Academic Program

The Superintendent shall not fail to adopt, develop, equip and support an academic program for the district to enable students to meet content standards and to achieve the Board’s Ends policies.

Accordingly, the Superintendent may not:

1. **Fail to develop and implement an academic program that is research-based, provides access and challenge for all, is complete, is culturally responsive, comprehensively uses resources, encourages innovation, and considers class size and organization.**

   I interpret “develop and implement an academic program that is research-based” as the core mission of the Teaching and Learning Department. That is, to ensure that we not only select high quality, rigorous student materials but that the curriculum that is designed, adapted, and modified is thoughtful and aligns with current educational research. The district has implemented a focused set of research-based interventions, formative and summative assessments and instructional strategies to ensure all students meet or exceed state standards in English Language Arts (ELA), science, and math. I interpret providing “access and challenge for all” as both differentiation and intervention within general education classrooms as well as providing for students with specific needs. I interpret “culturally responsive” as an inclusive, anti-racist curriculum taught using pedagogy that is accessible, meaningful and effective for students from all racial and cultural backgrounds. I interpret “comprehensively uses resources, encourages innovation, and considers class size and organization” as the maximizing of resources both in terms of what the student brings into the classroom (i.e. culture, academic background knowledge, academic skills) and what the school provides (i.e. solid, research-based, mastery learning curriculum, teachers who are knowledgeable about and utilize effective instructional practices, optimal class size, and a classroom structure which is conducive to maximizing educational outcomes for all students).

**In compliance.** Examples include:

- The district has made efforts to maintain general education core content class size averages below the contractual maximum levels: K, 22 students; 1-2, 24 students; 3-4, 26 students; 5-7, 28 students and 8-12, 30 students.

- Schools at the primary level have common master scheduling parameters in order to provide supplemental instruction for identified students (outside of core instructional blocks), maximize learning time for core instruction, and increase instructional consistency over time. The primary master schedule allows for math intervention (Title/LAP math in grades 2-4), reading intervention (Title/LAP reading/ELA in grades K-4) and pull-out support for English Language Learners. The master schedule also identifies common blocks of time for classroom intervention for key content within English Language Arts and mathematics.

- Title I, Part A and/or LAP services are provided as targeted assistance to qualifying students in grades K-7. Specialists utilize common assessments within grade bands. Staffing is allocated and services are provided based on Federal and State guidelines and the district determination of the concentration of students in need of service.
Students are identified for Title I/LAP intervention based on multiple data points including: state assessments, nationally-normed district assessments, common district assessments, common classroom-based assessments, and teacher ranking. Title I/LAP intervention programs are implemented based on substantive research. The primary schools continue to implement early intervention programs, which are designed to promote long term academic success. The goal of these programs is to ensure that each student learns to read by third grade and has a strong foundation in mathematics. Qualifying students receive daily services from a reading and/or math specialist. Instruction is provided in small groups to maximize the amount of support and feedback provided to each student. Intermediate LAP math is provided during the school day as a separate class so that students are receiving core instruction in their general education class and additional instruction in their intervention class.

During the Covid school closure in the spring which began on March 13, 2020 and continued until the end of the school year, the emphasis of the district was to maintain the academic program by prioritizing actions which allowed students access to core instruction both during and after the closure. The long term academic progress of students correlates very closely with the opportunity to learn. During the closure, this meant prioritizing and increasing the consistency of the content taught and students’ access to it. Some of the systemic efforts to support these two goals included, but are not limited to:

- Schools using intervention and specialist certificated staff to reach out to students and families to increase engagement and diagnose connectivity issues
- Creation of common packets to ensure that primary students had access to content
- Delivery of resources to homes to make sure students had texts, manipulatives, reading material and supplies
- Temporarily re-assignment of numerous staff in schools and at the ESC to provide technical and other support to teaching staff and families
- Providing students with Chromebooks at home
- Providing support for families to improve broadband connections with local providers
- Providing hotspots to families
- Collaborative, remote revision of curriculum maps to prioritize the content most vital for academic progress in the next year
- Creation and distribution of basic video lessons for students and recreating worksheets digitally for students to access

In order to maintain students’ year-to-year academic progress, curriculum teams from every grade level and course met over the summer to redesign their yearly curriculum maps to take into account learning potentially lost during the closure and the possibility of learning loss during the 2020-2021 school year related to being online only in the fall. Forty-six (46) curriculum teams met on a rotating schedule during the summer to prioritize content in an effort to guarantee that students would learn the most important content and not experience irrevocable loss of content exposure. Teachers and administrators will continue to revise these maps throughout the year to align vertically in support of student learning.
The district staff increased technology resources and expertise in order to increase student access to academic resources in this environment and to improve the efficacy of instruction for fall. Teachers attended more than 2,400 hours of district training on technology platforms and online educational products. In addition, the district procured 1,500 additional Chromebooks before school started, with another 1,700 coming soon. The district also invested heavily, purchasing video equipment, cameras, software and application subscriptions and instructional hardware. All of these efforts were geared at increasing instructional proficiency and student access to instruction.

The district specifically designed a schedule of instruction for remote learning that prioritizes teacher contact time and virtual face-to-face instruction. While many of our teachers have become significantly more proficient using technology to deliver content, their overwhelming strength lies in their ability to teach face-to-face and to deliver content in a traditional classroom environment. This summer, the district prepared for multiple scenarios that never materialized due to changing health conditions in the state and county. By late summer, it became apparent that school would begin online. The district designed schedules, instructional plans, and teaching assignments to maximize the strengths of teaching staff and maximize student virtual, in-person time. In grades K-7, intervention programs and assessment systems were redesigned to allow schools to serve students more quickly while still complying with the law.

Summer school was significantly reduced in the summer of 2020, due to Covid-19 restrictions. A four-week intensive Achievement Academy was offered to identified students in grades 8-12. Students were invited to Summer Achievement Academy if they had received an incomplete in one of their 2019-2020 classes and/or if they were in need of credit retrieval. Students were instructed virtually and class sizes were kept small to best meet individual student needs. Fees were reduced for students who qualified for free or reduced priced meals during the regular school year. No students were denied enrollment due to inability to pay. The 2020 Summer Achievement Academy was funded with basic education dollars. 111 students were served in the 8-12 Summer Achievement Academy and students were provided the opportunity to take multiple credits if needed. Smaller scale summer tutoring was provided in math and/or ELA at the K-4 level. Students were selected for K-4 summer tutoring if they had struggled academically during the 2019-2020 school year. Selected students received tutoring for three weeks by a certificated teacher. 54 K-4 students were served in this tutoring program, which was funded with basic education dollars.

Prior to the Covid-19 closure, after- and before-school programs were available for identified students. These programs were taught by certificated staff and were available at all primary schools. At the intermediate level, students could get additional help in core subjects at specific times, which were coordinated and communicated at the school level. Session content and duration varied according to student need. Transportation was provided for in-district students.

Read Well is the ELA curriculum used in our kindergarten and first grade classrooms, in our Title I/LAP intervention classes, and in some special education settings. The systematic and explicit nature of the Read Well program helps to ensure all students are receiving the support necessary to become good decoders and fluent readers. Using this program for general education and Title/LAP/SPED, ensures alignment between core
and intervention programs and aids in additional access to this content for our most struggling students. During the Covid-19 closure, we have continued to use Read Well during online-only instruction. Students are receiving daily, live virtual instruction from a certificated teacher. Additional Read Well teachers have been added in our primary buildings so that students can be instructed in smaller groups. This has made it possible for us to provide more grouping options in each of our buildings, which helps to ensure that students are placed into the Read Well level which most closely aligns with their reading ability. This small group design also helps to ensure students have more opportunities to read and respond to text orally and can receive immediate feedback from their Read Well teacher. Those who are teaching Read Well are working to maintain a healthy pace so we can minimize instructional/learning loss during this time. Bi-weekly K/1 Read Well packets are sent to families, which contain paper copies of any Read Well materials students might need for their upcoming Read Well virtual lessons. The content in these packets serves as additional scaffolding for students who are present in live lessons. Read Well packets also serve as key resources for students who cannot attend live virtual lessons and/or for parents who are supporting their children at home and need physical resources to support students effectively. Read Well Whole- and Small-Group lessons are recorded by teacher leaders and used by kindergarten and first grade teachers across the district. These videos can be used by students who cannot attend live lessons. They also serve as additional resources for families who want to/need to provide their K/1 student with more practice and/or repetition.

Core Knowledge Language Arts (CKLA) is used in our 2nd through 5th grade classrooms and has ample amounts of complex text, a minimum 50/50 balance of informational/fiction text, a focus on academic vocabulary, high quality assessments, challenging material for all students, and opportunities for spelling and writing. CKLA provides students with opportunities to build academic background knowledge in science and social studies. Students are exposed to complex text and a meaningful integration of reading and writing. We are continuing to use CKLA in our 2nd-5th grade classes during online-only instruction. Students receive live, daily virtual instruction from certificated teachers. They receive this instruction in smaller groups, which helps to ensure active student engagement and maximum teacher support during virtual lessons. The most critical content is taught in CKLA virtual lessons. Students complete additional CKLA practice assignments asynchronously (during scheduled, daily independent work times). Grade-level teacher teams work collaboratively to identify the most critical content and outline this content on common grade-level curriculum maps. Additionally, teacher leaders record common CKLA virtual lessons for students who cannot attend live virtual lessons and/or for students/families/or teachers who would like to use the videos for extra support. These videos are used by all teachers within the grade level. Students in grades 2-4 receive bi-weekly packets which contain the physical materials needed for students during CKLA virtual lessons. The triangulation of common curriculum maps and pacing guides, common CKLA videos, and common packet materials aids in common pacing across the buildings, which helps to ensure students have access to the same content within the grade level and across the buildings.

The district has implemented a comprehensive, research-based math curriculum (K-5), for which common assessments are in place. Data indicates that this work (district-level and school-level) has created a demanding system of mathematics, geared toward student success in algebra and beyond. Teachers in grades 6-12 build on the strong
foundation students have received through the use of equally rigorous math curriculum in the upper grades. Pearson *Envision* is used in grades six and seven, and HMH *AGA* is used in our Algebra and Geometry classes. As is the case with *CKLA* and *Read Well*, this same math curriculum is being used during the Covid-19 closure. Administrators in the Teaching and Learning Department worked alongside building administrators this summer to work with teacher teams in every grade level to map out the most critical content. The teams also decided on how to teach this content in an online-only and/or blended-learning environment. Teacher teams across the district are teaching this content in live, virtual lessons. They are also providing recorded videos and support materials for students who cannot attend live sessions and/or for families who need additional resources.

➢ Special education teachers use *SRA Reading Mastery, Corrective Reading* (K-12), *Connecting Math Concepts, Essentials for Algebra and Rewards*. in addition to core curricular texts where appropriate. Principals monitor implementation of strategies through staff observation/evaluation and classroom walk-throughs. As teams intentionally provide increasing access to core instruction for special education students, additional pilots/trials are taking place currently to allow targeted services and supplemental resources for students receiving instruction in core and special education instructional settings.

➢ During the spring Covid closure, special education case managers remained in contact with families and students, developing continuous individual learning plans in accordance with OSPI guidance. These individual plans varied greatly, as they were geared specifically at the level and method of engagement determined by families and case managers. Whenever possible, students engaged in activities similar to their general education peers, including inclusion in online instruction. In all schools, the roles of paraeducators shifted and was prioritized to provide access to special education students first.

➢ During the closure, SLPs were trained to provide services online using a tele-practice platform and instructional resources. This new, compliant instructional platform allowed SLPs to deliver remote services during the closure and set the stage for services in the fall. The purchase of this platform, resources and technology equipment were included in the Board packets this spring.

➢ In preparation for online learning in the fall, the Special Services Department coordinated a phase-in start which guaranteed discussions with families to develop a plan for each student. Case managers were provided timelines for these discussions, required meetings or IEP adjustments, and prioritized time to design instruction or supports required to satisfy these plans.

➢ Teachers use common close-read lessons at each grade level. These lessons contain rigorous texts, explicit teacher guides, text-dependent questions, and a writing component. As has been the case for the past few years, teacher leaders are continuing to rewrite and align many of the close reads to further align with our currently adopted curricula.
Research shows that students who are approaching reading fluency benefit from comprehension practice (involving the extraction of information from a text) and from vocabulary development. At the primary and intermediate levels, reading/ELA specialists provide additional comprehension and vocabulary support to qualifying students (in grades 3-7). These students are challenged with an intensive dose of grade-level complex informational text and direct vocabulary instruction. This support is designed to increase reading comprehension and best prepare students for the intensity of the Common Core State Standards and the rigor of textbooks at the intermediate level. Whenever possible, the texts used in these intervention classes align with the content in general education classes. This aids in the building of academic background knowledge that students will need in core classes.

The Department of Special Services uses IEP Online, a software program designed to reduce time spent on paperwork and increase the ease of transferring records for students entering and leaving our system. Special education teachers, speech and language pathologists, occupational therapists, school psychologists and office support personnel have received comprehensive training and will continue to receive ongoing training.

The Department of Special Services is also using FastBridge, a screening and progress monitoring tool for special education students. With FastBridge, teachers in the learning center can regularly access student progress in math, reading comprehension, and fluency. Most of the FastBridge assessments are designed to take only a few minutes and can be repeated throughout the school year. A goal for 2020-2021 is to continue to strengthen implementation, so that FastBridge data can be used to make curricular, instructional and service model decisions for programs within the district. A second goal is that principals will be able to monitor the progress of students in special education throughout the year and over their entire enrollment period. The closure in the spring and preparations for online fall instruction has paused these efforts to further implement Fastbridge.

During the spring closure and fall, the Department of Special Services established a process for monitoring progress to serve in place of Fastbridge, which is not usable when students are not in school. This process includes establishing and measuring student progress specific to goals within each student’s IEP. Many of these assessments are built directly into curricular programs and thus allowed the department to establish common data recording protocols in order to measure and report student progress.

We have suggested changes to District Operating Policy 2020 (in your packet) and the associated procedure to establish a process for reviewing and modifying the curriculum within the required legal framework. These changes reflect the work that began this summer and remove systemic barriers to progress in this important work. The changes to adapt and improve our curriculum specific to racial equity will sometimes include significant numbers of smaller resources aligned as supplements to core texts, correcting inaccuracies or providing the perspectives of people of color when the primary text is not adequate. The district needed to establish a new process to evaluate and approve large numbers of smaller resources within individual curriculum maps without relegating these resources to a status of “supplements”, which would make the teaching of them optional. The two main changes in the procedure include the modification of the
methodology for approval of changes to curriculum maps and establishment of subcommittees with the expertise to perform this work.

- Curriculum development in the area of racial equity is a priority which requires expertise and/or training. The superintendent will designate committees of qualified staff and, when necessary, consultants to review modifications to curriculum and maps made specifically for the purposes of establishing a more equitable curriculum that is more representative of diverse perspectives and experiences. These committees will provide feedback and work with the teams involved to summarize the modifications in a report to the IMC who approves such changes.

- Developing the curriculum is an important component in the establishment and maintenance of a guaranteed and viable curriculum. At times, substantive changes to the curriculum will be made to improve the quality of a text or accumulated resources within a curriculum map. When texts or other resources have been added to, or removed from, curriculum maps for a specific course, which substantially modifies or updates the curriculum, these changes will be summarized for the IMC by the designated staff involved. The IMC will review the summary and new resources, and may choose to approve the changes to the map as a whole.

We are collaborating with Dexter Gordon, Director of the African American Studies Program at the University of Puget Sound to establish a systematic framework and process to evaluate our ELA and social studies curriculum. In October 2020, we will finalize a plan for this work to begin training staff. Frameworks will be identified and/or developed, in cooperation with UPS consultants, for evaluating curricula with subsequent training for teachers and teams charged with conducting this work. It is important that UPSD staff develop the expertise needed to make positive and appropriate updates to our curriculum and curriculum materials.

Curriculum work specific to racial equity this summer and fall included:
- Text changes to two units in Read Well
- Teacher language modification to 4th grade CKLA Unit 1
- Short read supplementation with Since Time Immemorial and novel replacement in 5th grade ELA
- Several novel replacements in 6th grade ELA
- Two short read supplements in 7th grade ELA
- Several novel replacements in grades 10-12

The changes to 2020P will ensure that current and future modifications to the curriculum specific to racial equity, will be reported to the Board through the IMC approval process.

2. **Fail to provide information and options to students and their parents, regarding the availability of career and vocational education opportunities within our region.**
I interpret “provide information and options to students and their parents, regarding the availability of career and vocational education opportunities within our region” to mean that we communicate information and options about the availability of career and vocational education opportunities within our region to students and parents regularly using multiple methods of communication. We also interpret “career and vocational educational opportunities in our region” to include both school-based programs at Curtis Junior High and Curtis High School, as well as other programs available in different locations within our region.

In compliance. Examples include:

➢ Junior high and high school counselors meet regularly with individual students, as well as with their parents, to talk about student schedules and High School and Beyond Plans. These conversations typically stem from student interests with counselors talking to students and parents about the courses of study that will be most appropriate for each student’s post high school plans. Counselors regularly communicate with students about Career and Technical Education (CTE) programs that are available in the district and other programs available to students, which include: the Pierce County Skills Center, Bates Technical High School and College, Northwest Career and Technical High School, and Clover Park Technical College.

➢ High school counselors and administrators meet with students who find that the comprehensive high school setting isn’t matching their needs in order to discuss possible alternative options. These options are discussed with the student and the parent(s) and often include technical and career programs. Some of the options discussed include:
  o Washington Youth Academy (a residential program in Bremerton that is a division of the National Guard Youth Program)
  o Bates Technical High School
  o Northwest Career and Technical High School (Clover Park)
  o Job Corps (a residential educational and career technical and training program administered by the US Department of Labor)
  o The REACH Center (a job training and GED program with Goodwill)

➢ The College and Career Readiness Center (CCRC) provides multiple field trip opportunities annually for students to visit schools and other venues, which provide information about career and technical fields. Students and parents learn about these field trip opportunities through CHN video announcements, Remind 101 notifications, the district website, posters in the career center and the cafeteria, and other flyers and posters on campus. CCRC field trip opportunities include the following:
  o Pierce County Career Day (hands-on workshops for students interested in construction, manufacturing, engineering, utilities and aerospace)
  o Tacoma College and Career Fair (hosted by the University of Puget Sound in conjunction with Tacoma School District)
  o Clover Park Technical College (open house and campus tour)
  o Bates Technical College (open house and campus tour)

Due to Covid-19, onsite field trip opportunities may be impacted in the 2020-2021 school year.
Curtis Junior High and Curtis Senior High host a variety of parent events, which include information on career and technical programs from within our region. Parents are informed about parent-specific events through newsletters and emails home. Parent events include:

- **9th Grade Registration Information Night** - Specific information about CTE programs available for 9th graders is shared with students, including programs that can be accessed either at the junior high or high school. Teachers from these programs are in attendance to share information and answer questions.
- **Future Viks Night for Incoming 10th Graders and their Parents** - As part of the 10th grade registration event, 9th grade students come to the high school during the school day to learn about the different Career and Technical Education programs. During this presentation, teachers and current students share information about specific programs of study. At the evening parent event, all CTE teachers are present and share information about their programs with students and parents.
- **College Q and A Night** - Local colleges, technical colleges and universities share information about their schools and programs. Attendees ask general questions during the presentation and/or more specific questions for each school at the end of the event.

Local technical colleges are invited to attend lunch visits at the high school and to participate in an onsite registration day in the fall. Additionally, representatives from the Pierce County Skills Center attend lunches at the high school, prior to registration for juniors and seniors, to share information about their programs and to meet with interested students. Due to Covid-19, onsite visits may be impacted in the 2020-2021 school year.

Our high school counselors visit classrooms regularly as part of the registration process each spring. They spend two class periods in each grade level. Counselors discuss options with students for both career and technical education in addition to other programs, including running start. Counselors also share information regarding the Pierce County Skills Center, Bates Technical High School and College, Northwest Career and Technical High School, and Clover Park Technical College. Student Course Handbooks provide specific information about CTE courses available to students. Counselors help students plan their schedule and work with students on the selection of courses and programs of study for their junior and senior years. At the junior high school, administrators and counselors meet with all 8th grade students as part of their 9th grade registration process. Information about 9th grade CTE programs, available at the junior high and high school, is shared with students.

The counseling office has pamphlets from local technical programs to share with students and families. There are also posters displayed in the counseling office about programs in our region.

The CCRC has a variety of resources related to technical schools and careers for students. They also have printed pamphlets for career resources including apprenticeship programs, links to career resources, local jobs available for high school students, Job Corps, and the REACH Center. Additionally, they have tips for updating
resumes and preparing for an interview. There are also flyers and pamphlets available for local technical/other programs.

➢ The CCRC facilitates practice interviews for all students currently in CTE classes. Community members volunteer as part of this process and provide students with feedback and tips for how to have a successful interview.

➢ All of our CTE classes have a Career and Technical Student Organization or CTSO component. These clubs participate in club rush in the fall and in the Career Fair in the spring. Due to Covid-19, CHS was unable to offer a Career Fair in the Spring of 2020. CTSOs also provide opportunities for students to explore different careers associated with the CTE courses that are offered. Additionally, students participating in these organizations are exposed to competitions tied explicitly to the career industry, such as: The Distributive Education Clubs of America (DECA) state and national competitions, where students compete in categories related to finance, business management, marketing, etc.

➢ There are currently nine students enrolled at the Pierce County Skills Center and two students enrolled at Clover Park Technical College. We don't yet have any additional information regarding other programs for this school year. Additionally, all students in grades 9-12 are required to take two CTE courses as part of their requirements for graduation. There are 57 students taking CTE classes at Curtis Junior High School and 869 students enrolled in CTE classes at Curtis Senior High School. Many of these students are enrolled in multiple CTE classes simultaneously.

3. **Fail to ensure that faculty know and teach the adopted curriculum.**

   I interpret “ensure that faculty know and teach the adopted curriculum” as a responsibility to provide necessary training for teachers to be able to deliver the Board approved guaranteed and viable curriculum. Specific to content within the adopted curriculum related to racial equity, we interpret the term “know” to include the ability of teaching staff to identify bias within their subject area and classroom, respond skillfully and appropriately when bias is identified and to cultivate an environment which fosters equity within their classrooms.

   **In compliance.** To this end, we offer the following examples:

   ➢ The Department of Teaching and Learning is committed to training teachers on a variety of topics related to the district adopted curriculum and general teaching methodologies. This summer at least 330 teachers were trained on topics related to effective instructional practice, use of technology to increase meaningful student engagement in virtual learning, and district-adopted curriculum. Examples of professional development already underway for the 2020-2021 school year include the following:

     o Training on Google Classroom, Google Meet, Google Slides, Google Docs, Google Forms, JamBoard, EdPuzzle, and PearDeck - These training topics were selected because the tools can be used to engage students more effectively in online learning.
o Training on effective classroom management practices and on effective ways for addressing behavior through early intervention - Part of the training addressed behavior management as it relates to online and/or blended learning
o Curriculum training for new teachers or teachers who are new to a grade level/content area at the start of the school year
o Training for special education teachers on many of the required elements in special education such as: curricular training, Right Response, IEP Online, etc.
o First-Year Teacher Orientation through our BEST Mentor Program on practices related to starting out the school year

➢ Training is also provided for teachers specific to the needs of English Language Learners (ELL). This training is provided to both ELL teachers and general education teachers and includes professional development on identification of ELL students, interpretation of ELL assessment data, language acquisition, and strategies shown to be effective for ELL students. ELL teachers also attended sessions related to active engagement of ELL students in an online learning environment.

➢ Principals are actively involved in leadership roles with significant curriculum development work in order to effectively monitor instruction and provide support to teachers and teams. This summer, Principals and Assistant Principals worked with administrators in the Teaching and Learning Department to facilitate curriculum mapping work for the fall of the 2020-2021 school year (as referenced above). Administrators worked with many of the core content teams to identify the most critical content, plan for the pace of instruction, and articulate the student tasks for the first semester.

➢ The Teaching and Learning Department supports grade-level “in-time” content trainers at the K-7 level and mentors at the K-12 level. These trainers/mentors meet regularly with early service teachers and those new to a grade level or course to provide in-time training and support for both understanding of the curricular expectations and resources, and pedagogical practices.

➢ Current and upcoming modifications to the curriculum which are geared toward increasing racial equity require teachers to be trained on the content; how to identify bias and inequity within their classroom, schools and curriculum; and how to have class discussions related to these issues. We see these as long term training topics, but are beginning the content specific work with the training proposed by consultants at the University of Puget Sound. In addition, we began district-wide training with the Equity Literacy Institute (and Paul Gorski) to establish a common framework, language and expectation for these discussions with all staff. Administrators participated in training on October 1st, 2020, the Equity Advisory Team began training on October 5th, 2020 and all teachers will be trained on October 9th, 2020. The next steps for this staff development will be decided after October training is complete and feedback has been collected. The tentative plan includes job-centered training for classified staff and ongoing training for certified staff using the Equity Literacy Framework at a pace and frequency determined by feedback from our first cycle of training.

➢ In addition to active professional development, the district purchased multiple copies of 13 books identified by the Equity Advisory Team as being beneficial resources for teacher development in the area of bias and equity. The district has also purchased
library and classroom books written by authors of color or specific to a theme of racial justice and/or bias. Separated by grade band, there are 206 selections currently aimed at the primary level, 174 at the intermediate level, and 101 at the secondary level. These books will be reviewed for accessibility, content, and appropriate level by staff members in the coming weeks. After that brief process, they will be purchased for each school separately. The goal is to increase the quantity and quality of resources for teachers and students as we train teachers in racial bias and equity.

4. **Fail to ensure the regular monitoring and evaluation of the academic program and make appropriate modifications in practice and content, as evidenced by:**
   
a. **Increasing instructional time and/or modifying curriculum for students whose achievement is below grade level standards in reading, writing, and/or math.**

   I interpret EL-8 4a as a commitment to providing students who have specific learning needs with more support, during the regular school day and/or as extended day (before and after school, summer school, credit recovery, etc.) opportunities.

**In compliance.** Examples include:

- At the primary level, when students are onsite for instruction, all students receive at least 90 minutes of core literacy (reading and writing) instruction and at least 60 minutes of core math instruction daily. Reading specialists (for grades K-4) and math interventionists (grades 2-4) provide supplemental support to students who struggle with decoding, reading fluency, reading comprehension, and/or mathematics. This supplemental instruction is provided to our most struggling students through the Title I, Part A program and/or the Learning Assistance Program (LAP) and to our next tier of struggling students through K-3 intervention specialists who are funded with basic education dollars. During the Covid-19 closure, students have dedicated core content blocks. Students receive live virtual instruction from a certificated teacher during these blocks. Every effort is made to engage students in live core instruction. If students cannot attend live core instruction, high quality recorded content is provided to the student. Teachers use digital tools such as EdPuzzle, Google Forms, PearDeck, etc. to engage students actively in this content and to check for student understanding. A separate intervention block is articulated on the schedule. Students are served in this intervention block if they qualify for additional intervention. The content taught is closely aligned to core content, so that we can provide additional support on the most critical content to struggling students.

- In grades 8-12, general education funds are allocated to provide additional support to small groups of students in English Language Arts who have not yet met the standard on state exams and are, therefore, at risk of not graduating. At the junior high, math support classes which align with core content account for 1.0 FTE of levy-funded intervention. In addition, Geometry support and Algebra 3/4 support classes have been established to scaffold struggling math students and provide the support needed for these students to access rigorous core texts. These support classes are being offered again in the 2020-2021 school year.
At the intermediate level, when students are onsite, students receive at least 80 minutes of core literacy instruction and 80 minutes of core math instruction daily. In the 2019-2020 school year, qualifying students received additional math intervention and/or ELA intervention, based on need, through Title I, Part A or LAP. In the 2020-2021 school year, math intervention will be funded through LAP and ELA intervention will be funded with basic education dollars. Much like the primary level, during the Covid-19 closure, students have dedicated core content blocks. Students receive live virtual instruction from a certificated teacher. Every effort is made to engage students in live core instruction. If students cannot attend live core instruction, high quality recorded content is provided. A separate intervention block is articulated on the schedule. Students are served in this intervention block if they qualify for additional intervention. The content taught is closely aligned to core content, so that we can provide additional support on the most critical content to struggling students.

We hired an additional ELL teacher and now have six ELL specialists (5.5 FTE) serving qualifying ELL students in grades K-12. These specialists serve students who qualify according to the ELPA21 screener or the ELPA21 annual assessment with an emerging or progressing score. Students who score at the proficient level on the ELPA21 annual assessment are monitored for at least two years to ensure they are making adequate growth. Students in grades K-7 who score at the emerging level (or low progressing level) receive additional support through a web-based program called SciLearning- Fast ForWord. This program provides targeted support in the area of language acquisition. When students are working onsite, students enrolled in the SciLearning program receive an additional 30 to 40 minutes of web-based support five days per week. This time may vary for students during online-only instruction.

b. Keeping parents informed of current student progress toward achieving content standards and how such progress is measured

I interpret “keeping parents informed of current student progress toward achieving content standards and how such progress is measured” as making parents partners in the education of their children and providing academic information that parents can easily access and understand.

In compliance. Examples include:

➢ Skyward (specifically Family Access) is an active and fully operational resource for parents. Principals, assistant principals, and teachers work to increase parental awareness of the Skyward system (conferences, parent nights, school newsletters, etc.). As a result, we are seeing an increase in the number of families who are accessing the Skyward system to check grades and monitor student information.

➢ Parent conferencing is held in October or November for parents at all schools. Time is provided for the parents of K-7 students to schedule conferences with their student’s teachers to discuss progress. Conference schedules consist of daytime appointments and also include at least one evening session. At both Curtis Junior High School (Arena Conferences) and Curtis High School (Parent/Teacher Conferences) designated times
are also established for conferences each fall. The goal for these events is to enhance parent, teacher, and student communication about academic progress. It is not yet clear how conferences will be held 8-12 in 2020, as Arena Conferencing is not an option. We will inform the Board as we establish a plan.

➢ Counselors contact all students who are not on track to graduate. Counselors work with parents and students to identify and communicate a plan for meeting graduation requirements. To meet requirements related to graduation pathways, counselors help students and parents identify the pathway which best meets the student’s needs and is connected to their post high school plans. Counselors use the most recent Smarter Balanced Assessment (SBA) results, grade-checks, and progress toward credits to determine which students need additional support.

➢ Linkage Meetings, School Reports, Ends Policy Monitoring Reports, and staff presentations give parents important information regarding student achievement (E2), student character and behavior (E3), and physical health and wellbeing (E4). Linkage Meetings also provide for additional district parental engagement in our federal and state programs (Title I, LAP, Title III, TBIP, etc.). The board and staff are committed to ensuring the community has the opportunity to know system outcomes and engage in dialogue with the board around these outcomes (Ends).

➢ Intervention specialists communicate with parents on a regular basis. When students qualify for Title I, LAP, or Highly Capable services, the parent/guardian is given a Student Compact or Student Learning Plan (SLP) that outlines the role of the student, parent, and interventionist. Specialists also communicate with families at other times throughout the year (orientations, conferences, parent nights, etc.). Efforts are made to maximize parent/guardian attendance at these meetings (ex.- multiple offerings, childcare provided when necessary, coordination of meeting times with other school events, etc.). Additionally, intervention specialists communicate with parents/guardians through progress reports. During the Covid-19 closure, events will be held virtually through Google Meet. Interventionists will also share helpful tips and information with families through personally prepared videos and structured office hours. Intervention specialists will use Google Classroom and Google Forms to provide parents/guardians with Student Compacts/Student Learning Plans.

➢ Annual School Reports give parents and community members information about the schools’ progress. District-level progress data is also provided in the fall issue of The Dialog. The lack of testing during the 2019-20 school year will delay or eliminate some of the traditionally reported assessment data for the fall of 2020.

➢ Assessment letters are sent home to keep parents informed about student assessment results, including letters for the Smarter Balanced Assessment (SBA), the Washington Comprehensive Assessment of Science (WCAS), the Washington Kindergarten Inventory of Skills (WaKIDS), the English Language Proficiency Assessment for ELL students (ELPA21), Washington– Access to Instruction and Measurement (WA- AIM), and WIDA- the alternate ELL assessment for students with significant cognitive challenges documented in their Individualized Education Plans. Letters will only be provided for the 2020-2021 school year for assessments that were administered during the 2019-2020 school year including: ELPA21, WIDA and WA- AIM for students who
were able to take the assessments before the closure occurred, ELPA21 Screener for students whose families have opted to bring them in for Screener testing in the fall of 2020, and WaKIDS.

➢ Report cards, conferences, and progress reports keep parents informed at set intervals throughout the school year. Primary report cards were adjusted during the spring of 2020 to reflect the nature of online-only instruction.

➢ Counselors and administrators at CJH and CHS meet to discuss parental communication and involvement as it pertains to credit deficiencies and students not meeting state standards. This process has remained unchanged, albeit virtual, during the current school year.

➢ Parents and community members serve as representatives on the Instructional Materials Committee (IMC). In addition, parents/community members give feedback on School Improvement Plans (as required for Title 1, Part A).

➢ A translation feature is available on the district website and on Skyward Family Access, increasing access to the content for non-English speaking parents. The district also works with interpretation/translation services to provide interpretation and/or translation when needed.

5. **Fail to ensure that secondary students have an education plan for their high school experience, the year following graduation, and can demonstrate the comprehensive application of academic and work competencies inherent in board Ends policies.**

   I interpret “secondary students” as Curtis Junior High and Curtis High School enrollees. We interpret “education plan for their high school experience” as course and program planning during high school. We interpret “the year following graduation” as education past high school that encompasses college, technical or career training. It is expected that students have a plan for enrolling in a four-year or two-year college, trade or technical school, or a plan for entering the workforce through an entry-level job or apprenticeship.

**In compliance.** Examples include:

➢ Counselors at CJH and CHS, and teachers in the College and Career Resource Center work in collaboration with the CHS principal to discuss strategies for assisting students with course planning that reflects their post-secondary goals.

➢ In accordance with ESHB 2224, students in 8th grade take a career interest survey and receive a Student Learning Plan based upon their 7th grade SBA scores. These two documents will be reviewed and updated throughout their high school years as tools for communication, course selection and placement.
➢ The College and Career Resource Center (CCRC) maintains a multitude of on-site and website resources that provide vital post-high school information for students and parents.

➢ UPSD previously used *Career Cruising*, which is a planning program designed to help students navigate their High School and Beyond Plans. Beginning in the 20-21 school year, this platform will transition to *Xello*. Students begin their High School and Beyond Plans in the 8th grade and continue with the program throughout their 12th grade year. While in the *Career Cruising* or *Xello* platforms, students take a survey to learn more about their strengths and interests and they explore post-secondary career possibilities. High School and Beyond Plans are revisited annually as students progress through the grade levels.

6. **Fail to negotiate a district calendar that provides for the number of instructional and contact hours and days determined by the state that maximizes instructional time and balances instructional needs and extracurricular involvement of students.**

I interpret “negotiate a district calendar that provides for the number of instructional and contact hours and days determined by the state” as meeting our legal duty regarding the number of school days and in-school hours. I interpret “maximizes instructional time” as an obligation to establish master schedules which prioritize instructional time, provide for uninterrupted blocks of instructional time and dedicated intervention times or courses as appropriate. I interpret “balances instructional needs and extracurricular involvement of students” to mean that the school schedule should allow for students to participate in extracurricular activities while limiting the amount of instructional time those students miss because of their participation.

**In compliance.** Schedules at the secondary and intermediate levels are created and monitored to ensure that students are maximally engaged in instructional activities. The district’s current calendar ensures that instructional time for students meets or exceeds the State’s basic education law standards. Primary principals have worked closely to maximize instructional blocks of time at the K-4 level. Separate intervention blocks for ELA and math are specifically dedicated within the primary schedule. Specific intervention courses are built into the master schedules and/or course catalogues for grades 5-12. Curtis High School and Curtis Junior High have comprehensive extracurricular programs with very high levels of student participation for both boys and girls. The 6-period day and zero hour at the secondary sites addresses time and provides for flexibility for academics and allows students time for extracurricular activities/electives.

Schedules for online instruction were purposefully designed to meet the requirements for instructional minutes at all schools and across the district as a whole. These minutes include direct instructional minutes and asynchronous time. These are specifically detailed in each grade band schedule and reported through iGrants.
7. Fail to recommend to the Board for approval of instructional materials and textbooks to be used in the district that are necessary for the support and implementation of the academic program. Accordingly, the Superintendent will,

a. Ensure sufficient instructional materials to support the needs of all learners, including all levels of ability and to adjust to changes in enrollment;

   I interpret “sufficient instructional materials” as teachers and students being provided with ample tools for the appropriate instruction of core content and that an increase in enrollment will result in a corresponding increase of materials.

In compliance. The district currently has an expectation in place that all core materials are purchased on a per-student basis or as a class set where appropriate.

➢ When changing enrollment patterns drive a need for additional teacher support materials or texts, requests are forwarded from the building principal to the Teaching and Learning Department. At that time, a decision is made as to whether the additional materials are purchased from the Teaching and Learning budget (e.g., additional sections of a class are now offered), from the building budget (e.g., replacements of existing adopted texts, supplemental resources), or a combination thereof. Where fiscally possible we purchase individual student copies, class sets, and on-line materials so that students have full access to core instructional materials, both at home and at school.

b. Recommend developmentally appropriate instructional materials that advance the achievement of the Board’s Ends policies and contribute toward continuity, integration, and alignment of the curriculum by course and program;

   I interpret EL-8 7b as our requirement to consider classroom materials that align with grade-level expectations and that these materials must directly support and serve to increase academic outcomes, health and fitness outcomes and/or promote positive social interactions as outlined within Ends policies. I interpret “continuity, integration, and alignment” to mean deliberately building and developing curriculum to be more coherent across and within grade bands. This coherence is derived by purposefully linking and leveraging content between grades.

In compliance. Curriculum materials are carefully selected to ensure (1) alignment between the grade levels and continuity of content, (2) grade-level appropriate content, and (3) appropriate rigor and challenge. Materials are also selected to align with state standards and graduation requirements, such as Core 24. Purchased curriculum materials are screened carefully to ensure the materials provide the academic background knowledge students need to be successful. They are also screened to check for alignment in both content and skills.

➢ Teacher leaders work in partnership with building administrators and with the Teaching and Learning Department to develop common curriculum maps and remap/adjust curriculum maps yearly and throughout the year, if needed. In math, the purposeful remapping and updating of curriculum maps happens in all grades and is focused on aligning content vertically. In addition to mapping, teacher leaders work in partnership
with building administrators and Teaching and Learning to further develop the curriculum when essential academic background knowledge is lacking and/or to ensure that materials are aligned within and across grade levels. This curriculum development helps to advance academic goals as articulated in E2. The district will continue to invest the resources necessary to ensure curriculum is developed in a way that advances the Board’s Ends policies.

➢ Intervention resources and staffing for the fall and during the spring needed to be adjusted to meet the unique needs of students during these circumstances. Many of the design components of our aligned intervention program have been modified to meet the virtual environment needs and provide more in-the-moment help for students. Over the next couple of years, the district will continue working to design intervention resources that parallel core content and help to bridge gaps in learning within and across grade levels. These resources are being designed around key vocabulary and essential content and are being used to either pre-teach or reinforce the academic background knowledge necessary for success in core classes.

➢ In kindergarten and first grade, district and building administrators work with classroom teachers, reading specialists, special education teachers, and K-3 support teachers to align classroom-based Read Well instruction with Read Well intervention. Tight alignment between classroom-based instruction and intervention is essential to ensure our most struggling students are pacing through the program and attaining mastery with each unit. Pacing, along with mastery of the Read Well program, is directly correlated with access to later units in Read Well. Our goal is to give all students (especially our most struggling students) access to as many of the later Read Well units as possible, so that students can become strong decoders and fluent readers. This will best prepare students for the rigor in later grades.

➢ In UPSD, we focus on the building of academic background knowledge in the early grades, so that we can leverage this learning as students move up through the grade levels. In grades 2-5, we use Core Knowledge Language Arts. This curriculum has a heavy emphasis on informational text and contains topic-based units that align with the academic background knowledge necessary for later learning in social studies and science.

➢ To best prepare incoming second grade students for the rigor of Core Knowledge Language Arts, intervention support is needed for our most struggling students. In 2020-2021, Read Well intervention will be provided to second grade students who have been identified as needing additional support. Multiple data points are being used to determine which students need this intervention. Read Well intervention lessons will be delivered during the intervention block.

➢ Zones of Regulation is a curriculum resource that is being used as needed in general education and special education classes to teach students how to regulate their behavior. Alignment throughout the grade levels and use of common language helps students to internalize the key content in this curriculum so they can better apply the learning when necessary.

c. Conduct a systematic review of materials on a scheduled basis.
I interpret “systematic review” as an examination of preschool through twelfth grade content on a yearly basis or when a request is made. This review includes the prioritization of adoptions and curricular development resources by Teaching and Learning, guided by input from teachers and administrators. This review also includes a process to evaluate and review curricular materials with the goal of establishing and maintaining an inclusive, anti-racist curriculum.

In compliance. Curricular needs are reviewed annually. The typical adoption cycle is five to seven years, depending on the type and quality of the textbooks, media, and materials. The Teaching and Learning Department solicits input from building leaders and teachers regarding the age and adequacy of current curricula and prioritizes adoptions based upon need, possible impact on student outcomes, and overall benefit to the district. The Teaching and Learning Department also solicits input from building leaders regarding the need for curriculum work.

Curriculum work is an all-year endeavor. Members of the Teaching and Learning Department are continuously circling back to building administrators and working with grade level teams on the curriculum work necessary for continuous improvement of our programs and to strengthen alignment within and among grade level teams. As part of the curriculum review process, content needs can be identified throughout the year as needs arise.

The Equity Advisory Team, a district group composed of both teachers and administrators, has approved a plan to establish subcommittees to provide expertise and guidance to teams which are reviewing or revising content specific to racial equity. This is a new and expanded role for the team. As such, we have expanded the number of people on the team and increased the stipend amount to reflect some of these new duties. This expansion aligns with the changes in policy 2020 and 2020P to allow for this curriculum review and modification to progress more rapidly.

As stated previously, the expected collaboration with regional experts will provide us with the frameworks and expertise to perform a more thorough review of our ELA and social studies curricula. In an effort to kickstart this evaluation process, and in accordance with the new policy 2020 language and procedural changes, we are planning to contract with professors at the University of Puget Sound to provide us with a baseline evaluation for specific curricula. We have begun sharing extensive resources with these consultants. As you might imagine, their initial review will be time consuming, so we have prioritized these efforts as follows:

1. Social Studies: 5th (CKHG U.S. History units first), 8th, 11th and Civics
2. ELA 6-12 with novels (include those under consideration)
4. CKLA Grades 2-5
   - 5th- All, but beginning with Native Americans and Early American Civilizations
   - 2nd- Fighting for a Cause
   - 2nd- Immigration
   - 2nd- Westward Expansion
   - 3rd- Native Americans: Regions and Cultures
   - 3rd- Early Explorations of North America
   - 3rd- Colonial America
For the 2019-2020 school year, curriculum was selected for review and adoption based on the continued need for alignment and augmentation of curriculum, alignment to state standards, and the priority for college and career readiness.

Alignment and Augmentation of Science Curriculum:

In 2019-2020, we reviewed the curriculum for 8-12 science. This review comes in response to Core 24 graduation requirements, the Next Generation Science Standards, and the Washington Comprehensive Assessment of Science. During the 2018-2019 school year, we worked with science teachers and building administrators to identify a sequence for science courses which will allow the district to provide access to additional rigorous science content in grades 8-12. Biology is a less math-dependent science than Chemistry or Physics. Moving Biology to 9th grade over the next two years means that all 9th graders can eventually access rigorous content, even if they have not taken Algebra. This sequence, Biology before Chemistry, is designed to increase the number of students who take Chemistry or Chemistry-related courses as juniors. In the long run, this sequence will better prepare our students and increase enrollment in higher level science offerings at the high school. As part of this sequence change, this past year, we field tested and adopted an Earth Science curriculum for grade 8 and Biology curriculum for about 40% of students in grade 9.

Preparing for fall of 2020, all 9th graders are scheduled into Biology and we are field testing Chemistry texts for 10th grade. In 2019-2020, 40% of 9th graders took Biology as part of our transition plan (above). These students, now 10th graders, increase the number of sections of Chemistry by five or six classes. This trend will be complete next year when most 10th graders are slated for Chemistry, increasing that number again. Even during the closure and online instruction, construction on the two new Chemistry labs to accommodate these students is progressing and will be finished for in-person instruction during this school year. Mid-year in 2020-2021, the district will begin the process of evaluating less intensive Chemistry alternatives to provide a Chemistry background for students who are not planning on an academic path or career in which they will benefit from Chemistry. Overall, however, we believe that increasing students’ exposure to Chemistry through this new sequence will increase opportunities for students who may not have historically taken upper level science courses as junior or seniors. In the 2021-2022 school year, we will need to explore adding or modifying additional upper level science courses as this sequence rolls up.

Alignment of Primary Science Resources with Literacy Texts for Grades 2-4:
The work to design supplemental primary science materials continues for grades 2-4. Currently, each grade level has two supplemental science units which align to our primary literacy curriculum. If possible, this work will continue into the 2020-2021 school year.
year, so that each grade level (2-4) has multiple units that are designed to augment discipline-specific literacy skills.

**Supplemental Resources Being Integrated Into K-4 Literacy and Social Studies Curriculum Maps:**

The district is continuing to integrate supplemental resources and curricula into existing K-4 literacy and social studies course/subject maps. These additions to the district-adopted curriculum include the science materials referenced above and *Since Time Immemorial: Tribal Sovereignty* resources. In both of these instances, the materials/resources are being integrated within the district's curriculum maps, not adopted separately. As these are ongoing efforts, we will share the finally selected materials as part of our EL-8 reports over the next few years.

Primary science materials are being taught in conjunction with the literacy texts and integrated into the planning and curriculum maps for specific units. This integration represents a path for the district to increase students’ access to science content without jeopardizing the vital time dedicated to early literacy. The district continues to contract with in-district experts, Patricia Bieber and Mabruka Roberts, to construct and field test these science units. Ms. Bieber spent a portion of each day during the 2018-2019 and 2019-2020 school years collaborating with 2-4 literacy teachers and writing resources for science. As is customary, the mapping and placement for these items will take several years.

In social studies and ELA (grades 3-5) and social studies (grades 7 and 8), resources and lessons from *Since Time Immemorial: Tribal Sovereignty (STI)* were integrated with related content. The *STI Tribal Sovereignty* curriculum is required to be considered when districts adopt and map new social studies textbooks with related content. Most of the content in *STI* lessons being considered relates closely to portions of the content in U.S. History (Grades 5, 8, and 11) and Washington State History (grade 7), which has not yet been considered for adoption. We have included lessons from this curriculum in our 3rd grade ELA curriculum map as well as in our 5th, 7th, and 8th grade social studies curriculum maps. We will further integrate *STI* materials into district maps, where adopted content aligns with these resources, and as teams continue with the mapping process.

**A Hold on PE Resources:** During the 2019-20 school year, one of the districts’ priorities was to select resources which would enhance the curriculum for PE across all grades. The closure and reassignment of some PE staff for the fall have put these plans on hold. When we return in person, we will begin this process again. We have already trained all PE staff on the standards and some of the PE staff on new assessments and expectations. We look forward to continuing this work soon.

**Update and Hold on Comprehensive Sexual Education Resources:** The passage of Senate Bill 5395 mandated the selection of comprehensive sexual education resources K-12 by 2020-2021. While these changes would not be dramatic in our district, we anticipated adopting resources to expand Social Emotional Learning (SEL) specific to the bill’s requirements at the primary level and updating our existing sexual education resources in grades 5-9. These resources were previously identified as needing to be updated, but we were waiting in order to review only resources which complied with the
law. As you may recall, when we adopted FLASH for 10th grade health several years ago, one of our criteria was to select a program that had resources in grades 5-9 for continuity across grade bands. We believe this coherence is important for student learning in all subjects. After the election, we will know whether the regulations in 5395 apply or not and can begin to pursue 5th - 9th grade resources for a future pilot.

For the 2020-2021 school year, we will also be reviewing the psychology curriculum for CHS and curriculum for visual communications and digital communications.

Adopted: June 12, 2019
Monitoring Method: Internal Report
Monitoring Frequency: Annually in October