Issaquah School District
Executive Limitations Monitoring Report

EL-14 Instructional Program
Annual Internal Report – October 12, 2023

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.

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 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. Data to support student learning is included in Ends monitoring. 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.

Evidence:
Strategic Plan Focus: Priority Area 2: Academic Opportunities
During the 2022-23 school year, district leaders developed a three year strategic plan that included an academic focus on three milestones. Baseline data for each milestone will be presented in the Ends 2 monitoring report.

1. Achievement of 3rd Grade Reading Foundational Skills – the standards that describe a student's ability to fluently access grade level text. (AECF Research Paper)
2. Successful Completion of Algebra 1. This milestone is based on the data that Algebra 1 is the graduation requirement course with the lowest pass-rate, per District School Improvement Plan data dashboard.
3. On-track to graduate in 9th grade (NCS Research) as determined by earning all attempted credits.

Though the action plan begins in the fall of 2023, actions described below were completed during the 2022-23 school year:
- Design and implement Universal Design for Learning (UDL) and Culturally Responsive Education strategies in all classrooms. (Research Evidence)
- Design and implement academic interventions for reading and math at each grade level. (MTSS Research-based Guidance: AIR, MTSS4Success)
- Examine curriculum and assessment practices to better serve diverse students and

address opportunity gaps.

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:
To ensure that instructional materials are aligned with current research, each adoption team reviews relevant research and creates selection criteria aligned to the research and standards. Each curriculum being considered is scored using the selection criteria, then finalist materials are field tested in the classroom before the team selects materials to recommend for adoption. Standards and sources of research for adoption of instructional materials includes the following:

- Washington State Learning Standards, published by OPSI which informs District core learning outcomes.
- Intervention materials and instructional approaches for MTSS are informed by the following:
  - Menu of Best Practices & Strategies, published by OSPI
  - National Center on Intensive Interventions and i-MTSS Research Network https://mtss.org/https://mtss.org/ provide access to databases of evidence-based interventions and guidance on research-based approaches to intervention programs and i-MTSS Research Network provide access to databases of evidence-based interventions and guidance on research-based approaches to intervention programs.
  - Washington AIMS, University of Washington Goodlad Institute for Educational Renewal, provides leadership training on the implementation of MTSS.
- Professional organizations and professional practice standards for specific content areas. Examples include C3 Framework (Social Studies), ACTFL (World Language), CASEL (Social Emotional Learning).
- Instructional Frameworks & Mental Models: Danielson Teachers Framework, CAST UDL, Culturally Responsive Education, and Trauma Informed Practices.

Regulation 2020, 2020P guides the process for adopting district curriculum. During the 2022-23 school year this process was followed to adopt the following curricula:
- 5th grade FLASH
- HS Health Curriculum
- HS Strand 2 Sexual Health Curriculum
- Novels to refresh middle school readers workshop selections
- Middle School Digital Citizenship Curriculum (Win@Social from The Social Institute based

on seven social standards aligned to the evidence-based competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

The following adoption committees were ongoing during the 2022-23 school year and are projected to complete the selection process during the 2023-24 school year:
- Elementary Literacy, phase 2 – focus on instructional materials for reading comprehension and writing.

The following adoption committee was commissioned during the 2022-23 school year process to resume paused adoption processes:
- Middle School World History and Washington State History
- High School World History
- Middle School Math

The following district supplemental materials were selected through District committees consisting of teacher representatives:
- 6th grade Math supplemental materials to strengthen 2023-24 Math 1 & Math 1/2 courses.
- Materials for *Intensified Algebra*, an algebra intervention program.

Curriculum training is implemented for the first three years of a new curriculum. During the 2022-23 school year, training was provided for the following curriculum:
- Elementary Science (year 3)
- Onboarding for phonics curriculum (year 2)

Additional training to increase the quality of implementation of curriculum included the following:
- August training to introduce evidence-based High Leverage Practices to all staff.
- LETRS (Language Essentials for Teachers of Reading and Spelling) – two cohorts of teachers and interventionist completed year 1 of this science of early literacy training. During the summer of 2023, an additional 60 teachers participated in LETRS training.
- School-based Math and Reading training to support Elementary School Improvement plans.
- i-Ready assessment and tools for instruction training
- Two cohorts of Culturally Responsive Education training with Dr. Adeyemi Stembridge https://www.District411.org/academics/elementary-learning/third-grade.
- Paraprofessionals continue to be trained in the Foundational Course of Study (FCS) required for new paraprofessionals. New training offered in 2022-2023 included De-escalation strategies, Gender Inclusive Training, Responding to Challenging Behaviors, and Youth Mental Health First Aid specifically for the Unique Needs Specialists.
- In 2022-23, the Professional Development registration system showed 11,087 registrations and over 184 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. Teaching & Learning Services worked with schools to offer a menu of common professional development facilitated by Teachers on Special

Assignment (TOSAs), and options for building leaders to facilitate.

- o **Districtwide Professional Development**: In 2022-23, the District provided common professional development that included a focus on high leverage practices, technology integration, inclusion, cultural competency, and social emotional leaning.
- o **Special trainings**: Trainings for specific groups of staff included interventionist training, de-escalation training, training for building equity leaders, CPR/first aid, counselor training, training for special education staff, WaKIDS training, and CTE training.
- o **Optional trainings in support of district priorities** including dyslexia workshop, technology extensions, communication with linguistically diverse families, using Zearn and i-Ready, GLAD, and Coding, Elementary Computer Science, CCS Book Studies.
- o **New hire professional development series** for new to profession certificated staff.

During the spring of 2023, the District facilitated a joint Professional Development committee with IEA members, and hosted listening sessions with staff at each level (Elementary, Middle School, and High School). Both the committee meetings and the listening sessions included a review of exit feedback from district professional development. The outcome of this review informed future professional development planning. Analysis included the following conclusions:

- District has in recent years introduced a robust conceptual framework for instruction in the High Leverage Practices and Lenses along with EL-12 alignment. Staff need time to process these frameworks and expectations and work collaboratively to integrate them into their practices.
- During professional development sessions, whenever possible, time is included for staff to process and apply the ideas being presented.
- Staff are interested in professional development that models Universal Design for Learning for adult learning and provide accessible, practical applications that are user-ready.

Calibration training is an established practice for the first three years after curriculum adoptions. Review of implementation and data is reviewed through Ed Planning, Cabinet and teacher leader meetings to collaborate on effectiveness of program and professional development that supports delivery of content in schools.

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 the Office of Superintendent of Public Instruction (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:
During the adoption process for new instructional materials, selection criteria include an assessment of alignment to Washington State Learning standards and current research as described above. Materials not in alignment with standards cannot be considered for adoption.

The professional standards used for selecting materials exceed state standards typically in two manners:

- Professional standards emphasize relevance and application of learning. This is frequently similar to the statements found in the District Ends. For example, the C3 Framework calls for social studies to help students understand "the complex and multifaceted world they inhabit" and to prepare "students for the responsibilities of citizenship".

- Call for an increase in the *Depth of Knowledge* that exceeds standards. For example, the NGSS: Next Generation Science Standards were adopted as both academic standards and a professional framework. It calls for not only a standard of knowledge and skill, but also to emphasize scientific and engineering practices that "extend what is meant by *inquiry* in science and the range of cognitive, social and physical practices that it requires."

During the 2022-23 school year, District expanded the use of i-Ready Reading (K-8) and Math (K-5) as an academic universal screener to support a data-based inquiry system through the tiered meeting structure. This data was used to inform instruction and to illuminate evidence of students' learning needs. Use of tools that have validity and reliability statistics allows for administrators to set goals for student achievement with confidence on the baseline data. The District participated in a statewide calibration study and used results of this study to align score bands to the recalibrated scores called "projected proficiency" in i-Ready. These projected proficiency scores more closely predict SBA achievement.

Scope & Sequence Realignment: over the last three years, the development of MTSS practices has resulted in a change in approach to District Scope & Sequence development. As courses are updated, the Scope & Sequence is adjusted to clarify essential learnings and common learning experiences. Click here to view a sample of a recently revised Scope and Sequence.

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. Additionally, the growing development of Universal Design for Learning and Culturally Responsive Education approaches increases the development of talents and interests throughout our curriculum by:
- Embracing student variability and using an asset or strengths-based approach to designing learning.
- Increasing saliency of lessons by making deep connections to students current lives and future opportunities.
- Allowing students to vary or choose the ways they engage with concepts or express their learning.
- Varying or allowing for choice in the types of learning experiences or student groupings.
- Engaging in student goal setting, so that students can practice at all levels engaging in

choices about their own learning.

<u>Elementary school</u>
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.

Choice programs at the elementary level include Science Tech and Dual Language. Students can test into the Highly Capable programs of Special Approach to Gifted Education (SAGE) and Mind Education Right Left Integration (MERLIN).

Elementary curricula is designed to allow students authentic exploration of content to foster interest and curiosity and provide space for student voice. Examples include:

- Students self-select much of their independent reading material.
- Students self-select writing topics within a genre.
- During social studies, students have choice in specific topics within a unit, for example during a culture unit, student can select a culture to research and report on, and in a government unit, students select an issue to study to understand the laws, roles and personal responsibilities related to the issue.
- During science, every unit introduces a scientist or engineer role. During the unit students take on the role to "try on" the career path as they learn the science and application of the scientific principles.
- For elementary schools with school improvement plans in math, building-based professional development during 2022-23, included two key components to allow students to explore their talent and interests:
  1. Mathematical Mindsets – how do teachers help students build their identity as a mathematician and belief in their ability to learn mathematics.
  2. Strategies for choice and differentiation – how do we structure the math block to increase independence and create space for teachers to work in differentiated small groups.

<u>Middle school</u>
Middle school students have an elective period to explore interests, talents, and passions. To elicit student interest in electives, some building administrators surveyed students prior to the course offerings to inform which electives might interest them. As an example, in the 2022-23 school year, PCMS added more sections of art to the schedule, and CMMS added more sections of Intro to Drama. To expand student choice opportunities in smaller middle schools, building administrators use a two-year cycle, for example offering Sculpture one year and Visual Art the next, allowing for students to take both. Going forward, middle school leaders will periodically solicit student interest to inform the development of the course offerings. In addition to student choice, practical matters such as mandated electives, physical building constraints and the endorsements of teachers align to set the conditions for the electives that are eventually in place for any particular school year.

Examples of middle school electives include:
- Visual and performing arts such as music, drama, sculpture, arts and crafts, photography, 3D art, and visual arts

- CTE courses such as automation and robotics, coding, design modeling, Project lead the way classes of real-world application and STEM sampler classes where students explore a variety of STEM activities.
- Unique and innovative classes that occur in some middle schools include courses such as: TWIG (Totally Wicked Integrated Geography) speech and debate, WAVE leadership, yearbook, cooking, and woodshop.

Co-curricular activities included athletics and activities. In middle school, students can join or start a new club, participate in a class that has co-curricular components (band, orchestra, theater, choir) and play a sport.

<u>High school</u>
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 offer opportunities to explore new and unique classes. In 2022-23, all three comprehensive high schools offered flex time. This time allowed students to seek academic support and/or enrichment. 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, Sales and Marketing, 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 mentorships provide students with opportunities to work with an adult mentor whose career matches or touches on their interests and aspirations. During 2022-23, we continued to see an increase in professionals returning to work sites, meaning an increase in in-person internships. These opportunities are a core element of how Gibson Ek helps students partner with experts to develop student's specialized talents. Examples include; a student learned to repair boats at Bakes Marine and is now in the Bellingham Tech welding program and a sophomore wrote a monthly investment column for Juniper Capital's clients. That student now interns with a finance director at PACCAR.

Gibson Ek was nominated in 2022-23 by both Big Picture Learning and Mastery Transcript Consortium to [The Canopy Project's national database](#) of 'innovative learning environments" and serves as a paradigm in Washington state for reimagining learning, highlighted as a model school for the new graduation pathway options as well as a new Innovative Leaning Pilot program.

Running Start offers another opportunity for students to select into available courses that are of interest and also earn college credit. In the 2022-23 senior exit survey, the second highest reason for participating in Running Start was access to electives not offered in their home high schools. In June of 2023, 833 students were registered for a Running Start class. While most students attend Running Start at Bellevue College (782 students), opportunities also exist at Renton Technical (20 students), Green River College (4 students), and Central Washington University (27

students).

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 per their IEP Transition Plan and High School and Beyond Plan. ACT students participated in on-campus and/or off-campus internships in the 2022-23 school year to explore their vocational interests. Internships included Fortunato Chocolate, The Sammamish Animal Sanctuary, Holly Street's ECE campus, the Admin Mailroom, The Garage and Coal Creek YMCA. Students' technological skills have also been enhanced by the adoption of 1:1 laptops. These meaningful learning opportunities aim to unlock students' strengths and passions and increase their sense of belonging and thriving in their community.

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. Additional course offerings allow students to expand their knowledge in some of these Career Clusters. Although not new to the District, Liberty High School added the CTE class of Photography 2 to their course opportunities. In 2022-23, CTE added opportunity for students to explore additional computer coding languages, learn more about sustainable engineering and expand their knowledge in law and public safety through the following entirely new to District courses:

Course Title	School	Student Enrollment
Intro to Computer Science- Python	Skyline High	117
Police Forensics 3	Skyline High	27
Sustainable Green Design	Issaquah High	51

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.

Seventy-two (72) District students participated in Washington Network for Innovative Careers (WANIC) courses, reflecting access to 19 academic year preparatory and approximately 23 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.

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 Universal Design for Learning (UDL) to support the diversity and variability of all learners. Multi-Tiered Systems of Support (MTSS) provides a framework and system to support UDL. 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 2022-23 school year, the MTSS work led by the Ed Planning Team, focused on the development of training for all teachers and for tiered teaming structures in individual schools. This included Tier 1 planning for district-level initiatives and Tier 2 support in individual schools to expand interventions with proven records of success.

In support of meeting various student needs, 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, 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. Using Equity Framework for Supplemental Curriculum supports UDL in creating opportunities for engagement, representation and expression.

The Ed Planning Team participated in the District Capacity Assessment, which provided guidance on next steps in MTSS implementation. Implementation goals for the 2022-23 school year included continued professional development and training on consistent team meeting process, a consistent process for the examination and use of data to inform educational decisions, use of training effectiveness data and the use of both district and building fidelity data.

- In fall 2022, every building team participated in the Culturally Responsive Tiered Fidelity Inventory (CRTFI). These individual building reports provided building and district leaders with baseline of MTSS implementation data. From this information, building leaders developed goals and next steps for strengthening Tier 1 and Tier 2 supports to students.
- One outcome of the training effectiveness data was a mid-year adjustment to separate middle school and high school leadership teams to differentiate training.

The District continues to support and promote Tier 1 instructional practices and materials that address the different learning styles and needs of students of various backgrounds and abilities. Examples of ongoing professional development that illustrate differentiation include the following:

<u>All levels</u>
Annual training in cultural competency and inclusionary practices to increase capacity of staff to differentiate for diverse interests and needs. In 2022-23 training include: going deeper into Tier 1 High Leverage Practices with a focus on Universal Design for Learning, Culturally Responsive Education and Trauma Informed Practices.

- Integration of Positive Behavior Intervention and Supports (PBIS) research in Tier 1 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, including common behavior expectations, common language, and evidence-based interventions such as Check In – Check Out.
- Professional Development with a focus on inclusive practices continues to be delivered to special education staff within monthly PLC (Professional Learning Community) meetings.
- During the 2022-2023 school year the Special Services Department began building out inclusive practices continuum at the secondary with initial implementation of teaming/consult models that include special education teachers providing direct support and as an expert in Universal Design for Learning across educational environments. As an example: Issaquah High School has increased the number of inclusion and co-taught classes in English and Math. Instead of only utilizing a model that utilizes 1 general education teacher and 1 special education teacher co-teaching model, they are piloting a 2 gen Ed: 1 special education co-teaching model. This model has led to a 5:1 general education student to special education student ratio in each class and increased collaboration for staff.
- 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 and expanding the use of academic screeners at the middle school level.
- Training was provided for tiered teams on the use of data-based decision making to inform intervention matching to better meet the individual needs of students.
- Use of Learning Ally, to provide audio-text novels to students with reading difficulties.
- Program support by Multilingual Learner 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.

<u>Elementary school</u>
- 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.
- Success Block is a scheduling structure during elementary literacy instruction, to differentiate reading foundational skills development for students, and ensure all students who are identified with early literacy achievement gaps through screener and diagnostic assessments receive appropriate interventions.

<u>Middle school</u>
- Inclusive behavior support programs were developed and implemented at Issaquah Middle School with a focus on reengagement and emotional and behavioral regulation.

- A evidenced-based intervention of Read 180 was added mid-year as a reading intervention for select 8th grade students at Maywood and Issaquah Middle Schools.

High school
- Secondary readers and writers' workshop and high school book clubs to incorporate choice in reading and writing instruction at the secondary level.
- Gibson Ek continues to pursue a full-inclusion model for all students who receive special education services, including consistent co-teaching and teaming practices. During 2022-23 school year, the Special Education teachers co-taught a course with a general education teacher and teamed with a general education teacher during every term. Both special education teachers teamed with general education staff to develop Advisory and SEL plans.
- During the 2022-23 school year, a team researched options and designed a pilot for *Intensified Algebra*. This program, starting with classes at Liberty High School and Issaquah High school in the fall of 2023, provides a 2-period block intervention that enables students with math skill gaps to re-build math skills and complete the Algebra 1 course. Intensified Algebra is offered as one of several models for students to take Algebra 1, which also includes Applied Algebra, Algebra with a math lab support class, or taking the traditional Algebra course. A team of school leaders, teachers and district administrators continues to meet annually to review the math data in high schools and prioritize investments in Tier 2 programming.
- At Echo Glen School, Tier 1 interventions were established and monitored during the 2022-23 school year. This includes school-wide expectations (developed, posted and reviewed with students throughout the school year), Check-In/Check-Out system for all students (behavior data entered into SWIS databased), MTSS Tier 1 team meeting monthly and reviewing student data, robust orientation process for all students, academic testing for all students upon arrival and at transition, student recognition system, student council, restorative practices to manage student behavior.

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:
Promising practices and initial implementation data is reviewed through Ed Planning, Departmental, Cabinet and teacher leader meetings to collaborate on effectiveness of program and to determine next steps. These teams use data to inform decisions to expand, maintain or sunset programs as appropriate.

Transition to Kindergarten
Transition to kindergarten expanded in the 2022-23 school year to full year at three sites (Newcastle, Discovery, and Clark). This expansion created the opportunity for 45 students to participate in the program. This class is designed to support the kindergarten readiness of students who have not yet had a robust preschool experience. These results indicate that students participating in Transition to Kindergarten show growth across all areas and are

measurably more ready to enter kindergarten.

TS Gold Assessment *n=45 students*	Fall # of students who scored at accomplished level	Winter # of students who scored at accomplished level	Spring # of students who scored at accomplished level
Social Emotional Score	15	30	39
Physical Score	17	29	42
Language Score	18	32	41
Cognitive Score	21	31	44
Literacy Score	13	37	43
Mathematics Score	6	26	41

*Note that totals vary for each column and row as students move out of district and new students move into the program throughout the year. The "n" size reflects the total number of students who participated in the program.

In support of trauma informed practices, the District trained staff in the crisis intervention tool of Safety Care. This new training resulted in a 50% drop in instances where physical intervention was considered necessary by District staff.

Elementary intervention programs were carefully monitored using student achievement data and teacher feedback. During the 2022-23 school year, this resulted in the following actions:

- Really Great Reading interventions: piloted at Clark, Sunset and Cedar Trails elementary schools a Tier 1 expansion of Really Great Reading for 1st and 2nd grade students. After studying the results, the program is being expanded to all 16 schools.

- Bridges Math intervention: piloted at Clark, Briarwood in 2021-22, expanded to additional Title 1 schools in 2022-23. Based on a study of the results the program is being expanded to all Title 1 schools.

Example of AI
During the 2022-23 school year Artificial Intelligence (AI) became more accessible to students and staff. The District began engagement with staff, both those curious and those interested in early adoption of AI who can inform future integration across educational settings.

Engagement included
- Ed Tech staff organized *AI Playgrounds*, providing staff an opportunity to explore emerging AI applications.
- Ed Tech specialists and teachers began development of a PD course, *AI for the Humanities*, to be released in the 2023-24 school year.
- Draft AI statement included in the appendix of our Educational Technology Plan.

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 defined parameters and aligned to student learning outcomes. Revisions to scope and sequence occur on a regular schedule.

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. The District 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. The District has refined the Scope and Sequence template to explicitly identify the Essential Learnings (big ideas of a course) that are supported in teacher materials, and to identify Common Learning Experiences, also described in pacing guides and teacher materials, to support core outcomes and structures that should be consistent across classes.

Examples of actions taken in the 2022-23 school year to develop and maintain common course scope and sequences and/or district assessments included the following:

Elementary Scope & Sequence / Assessment Revisions
- No new Scope & Sequences or major revisions, ELA adoption was in process.
- Annual revisions to teacher resources such as pacing guides, learning progressions and grading guides.
- Professional development continued on the use of benchmark / screener assessments (i-Ready) and use of assessment data for instruction and intervention matching.

Middle School Scope & Sequence / Assessment Revisions
- Professional development continued on the use of benchmark / screener assessments (i-Ready) and use of assessment data for instruction and intervention matching.
- Revision of the Middle School Math Paths and the development of an interim pacing guide to include supplemental resources while the MS Math adoption is completed.
- Revision of the 6th grade ELA (English Language Arts) scope and sequence to create capacity to deliver tiered supports
- Middle School Second Step social skills Scope & Sequence established.

High School Scope & Sequence Revisions / Assessment Revisions
- Development of a scope and sequence for the Intensified Algebra pilot course
- Skyline High School started the process of aligning Civics with the other comprehensive high schools. Historically, at Skyline High School, Civics was taught in 10th grade. By the 2025-2026 school year Civics will be taught at 12th grade in all three comprehensive high schools.

Noted as the exception in this monitoring report: A thorough investigation of middle school biology courses revealed that not all middle school biology courses aligned with the scope and sequence or the pacing guide. Steps to remedy this have begun, and it is the expectation that all middle school biology courses will complete the scope and sequence comparable to a high school biology course to ensure consistency across the system.

Teaching & Learning Services leaders facilitate secondary department leader meetings monthly to identify curriculum, instruction and resource issues and collaboratively develop solutions and clarify teacher guidance for courses.

Instructional programs are monitored and modified as needed in response to adoptions and feedback. An additional layer of attention to the delivery of content at the building level is the work beginning in 2023-24. Building administrators will embed questions about teacher alignment to the pacing guide and scope and sequence documents in regularly scheduled teacher/administrator meetings. Teacher leader meetings allow another opportunity to connect about how content is delivered at and across school buildings. This teacher feedback is essential to inform the decisions and guidance from the Teaching and Learning Department.

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:
Materials selected for adoption as listed in EL-14.1, were vetted by the adoption team and Instructional Materials Committee (IMC) to ensure that they were consistent with the Ends.

For each curriculum adoption (listed in EL-14.1 above), District leadership provides a charter describing the role of the adoption committee and the conditions the adoption must meet to align with District Ends, Executive Limitations and regulations.

Charters were adoptions in process in 2022-23:
- Middle School Math Adoption
- Secondary School Social Studies Adoption: Northwest History, World History
- Elementary Comprehensive Literacy Adoption

As shared above in 14.4, the Equity Framework for Supplemental Curriculum or Non-Adopted Materials supports the Board's Ends policies.

Ongoing team and committee work to ensure alignment of curriculum includes the following:
- Monthly secondary department lead meetings.
- Multilingual Learners, Title/LAP parent advisory meetings.
- Elementary professional development, curriculum and assessment listening sessions see above.

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 District maintains a curriculum library at the District office, available to the public by appointment.

Regulation 2020 and corresponding procedure 2020P/2020F3 provides the process for parents to request re-evaluation of materials (adopted or supplemental).

Year	2020F3 Request for Re-evaluation of Materials Submissions	Resolution
2021-22 – None	NA	NA
2022-23 – 2 submissions	Elementary library book	Material was altered (map revision)
	Middle School library book	Material was retained in the library

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 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.

- District 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.
- District 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 included the following:
  - Large print editions for students with visual impairments.
  - Support from the Assistive Technology team for students with disabilities requiring accommodations through assistive technology.
  - 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.
- o Use of Microsoft Immersive Reader tools for all students. Training for staff was integrated into technology training.

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 and department support specialists.

During the adoption process parents and teachers are surveyed to inform the adoption process.

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

Public Input and Review
During the adoption process, after review of the IMC, a public review and input period is held.

The adopted materials for 2022-23 solicited minimal public feedback, with one exception, listed below:

Public Input and Review for Elementary *Family Life and Sexual Health (FLASH).* During the 2022-23 school year District reviewed and adopted updates to 5th grade FLASH lessons. The following Public Input was considered:
- Annual Review of FLASH materials: the curriculum leaders for FLASH hold two elementary FLASH informational nights annually, where over 100 families attend to discuss FLASH. Feedback and questions about FLASH were central to informing the process of reviewing updates.
- 5th grade teachers selected to be on the adoption team each had multiple years of engagement with families around FLASH. Their understanding of the questions and concerns of parents in our community informed the material selection decisions.
- In addition to the 2-week public review of materials, parents were given the option of attending an in-person meeting, or to review the materials electronically and submit feedback using the online form.

As a result of engagement, over 25 input forms were submitted. Parent input was mixed and included both concerns and support to specific shifts in new language intended to be more gender and sexual-orientation inclusive.

Parent and staff input, in combination with the insights of the teachers on the adoption team, resulted in the recommendation of two exceptions to the published updates incorporated into

the adoption.

Career and Technical Education Frameworks are reviewed and approved, by Pathway Advisory Committees every five years, on a rotating basis. These committees are comprised of teachers in the cluster or program area under which the course is taught, community members who work in the field and past and present students. Input is received from the advisory members to ensure CTE courses remain relevant to a quickly evolving industry.

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 [District Regulation 2005](#). School improvement plans for each school are presented annually to the school board. In the 2022-23 school year, SIPs were presented in leveled groups. Elementary schools presented on 2/15/23, Middle schools presented on 3/1/23, and High schools presented on 3/15/23. During this School Improvement Plan cycle, school teams engaged in a root cause analysis to inform improvement goals and strategies.

Individual School Improvement Plans are posted:

[SIP Plans February 15, 2023](#)   Elementary school improvement plans

[SIP Plans March 1, 2023](#)   Middle school improvement plans

[SIP Plans March 15, 2023](#)   High school improvement plans

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:
Selected Excerpts from the [monitoring of EL-15](#), September 28, 2023:
Excerpt from 15.1:
    "District allocation of technology was standardized according to the specifications laid out in the 2023-27 tech levy. A full description of the technology allocation is described in our [Educational Technology Plan](#). Program specifications accomplished the following:

- Laptops meeting technical specifications for educational use and hardware were allocated in the first weeks of school and adjusted based on feedback from users.
- All classrooms were outfitted with teaching stations that conform to a minimum standard of technology.
- IT support plan was implemented
- Technology training, consultation and coaching was implemented to support teachers and provide resources for teachers to support students in learning how to use and leverage their district laptops."

Excerpt from 15.4:
"Establishing and training on a standard for integration of technology in District classrooms
Technology Integration Expectations
The collective bargaining agreement with the Issaquah Education Association (IEA) as outlined in Article 5, section 1.3 states "Staff is expected to consistently incorporate technology into instruction and to facilitate student use of technology as a learning tool.

Tech Integration Expectations were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the ISTE standards and Universal Design for Learning. Expectation development began during the 2022-23 school year for use during technology professional development with broader use expected during the 2023-24 school year. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The linked tool is used for teachers to reflect on how they can meet the expectation in a way that enhances learning in a way appropriate to their discipline, grade level and context were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the ISTE standards and Universal Design for Learning. Expectation development began during the 2022-23 school year for use during technology professional development with broader use expected during the 2023-24 school year. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The linked tool is used for teachers to reflect on how they can meet the expectation in a way that enhances learning in a way appropriate to their discipline, grade level and context.

Goal: Teachers create and foster a classroom environment where ALL students can access, engage with, create, and produce using technological tools giving students ownership and agency over their own learning and the opportunity to use technology to engage with the world in meaningful ways.

Six Expectations
- Teachers will create procedures and expectations that empower student responsibility as they use technology.
- Teachers will leverage technology to support learner variability.
- Teachers will design activities that promote student agency and provide opportunities for students to create artifacts that demonstrate learning.

- Teachers will develop learning activities to teach students to access, analyze, and consume digital information in safe and informed ways.
- Teachers will design and utilize a variety of digital assessments that inform and guide student learning.
- Teachers include collaborative tools in lesson activities to expand students' authentic, real-world learning experiences.

Click here to learn more about each expectation.

Educational Technology Training
To support the Digital Learning Experience (DLE), the District has developed a range of supports for professional learning and support during implementation at the classroom level. Training for 2022-23 included the following:
- Digital Learning Experience (DLE) Series (all staff participate)
- Ed Tech Responsibility Contract in the IEA collective bargaining agreement requires application work between trainings as part of the DLE Series
- Instructional Tech Specialists (TOSAs), assigned 1 day per week at each school to provide coaching and consultation; Ed Techs also provide district-wide training and support
- Secondary Ed Tech Leads provide peer leadership and consultation
- Option tech trainings during the summer and school year located throughout the district and on Zoom.
- Asynchronous tech modules in Kyte and Canvas platforms (accountability systems used for staff to access additional compensation for completion of trainings)

Adoption of and training for a high level of technology integration.
Training on the integration of technology centers on the ISTE standards for students and teachers, as well as the guidelines for Universal Design for Learning. Together these standards support teachers in their journey to and beyond the core standard for integration in the following ways:
- Provide guidance for teachers based on evidence-based research
- Encourage teachers to learn advanced uses of technology, and to apply advanced uses to teaching and learning in their classrooms
- Encourage shared leadership and collaboration
- Describe advanced levels of student application and use of technology for knowledge construction, design and creative communication
- Provide multiple means of culturally responsive engagement, representation and expression to grow students into expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed."

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

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

Evidence:
District implements the [WIDA](#) model for Multilingual learner services as described in the Multilingual Learner Plan, a state-required planning template. WIDA is a professional organization that provides guidance on professional practices and Multilingual Learner program design that meets and exceeds state regulation for a Transitional Bilingual Instructional Program.

Components of our WIDA-aligned ML program include the following:
- [Screening](#) and [ACCESS language proficiency](#) assessments to identify students needing MLL support and monitor language growth. The intensity of supports are individualized based on the assessments and teacher observations.
- The WIDA program model centers on a functional approach to language development that includes both the development of language (reading, writing, speaking and listening) and the integration of language development with academic content as described in the [WIDA English Language Development Standards](#). Program delivery includes:
    - Dual Language Program
    - Supportive Mainstream: push-in, co-teach, secondary ELD classes
    - Newcomers program

Highlights below describe the scope of the program and success indicators of the District Multilingual Learner (ML) Program:
- The K-12 ML program served a total of 1591 students with 201 unique home languages.
- Multilingual learners are assessed annually on the WIDA Access assessment.
    - 355 students (25%) who met the proficiency level exited ML services, as compared to the state average of 5.5%.
    - 11% of District ML qualified students are considered to be *long term English Learners (LTELs);* students who qualify for service for more than 5 years as compared to the state LTEL rate of 32.5%.

- District and state ML data indicates ML students whose home language is Spanish require more intensive ML supports. District Spanish speaking students have an exit rate of 8.7% and LTEL rate of 22.%. Though these compare favorably to state averages, they indicate a greater level of need than other language groups in the District.

    In order to address the long-term needs of LTEL and Spanish speaking students, District is taking the following actions:
    - Prioritizing increased staffing ratios for programs with higher proportions of LTEL and Spanish speaking students.
    - Increasing supplemental services learning opportunities in a co-teaching setting for LTEL and Spanish speaking students

- In 2022-23, ML staff included 29 elementary ML teachers, 6 middle school ML teachers, 4 high school ML teachers and 1 ML specialist.

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. 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. 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 2022-23 school year, the Dual Language program consolidated all classrooms to Issaquah Valley Elementary. The program also expanded to include third grade, resulting in a total of eight Dual Language classrooms at Issaquah Valley Elementary, two classrooms per grade level, K-3. The rationale for consolidation included demographic sustainability given the greater number of multilingual learners at Issaquah Valley Elementary especially Spanish speaking students, prioritizing neighborhood school enrollment for long-term program enrollment, and two classrooms per grade for building friendships.

Continued support for the integration of Guided Language Acquisition Design (GLAD). GLAD strategies and GLAD aligned instructional materials align with WIDA in support of MLs in content area courses. GLAD strategies also align with Universal Design for Learning for all learners, and with Culturally Responsive Education. District 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.

Board approval: