million. A Seesaw post includes teacher assigned activities and student response to assigned activities. For reference purposes the number of total Seesaw posts on 3/15/2020 was 224,953.

Secondary

The Canvas LMS was officially adopted for district wide use in grades 6-12 in April of 2020. In preparation for the 2020/21 school year a variety of trainings were offered on Canvas between May and August of 2020.

In addition to Canvas, we saw an increase in student access through Classlink to their online textbooks and other technology tools such as Office365.

Classlink Unique User Logins by School Year	September 2018	September 2019	September 2020
Teacher Logins	176	244	295
Student Logins	5,652	6,664	8,236
<i>Not all curriculum have online textbooks</i>			

The superintendent may not fail to:

13. Assure the implementation of the Transitional Bilingual Instruction Program.

INTERPRETATION

I interpret this to mean that any student whose primary language is other than English and whose English language skills are sufficiently deficient to impair learning will be served in our English Language Learners program.

EVIDENCE

Starting in 2018-19 each school has been provided with a certificated English Language Learner (ELL) teacher, and all eligible students received instruction based on assessment results to determine needs. Our ELL instruction supports students in becoming proficient in English. We use the ELPA21 Screener to determine eligibility. The ELPA21 is given on an annual basis and it

measures progress in English Language Proficiency. We actively served 1,307 ELL students, and monitored 811 proficient ELL students. Of the total number of students served and monitored 496 exited the ELL program based on the ELPA21 assessment in July 2019. These students will be monitored for two years as Proficient students.

A summer program for elementary ELL students was restored and held at 3 ISD schools to support emerging ELL students in English language acquisition and a program for emerging MS students was initiated.

We utilize Guided Language Acquisition Design (GLAD) to support not only ELL's learning, but all students through the use of visual supports, academic language, and concrete strategies. Every school has a GLAD building leader to support the use of GLAD strategies. GLAD training is provided by TLS and the GLAD building leaders throughout the year.

We have developed an innovative professional development model for middle and high school teachers to become trained in the use of GLAD strategies.

We trained 24 teachers in a two-day GLAD Research and Theory training and 14 in a five-day classroom GLAD demo during the spring and summer of 2019.

Board approval: