

**Issaquah School District
Executive Limitations Monitoring Report
EL-14 Instructional Program
Annual Internal March 11, 2021
Updated March 25, 2021**

The Superintendent certifies that the District is in compliance with EL-14 with two exceptions.
The Superintendent shall not fail to maintain a management system that ensures challenging and relevant opportunities for all students to achieve at levels defined in the Board's Ends policies.

GENERAL INTERPRETATION

I interpret this policy to require consistent implementation of research-based instructional practices using rigorous, standards-based curriculum that supports high, student academic achievement. This is accomplished through professional development opportunities in effective instructional practices for teachers and staff, clear curriculum adoption processes, best practices in instructional leadership, and differentiation in program and course offerings. Due to the COVID-19 pandemic all Washington public schools were ordered closed to in-person teaching and learning in early March of 2020. This resulted in two exceptions to this Executive Limitation (EL-14). I do not believe the remote teaching and learning we were forced to implement met the standard of best instructional practices that support academic achievement as I have interpreted it in the past.

Impact of spring 2020 school closures and actions taken.

In the spring/summer of 2020, school were closed for the final 14 weeks due to the COVID-19 pandemic. For discussion of the impact and actions taken, closures could be divided into 3 phases:

Phase 1: Initial Closure, March 16- April 12

Phase 2: Essential New Learnings, April 20 – End of School year.

Phase 3: Planning for Re-opening, May 15 – August 31

Phase 1 Impacts on instructional program:

- Closing of schools and cessation of direct, live instruction.
- Teachers provided students learning activities to reinforce prior learning.
- Teachers were provided flexibility in the manner and time of instructional activities, resulting in high levels of variability.
- [MOU 3.18.20 School Closure Impacts Agreement](#)

Phase 1 Actions taken:

- Immediate bargaining for the resumption of instruction for new learning.
- Determination of Essential New Learnings (ENLs): adjusting the learning expectations to focus on the most essential learnings to prepare students for the next school year. At the secondary level this work involved the engagement of TLS staff with High School and Middle School department leaders or designees to identify ISD-wide course essential new learnings.
- Development of SEL resources for students as they experience disruption and trauma by the Student Intervention Team.
- Professional development on the use of digital tools including Zoom and Teams.

- Formation of an interdepartmental Elementary Team to develop learning plans and resources for the remainder of the year to encourage application of high-leverage practices, aligned to ISD curriculum, and effective use of digital tools in remote delivery.

Phase 2 Impacts on instructional program:

- Resumption of delivery of new learning focused on ENLs.
- Teachers were provided flexibility in the manner and time of instructional activities, resulting in high levels of variability in method of delivery while remaining focused on essential new learning outcomes.
- Live instruction provided was recorded and made available asynchronously.
- Services for special populations resumed remotely.
- Active student engagement time was limited with a range of 45mins/day at K-1 to 180 mins/day in secondary. Elementary specialist engagement and independent work for secondary were in addition to this time.

Phase 2 Actions taken:

- Support staff at schools mobilized to identify students who were experiencing difficulty accessing ENL remote learning.
- Staff were available during office hours to provide individual support.
- Grading practices were adjusted, including suspension of Fs.
- Help desks were provided daily to assist teachers with technical issues.
- Secondary teachers focused on synchronous or asynchronous essential new learning.
- The elementary support team (interdepartmental) developed a revised scope and sequence for teachers to follow and provide weekly learning targets and resources in a format that could be delivered remotely. This work included:
 - Creating digital resources in all content areas,
 - Providing instructional guidance and professional development for remote instruction and ed tech tools such as Seesaw, Classkick as well as iReady, Zearn, Lexia, Reading A-Z
 - Designing, developing and communicating weekly learning targets for teachers/ with concrete instructional examples
 - Developing instructional resources including digital lessons, assignments, and assessments for K-5 in all content areas
 - Collaboration with other departments, Dual Language, Highly Capable, LRC, and Title Math programs to customize instruction, resources and support
 - Conducting Book Study PD for teachers based on the Distance Learning Playbook
 - Designing a teacher Survey to gather teacher input to inform planning in the development of instruction and supports
 - Close collaboration with Instructional Coaches and PBSES Coaches to align SEL into daily instruction and provide support for promoting engagement, working in small groups and providing feedback.

Phase 3 Impact on instructional program:

- Limited hybrid/in-person class size of elementary, high school and special needs summer programs to 9 students.
- Elementary summer reading program was provided remotely with expanded availability to all third grade families.

Phase 3 Actions taken:

- ISD formed 5 Stakeholder workgroups to plan for remote or hybrid instruction for 2020-21 school year. See webpage: [ISD L.I.V.E. Remote Learning Workgroups](#)
- ISD & IEA conducted collective bargaining through the summer to agree to LIVE instruction during remote learning.
- [MOU 9.1.20 Impacts of the COVID-19 Pandemic 20-21 School Year](#)
 - [Appendix to MOU 9.1.20 Impacts of the COVID-19 Pandemic 20-21 School Year](#)
- Over 8,000 ISD Laptops were distributed to students either prior to the start of ISD LIVE instruction for those who made the request during the EVP process or shortly after the request was made if made later.
- The elementary support team worked through the summer to develop Essential Learnings and pacing guides for the 2020-21 school year with both fully remote learning and hybrid models of instruction in mind. To accomplish this work the team:
 - Developed assessments to identify learning gaps
 - Frontloaded social emotional learning and supports to ensure a remote learning experience established a positive learning environment and provided social emotional supports during a traumatic period
 - Identified and structured learning around the most essential learnings to keep students on-track for developing core learning skills.
 - Designed ready to use asynchronous/digital lessons to integrate other content into daily instruction
 - Establish a Staff Hub landing page for elementary teachers to have easy access to resources
- Secondary teams were formed for each district course to identify Essential Learnings for the 2020-21 school year in order to adjust to reasonable learning expectations during remote learning while ensuring core learning, standards-aligned, could be achieved so that students would be prepared for future learning and stay on track to meet essential learning expectations.

Over the summer of 2019-20 professional learning focused on the development of Remote Learning including the following:

- June: Every secondary staff participated in initial Canvas Learning Management Training for 3 hours.
- Summer Learning Management Training: Over 1,600 sessions provided in July
- August Tech Day provided differentiated professional development on K-12 Learning Management Systems
- ISD Conference and LID days focused on developing learning management systems and instructional planning for remote learning.
- Optional additional PD was provided, on how to engage in developing a successful remote learning environment.
- The Distant Learning Playbook was widely disseminated and used in both book-studies and in school-based professional development.

Accordingly, the superintendent may not fail to:

1. Ensure that instructional programs are based on a comprehensive and objective review of best instructional practices research.

INTERPRETATION

I interpret this to mean that our District and schools identify and promote the implementation of research-based instructional practices such as using data to inform instruction, strategies to increase student participation and engagement, clearly identifying learning targets for students, providing a relevant purpose for learning, and aligning curriculum, instruction and assessment.

EVIDENCE

Ongoing annual evidence includes:

- School Improvement Plans: Each school has a School Improvement Plan (SIP) which includes an action plan with goals that promote research-based best instructional practices to make a positive impact on student learning. Our SIP format follows the OSPI recommended guidelines and includes all the requirements of WAC 180-16-220. SIPs are shared with the School Board on an annual basis.
- Charters for school adoptions: Each charter for new curriculum adoptions includes a review of research on instructional practices to ensure high cognitive demand. This process is in accordance with RCW 28A.320.230 and IEA negotiated agreement Article 5– Curriculum, Instructional Materials Selection and District Health Services sections 5.2 – 5.4.
 - [Link to Adoption Cycle](#)
 - 2019-20 Highlights
 - Reading Foundational Skills adoption launched with a review of evidence based practices for early literacy and early literacy intervention
 - Middle School Health and PE adoption process launched based on updated state standards
 - Selection of Elementary Science/STEM curriculum based on Next Generation Science Standards
 - Selection of secondary World Language curriculum based on research and standards from the American Council on the Teaching of Foreign Languages
 - Selection of High School ELA novels based on EL-16 and Common Core state standards.
- Professional Development. District staff members participate in ongoing professional development opportunities that model and teach best practice instructional strategies. Highlights include the following:
 - Book Studies: The ISD had 464 participants in the online book studies that we provided in collaboration with the Center for Collaborative Support districts. Book study titles were: *Ambitious Science Teaching*, *Culturally Responsive Teaching*, *Differentiation in Middle and High School*, *Launch: Using Design Thinking to Boost Creativity and Bring about a Maker in Every student*, *Strengthening Positive Racial and Cultural Identity in Our Students through Literacy*, *Computational Thinking and Coding for Every Student*, and *The Innovator’s Mindset*.
 - Other examples of research based professional development from 2019-20 were GLAD training for ECE, Dual Language teachers and elementary “Tackling Complex Texts” and for secondary teachers “Remote Learning Strategies”, Balanced Literacy sessions with a focus on Reading Foundational Skills and Cultural Competency with certificated, classified and administrative staff.
 - Professional Development for Implementation of curriculum adoptions: Professional development was provided for the second year of implementation of the newly adopted curriculum for Algebra, Geometry and Algebra 2 focusing on inclusive and intervention strategies. Training in science topics (inquiry strategies, assessment methods and

scientific and engineering practices) was also provided for high school teachers in the areas of biology, chemistry and physics. Physics training centered around Ambitious Science Teaching practices in the implementation of the newly adopted curriculum. Middle School professional development was provided for the third year of implementation of the newly adopted Smithsonian Science and Technology Concepts science curriculum. Social studies teachers received training on the topic of equity in social studies and participated in collaborative scoring of common assessments. Middle School math teachers received training on the Standards and Math Practices and applying inclusive strategies and interventions. Elementary offerings included training in inquiry-based social studies instruction, Eureka Math curriculum including differentiation and support for new teachers

- Early Release Professional Development: Elementary early release time was differentiated for each school, with school-based professional development to support high student achievement. The District-directed early release hours in 2019- 20 were devoted to cultural competency. Teachers were provided with site-based additional professional training to support best instructional practices.
- CTE: CTE curriculum is in alignment and continually modified using curriculum frameworks to teach relevant technical skills and core academic standards.

The superintendent may not fail to:

2. Align curriculum and base instruction with academic standards that meet or exceed state standards.

INTERPRETATION

I interpret this to mean that our District uses state standards to provide a baseline for our curriculum and provide guidance for rigorous classroom instruction based on the application of critical thinking skills and content acceleration.

EVIDENCE

Scope and sequence documents outline instruction that meets or exceeds state standards.

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

We continue to be committed to identifying, developing and revising common assessments for courses and content areas. Elementary teachers continued to implement common assessments in reading, writing and math. During the 2019-20 school year two schools piloted the use of iReady Math as a common assessment that could be used for screening and diagnostic assessment in the fall to identify learning gaps, used mid-year to monitor growth and adjust instruction, and used in the spring for a summative benchmark common assessment. These schools also piloted the use of computer adaptive personalized learning pathways and tools for small-group instruction included with iReady Math. In the spring of 2020 this pilot led to the selection of iReady Math for the 2020-21 school year district wide K-5.

Middle school teachers implemented common assessments in reading, math, science, social studies,

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

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

Links:

- [K-12 Continuum of Program Services for Highly Capable](#)
- [Secondary HCP Program Information](#)

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

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

The teaching of Financial Literacy gives our 8th grade students practical, real-world experiences that develop interests and skills students can use to develop sound financial management in their daily lives. A District committee was formed to address the new state standards in Financial Literacy and develop a new unit of instruction for 8th grade students.

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

During Covid-related closures and remote learning, the following actions were taken to ensure continued alignment of instruction with state standards:

- Essential New Learnings for Spring and Essential Learnings for 2020-21 were developed as described above.
- Over the summer of 2020 ISD with school staff developed plans for fall assessments to identify gaps in pre-requisite skills in all K-12 courses. Math and ELA assessment data was collected as common assessments. Other content areas used an assessment plan, often integrated into unit pre-assessments.

The superintendent may not fail to:

3. Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.

INTERPRETATION

I interpret this to mean that students can choose and participate in classes and activities in areas of interest so that they may develop their personal gifts and strengths.

EVIDENCE

We offer a comprehensive selection of secondary elective classes. These include band, orchestra, choral music, CTE programs such as computer science, web design, NJROTC, forensics, student leadership, visual art, video production, environmental science, AP, IB, and honors courses, drama, culinary arts, FIRST Robotics and DECA.

Science/technology Magnet Programs at Briarwood, Clark and Cascade Ridge are provided to enrich opportunities in science and technology for interested students.

Elementary students participate in music, library and physical education classes each week.

Each school in the District has an active Green Team that allows students the opportunity to participate and develop their leadership skills and knowledge about sustainability. During Green Team events and meetings, Green Team Advisors and students collaborated with community leaders from the City of Issaquah, King County and the YMCA, shared their school green team's accomplishments and planned for the upcoming year.

Reader's Workshop Units for grades 3, 4, 5 (3: Myths and Legends, Fur and Feather, Cultures in Our Communities: Notable North Americans; 4: Survival, Fantasy; 5: Mystery, Graphic Novels, Science is Alive, Revolutionary War) continue to be implemented. Reader's Workshop units for Middle Schools 6, 7 and 8 (6: Young Wonders, Humor and Hero's Journey; 7: Courage To Be An Individual, Dystopia and Non-Fiction; 8: Life's Lessons, Books That Change Lives) continue to be implemented. This approach provides student choice in selecting reading materials. Student choice enhances motivation and develops specific interest areas.

Online Learning opportunities, managed by our Online Learning Coordinator, are provided for ISD students which expand access and variety of course offerings. [Online Learning Summary 2019-20](#)

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

In order to open up more opportunities for students to select classes of interest, we have provided eighth grade Independent Health, alternative crediting in high school PE and Music, and an optional, additional period at all of our comprehensive high schools.

During the 2019-20 school year, ISD concluded the selection of new novels for use in High School ELA classes. Not only did the novel selection add significantly to the diversity of narratives for students, the adoption include a book-club unit for the first time in high school. In this unit, students will have the opportunity to select from among at least 10 title selections that represent different cultural and identity perspectives.

The superintendent may not fail to:

4. Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.

INTERPRETATION

I interpret this to mean that teachers consider learning styles and students' needs when designing and

implementing instruction, and that District programs provide a variety of learning opportunities to address students' learning styles and abilities.

EVIDENCE

ISD teachers continue to participate in GLAD training strategies which support all students and particularly our English Language Learners. GLAD courses were offered in the spring and summer of 2018 with follow-up training throughout the 2018-19 year. Approximately 48% of our elementary classroom teachers have participated. At the secondary level 14% of MS have been trained and 23% of HS teachers (overall percentage for secondary is 18%). We continued to implement a unique, integrated secondary GLAD/ELL training for middle and high school teachers. In addition to GLAD training, our GLAD/ELL team has worked collaboratively with content specialists to integrate GLAD-informed resources into instructional materials so that all secondary teachers are supported in differentiating for the diverse needs of students using GLAD instructional strategies.

A continuum of services including PEP, SAGE, MERLIN and Secondary HCP programs are provided for highly capable students who qualify for these programs.

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

Links:

- [K-12 Continuum of Program Services for Highly Capable](#)
- [Secondary Highly Capable Program Information](#)

Some Middle Schools provided staff training in differentiation in the areas of assignments, preparation for assessments, engagement strategies and relationship-building.

A summer reading support program continued for the sixth year to support students in Grade 3 in literacy. This program was offered remotely to all 3rd grade families in the summer of 2020. Weekly reading skill lessons were led by Literacy Support Teachers.

Our Balanced Literacy vision and initiative is based on a differentiated instruction model in which students spend a significant amount of time reading at their individual instructional reading levels. Training in balanced reading continued during school-based trainings in 2018-19 and teachers new to the District received training via classroom demonstration lessons with internationally-recognized literacy expert and author, Matt Glover.

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

Our adopted Eureka Math curriculum allows lessons to be customized to meet student needs. Each lesson has a menu of components that teachers use to differentiate. For example, problem sets are designed flexibly and teachers can provide varying levels of challenge for individual students. Teachers new to the District receive training in the fall and winter to successfully implement Eureka

math with an emphasis on differentiation. The pilot and selection of iReady math adds a personalized learning pathway for students based on an adaptive diagnostic assessment.

Examples of differentiation include: K-5 guided reading groups, differentiated goals in Writer's Workshops, modified general education curriculum, math workshop model, and modified assessment practices.

Reader's Workshops provides differentiated reading instruction in grades 3-8. Our Middle School Language Arts adopted curriculum, includes a Reader's Workshop approach. The Reader's Workshop approach incorporates student choice of text and differentiates learning through the application of reading skills at each student's instructional reading level.

Title/LAP reading programs integrated Lexia reading interventions for the 3rd year of a 3-year pilot. Lexia specifically targets reading difficulties with decoding and disfluency. Lexia is an evidence-based intervention for reading difficulties associated with Dyslexia.

During the 2019-20 school year, ISD engaged in a curriculum adoption for Reading Foundational Skills to examine best practices and select instructional and assessment materials that address Reading Foundational Skills standards (phonics and fluency) through a multi-tiered approach so that future instruction would be diagnostic and differentiated to meet the needs of all students, with an emphasis on meeting the needs of students with reading difficulties associated with dyslexia; per ESB 6162.

Special education programs address a variety of learning styles and ability levels focusing on strengths to mediate deficits. Specially designed instruction is highly individualized for each student. AP, IB, College in the Classroom, Running Start and Honors courses provide rigorous academic challenge for college-bound students through content acceleration and application of complex thinking skills. Middle school math, science and language arts offer differentiated pathways for learning.

CTE program offerings include a wide range of courses from the 16 different "career clusters" that are recognized in middle schools, high schools, community and technical colleges, and the workforce. Students are offered traditional classroom experiences, internships, work-based learning, and off-site programs including Washington Network of Innovative Careers (WaNIC) as avenues to explore and prepare for their future careers.

Individual 504 Plans support eligible students through individual accommodations that support their unique learning needs.

In response to COVID-19 Closures, the following actions were taken to address the different learning styles and needs of students of various backgrounds and abilities.

- Expansion of Lexia and iReady Math for use with all K-5 students
- Addition of remote learning resources for elementary teachers described above
- Addition/selection of remote learning tools including
 - No Red Ink (6th-12th grades)
 - Newsela (Middle School)
 - Reading A to Z (Elementary)

- Selection of a Learning Management System to ensure all students could organize and access future learning, especially remote learning
- Allocation of laptops for remote learning

The superintendent may not fail to:

5. Encourage new and innovative programs based on research, carefully monitoring and evaluating the effectiveness of all such programs.

INTERPRETATION

I interpret this to mean that unique or new approaches are considered, encouraged and supported when appropriate in the development of programs and classes.

EVIDENCE

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

The delivery method of 8th grade Independent Health allows students to take two full-year electives (world language and performing arts) while insuring they also have direct instruction in FLASH and HIV-Aids. During the 2019-20 school year, 496 students took advantage of the Independent Health option (BLMS 104, IMS 76, MMS 87, PCMS 91, and PLMS 144).

Online learning opportunities continued last year under the supervision of our online learning coordinator. [Online Learning Summary 2019-20](#)

TechSmart is a required class at the middle level. The class was implemented in 2011.

In 2019-2020 a committee of teachers reviewed the TechSmart curriculum and made recommendations to update the curriculum to better meet the needs of incoming 6th graders who are now exposed to more technology earlier in their school careers. The committee elected to reduce the number of units in order to employ additional Project Based Learning strategies and STEM activities to provide more student choice, collaboration, and cross-curricular elements.

Expanded summer school options for high school provide innovative ways to extend academic and elective course opportunities. In addition to providing credit retrieval, we are offering credit accrual. There were a total of 452 classes taken in the ISD 2020 Live High School Summer School program. In 2020 Summer School we offered a hybrid program due to the COVID-19 pandemic. Students took 358 classes for credit recovery or grade improvements in a hybrid model that was one day per week on campus and four days per week remote. There were 18 students who participated in the Summer Ecology research program that was entirely online, 62 students in hybrid PE, and 71 students who took the online Health course.

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

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

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

Students who speak, read, and write a language other than English can earn up to four world language credits in high school by demonstrating proficiency. In 2019-20 81 students in the ISD received a total of 301 credits of world language through world language competency exams.

To receive the Seal of Bi-literacy, students must earn the equivalent of 4 years high school World Language credit through Competency-based Credit or strong World Language AP or IB scores, plus meet all English Language Arts graduation requirements by graduation. In the graduating class of 2020, 269 Seals of Bi-literacy were earned. Bi-literacy seals earned by school: IHS 103, LHS 18, and SHS 148.

An expanded summer school option for elementary summer school included multiple in-depth sessions for a course in robotics.

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

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

The research-based Read 180 and Math 180 intervention programs are implemented in all five middle schools, supporting students who needed additional instructional time and extended teaching strategies. Students worked in small guided reading groups with the teacher, applied their learning during independent reading and used a technology program to practice skills.

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

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

The ISD Reader's Workshop units incorporate student choice, skill lessons to teach state standards, and challenging rigor. Students apply skills to texts at their instructional reading levels.

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

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

ISD formed an MTSS Admin team to begin the development of an MTSS Framework for ensuring inclusive practices, effective interventions, culturally responsive and sustaining curriculum and equitable outcomes. For the 2019-20 school year ISD works with Collaborative Learning Solutions as a technical advisor to help guide initial exploration of MTSS.

The superintendent may not fail to:

6. Ensure that the instructional programs, including both content and practice, are uniformly implemented, regularly monitored, and modified as necessary to assure the continuing effectiveness.

INTERPRETATION

I interpret this to mean that accountability for consistent instructional implementation is insured through consistent monitoring and feedback by building and District-level administrators, the implementation and analysis of common assessments and regular reflection by staff members. The COVID-19 pandemic necessitated significant modification to the instructional programs of the District. ISD central office staff collaborated with school based leaders to identify the most essential learning outcomes and adapt scope, sequence and instructional practices for synchronous and asynchronous delivery. It is noted that during the transition from in-person teaching and learning to remote teaching and learning that there was a delay in providing some needed technology to students and a range of teacher skills and abilities to teach in this new modality resulting in an uneven implementation. (See general interpretation for more details)

EVIDENCE

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

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

Elementary Principal professional development sessions were focused on Inclusive Practices and Trauma Informed Practices. Principals created and shared work plans and action plans with colleagues. Principals also engaged in in-depth analysis of, WSIF data (Washington School Improvement Framework), WaKIDS data, and HomeRoom data, and SWIS data leading to the creation of intervention plans for students. Several PD sessions were devoted to new laws and regulations around Student Discipline, Isolation and Restraint, and Immunizations. Additional monthly PD topics included: Cultural Competency, Emergency and Crisis Response training, Tiered Teams, and training on the new inquiry-based social studies and Amplify science curriculum. To

support staff with remote learning, trainings on Zoom, Teams, and SeeSaw were provided.

Elementary and Middle School Principals also engaged in training of the Second Step of the Social Emotional Learning (SEL) curriculum. High School Principals participated in a book study based on the book *Positive Behavior in Secondary Schools*.

The Human Resources Department and TLS worked with all Principals on inter-rater reliability for staff observations and evaluations.

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

Common professional development is provided to support consistent implementation of adopted curriculum. In 2018-19 professional development was conducted in the areas of State Standards, elementary writing, elementary literacy, elementary math, K-12 GLAD instructional strategies, K-12 music, secondary language arts, secondary math, secondary science, PBSES and cultural competency.

Common assessments provide a basis for teachers to measure student growth, collaboratively score and analyze results to inform instruction. They also provide a system to monitor the effectiveness of our instruction in meeting state standards. Common assessments have been implemented in language arts and math at all levels, and in secondary, science and social studies. Reading growth in grades K-5 was measured through the Fountas and Pinnell reading assessments.

Principals, District-level administrators, and teachers were provided with comprehensive data grids that included state and district assessment information about student performance. Item analyses of content area common assessments were also delivered through the School Data Solutions Homeroom application.

The superintendent may not fail to:

7. Select textbooks and instructional materials that advance the achievement of the Board's Ends policies and that achieve consistency and articulation of the curriculum by course and program.

INTERPRETATION

I interpret this to mean that a clear process is used in order to use the Board's Ends as guidelines in the selection of all textbooks and materials.

EVIDENCE

Each charter for new curriculum adoptions specifies all adopted materials and instructional practices support the advancement of the Board's Ends and EL-16 Equity.

Materials selection committees follow specifications outlined in their charters regarding Board's Ends.

The Instructional Materials Committee functions to insure that materials are selected in conformance

with our criteria set forth in each adoption charter.

The superintendent may not fail to:

8. Maintain a procedure for reviewing materials and textbooks upon formal request by a parent or other stakeholder.

INTERPRETATION

I interpret this to mean that a clear process has been established for the purpose of providing access to parents or other stakeholders to review curriculum materials.

EVIDENCE

The Instructional Materials Committee acts upon requests for text/materials approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials through the adoption process and if a parent or stakeholder requests a re-evaluation of previously adopted materials.

The curriculum adoption process includes three opportunities for parent or other stakeholders to review and provide input on materials. These steps are cited on our District website under [Curriculum Adoptions](#).

- Parents are invited to submit questions and comments annually via surveys conducted prior to each curriculum adoption.
- Parent Review is provided during a specified two week period prior to Board review. Parent reviews were conducted for Elementary Social Studies, Secondary Biology, Algebra 1, Geometry and Algebra II.
- The District has a procedure for parents and stakeholders who have a concern or complaint about curriculum materials. This procedure includes Form 2020F3 Request for Re-evaluation of Materials and establishes a process by which the complainant must make an effort to discuss the concern with the person(s) responsible for using the materials. The form also asks a series of questions to help clarify the concerns.

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

The superintendent may not fail to:

9. Supply adequate core materials necessary for implementation of instructional program.

INTERPRETATION

I interpret this to mean that the Teaching and Learning Department insures adequate purchases of curriculum materials in order to support all students in our District at a reasonable cost.

EVIDENCE

The Administrative Assistant to the Executive Director of Teaching and Learning Services maintains

precise and current records regarding student enrollment and materials purchases. Materials are purchased according to student FTE at each school site. Additional materials for core classes are purchased as needed based on student enrollment growth. Additional materials for supplemental and elective courses are purchased by individual school sites.

The superintendent may not fail to:

10. Ensure appropriate and timely input from students, parents, community members, teachers, administrators, and other staff members involved in the instructional program as curriculum materials are reviewed and selected.

INTERPRETATION

I interpret this to mean that we have policies and procedures which outline the opportunities for input from students, parents, community members and staff.

EVIDENCE

Our adoption process includes several opportunities for parents, administrators and community members to provide input. These include curriculum surveys prior to each adoption, online access to submit comments and questions, and a two week Parent Review. Dates are outlined on the District website and communicated through eNews.

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

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

In the spring of 2020 ISD initiated a series of dyslexia parent engagement forums. There were 97 participants at the first meeting.

The superintendent may not fail to:

11. Share with the Board, on an annual basis, data-driven plans for improvement at each school.

INTERPRETATION

I interpret this to mean that each school in the District develops School Improvement Plans based on an analysis of data.

EVIDENCE

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

Schools maintain documentation of their SIPs and Teaching and Learning Services maintains a record of each plan.

The superintendent may not fail to:

12. Integrate technology into content areas across all grade levels where appropriate.

INTERPRETATION

I interpret this to mean that technology integration is an expectation for all courses and content areas unless it is not appropriate.

EVIDENCE

As outlined in the collective bargaining agreement for certificated staff teachers are “expected to consistently incorporate technology into instruction and to facilitate student use of technology as a learning tool.” 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 2019-20 each of the five and a half Instructional Technology Specialists supported their own group of schools. Part of their work is to support their teachers in integrating technology and designing learning experiences that provide students with the opportunity to learn technology and use technology to learn.

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

Teaching and Learning curriculum specialists for high schools worked with their content area teachers to identify where ISTE standards are addressed in core courses. During the 2018-19 school year HS Social Studies teachers identified ISTE standards taught in World History (1, 2 and 3), U.S. History, and Civics. Science and Math were aligned in preparation for the 2020-21 school year.

[Technology Standards in HS Core Courses](#)

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). This Building Technology Series highlights the ISTE standards and technology training identified by the school to meet the needs of the teachers.

In addition to the Building Technology Series, the Educational Technology department offers and supports numerous technology classes each year beginning with Ed Tech Summer Camp. The 2020 Ed Tech Summer Camp focused on the tools teachers would need for LIVE remote instruction in the fall. Secondary training focused on the use of Canvas with 296 teachers attending three or more hours of training in July and 257 teachers attending August 21 and/or 24. Elementary summer training centered on Clever, Seesaw, Teams and Zoom and had 373 teachers attend 3 or more hours of training.

The cumulative hours of technology training attended by teachers for compensation was 9,303 hours averaging to approximately 6 hours per certificated staff members.

During the switch to remote learning due to school closures, Instructional Technology TOSAs offered training in a variety of technologies to facilitate remote teaching. Topics focused on tools to facilitate communication in a remote environment, creating and sharing cloud-based documents, and student engagement. More than 75 hours of training was offered between the end of March through first week of June.

Kyte Learning, an online subscription that includes technology tutorials is available to all staff. The online system allows staff access whenever it is convenient for them to learn what they need, when they need it. The system also allows District staff to add custom trainings for systems unique to ISD. Certificated staff accessed 2,709 hours of Kyte instruction during the 2019/20 school year (September 1 – August 31)

The Ed Tech Department creates and maintains the [Bits and Pieces](#) blog for teachers. Through this blog TOSAs highlight the work of teachers integrating tech in their classrooms, promote district technology applications, and share information. Highlights from the 2019/2020 school year include:

- [Field Guides](#) - exploration of a common instructional practice and the technology used to enhance the learning
- [Field Notes](#) - interviews with teachers about what is working (launched in the Spring to spotlight the work of teachers in the new remote setting)

** The Issaquah Technology Project was put on hold until July 2022 due to the COVID-19 pandemic.

Access and Support

Classlink (secondary) and Clever (elementary) provide teachers and students 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.

During the 2019/20 school year, the Director of Educational Technology facilitated a committee to identify a new web platform and learning management system (LMS) for teachers to replace Connect. Canvas was selected as the LMS for secondary teachers, and elementary opted to utilize Clever, Seesaw and Office365.

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.

The superintendent may not fail to:

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

INTERPRETATION

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

EVIDENCE

Starting in 2018-19 each school has been provided with a certificated English Language Learner (ELL) teacher, and all eligible students received instruction based on assessment results to determine needs. Our ELL instruction supports students in becoming proficient in English. We use the ELPA21 Screener to determine eligibility. The ELPA21 is given on an annual basis and it measures progress in English Language Proficiency. We actively served 1,307 ELL students, and monitored 811 proficient ELL students. Of the total number of students served and monitored 496 exited the ELL program based on the ELPA21 assessment in July 2019. These students will be monitored for two years as Proficient students.

A summer program for elementary ELL students is typically held at 3 ISD schools to support emerging ELL students in English language acquisition and a program for emerging MS students was initiated. Due to COVID-19 we did not receive sufficient enrollment to offer this program in the summer of 2020.

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

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

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

Board approval: March 25, 2021