

**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 without 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 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:

I. 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

- The ISD investigates, adopts, trains and implements curriculum and supplemental materials that support the learning of all students. Additionally, the ISD trains teachers and paraprofessional staff on instructional practices that align with research and evidence.
- In the 2021-22 school year, the following actions were completed related to the adoption of new curriculum and/or calibration of existing curriculum.
 - Year 1 implementation of the Reading Foundational Skills curriculum included initial professional development in August and ongoing professional development provided

- by instructional coaches.
 - Year 2 implementation of elementary science curriculum. Due to disruptions during the pandemic this was the first year of full use of Amplify Science (sample description for 3rd grade [linked here](#)). All teachers were trained in the curriculum during the October 18, 2021 non-student day.
 - Curriculum adoption teams were convened to lay the foundations for priority curriculum adoptions in future years including:
 - Elementary Comprehensive Literacy (reading comprehension, writing)
 - Middle School Math – which included the development of new MS Math Pathways
 - Middle and High School Social Studies
 - On the January 28, 2022 non-student day, all secondary staff began the work of calibrating homework and grading practices in accordance with EL-12. This work focused on building level consistency of implementation of curriculum across classrooms.
- Professional development for paraprofessionals included specific training in Supporting Positive and Safe Learning Environments delivered by the Behavior team in Special Services, keynote speaker Dr. Jenna Rufo on Inclusive Practices on 8/26/21, and the opportunity for four virtual modules from Dr. Jenna Rufo on Reducing and Preventing Challenging Behavior, Principles of Inclusive Education and UDL, and Facilitating Student Independence and Curricular Adaptations.
- In 2021-22, the Professional Development registration system showed 13,596 registrations and over 238 courses. Highlights of these courses included:
 - School-based professional development: Schools incorporated professional development specific to school and District improvement priorities into their scheduled staff meetings.
 - Districtwide Professional Development: In 2021-22, the ISD provided common professional development that included a focus on inclusion, cultural competency, and social emotional learning.
 - Special trainings: Trainings for specific groups of staff included interventionist training, de-escalation training, training for equity building leaders, CPR/first aid, counselor training, training for special education staff, WaKIDS training, and CTE training.
 - Creation and training of I-Ready mentor teams to increase teacher leadership in the use of elementary data.
 - Dyslexia workshop.
 - Training on SWIS data systems to support the Integrated MTSS work.
 - Optional trainings on technology, communication with linguistically diverse families, using Zearn, secondary math strategies for addressing unfinished learning, GLAD, and Coding.
 - CCS Book Studies (Titles: Adaptable, Equity by Design, Culturally Responsive Education in the Classroom, Design Ed, Making Connections with STEM, UDL Now!, Not Light but Fire, Heart!, Giving Students a Say)
 - New hire professional development series for new to profession certificated staff.
 - Elementary science initial training.

- Land acknowledgement and tribal sovereignty.
- LETRS – intensive science of reading training
- During the 2021-22 school year the ISD leadership team identified [High Leverage Practices](#) (HLPs) for Tier 1 instruction. High Leverage practices are research-informed and evidence-based practices that we aspire to be evident in all instruction at all levels. Clear and consistent Tier 1 instruction is the foundation of MTSS.

High Leverage Practices are informed by research in following approaches:

- Universal Design for Learning (UDL). UDL focuses on instruction that addresses student variability by using validated strategies to vary engagement, representation and expression of learning. UDL is a more proactive approach to differentiation of instruction based on brain science.
- Culturally Responsive Education. Culturally Responsive Education extends our training on courageous conversations and cultural competency to address the application to pedagogy / instruction.
- Trauma Informed Practices. Trauma informed practices applies research to helping students who are facing a barrier to learning due to trauma, in order to help students enter a learning mindset while at school.

High Leverage Practices are being used to guide our work on:

- Professional Development and team collaboration – how we design courses and increase capacity
- Selection of new instructional materials – providing materials aligned to these practices and approaches
- Revisions to the Scope and Sequence of ISD courses – ensuring that the course goals and learning experiences are aligned to HLPs
- Program improvements - when creating new or revising existing courses, interventions, extensions or enrichment opportunities, ensuring improvements center on HLPs

High Leverage Practices are part of the progression of implementing the ongoing ISD commitment to:

- Inclusionary Practices
- Cultural Competency
- Positive Behavior and Social Emotional Supports (PBSES) / Integrated Multi-Tiered Systems of Support

High Leverage Practices are designed to:

- Address barriers to learning
- Increase access to opportunities
- Differentiate for student learning interests, needs and strengths
- Increase clarity around common language and definition of high-quality instruction consistent with our district mission and the Danielson teaching framework

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 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.

EVIDENCE

- ISD uses Washington State Learning standards to align curriculum and instruction.
- During the 2021-22 school year ISD expanded the use of i-Ready Reading (K-8) and Math (K-5) and participated in a statewide calibration study that ensured that the i-Ready data is aligned to measure achievement toward state standards.
- Scope & Sequence Realignment: over the last three years, adjustments to courses during the pandemic and the development of MTSS practices have resulted in a change in approach to ISD Scope & Sequence development.
- MTSS and recovery learning prompted collaboration and discussion on how to create space within the scope and sequence for tiered supports for students. In 2020-21, this resulted in Emergency Essential Learnings.
- As we emerged from the pandemic, ISD determined that the Scope and Sequence for each course should be amended to include Essential Learnings and Common Learning Experiences to continue to provide clarity and increased consistency in instructional focus and delivery of instruction. Research indicates that for Essential Learnings to be evenly and effectively applied, common Success Criteria that indicate the qualities and/or progression of learning in student-friendly terms should be clearly articulated.
- [Click here](#) to view a sample of Scope and Sequence revised as described above.
- To ensure maintenance of instruction toward standard, Teaching & Learning Services leaders facilitate secondary department leader meetings monthly to identify curriculum and resource issues and collaboratively develop solutions.

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.

EVIDENCE

Opportunities are offered at each level for students to participate in activities and coursework that allow for student choice, the opportunity to try new things, and to develop their known and new passions.

Elementary school:

All elementary school students participate in music, library, and physical education. Other school activities at the elementary level may include student council, safety patrol, green team, and/or choir. Outside companies also partnered with our schools to offer clubs for a fee; these included chess club, robotics, language classes, etc.

Middle school:

All middle school students have an elective period including but not limited to; fine and performing arts such as music, drama and visual arts, CTE courses such as robotics, coding, digital photography, and some schools have facilities for courses such as cooking and woodshop. After-school activities at all middle schools included athletics and activities - both are supported by the Associated Student Body.

High school

The comprehensive high schools each have course guides that communicate a variety of courses, both in core content and electives that support student choice, and offered opportunities to explore new and unique classes. All comprehensive high schools offered individualization in the acquisition of credits through choice. Elective courses are available in course guides:

[High School Course Guides](#)

Co-curricular activities included athletics and activities. In high school, students can join or start a new club, participate a class that has co-curricular components (band, orchestra, theater, DECA, Sports Med, etc.), play a sport, or connect to community service opportunities through the college and career center.

Gibson Ek High School offers a project-based learning model where internships and mentors offer an integral role for students, allowing students to work with an adult mentor whose career matches or touches on their interests and aspirations. The 2021-22 school year offered a return to these internships for students. A Gibson Ek student worked with Northwest Makes to create a guide to local flora that could be turned into natural dye for textiles. Another student interned with the Holocaust Center for Humanity and helped interview a survivor of the Rwandan genocide. Through remote internship opportunities, a student interned with TV writer, Julia Bicknell, whose credits including the Haunting of Hill House and Yellowjackets. In the game design industry, a student worked with an animator at the company, Probably Monsters. Students also worked with mentors in the community through Design Labs such as the Kokanee Project where students worked with local agencies such as Trout Unlimited and Washington State Parks to identify ways to prevent the extinction of native Kokanee salmon. Two more interesting internships include designing a dream house with an Architectural firm and supporting a build of a sailboat at the Center for Wooden Boats. These opportunities are a core element of the Gibson Ek's program that allows students the opportunity to follow their passions.

Running Start offers another opportunity for students to select into available courses and earn college credit. In the 2020-21 school year, 817 ISD students participated in a running start class

first semester and 786 students participated in a running start class second semester. While most students attend Running Start at Bellevue College, opportunities also exist at Lake Washington Technical, Renton Technical, Green River College, Central Washington University, and Shoreline Community College.

The academy for Community Transition (ACT) honors student agency by supporting every student's post-secondary goal relating to adult-living and economic self-sufficiency. Forty-four students at ACT participated in on-campus and/or off-campus internships in the 2021-22 school year to explore their vocational interests. New internships included Fortunato Chocolate, The Sammamish Animal Sanctuary, CAFE ACT, Holly Street's ECE campus, the Admin Mailroom, and in the Clark Elementary Library. Students further explored their passions by participating in leadership opportunities by volunteering for the Issaquah Food Bank, the SPCA, Eastside Baby Corner, City of Issaquah, Aegis Senior Living and Issaquah Veterans. These vocational and leadership opportunities expanded a student's network of people who supported them in following their passions.

Career and Technical Education (CTE) provides opportunities for students to explore courses that prepare them to be career and college ready by providing core academic skills, employability skills and technical, job specific skills. Each course integrates academics with rigorous and relevant curriculum in one of 14 career clusters. In the 2021-22 school year the following new CTE courses were offered:

- Computer Science for Innovators and Makers (MS)
- App Creator (MS)
- Medical Detectives (MS)
- Principles of Flight (MS)
- Video Game Design with Unity & C# (HS)
- Mechatronics (HS)

CTE internships called Work Site Learning give students the opportunity to work at an internship site for high school CTE credit and must be connected to a CTE course related to the job or internship. Students may earn 1.0 high school credits for each 360 work hours accumulated and verified.

Washington Network for Innovative Careers (WANIC) provided access to 15 academic year preparatory courses and approximately 19 exploratory summer CTE courses. The summer courses allowed students to explore many CTE options which integrate academics and rigorous curriculum. Students who find a passion in these, or other Issaquah School District CTE courses, may pursue further coursework through the academic year options. These courses provide students opportunity to study the subject for 3 hours each day (3.0 high school credits) and complete the course with college credit and/or an industry recognized credential in the field.

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.

EVIDENCE

In the 2021-22 school year, the MTSS work led by the District Implementation Team (DIT), focused on the development of training for all teachers and for the tiered teams in individual schools. This included Tier 1 planning for district-level initiatives and Tier 2 support piloting in individual schools with a goal to expand what had proven records of success, both in national evidence and in our own district practice. The DIT participated in the OSPI training on implementing MTSS and one outcome was our District Capacity Assessment, which provided guidance on next steps in MTSS implementation. Implementation goals for the 2022-23 school year included to agree upon an effective team meeting process, determine a process for using data for decision making, employ training effectiveness data, and to develop a coaching service delivery plan to support building implementation teams.

After some time without professional development in MTSS due to the pandemic, the DIT engaged all District staff in professional development on the 2022 January non-student day to reestablish the MTSS District framework, including philosophical approaches to Tier I supports and Tier II interventions. This professional development also engaged staff in a beliefs survey to recommit as a District team to common MTSS foundational beliefs. Individual buildings were given a second PD module to deliver at a later spring staff meeting of their choosing.

ISD continues to support and promote instructional practices and materials that address the different learning styles and needs of students of various backgrounds and abilities. Examples include the following:

Ongoing program components and professional development that illustrate differentiation:

- Elementary Literacy Workshop strategies included a mix of leveled and decodable readers, genre-based writing that allows students voice and choice in writing topics, and small group guided reading groups designed for differentiation.
- Secondary readers and writers' workshop and high school book clubs to incorporate choice in reading and writing instruction at the secondary level.
- Integration of PBSES core practices to address the needs of students with social-emotional barriers to learning, ensuring access to learning for students of differing needs and abilities to self-regulate.
- Program support by MLL certificated specialists and Title/LAP specialists. Ongoing training of specialists increases their capacity to apply current research-based to their program supports and to provide consultation services to the classroom teacher on how to support students in core instruction.
- Elementary TOSAs, Instructional Coaches and PBSES Coaches collaborated with

elementary principals to provide professional development, 2-4 hours each month, including topics on instruction techniques needed to meet the diverse needs of students.

- Annual training in cultural competency and inclusionary practices to increase capacity of staff to differentiate for diverse interests and needs. In 2021-22 this included professional development provided by Rosetta Lee (cultural competency) and Jenna Rufo (inclusionary practices, including introduction of Universal Design for Learning).
- Inclusive practices training was delivered to special education staff within the PLC meeting time.
- Use of adaptive technology and core technology tools to support a range of learning needs and styles of learning. Examples include Immersive Reader and Learning Ally to provide access to students with literacy difficulties; use of Seesaw and other tools with video components that allow students to demonstrate learning through video; use of a range of presentation software or web-tools for students to engage with content or express learning.

New in 2021-22:

- Use of benchmark screener assessments in K-5 Math and K-8 Literacy to identify student learning needs and inform teacher planning in continuous cycles
- Use of a success block model, during elementary literacy instruction to differentiate reading foundational skills development for students showing this need.
- Training on use of data-based decision making to inform intervention matching for interventionists and instructional leaders / tiered teams to better meet the individual needs of students
- Use of i-Ready My Path, an adaptive tool, to provide personalized learning to address prerequisite skill gaps or extend learning opportunities.
- Use of Learning Ally, to provide audio-text novels to students with reading difficulties.
- Mid-year adjustments to HS Math staffing to address the needs of students, to respond specifically to the student needs in Algebra

Feedback from building staff and those participating in offered training to expand on successful programs and to narrow the focus of training in the Tiered Teams level. Examination of behavioral and academic data at the building level resulted in the creation of the Integrated MTSS Specialist position at three high need schools, specific rather than arching professional development in Tiered Teams training, resuming co-teaching team training, and expanding the use of academic screeners at the middle school level.

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.

EVIDENCE

Transitional Kindergarten:

Transitional kindergarten was introduced in the 2021-22 school year as an innovation and expansion of the early learning opportunities for students. This class was offered to students January through June at Clark elementary. This class is designed to support the kindergarten readiness of students who have not yet had a robust preschool experience. Early indicators of program success in kindergarten readiness informed the district's decision to expand this program for the 2022-23 school year to full year and at three sites.

WA Kids Assessment <i>n</i> = 12	January # students at accomplished level	Entry to Kindergarten # of students at accomplished level
Language score	3	9
Literacy score	6	12
Mathematics score	1	11

Elementary Success Blocks:

Elementary success blocks were built into the schedule of each elementary school. Success blocks are short, 20-30-minute periods when students are grouped by academic need based on the literacy screener and diagnostic assessment results. Groups span across classrooms as needed. The success block schedule implemented in 2021-22 was designed to provide intensive intervention in reading foundational skills using the Really Great Reading phonics intervention program, provided by the Title/LAP interventionist and/or a trained classroom teacher. This structure allowed us to expand early literacy interventions to ensure every student needing the intervention received services. The impact of success blocks monitored through progress monitoring using embedded assessments for students receiving intervention and the i-Ready phonics assessment.

Note: As a continued Covid mitigation, students did not move into novel groupings across grade levels until January.

Early results from this program indicated that the program is increasing the rate at which students are learning to decode text and accelerating reading skills for students with reading difficulties or gaps. Data in [Ends 2 Monitoring](#) indicated the following as examples of trends in the data:

- From fall 2021 to Spring 2022 the number of 1st grade students demonstrating proficiency in Phonics increased from 74% to 78% with a median increase in level from 3.69 to 3.91 (3.00 = proficient, 4.00 = advanced)
- Monitoring the 20th percentile score for each demographic group was used to determine if students scoring in the lower range of scores were experiencing accelerated growth. This measure demonstrated accelerated growth for all demographic groups.

The data indicates need for continued efforts in early literacy as the disproportionality measures illustrate significant disproportionality for Black/African American, Hispanic/Latinx, MLL students, students with disabilities and low-income students in the areas of early literacy.

Middle School 1:1 Technology Pilot

Middle schools piloted the 1:1 computer program in 2021-22. Teachers were surveyed in January 2022 and asked in what ways have students benefited from having a laptop in the classroom.

Themes from this question included:

- Class content is readily accessible to all students
- Increased organization among students
- Students have tools to make content more accessible to them (eg: Immersive Reader, Speech to Text)
- Students may work at their own pace; the material is right in front of them
- Opportunity to practice technology skills in an applicable manner
- Time saver – e.g.: printing, laptop login, searching for links.

The Speak Up survey was administered in the Spring of 2022 for the first time since 2019. There is evidence that students are using technology in meaningful ways to support learning. When asked which activities they are doing regularly in school students in 2022 reported an increase from their peers in 2019 in the following areas.

Access to material and information:

- Internet research for an assignment went up 12%
- Watch educational videos from YouTube and other sites up 25%
- Watch a video made by my teacher, up 19%
- Use online textbooks or curriculum, up 16%
- Play digital, video or online games for learning, down 6%

Communication and collaboration:

- Email my teacher with questions, up 13%
- Communicating with my teacher more often, up 16%
- Creating documents to share with classmates and teachers, up 9%
- Collaborating with other students more, up 3%

Students also reported they were in control of their own learning (up 4%), take greater responsibility for their learning (up 2%), and learn in a way that fits their learning style (up 2%).

The Ed Tech department used both the teacher and student survey data to inform the professional development plan for the 2022/23 school year at both the middle and high school levels.

Our newest schools, Cedar Trails and Cougar Mountain Middle School engaged in the PSESD Inclusionary Practices Grant. Through this process they learned about Universal Design for Learning (UDL) and worked to make teaching and learning more accessible, through helping students to find multiple means of entry to learning, expressing and meaning making. These schools have carried forward this work and it has transformed some of our practices. The administrative team has also worked to incorporate this into PD to model effective teaching practices and to call it out specifically to make the practice visible.

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 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.

EVIDENCE

A Scope and Sequence is developed for each district course. This guiding document is maintained and adjusted by Teaching and Learning Services staff in collaboration with school instructional leaders. ISD implements district and state assessments to monitor core learning outcomes. Homework and grading practices, as further described in EL-12 monitoring, provide additional opportunity for calibration of implementation of core curriculum and assessment of learning outcomes.

Student Growth Goals. All teachers set, monitor and report on student growth goals as part of the teacher evaluation system.

Danielson Teaching Framework. The Danielson Teaching Framework, originally developed to articulate research-informed, high impact professional practice, is used as our framework for evaluation of teacher efficacy. This framework provides a common language and description of teaching practices for instruction in all content areas.

In the 2021-22 school year, the following actions were taken to develop and maintain common course scope and sequences, including student outcomes.

- Expansion and continued professional development for the effective use of benchmark screeners: i-Ready Reading (K-8) and i-Ready Math (K-5). After each assessment period, i-Ready consultants lead a data study of i-Ready assessment results with district leaders.
- Training on data-based decision making and intervention matching for interventionist and instructional leaders and Tiered teams.
- Initiation of LETRs training (Cohort 1 & 2) to increase understanding of structured literacy strategies to ensure early literacy intervention curriculum was applied with depth of knowledge of the underlying research.
- Continuation of curriculum maps and pacing guides for elementary. During 2020-21 remote and hybrid learning additional curriculum maps and pacing guides were created, due to positive teacher feedback, TLS collaborated to use teacher insights to maintain and revise these as resource to help teachers align to similar pacing and content.
- Scope and Sequence documents were revised to add Essential Learnings and Common Learning Experiences, documenting core expectations for existing courses. These will be reviewed and revised as needed or as practical, including as part of the curriculum adoption for each course.

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 in alignment with high leverage instructional practices that advance the Board's Ends.

EVIDENCE

For each curriculum adoption, ISD leadership provides a charter describing the role of the adoption committee and the conditions the adoption must meet to align with ISD Ends, Executive Limitations and regulations.

In 2021-22 the following charters were approved: (note, original timelines approved have been extended pending budgetary approval.)

- [Middle School Math Adoption](#)
- Middle School Social Studies Adoption: [Northwest History](#), [World History](#)
- Elementary [Comprehensive Literacy Adoption](#)

Curriculum Implementation: During the adoption process the adoption team provides input into the development of a scope and sequence. Teaching and Learning Services maintains a scope and sequence as well as pacing guides or curriculum maps intended to support coherent instruction and core consistency per the scope and sequence. During the 2021-22 school year the following new or revised resources were provided to staff:

- Elementary curriculum maps
- Pacing guides for Amplify Science (K-5)
- Implementation guides for Reading Foundational Skills / Success Blocks

An Equity Framework for Supplemental Curriculum or Non-Adopted materials was created and shared with building administrators and certificated staff. Using instructional resources and materials that are free from bias, that promote inclusion and belonging, and that respectfully portray differing racial groups, cultural traditions, religion, gender and sexual identity, as well as family identity, create learning environments that are safe, welcoming, and representative of our students. This document acts as an additional guide for educators when using their professional judgement to pick supplemental resources and materials. [Equity Framework for Supplemental Curriculum](#)

Additional, ongoing team and committee work to ensure alignment of curriculum includes the following:

- Monthly secondary department lead meetings.
- MLL, Title/LAP parent advisory meetings.
- Elementary curriculum and assessment listening sessions. Teachers in 2021-22 provided feedback via survey and live listening sessions on assessment calendars, curriculum maps and pacing guides to inform revisions.

- Teacher and Parent surveys. In 2021-22 parent and teacher surveys provided the following insights:
 - Need to adjust the blend or balance of literacy workshop and structured literacy components in the next elementary literacy adoption.
 - Broad interest in adjusting the Middle School math pathways – this led to the decision to advance the math pathways, even prior to the adoption of new math curriculum.

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.

EVIDENCE

The ISD maintains a curriculum library at the district office, available to the public by appointment.

[Regulation 2020](#) and corresponding [procedure 2020P](#) provides the process for parents to challenge materials. No materials were formally challenged through these processes in the 2021-2022 school year.

The language from Regulation 2020 and the corresponding procedure is echoed in the IEA contract for the adoption process.

IEA contract 1.2.6 and 5.2.7 looking for adoption language.

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 at a reasonable cost.

EVIDENCE

The district provides curriculum, web-based platforms and subscriptions that support the delivery of instruction to all students.

- ISD continued the use of Canvas as the secondary learning management system.
- Classlink (6-12) and Clever (K-5) provide a single point access for students to access web-based platforms, digital texts and subscriptions.
- ISD invests in a range of common supplemental digital resources, often with access to a range of instructional materials. The list of digital resources for students is available [here](#).

- Teaching and Learning Services maintains an inventory of adopted materials and allocation of instructional materials to schools. Using enrollment projections materials are ordered annually to ensure each classroom has access to the adopted materials for instruction.
- Instructional materials to meet the needs of all students in 2021-22 included the following:
 - Large print editions for students with visual impairments.
 - Support from the adaptive technology specialists for students with disabilities requiring accommodations through adaptive technology.
 - New in 2021-22: Learning Ally, an IDEA compliant audio text platform, was licensed for all schools to provide access to human-read audio text to any student with reading difficulties, regardless of whether the student had a documented disability or not.
 - Use of Microsoft Immersive Reader tools for all students. Training for staff was integrated into technology training.

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

EVIDENCE

Regulation 2020 requires a published opportunity for the community to review curriculum materials. The curriculum adoption process includes a team of teacher representatives from schools as well as department support specialists.

During the adoption process parents and teachers are surveyed to inform the adoption process. See EL 14.8 above for more information on surveys held in 2021-22.

The Instructional Materials Committee, who reviews materials and the selection process prior to recommendation to the school board, consists of community, parent and teacher representatives. (See [ISD Regulation 2020P](#))

Public Input and Review

During the adoption process, after review of the IMC, a public review and input period is held. During the 2021-22 school year curriculum adoptions were placed on hold, so no public review of this type was held.

- During the curriculum adoption process, after review by the IMC a public review and input process is held. During the 2021-22 school year no new adoptions were completed so no public reviews of this nature were held.
- Teaching and Learning Services maintains a curriculum library at the ISD Administration Center. By appointment, this library is available to members of the community, staff or

parents to review adopted instructional materials. The library was accessed a few times by interested community members during the 2021-22 school year.

- ISD maintains a list of instructional materials on the ISD website that community members can access to review what instructional materials are adopted.

Supplemental materials are materials selected by the classroom teacher to enhance student learning and make learning relevant to current issues and the life experiences of our students. As such, supplemental materials are not subject to input prior to use by teachers. Supplemental materials are, however, subject to regulation 2020 materials challenge process. Parents may challenge supplemental materials selected by the teacher. During the 2021-22 school year all challenges were resolved at the school level with no Challenged Materials forms submitted to the district.

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.

EVIDENCE

Each Issaquah School District school completes a School Improvement Plan in accordance with [Washington Administrative Code 180-16-220](#) and [ISD Regulation 2005](#). School improvement plans for each school are presented annually to the school board. In the 2021-22 school year, SIPs were presented in feeder pattern groups, Cohort 1 on 3/2/2022 (Issaquah High feeder pattern and Gibson Ek High school) Cohort 2 on 3/16/2022 Skyline feeder pattern) and Cohort 3 on 3/30/2022 (Liberty feeder pattern and Echo Glen School). Following the 2021-22 school year SIP meetings, a more formalized root cause analysis was introduced.

Individual School Improvement Plans are posted:

[SIP Plans March 2, 2022](#)

Clark Elementary, Gibson Ek High School, Grand Ridge Elementary, Issaquah High School, Issaquah Middle School, Issaquah Valley Elementary, Pacific Cascade Middle School and Sunset Elementary.

[SIP Plans March 16, 2022](#)

Beaver Lake Middle School, Cedar Trails Elementary, Challenger Elementary, Cougar Ridge Elementary, Creekside Elementary, Discovery Elementary, Endeavour Elementary, Pine Lake Middle School, Skyline High School and Sunny Hills Elementary.

[SIP Plans March 30, 2022](#)

Apollo Elementary, Cougar Mountain Middle School, Cougar Ridge Elementary, Echo Glen Children’s Center, Liberty High School, Maple Hills Elementary and Maywood Middle School.

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 learning, and as a developmentally appropriate instructional strategy to meet a diverse range of learning styles.

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.” To implement this expectation, we focus on three areas: standards and curriculum, professional development, and support.

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 2021-22 each of the Instructional Technology Specialists supported their own group of schools. Part of their work is to support teachers in integrating technology and designing learning experiences that provide students with the opportunity to learn technology and use technology to learn.

Most curriculum now has online components to their textbooks. As a 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.

- See [Online curriculum and technology tools](#)

Professional Development

Certificated Ed Tech Leads at each school, in collaboration with District Instructional Tech TOSAs, facilitate technology integration professional development for teachers in their school(s). The Building Technology Series highlights the ISTE standards and technology training identified by the school to meet the needs of the teachers. Topics included:

Elementary

- Using i-Ready to plan for small group instruction
- Integrating online curriculum components (Savvas, Amplify, etc.)
- Book Creator to increase student engagement
- Data Bases to support Non-fiction reading and writing
- Using Teams - Reading Progress, Reflect and Insight, and Search Coach

Secondary

- Group Work in Canvas Using Canvas Groups
- Collecting and Organizing Testing Accommodation Info
- Differentiation for Students in Canvas

Access and Support

Classlink (secondary) and Clever (elementary) provide teachers and students with a portal to access online textbooks and digital resources. The teacher and student portals serve as a Single Sign On dashboard minimizing the need for multiple usernames and passwords.

All core classrooms have a presentation system consisting of a document camera, computer, and projector. Schools work with their Ed Tech Leads, building technology committee, IT tech specialist, and Instructional Technology TOSA to minimize barriers to accessing devices.

Middle schools piloted a 1:1 laptop program during the 21/22 school year. This pilot program helped inform the 2023-2026 technology levy. Voters approved the levy in April 2022. The levy dollars will provide increased access to technology for students in the classroom. Voters approved the levy in April 2022. The levy dollars will provide [increased access to technology](#).

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

In 2021-22 ISD entered year 2 of implementation of the [WIDA](#) model for MLL services. WIDA provides guidance on professional practices and MLL program design that meets and exceeds state regulation for a Transitional Bilingual Instructional Program.

Components of our WIDA-aligned MLL program include the following:

- [Screening](#) and [ACCESS language proficiency](#) assessments to identify students needing MLL support and monitor language growth.
- Establishment of [WIDA English Language Development Standards](#). The WIDA standards take a functional approach to language development, not only focusing on standards to guide and monitor the development of language (reading, writing, speaking and listening) but also the integration of language development with academic content
- Continued support for the integration of [GLAD](#) (Guided Language Acquisition Design). GLAD strategies and GLAD aligned instructional materials align with WIDA in support of MLLs in content area courses. GLAD strategies also align with Universal Design for Learning for all learners, and with Culturally Responsive Education. ISD continues to support the integration of GLAD strategies in ongoing professional development on high leverage practices and in the ongoing development of curriculum and course scopes and sequences.

The highlights below describe the scope of the program and success indicators of the ISD MLL Program:

- Every school maintained an MLL program
- The MLL program served a total of 1591 students in grades K-12. There are 27 elementary MLL teachers, 6 middle school MLL teachers and 4 high school MLL teachers.
- Students in grades K-5 are served in a supportive mainstream model. Students access

grade-level content and English language development through participation in their mainstream classrooms with support provided through coaching, co-planning, co-teaching, push-in and pull-out small group targeted instruction.

- Students in grades 6-12 are served in designated English language development classes determined by proficiency level. Students receive English language instruction and support to access academic grade-level content.
- Multilingual language learners are assessed annually on the WIDA Access assessment. There were 412 students (26%) that met the proficiency level to exit MLL services, highest in the state for a district our size.
- 19% of ISD ELL qualified students are considered to be *long term English Learners (LTELs)*; students who qualify for service for more than 4 years. Of these 276 students, 47% list Spanish as their home language, 10% list Chinese and the remaining 43% are relatively evenly spread among 37 other languages. Additionally, district and state MLL data indicates MLL students whose home language is Spanish, require more intensive MLL supports. In order to address the long-term needs of LTEL and Spanish speaking students ISD is taking the following actions:
 - Prioritizing increased staffing ratios for programs with higher proportions of LTEL and Spanish speaking students
 - Increasing supplemental services leaning opportunities in a co-teaching setting for LTEL and Spanish speaking students.
- The Dual Language Immersion Program provides both native English speakers and native Spanish speakers the opportunity to learn to read, write, and communicate effectively in English and in Spanish while achieving high levels of academic achievement. This is an “additive bilingual” program, meaning that a child’s first language continues to be strengthened and augmented while he/she is gaining a second language. In addition, students have the opportunity to develop an understanding of, and an appreciation for other cultures, strengthen self-esteem, and experience positive interactions with people from other cultures and countries. Ideally, 50% of the students should be dominant speakers of Spanish, and the other 50%, dominant speakers of English. The program goals are:
 - Bilingualism** – students develop high levels of thinking, listening, and speaking proficiency in English and Spanish.
 - Biliteracy** – students develop reading and writing skills while striving for academic excellence in all subject areas, meeting or exceeding district and state standards in both languages.
 - Bicultural** – students feel empowered as multilinguals, developing positive attitudes and appreciation toward their personal cultures, as well as other world cultures in our global society.

In the 2021-22 school year, the program contained six classrooms at Clark and Issaquah Valley Elementary Schools.

Board approval: