

## Executive Responsibility 13 - Instructional Program

Board Review/Approval Date: June 8, 2021

***Responsibility - The superintendent shall provide effective leadership that fosters an environment of high expectations of student achievement throughout the district and will implement a program of instruction that meets all state and federal requirements and ensures equitable and quality teaching & learning in helping ALL students achieve standards.***

| Therefore, the Superintendent will:  | Evidence Requested/Presented  | Board Notes | In Compliance |
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| 1. Hold all staff accountable for continuous educational improvement and achieving annual district educational goals | Each building develops a School Improvement Plan based on the PLAN-DO-STUDY-ACT continuous improvement cycle. In a typical year, Smarter Balanced Summative Assessments and the Washington Comprehensive Assessment of Science provide data on student levels of proficiency in math, English language arts, and science. The tests were suspended in spring 2020 and will be given in the fall of 2021. Other data sources utilized include mySAEBRS (Social, Academic, Emotional Behavior Risk Screener) and iReady (math, ELA). A Continuous Learning Plan was developed and submitted to OSPI to ensure that rigorous learning opportunities were provided to students regardless of mode of instruction (in person, remote, or hybrid). Schools created Reengagement Teams to support students and families during the school closures. The teams helped identify and remove barriers to accessing instruction and learning. |             | <b>X</b>      |
| 2. Ensure the curriculum is Coordinated, Aligned and Assessed consistently district wide                             | Instructional materials are adopted in accordance with the 8 year adoption cycle and Policy 2020. Professional development was provided in 2020-21 through Carnegie Learning to support the 9-12 grade math adoption. The adoption cycle was reviewed and revised in the following ways: 1. The adoption of Social Studies instructional materials was moved up due to the adoption of new standards at the state level. 2. SEL (Social Emotional Curriculum) was added to the curriculum adoption list.  |             | <b>X</b>      |

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| <p>3. Ensure annual review and strategic allocation of resources to support proven methods and practices of instruction.</p>                              | <p>Ongoing meetings with the Director of Business Services ensure that resources are allocated to support proven methods and practices of instruction. WSD utilizes the CEL 5D+ Framework for Instructional Growth to guide decision making. In addition, the Menu of Best Practices and Strategies in ELA, math, and behavior from OSPI are utilized to determine best practices. Secondary schools were members of AVID (Achievement via Individual Determination)--just one example of an investment in a proven methods of instruction to support learners.</p>  |  | <p>X</p> |
| <p>4. Provide a sustainable balance of programs and opportunities for all students - accelerated learning, electives, and extra-curricular activities</p> | <p>Washougal School District provides a well rounded education for students. We have a strong fine arts program along with robust AP and CTE offerings. A Student Learning Plan is developed for students identified as Highly Capable. 1,2,3, Grow and Learn provides an opportunity for families with children birth-age 5. Elementary students participate in music, visual arts, media, and PE. Elective options at the middle school include CTE opportunities (Medical Detectives, Design &amp; Modeling, Automation &amp; Robotic, Fight &amp; Space), band, guitar, choir, PE, Math Mindsets and Math Bridges. Club 8 provides for an extended school day for enrichment. Washougal High School has expanded AP offerings to include Computer Science. Students have access to: CTE pathways, Clubs (World Language, Drama, Art), Athletics, fine arts, ASL, Cascadia Tech partnership, Pathway conferences.</p> |  | <p>X</p> |

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| <p>5. Ensure professional development is aligned with district educational goals and teaching and learning needs identified at each school</p> | <p>As a result of school closures, the professional development needs of teachers changed and that is reflected in the professional learning that was offered. A major focus in professional development over the course of the year was best practices for distance learning and hybrid learning. Administrators received training on the Distance Learning Playbook in August. In addition, staff received training on Culturally Responsive Classroom Management (CRCM) Modules 1-3. CRCM focuses on building strong teacher-to-student and student-to-student relationships. Included in the professional development plan was the AVID Digital Experience. Math and ELA instructional coaches facilitate horizontal and vertical grade level meetings. Instructional coaches conduct follow up meetings with individual teachers and PLCs to support continuous improvement.</p> |  | <p><b>X</b></p> |
| <p>6. Ensure support and opportunities for staff collaboration and learning</p>  | <p>During hybrid learning, students participated in asynchronous learning opportunities on Wednesdays. This provided an opportunity for teachers to collaborate to develop lessons to meet the needs of all learners. Professional Learning Communities meet weekly at each building. Instructional coaches facilitate district-wide horizontal and vertical team meetings and work with principals to provide professional learning opportunities at staff meetings.</p>   |  | <p><b>X</b></p> |