

**Issaquah School District
Executive Limitations Monitoring Report
EL-14 Instructional Program
Annual Internal February 14, 2018**

The Superintendent certifies that the District is in compliance with EL-14 with no 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.

Accordingly, the superintendent may not fail to:

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

INTERPRETATION

I interpret this to mean that our district and schools identify and promote the implementation of 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

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.

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.

District staff members participate in ongoing professional development opportunities that model and teach best practice instructional strategies. The ISD had 460 participants in the online books studies that we offer in collaboration with the Center for Collaborative Support districts. Book study titles were: Learning in the Fast Lane, Questioning Sequences, Better Than Carrots and Sticks, Whistling Vivaldi, Mindsets in the Classroom, Fostering Resilient Learners, Leaders of Their Own Learning, Rethinking Grading, Grading Smarter Not Harder, and Embedded Formative Assessment. Other examples of research-based professional development from 2016-17 were GLAD training, and Cultural Competency with both teachers and administrators. Elementary offerings included training in Eureka Math curriculum, writer's workshop, reading assessment and Balanced Literacy sessions.

The middle school topics were math, science and reading comprehension strategy instruction. Training was conducted in high school language arts, mathematics and science topics.

The third conference-style professional development days were held in August 2017, with Myron Dueck as a keynoter on the topic of Grading Practices. Teacher feedback was very positive and staff appreciated the element of choice in selecting break-out sessions, which is a well-documented best practice that motivates both children and adults.

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 2016-17 were devoted to implementation of Eureka Math curriculum, balanced literacy, and formative and summative assessments. Additionally, teachers were provided with twenty hours of additional professional training that support best instructional practices.

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 use 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 all adoptions and instructional practices are aligned with our Washington State Standards. All goals and objectives were designed to meet or exceed state standards.

We continue to be committed to identifying, developing and revising common assessments for courses and content areas. Elementary teachers implemented common assessments in reading, writing and math. 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. To differentiate instruction for our K-5 advanced readers, balanced literacy including Reader's Workshop units and Guided Reading have been implemented and students have access to accelerated materials from our leveled bookrooms.

Links:

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

Financial Literacy (Junior Achievement) gives our 8th grade students practical, real-world experiences that develop interests and skills students can use to develop sound financial management in their daily lives.

All CTE courses fall into a program pathway that provides a variety 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 new Computer Science and Financial Literacy Standards

The superintendent may not fail to:

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

INTERPRETATION

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

EVIDENCE

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

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. Secondary students from each middle and high school participated in a Leadership Kick-Off at the beginning of

the year. Students collaborated with community leaders, 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 Feathers; 4: Survival, Fantasy; 5: Mystery, Graphic Novels, Non-Fiction) have been 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) were implemented in 2016-17. 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 2016-17.](#)

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.

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 summer of 2016 with follow-up training throughout the 2016-17 year. Approximately 48% of our elementary classroom teachers have participated. At the secondary level 21% of MS have been trained and 18% of HS teachers (overall percentage for secondary is 19%) We continued to implement a unique, integrated secondary GLAD/ELL training for high school teachers and have extended the program to include middle school teachers this year.

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

Links:

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

A summer reading support program continued for the third year to support students in Grade 3 in literacy. Approximately 47 students/families attended weekly reading skill lessons led by Literacy Support Teachers. Classes were held at two locations in the district.

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 2016-17 and teachers new to the district received training via classroom demonstration lessons with internationally-recognized literacy expert and author, Matt Glover.

Our adopted Eureka Math curriculum allows lessons to be customized to meet student needs. Each lesson has a menu of choices that teachers use to differentiate. For example, problem sets are designed flexibly and teachers can provide varying levels of challenge for individual students.

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.

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.

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.

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

EVIDENCE

The TEALS program at all three of our comprehensive high schools has now been added at Gibson Ek High School effective the fall of 2017. TEALS is unique because it provides Introduction to Computer Science, AP Computer Science, IB Computer Science and Advanced Computer Science classes through collaboration between our school 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 (foreign language and performing arts) while insuring they also have direct instruction in FLASH

and HIV-Aids. During the 2016-17 school year, 416 students took advantage of the Independent Health option (BLMS 77, IMS 58, MMS 103, PCMS 72, PLMS 104)

Online learning opportunities and continued last year under the supervision of our online learning coordinator. [Online Learning Summary 2016-17.](#)

TechSmart, a required class at the middle level, fulfills the ISD tech graduation requirement. The class was implemented in 2011. The class provides students with an introduction to online learning using Canvas. Topics covered during the trimester course include cyber safety, file management, digital storytelling, energy science, computer programming, and information analysis.

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 252 classes taken in the ISD 2017 live High School Summer School program. These students took 141 classes for credit recovery or grade improvements. There were 17 students who participated in the Summer Ecology research program, 80 students in PE and 96 students who took the online Health course.

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. 86 students in the ISD received a total of 285 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. 112 students in the graduating class of 2017 earned 115 Seals of Bi-literacy recognizing graduates who have attained a high level of proficiency of speaking, reading and writing in one or more world language.

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

Ongoing funding support from Issaquah Schools Foundation enabled us to offer pre-k summer school to support kindergarten readiness.

The research-based Read 180 intervention program was 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 is an innovative approach which 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 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.

Due to financial support from the Issaquah Schools Foundation, we were able to provide a Math Institute in the summer of 2017 for teachers in grades K-5. In all, 71 teachers attended the training.

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.

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 Principals dove into the new Eureka Math curriculum and analyzed student math data in order to lead collaborative inquiry and facilitate conversations with staff. Prioritization of budget, accessing PTA/ISF grants and funds to use in supporting implementation of curriculum to further students' academic achievement and social emotional well-being were included as topics of professional development.

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. This year professional development was conducted in the areas of State Standards, elementary writing, elementary reading, 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. This information was emailed to staff so that it could be easily downloaded to monitor student learning and provide feedback to teachers.

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.

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 on our annual parent survey.
- Parents are invited to submit comments and feedback on each content adoption webpage: [Middle School Language Arts](#), [Elementary Math Adoption](#)
- Parent Review is provided during a specified two week period prior to Board review. Parent reviews were conducted for Middle School Sciences (Earth, Life, and Physical Science).
- 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 Assistant Superintendent 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 survey conducted in the summer prior to the materials review. For the 2016-17 school year we surveyed elementary parents regarding Elementary Social Studies and Secondary Biology, Algebra 1, Geometry and Algebra 2.

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

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

Each school administrative team prepares a data analysis and school improvement plan which is presented and shared with the Board annually. The data analysis includes student achievement and gap closing progress.

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

Our certificated Ed Tech Leads at each school in collaboration with district Instructional Tech TOSAs work to support and facilitate technology integration among the teachers in their school(s). Ed Tech Leads with support of the Tech TOSAs demonstrate technology tools, share tech tips, test new technologies, and host professional development at their school.

This is the seventeenth year of the Issaquah Technology Project. The program continues to evolve to meet the needs of newly adopted curriculum and to include new technology in current curriculum. E-4 is the overarching understanding for ITP. The focus of the ten-day class is to ensure that each cohort is integrating technology appropriately into their instruction and student learning activities. Teachers are offered two different equipment paths from which to choose to meet the unique needs in their classrooms for their content. Each group begins with an intensive five-day training during the summer, and meets for five additional follow-up sessions during the school year. As participants in the program, teachers:

- Create, teach and reflect on lessons matched to the International Society for Technology In Education Standards for Students ([ISTE 2016](#)) aiming for successful technology integration in the areas Empowered Learners, Digital Citizens, Knowledge Constructors, Innovative Designers, Computational Thinkers, Creative Communicators and Global Collaborators.
- Create a technology integration goal for the school year.
- Engage in a collaborative ITP online community. Post questions, ideas, and feedback related to ITP coursework and integrating technology into the classroom.
- Provide school-based technology leadership at least three times during the school year. This leadership could include technology professional development classes, informal user groups, development of teacher resources, etc.

Tier 3 of the OSPI Tiers of Technology Integration into the Classroom is a technology goal in the IEA/ISD Contract and a goal for the Educational Technology Department's professional development. This year each of the four Instructional Technology Specialists supported their own group of schools. Part of their work is to support their teachers in integrating technology and creating Tier 3 classrooms which promote students to be actively engaged in using technology in individual and collaborative learning activities.

Most vendors now have online components to their curriculum. As new curriculum is considered for adoption an Instructional Technology Specialist is included on the curriculum adoption team to be sure technology considerations and issues are addressed prior to selection and implementation. To facilitate ease of access for both teachers and students the online portal *Classlink* was implemented at the secondary level providing teachers and students with a password locker for the majority of their online curriculum accounts and educational technology tools. [Digital Resources for Students](#).

All core classrooms have a presentation system consisting of a document camera, computer, and projector. At a minimum there are four student computers in each classroom providing teachers the ability to embed technology with daily lessons.

The Educational Technology department offers numerous technology classes beginning with [Tech Kickoff](#) a conference style event in August. *Tech Kickoff* gives teachers the opportunity to select up to four 90 minute sessions to learn new techniques for integrating technology into their teaching. More than 400 teachers attend the event annually. The school-based Ed Tech Lead in collaboration with their Instructional Technology TOSA develop a professional development plan for their building specifically structured to meet the teachers' training needs. Atomic Learning, an on-line subscription that includes technology workshops and tutorials is available to all staff. The on-line 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.

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

In 2016-17 each school had 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 achieving competency in English. We used the WELPA or ELPA21 to determine eligibility. The ELPA21 is given on an annual basis and it measures progress based on English Language Proficiency. We actively served 1,305 ELL students, and monitored 673 proficient ELL students. Of the total number of students (1,978) served and monitored, 507 exited the ELL program based on the ELPA assessment in June 2017. These students will be monitored for two years as Proficient students.

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.

Through the generous support of the Issaquah Schools Foundation, an innovative professional development model was provided for middle and high school teachers to become trained in the use of GLAD strategies. In 2016-17 we had 22 teachers take advantage of this opportunity.

We trained 35 teachers in a two-day GLAD Research and Theory training and 22 in a four-day classroom GLAD demo during the summer of 2017.

Board approval: February 14, 2018