

**Issaquah School District
EL-14 Instructional Program**

The Board believes that the District should provide students with challenging and engaging opportunities for educational exploration, acceleration and remediation. The educational program should provide instructors with opportunities for differentiation and should be relevant to a broad range of students.

**Executive Limitations Monitoring Report
Annual Internal March 23, 2023**

**The Superintendent certifies that the District is in compliance with EL-14 with/without
XXX.**

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 mean that I will put in place an effective management system and structure that ensures our District and school leaders provide the course offerings, research behind program decisions, materials to support curriculum and teacher planning, professional development, and data to support student learning. In addition, I will foster and cultivate a culture of continuous learning that monitors student progress and identifies opportunities to adjust course or deliver on additional resources.

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 curriculum, supplemental materials and instructional practices based on research and evidence. Further, I interpret a comprehensive and objective review of best instructional practices research to mean that our process and procedures provide for effective analysis of instructional practices and subsequent calibration training for successful implementation.

EVIDENCE

- TBD

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 Washington State Learning Standards developed by

Deleted: 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.

Deleted: 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 ...

Deleted: research-based

Deleted: 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.

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OSPI to provide a foundation for our curriculum and assessment. I further interpret this to mean that we strive to enrich learning beyond these standards for instruction.

Deleted: baseline

Deleted: and provide guidance for rigorous classroom instruction based on the application of critical thinking skills and content acceleration.

EVIDENCE

- TBD

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 passion.

Deleted: gifts and strengths

EVIDENCE

- TBD

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 our District utilizes Multi-Tiered Systems of Support (MTSS) as a framework for academic and behavioral supports. The District will provide professional development to support the implementation of MTSS and provide resources to support Tier 1 and universally designed instruction for all students, strategies and interventions to support Tier 2 and Tier 3 learning needs.

Deleted: 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

- TBD

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 the District is staying at the cutting edge of promising practices and evidence or research-based programs that support universally designed, culturally responsive and trauma informed instructional practices, and that there are processes that allow for review of such programs in the context of our District.

Deleted: unique or new approaches are considered, encouraged and supported when appropriate in the development of programs and classes.

EVIDENCE

- TBD

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 our District is a learning organization and balances professional judgement of teachers with accountability to a common course scope and sequence, which includes student outcomes. The District will have a core curriculum and assessment program that is consistently implemented within clearly defined parameters and aligned to student learning outcomes.

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Deleted: 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

- TBD

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 our District has a documented and transparent approach to the adoption of curriculum and supplemental materials in alignment with high leverage instructional practices that advance the Board’s Ends.

Deleted: 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

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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 our District has a clear process for parents/guardians or other stakeholders to review curriculum materials.

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EVIDENCE

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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 District provides curriculum and supplemental materials in order to support all students in at a reasonable cost.

Deleted: Teaching and Learning Department

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EVIDENCE

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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 our District has policies and procedures which outline the opportunities for input from students, parents/guardians, community members and staff on curriculum and supplemental materials.

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EVIDENCE

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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 utilizing a variety sources of quantitative and qualitative data, root cause analysis and in alignment with evidence-based strategies for accelerated learning and opportunity gap closure.

Deleted: based on an analysis of data.

EVIDENCE

- TBD

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 to enhance learning, prepare students for digital literacy, empower students to manage their school work and learning, and as a developmentally appropriate instructional strategy to meet a diverse range of learning styles.

Deleted: unless it is not appropriate.

EVIDENCE

- TBD

The superintendent may not fail to:

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

INTERPRETATION

I interpret this to mean that the district will implement a Multi-Lingual Learning program, inclusive of Dual Language learning opportunities, according to state and federal regulations and current research-based professional practices.

EVIDENCE

- TBD

Board approval:

Deleted: 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.