OE-11 INSTRUCTIONAL PROGRAM
SUMMARY OF COMPLIANCE STATUS
JUNE 2020

SUPERINTENDENT CERTIFICATION

With respect to OE-11 *Instructional Program* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

_____	In Compliance
__X__	In Compliance, with Exception (as noted in the evidence)
_____	Not in Compliance

Summary Statement by Administration

Monitoring of operational expectations policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report addresses 23 indicators of the superintendent's responsibility regarding the instructional program. Of the 23 indicators, 14 demonstrated in compliance, 5 demonstrated in compliance, with exception, and 4 were determined as not in compliance. Note: As per Board motion, the 23 indicators changed to 14 demonstrating in compliance, 8 demonstrating in compliance, with exception, and 1 determined as not in compliance.

Signed: _Jason D. Harbach_   Date: ___6/22/2020___
Superintendent
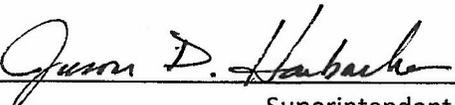
SCHOOL BOARD ACTION

With respect to OE-11 *Instructional Program*, the Board:

_____	Accepts the report as fully compliant
__X__	Accepts the report as compliant with noted exceptions
_____	Finds the district to be noncompliant

Summary statement/motion of the Board

> Motion by Mr. Lembke to accept the OE-11 *Instructional Program* Monitoring Report, with requested changes to the Section 11.1 determination, as well as 11.1 Indicators 2, 3, and 5 to In Compliance, with Exception, as Compliant with Exceptions, seconded by Mr. Lee. Motion carried.

Signed: _____   Date: ___6/22/2020___
Board President
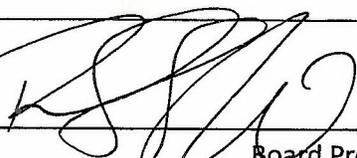
OE-11 Instructional Program

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's Results policies.

The Superintendent Shall:

11.1 Ensure that instructional programs are based on a comprehensive and objective review of best practices research.	**In Compliance, with Exception**

Superintendent Interpretation: The Board expects that there is a process and schedule for curriculum development, adoption, implementation, and maintenance, and that coursework and resources are aligned to the curriculum. The process used includes a review of best practices, trends, and research.

- **Instructional programs** refers to new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate or enhance student learning.
- **Best practices research** refers to the professional literature and research found to result in the achievement BPS aspires to reach.
- **Comprehensive and objective** means that reviews of the curriculum will include varied stakeholders including teachers, instructional coaches, and principals, from each feeder system, technology, district staff development/curriculum staff, and special education.
- **Teaching and Learning Team** (Superintendent, Assistant Superintendents, Directors of Technology, Special Education, and Professional Learning, other appropriate ad hoc members specific to the nature of the proposal)
- **Varied stakeholders** means input will be sought from a varied of perspectives based on the task. Stakeholders may including teachers, instructional coaches, principals, technology, staff development, special education, students, higher education, community members, etc.

Indicator 1: All new instructional programs will be proposed and approved through a formal process brought before the district Teaching and Learning Team prior to placement on the district approved resources list and/or implementation.	**In Compliance**

Evidence: A formal process now exists for the proposal and approval of all new or changes to existing courses, new pilots, and new instructional resources. The application and processes are outlined in the attached and linked flow charts and forms:

Creating a new course process
Change to an existing course process
Request for curriculum action application

BPS added three new high school courses during the 2017-2018 school year and has approved two new middle school courses for the 2018-2019 registration session:

NEW COURSES		NEW COURSES	
2017-2018		2018-2019	
Course	School(s)	Course	School(s)
AP Environmental Science (10-12th)	LHS	Exploring Agriculture (7th-8th)	TBD after registration
Exploring the Teaching Profession I & II	LHS, CHS (BHS)	Introduction to Agriculture (9th)	TBD after registration

Link to Approved New Courses 2017-2018 & 2018-2019

CHANGES TO COURSES 2017-2018					CHANGES TO COURSES 2018-2019		
Course	School(s)	Change(s)	Details		Course	School(s)	Change(s)
Body Management	HMS, SMS, WMS	Course title; Course standards	Removed duplicative standards; added 3 standards & renamed the course to Lifetime Fitness & Recreation		7th Grade Health	HMS, SMS, WMS	New standard adoption & new prioritized standards
					Health Ed PED303 & PED304	LHS, CHS, BHS	Course Code to 08010
					HS Government SST403	LHS	Format--> Face to Face to Blended; Description
					HS Economics	LHS	Format--> Face to Face to Blended; Description
					AP Government SST511	CHS	Format--> Face to Face to Blended; Description
					Economics SST403	CHS	Format--> Face to Face to Blended; Description
					Creative Engineering I TEC331	Career Academy	Course Code
					Creative Engineering II TEC332	Career Academy	Course Code
					English 12 05074	BHS	Format--> Face to Face to Blended; Description

Link to Changes to Courses Snapshot 2017-2018 & 2018-2019
BPS made one course change during the 2017-2018 school year and has approved nine course changes for 2018-2019.

Below is the process that exists for requesting new resources as well as the list of approved resources.
New resource request process
Considerations for new resource requests
New resource request application
Five new resources were approved during the 2017-2018 school year. All approved resources can be viewed at the spreadsheet below:
List of approved resources

**BPS added two new high school courses during the 2019-2020 school year and has approved one new high school course for the 2020-2021 registration session:

NEW COURSES 2019-2020				NEW COURSES 2020-2021		
Course	School(s)	status		Course	School(s)	status
English 12- Dual Credit	BHS only	approved		Outdoor Recreation	CA	to exec 5/18
PAES Lab	BHS and CHS	approved				

**In light of COVID and Distance Learning, the School Board allowed for additional flexibility for online tools and resources to continue education services. Resource proposals were submitted to the Teaching and Learning team using the normal New Resource Request process. Requests were reviewed 2-3 times per week to expedite decisions.   Most requests were for online adaptations for curriculum and tools we already used. Approved resources will be re-evaluated during summer of 2020 and if continued will be brought to the school board individually as part of FGA-E8.

Indicator 2: Curriculum review committees exist for 100% of content areas K-12 and are comprised of varied stakeholders to achieve an objective, unbiased evaluation process.	**In Compliance, with Exception**
Evidence: Curriculum leaders are identified for K-5 ELA and Math, and all content areas 6-12. Elementary team makeup has not been thoroughly revisited for a few years amidst member turnover	

(retirement, transfer, etc.), and existing teams would benefit from examining grade level and feeder representation. No elementary curriculum review teams exist in other areas such as science, social studies, health, etc. Staff development has drafted an application process to seek new members and develop new, balanced teams for all areas for the 2019-2020 school year.

At the secondary level, each content area is led by an instructional coach or assistant principal, who maintains lists of "lead teachers" for content areas to assist in curriculum work. Content portfolio assignments are reviewed by the Director of Professional Learning annually, and portfolio holders meet monthly to learn and plan around their content area. The most current list of assistant principal and instructional coach portfolio holder assignments can be found by viewing the document linked below:

[6-12 portfolio holder list](#)
K-12 vertical alignment teams also exist in the areas of Math and ELA. These teams contain around 40 members and are balanced in terms of grade levels and feeder systems and inclusive of specialists, instructional coaches, staff developers, and portfolio holders. Work is underway to revisit the makeup of these teams and ensure representation exists among EL, Special Services, and across the feeders, while also expanding to create K-12 alignment teams in the other content areas.

[Flowchart of BPS Curriculum Review Teams](#)

**K-5 and 6-12 Audit Process Created that delves into shared beliefs, effective instructional practices, standards, proficiency scales, assessments, pacing/curriculum guides, and resources
**K-5 Curriculum Review Teams formed in ELA, Math, Science, and Social Studies representing 100% of buildings
**6-8 Review Teams formed in ELA, Math, Science, and Social Studies
**9-12 Review Teams formed in ELA, Math, Science, and Social Studies

Indicator 3: A curriculum calendar will be developed a year in advance outlining curricular areas and instructional programs to be reviewed by curriculum review committees for the upcoming two years.	**In Compliance, with Exception**
Evidence: Staff developers, instructional coaches, and assistant principals are assisting in the construction of a more formalized calendar for the 2019-2020 school year. Currently, curriculum is reviewed upon request by the content portfolio holder. ***Schedule developed depicting beginning of 6-12 Science and 6-12 Social Studies reviews as well as the final session for 6-12 ELA and 6-12 Math reviews for the 2020-2021 School Year* ***Schedule developed depicting continued K-5 Science review and plans to develop K-5 curriculum in K-5 ELA, Math, and Social Studies for the 2020-2021 School Year*	

Indicator 4: 100% of instructional programs and curricular areas scheduled for the current year complete a comprehensive and objective evaluation process.	**In Compliance, with Exception**
Evidence: While no formal curriculum review calendar exists to date, 100% of secondary level curriculum review/work that was requested, was approved and granted. Elementary ELA and Math are scheduled to be reviewed on an annual basis, and all grade levels K-5 in ELA and Math met to review standards, assessments, and/or instructional practices in both 2017-2018 and during the fall of 2018 for the 2018-2019 school year.	

Sixty-one instances of review occurred from June 2017 to date in the areas of standards, proficiency scales, pacing guides, assessments, instructional practices, and/or vertical alignment across the varied grade levels and courses. Staff developers, instructional coaches, and assistant principals are assisting in the construction of a more formalized calendar for the 2019-2020 school year.

Indicator 5: 100% of content areas will be reviewed a minimum of every two years.	**In Compliance, with Exception**
Evidence: While no formal curriculum review calendar exists to date, 100% of secondary level curriculum review/work that was requested, was approved and granted. Elementary ELA and Math are scheduled to be reviewed on an annual basis, and all grade levels K-5 in ELA and Math met to review standards, assessments, and/or instructional practices in both 2017-2018 and during the fall of 2018 for the '18-'19 school year. Sixty-one instances of review occurred from June 2017 to date in the areas of standards, proficiency scales, pacing guides, assessments, instructional practices, and/or vertical alignment across the varied grade levels and courses. Staff developers, instructional coaches, and assistant principals are assisting in the construction of a more formalized calendar for the 2019-2020 school year. A list of the content areas and secondary courses that have engaged in review can be found by visiting the spreadsheet below: Curriculum Work/Review 2017-Present While not finalized yet, the District aims to operate three different teams for horizontal consistency, vertical alignment, and overall program analysis and review. The Program Analysis Team's scope of work is outlined in the below linked and attached flowcharts, and includes best practices research, shared visioning, student achievement, assessment practices, resources, and overall strengths and limitations. **Flowchart of curriculum review** **Flowchart of BPS Curriculum Review Teams** **Flowchart of Program Analysis Review Team** ***K-5 complete audit in Math, ELA* ***K-5 partial audit in Science* ***K-5 prioritization of new standards in SS* ***6-12 prioritization of new standards in SS* ***6-12 complete curriculum audit in Math, ELA*	

The Superintendent Shall:

11.2 Base instruction on district academic standards that meet or exceed state and/or nationally-recognized model standards.	**In Compliance**

Superintendent Interpretation: The Board expects the District's curricula to be based on rigorous academic learning standards based on North Dakota and/or local standards in each curricular area.

- **Meet** means that coursework encompasses the state standards at a minimum and "exceed" refers to the inclusion of additional standards beyond the state standards.

Indicator 1: Learning activities that take place in the classroom are based on the adopted standards.	**In Compliance**
Evidence: All course descriptions and pacing guides align to the state standards. Standards are prioritized, embedded, and assessed throughout the district's K-12 curriculum. The process is continuous to ensure we have 100% alignment. Standard achievement is publicly reported consistently at the elementary and middle school district report cards, and intermittently reported at the high school level based on teacher readiness. LearnBPS is the name given to the online environment where BPS houses our curriculum, instruction, and assessment resources. The structure of LearnBPS allows flexibility in its use, and BPS uses it and its integration with PowerSchool to increase communication and collaboration among staff, students, and the community. Each standard in all subjects and grade levels has a dedicated space where teachers collaborate to construct and communicate the progression of learning that is associated with the standard. The structure in LearnBPS allows teachers to communicate learning targets, proficiency scales, vocabulary, and resources for each standard. This work is in various stages of completion as teachers began with prioritized standards. The work is currently made public so that it is accessible to all stakeholders as it is being constructed. When students and parents review information in PowerSchool, they will find links to the standards work done in LearnBPS. More resources for accessing and interpreting online and printed reports are housed on the BPS PowerSchool Resources Website. LearnBPS, PowerSchool, & Visual Progress Report BPS relies on several available and previously mentioned resources to aid in alignment of standards. It also uses the Pocket Guide to Standards Based Education and the Standards Based Education Parent Guide to train and communicate both internally and externally.	

The Superintendent Shall:

11.3 Align curriculum with the standards.	**In Compliance**

Superintendent Interpretation: The Board expects the District to identify rigorous academic learning standards in each curricular area and base the District's curriculum on those standards. The Board also expects consistency within feeder systems and across the district through regular vertical and horizontal alignment. A formal process for reviewing standard alignment should exist, be documented, and should coincide with state and national adoption and revision timelines.

- **Curriculum** refers to Bismarck Public Schools' entire instructional program, including resources, programs, assessments, instruction and assessment practices.
- **Align** means ensuring that the curriculum in all classrooms is representative of the standards.
- **Horizontal alignment** refers to the contrast, comparison, and deliberation within a selected grade level or content area across the building and district.
- **Vertical alignment** refers to the contrast, comparison, and deliberation between grade levels or progressive courses above and/or below as appropriate.
- **Standards** articulate a common understanding of what students are expected to know, understand, and be able to do based upon North Dakota State Standards and national content standards.

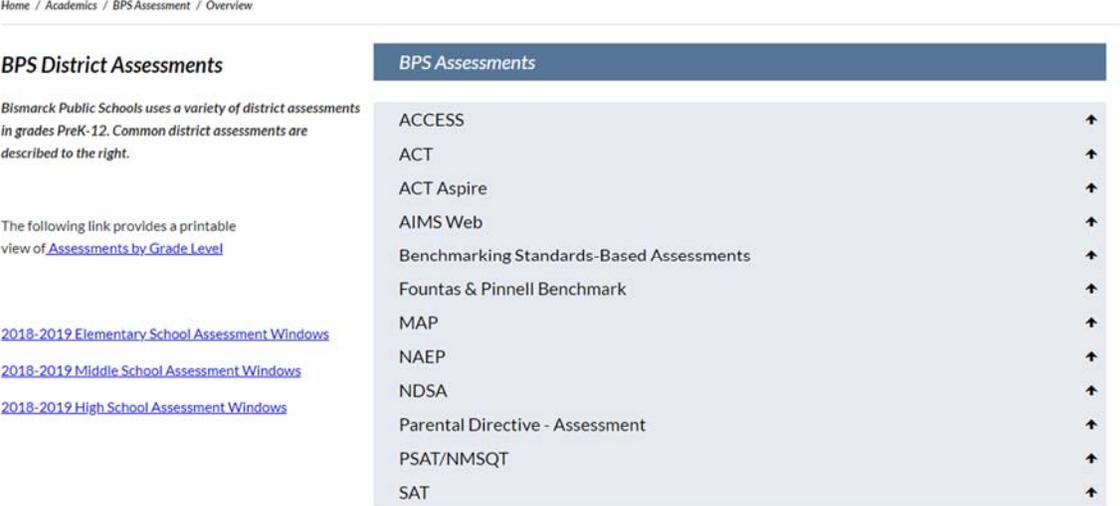| **Indicator 1:** 100% of BPS curricula are aligned with current North Dakota state standards or locally adopted standards.	**In Compliance**
Evidence: All course descriptions and existing pacing guides align to the state standards. Standards are prioritized, embedded, and assessed throughout the district's K-12 curriculum. Given the abundance of course in the district, this process is continuous to ensure we have 100% alignment. We have aligned our work to national standards in several areas while still meeting the standards that are currently adopted by the state. Science – curriculum work has aligned to both state and Next Generation Science Standards (NGSS) Art – curriculum work has aligned to both state and National Core Art Standards Digital Literacy curriculum work has aligned ND Library and Technology Standards. Music – curriculum work has aligned to both ND State Music Draft and National Core Art Standards. ***K-5 review of pacing guides in ELA and Math* ***K-5 prioritization of new standards in SS* ***6-12 prioritization of new standards in SS*	

Indicator 2: The standards for each curricular area are reviewed vertically and horizontally on a schedule driven by state and national adoption or revision timelines by curriculum teams. For areas lacking ND state standards, a district cycle for review will be followed and be represented in the District Curriculum Calendar.	**In Compliance, with Exception**
Evidence: Next year, curriculum alignment work will begin around areas where standards are newly adopted or currently drafted and scheduled-to-be-adopted standards. State standards for Science, Health, and Early Learning were adopted at the state level in 2018-2019; and Social Studies, and Computer & Cyber Science are being drafted and scheduled to be finalized for the 2019-2020 school year. [Flowchart of curriculum review] ***K-5 review of standards alignment in ELA and Math* ***K-5 prioritization of new standards in SS* ***6-12 prioritization of new standards in SS* ***K-12 SS standards alignment scheduled for Summer 2020*	

The Superintendent Shall:

11.4 Effectively measure each student's progress toward achieving or exceeding the standards.	**In Compliance**

Superintendent Interpretation: The Board expects the District to effectively measure and review in a timely manner student progress and achievement in academic standards by selecting assessments that are statistically reliable and valid.

- **Effectively measure** means that BPS will use valid and reliable assessments, common across all elementary, middle, and high schools to determine students' progress and achievement in achieving the Board's Results policies.
- **Progress** means BPS believes in a growth model.
- **In a timely manner** means within 2-3 weeks after assessment windows close.
- **Reliable** means the assessment has consistently yielded the same results on repeated trials.
- **Valid** means the assessment measures what it was intended to measure.

Indicator 1: 100% of buildings adhere to the district determined annual schedule of common assessments that are used collectively to review individual student proficiency and growth.	**In Compliance**

Evidence: A team comprising of staff developers and technology meet to create a draft assessment calendar every spring for the upcoming year. The draft is sent to the executive team, administrators, and coaches for feedback and suggestions. A final calendar is created with the input.
Elementary Assessment Calendar
Middle School Assessment Calendar
High School Assessment Calendar

Based on the availability of student results at each division, 100% of buildings have adhered to the district determined annual assessment calendars during the 2017-2018 school year and so far during 2018-2019.

More information regarding the specific district assessments is made available on the Bismarck Public Schools website as pictured below or linked here:

Home / Academics / BPS Assessment / Overview

BPS District Assessments

Bismarck Public Schools uses a variety of district assessments in grades PreK-12. Common district assessments are described to the right.

The following link provides a printable view of Assessments by Grade Level

2018-2019 Elementary School Assessment Windows

2018-2019 Middle School Assessment Windows

2018-2019 High School Assessment Windows

BPS Assessments

ACCESS	↑
ACT	↑
ACT Aspire	↑
AIMS Web	↑
Benchmarking Standards-Based Assessments	↑
Fountas & Pinnell Benchmark	↑
MAP	↑
NAEP	↑
NDSA	↑
Parental Directive - Assessment	↑
PSAT/NMSQT	↑
SAT	↑

***In cases where schools must be closed for extended periods of time (such as the 2020 COVID-19 pandemic), that time overlaps scheduled assessments, and teacher proctoring is required for consistent results, scheduled assessments will not be administered.*
***State required assessments may be administered if the administration of such assessments is not waived by DPI.*
***Assessment calendar for 2020-2021 created.*

Indicator 2: Formal reviews of academic assessment data will occur in 100% of buildings as well as at the district leadership level a minimum of 3 times a year.	**In Compliance, with Exception**

Evidence: The district conducts a data review with administrators and school leaders three times a year to review the assessment results, progress, and action plans. Within our Multi-Tiered System of Supports as our framework for continuous school improvement process, the assessment data is used in order to determine enrichment and interventions needed for individual students as well as trends within groups. In turn, the building level leadership works to ensure that similar data analysis and planning for actions takes place at the building level and the Professional Learning Community (PLC) level by either grade-level or department. Several data review protocols are available for buildings to utilize; one example is linked below.

100% of buildings have completed at least one data review to date which is appropriate for this time of year. While data reviews are present, there is ongoing work to refine and revise this process to make it more formal, timely, effective, and responsive across the district.
Data Review Spreadsheet
Data Review Protocol

*** 86% of buildings have completed at least two data reviews up to the start of distance learning, which is appropriate for the time. There is continued evidence to support data reviews, process, and impact as an area of need moving into next year. We will continue to refine this process and its correlation to student's success and instructional practices.*

The Superintendent Shall:

11.5 Ensure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.	**In Compliance**

Superintendent Interpretation: The Board expects the District to offer all students an opportunity to pursue and excel in specialized areas that match their interest or talent through academic core areas, elective courses, as well as co-curricular, and/or extracurricular offerings.

- **Specialized areas** means the fine arts, career and technical education, world languages, and other specialized curricular offerings such as Advanced Placement.
- **Authentic learning** means allowing students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects. This can take the form of learning trips, projects, capstones, internships, alternative pathways for graduation, or other learning opportunities that result in relevant and useful products or experiences.

Indicator 1: Multiple programs exist in specialty areas to meet the needs of BPS students. The overall enrollment in specialized areas maintains or increases every year.	**In Compliance**

Evidence: BPS is proud of the abundant course offerings available for students. The table below outlines the courses and percentages of students enrolled for the indicated category of courses compared to the overall total course enrollments.

Fine Arts (ART, MUSIC, ETC.)				
Level	Courses '16-'17	Courses '17-18	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18
MS	9	9	116.22% (3311)	114.33% (3376)
HS	36	35	76.84% (2639)	75.31% (2612)
Career & Technical Education (CTE) & STEM				

Level	Courses '16-'17	Courses '17-18	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18
MS	8	8	103.05% (2936)	91.95% (2715)
HS	63	64	110.38% (3792)	112.6% (3907)

WORLD LANGUAGES

Level	Courses '16-'17	Courses '17-18	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18
MS	10	10	14.49% (413)	16.87% (498)
HS	14	15	41.59% (1429)	42.03% (1458)

BUSINESS, COMPUTERS, & MARKETING

Level	Courses '16-'17	Courses '17-18	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18
MS	0	0	N/A	N/A
HS	11	12	15.87% (546)	20.67% (717)

ADVANCED PLACEMENT

Level	Courses '16-'17	Courses '17-18	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18
MS	N/A	N/A	N/A	N/A
HS	17	18	33.47% (1150)	38.27% (1328)

**Innovation Pathway - DPI granted waiver for pilot to begin fall of 2020-2021. Initial cohort of students will work with personalized learning facilitators to earn core subject credits through community and CTE course embedded project work.*

**Blended learning courses in English Language Arts, Government, and Economics have been implemented to support students who desire additional flexibility with time, pace, path, and place of learning throughout their busy high school schedules.*

Indicator 2: The number of co-curricular and extra-curricular activities that match student interest and talents maintains or increases every year.	In Compliance
Evidence: During 2017-2018, BPS offered 20 athletic, 3 fine arts, and 21 co-curricular/club opportunities at each middle school and 26 athletic, 7 fine arts, and 53 co-curricular/club opportunities at the high schools. While athletics and fine arts have remained steady, high school clubs increased by 4 and middle school decreased by one compared to the 2016-2017 school year. [Secondary Athletics & Fine Arts](); [Secondary Clubs]() During 2016-2017 BPS offered 10 different elementary clubs across the buildings to result in 22 total opportunities. The 2017-2018 school year resulted in 22 different clubs being offered totaling 46 opportunities for students to engage in across the schools. ***Esports competition was introduced at the high school level in conjunction with the gaming club. A trial team was put together and participated in the 2020 Spring season of League of Legends through Playvs.com. NDHSAA is currently creating regulations and still discussing sanctioning in North Dakota.* ***CTE IT Internship - IT interns at each high school are responsible for maintaining, repairing and completing the warranty work for all Chromebooks within their feeder. Interns earn credit, work experience, and some earn paid positio*ns.	

Indicator 3: All schools will offer gold standard project based learning (PBL) experiences each year. "**Gold standard project based learning**" means the comprehensive, researched-based model from the Buck Institute for Learning.	In Compliance, with Exception
Evidence: 83.3% of principals reported offering a gold standard PBL experience during the 2017-2018 school year. Teachers and administrators were provided abundant opportunities to hone knowledge and skills to further the implementation of PBL across the district such as learning menus for teachers and leaders, project development days, and concept mapping. Specific participation and other details can be viewed at the attached and linked one page summary. [Project Based Learning one pager]() ***2019-20 All library media specialists have undergone training to offer in building support for authentic learning and project development activities.* ***2019-20 All school buildings have access to project development days to revise, develop, and/or reflect on current projects.*	

The Superintendent Shall:

11.6 Ensure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.	In Compliance

Superintendent Interpretation: The Board recognizes that no single method of instruction meets the needs of all learners and that while all students can achieve the standards, the amount of time needed by students may vary, and that adjusting to this 21st Century paradigm of differentiated instruction will take time.

Indicator 1: BPS will have alternatives to core curriculum and learning environments at all grade levels.	In Compliance
Evidence: Bismarck Schools all implement a Multi-Tiered System of Supports (MTSS). Through this process, students receive services based on their need for reading and math interventions, English	

Learner (EL) services, special education, and enrichment or acceleration. Below is a description of the MTSS model.

Tier 1 – CORE (80%-90%) Tier I is the BPS core instruction with differentiation and accommodations that the classroom teacher designs, implements, progress monitors, and analyzes the effectiveness of academic learning targets and behavioral expectations.
BPS Elementary Curriculum Document
Secondary Math Pathways
Secondary ELA Pathways

Tier 2 – STRATEGIC (10-15%) Tier 2 strategic interventions are more intensive interventions than Tier 1 interventions. Students have core instruction plus additional time and intensity for reading and/or math.
Elementary Title I/ District Specialists & Student Selection Process
Tier II & III Literacy Interventions
District Approved Literacy Intervention List

Tier 3 (0-5%) interventions are the most intensive interventions a student is able to receive. Tier 3 intensive interventions may or may not include Special Education services. Students receive a tier 3 intensive intervention when they are performing at a level that is significantly discrepant from his or her peers. Tier 3 interventions can replace the core curriculum or be in addition to Tier 1 and Tier 2 supports.

The District offers 20 alternative core class offerings and 25 alternative elective courses for students in need at the high school level. A complete list and description can be found at the link below and attached: Special Services HS Alternative Core & Elective Classes. Elementary and middle school students also have access to alternate core curriculum as specified in individualized education plans and through the following courses at the middle level:
- Applied Topics 6-8
- Applied Topics in English, Math, 6-8
- Transition Math 6, 7, 8
- Transition Math Strategies 6, 7, 8

South Central High School provides an alternative learning environment for high school students in BPS. Student learning is self-paced and individualized, and students utilize a flexible schedule so that they have choice each day on where, when, and what they work on. Students enroll in only a few subject areas at one time, allowing them to focus attention on completing a curriculum area before moving on to another. SCHS has a typical enrollment between 100-120 students at a time, and students enter and exit as needed throughout the year. The average number of graduates over the last five years is 32 students per year. SCHS incorporates a positive attendance plan, assigned adult advisors and significant social-emotional supports in place for students, including access to a school psychologist, counselor, social worker, and school nurse. Other supports in place to break down any existing barriers to learning include access to food and clothing and an on-site nursery where new parents can bring their infant along to continue learning in a safe and comforting environment.

BPS also provides opportunities for students for early graduation, Life Education, a special education service to age 21, credit recovery using Edgenuity online platform, English Learner services, and enrichment/acceleration services K-12 through elementary Levels of Service and Advanced Placement and Dual Credit Courses at the secondary level.

BPS employees 8 Levels of Service (LOS) elementary staff who serve about 200 right tier students in Math and Reading across the district at various capacities from 20 minutes or more a week. Eligible students are referred and evaluated using an established process that examines student achievement and teacher survey (linked below and attached).
LOS Qualification Form
Elementary LOS Acceleration Considerations
Elementary Math Acceleration Plan Form

The Superintendent Shall:

11.7 Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.	**In Compliance, with Exception**

Superintendent Interpretation: It is expected that the District encourage new and innovative programs that align with the Board's Results policies and that the District monitor and evaluate the effectiveness of the programs.

- **New and innovating programs** refers to research-based strategies, resources and programs that are aligned to the Board's Results policies and provide alternate pathways to student success.

Indicator 1: BPS supports, through action research and new resource/program requests, proposed implementations of new or innovative strategies, resources, and programs.	**In Compliance**

Evidence: As a learning organization, Bismarck Public Schools encourages continued education and academic research efforts by our employees. Many requests are received asking permission to conduct surveys or asking for data samples that can be used to investigate and evaluate programs and processes. Research regarding our BPS educational practices and the effect of those practices on student achievement is only a win/win if we are clear about the research questions. It is also important for the researcher to report back on the results and recommendations. Research proposers complete the following steps to gain approval for their studies.
(1) Complete a survey outlining the study.
(2) Receive feedback regarding authorization from the BPS Executive Team, typically within two weeks.
(3) If authorized, submit an executive summary of your results to the #learnbps Academic Research Blog area.

REQUESTS:
17-18 School Year: 14
18-19 School Year (many of these are the result of the Teacher Leader Academy): 14

EXECUTIVE SUMMARIES can be viewed at the following site:
http://learnbps.blogspot.com/p/academic-research_11.html

The District also has several programs in place to provide teachers and students with opportunities to support innovation:

Program	Level

Project Based Learning (PBL)	All levels
CTE Pathways: Agriculture, Graphic Communication, Electronics, Automotive Technology and Automotive Collision, Information Technology, Networking, Engineering Technology, Aviation, Health Sciences	High School
Health Science Career Cluster: 75-80 high school students receive their Certified Nursing Assistant certification	High School
Aviation: students have flown over 300 hours in 12 months. With 100 student demo flights. 20 students have started individual soloing with 4 students currently earning private pilot license while in high school	High School
Flex-Mod Schedule	High School
1:1 student-issued computers	5th-12th Grade
Peer-to-Peer	High School
Algebra I Course infused with Social Emotional Curriculum	High School
Makerspaces	All levels
Student Technology Internship Course	High School
Social Emotional Blended Learning Curriculum	Grades 3-5 in 4 schools

APPROVED PILOTS 2017-2018		APPROVED PILOTS 2018-2019	
Pilot	**School(s)**	**Pilot**	**School(s)**
		SBMH A School Within a School	Dorothy Moses Elementary
		School Based Mental Health	Legacy High School
		Co-Located Mental Health Pilot	Bismarck High School
		Children's Prevention & Early Intervention	Simle Middle School

** In light of COVID and Distance Learning the School Board allowed for additional flexibility for online tools and resources to continue education services. Resource proposals were submitted to the Teaching and Learning team using the normal New Resource Request process. Requests were reviewed 2-3 times per week to expedite decisions.   Most requests were for online adaptations for curriculum and tools we already used. Approved resources will be re-evaluated during summer of 2020 and if continued will be brought to the school board individually as part of FGA-E8.

**Bismarck Public Schools partnered with North Dakota State University to offer a second Teacher Leader Academy. This cohort model deeply contextualizes learning and provides practicum and service leadership opportunities for members to add-value to Bismarck Schools.

> ***An Administrative Mentor Program was designed and applications were taken for participation in the 20-21 school year. There will be four participants in the first opportunity.*
> ***An 8th grade hybrid grading 8th grade pilot was launched January 2020 to provide an additional means of communicating students' progress—still offering an overall indication of each achievement of the standards as well as a letter grade conversion to help transition them to letter grades in high school.*

Indicator 2: BPS supports an ongoing process accessible to all teachers and administrators to pursue changes to curriculum (new courses, changes to existing courses, new programs or pilots) at the building level.	**In Compliance**
Evidence: A formal process exists for the proposal and approval of all new or changes to existing courses, new pilots, and new instructional resources. The application and processes are outlined in the attached flow charts and forms and made available through the BPS employee Apps and building level administration. PDF of 'Request to Curriculum Action" new course process new pilot process changes to existing course processes	

Indicator 3: BPS evaluates new and innovative programs annually to determine effectiveness as indicated on the initial proposal.	**Not in Compliance**
Evidence: BPS honors the uniqueness with each pilot and expects each proposal to report to the Teaching and Learning Team the status after implementation as indicated during the proposal process. Both the Teaching and Learning and the School Based Mental Health Committee are researching possible criteria for potential common rubric content for pilot evaluations in addition to the individual methods by the pilot leaders, however, this is in early developmental stages.	

The Superintendent Shall:

11.8 Regularly evaluate and modify all instructional programs as necessary to assure their continuing effectiveness.	**In Compliance, with Exception**

Superintendent Interpretation: It is expected that BPS, as part of its model of continuous improvement, regularly evaluate components of the instructional program, including the curriculum standards, instructional practices, and the assessments used. **Regularly evaluated** refers to the curriculum calendar used as well as the PLC work done by teachers in the content areas.

Indicator 1: Every PK-12 program is regularly evaluated through a review and analysis process at least every three years.	**In Compliance, with Exception**
Evidence: The curriculum review cycles engages teachers and leaders at the appropriate grade level/content areas in a systematic process that includes review of standards, practices, and assessments both at a district review level as well as a broader analysis/evaluation level. While not fully finalized, the District aims to operate three different teams for horizontal consistency, vertical alignment, and overall program analysis and review. Flowchart of curriculum review Flowchart of BPS Curriculum Review Teams Flowchart of Program Analysis Review Team	

Currently, secondary instructional coaches and assistant principals meet monthly to engage in planning ongoing continuous review of their assigned content areas. Their detailed work plan can be found at this link: District Content Area Portfolio Work Plan.

Each portfolio holder maintains a list of the ongoing review and progress his/her group engages in. The high school SBE Curriculum progress charts can be viewed here, and the middle school SBE Curriculum Progress Charts can be viewed here. Each content area has an action plan that is updated annually to reflect current reality and next steps within the content area as a whole.

Staff developers, instructional coaches, and assistant principals are assisting in the construction of a more formalized calendar for the 2019-2020 school year.

The Superintendent Shall:

11.9 Appropriately review instructional materials upon formal request by a parent or other stakeholder.	**In Compliance**

Superintendent Interpretation: The Board expects that instructional materials are sound and that any parent or stakeholder can request that any instructional material be reviewed for removal within 15 days of receipt of the form requesting reconsideration of the selection of the material.

Indicator 1: BPS will maintain a procedure for reviewing instructional materials upon formal request by a parent or other stakeholder.	**In Compliance**
Evidence: The procedure that addresses the challenges can be found on our website; GAAC-AR. Bismarck Public Schools has not had any formal curricular material challenges during the 2017-2018 school year.	

The Superintendent Shall:

11.10 Adequately monitor and control student access to and utilization of electronically distributed information.	**In Compliance**

Superintendent Interpretation: The Board expects that students will utilize electronic information appropriately, that staff will monitor students while they are using electronic resources in school, and that BPS will follow federal law (CIPA) regarding internet filtering. BPS's mission, to ensure all students are college, career, and community ready, implies that students should develop responsible online behaviors for interacting with others or accessing/distributing information whether on district devices/network or other readily available devices/networks.

Indicator 1: All BPS students and staff will annually review Policy ACDA in the first four weeks of school.	**In Compliance**
Evidence: On 9/26/2018 1,983 employees were sent a Policy Review requirement from the BPS Human Resources Department. The completion date required for the reviews was October 5, 2018. 1,969 employees successfully completed the Policy Review for Policy ACDA. A reminder of the Responsible Use of Technology Policy (ACDA) and requirement to review with students was emailed to staff on January 2, 2019. ***In 2019-20 School Year 2,178 employees were sent a Policy Review requirement from the BPS Human Resources Department. The completion status is 2,159 employees successfully completed the Policy Review for Policy ACDA.*	

***2020-21 school year the District Policy requirements will be integrated with the HRs Staff Development Unified Talent. The policy will be organized into LearnBPS playlists that will automatically mark completion in Unified Talent for HR compliance monitoring.*	

Indicator 2: BPS Technology Department responds to notifications from the state regarding any issues with the state provided internet filtering services.	**In Compliance**
Evidence: BPS receive no notifications from the state regarding filtering issues from 8/20/18 to the time of this report.	

The Superintendent Shall:

11.11 Review school attendance boundaries periodically to assure reasonable balance in student enrollment.	**In Compliance**

Superintendent Interpretation: The Board realizes BPS is a dynamic district, impacted by regional and state economies. The factors associated with attendance boundaries along with class size targets will be reviewed annually. It is necessary to review demographic trends and the impact on building enrollment as well as class size.

- **Reasonable balance** means class size targets will be monitored and decisions about class size will be informed by the needs of the group, the size of the room, the available space, available staff and budget, and other criteria, as stated in Rule FAB-AR3 *Class Size*.

Indicator 1: The school district solicits input from administrators and stakeholders as appropriate when boundary adjustments are necessary as indicated by current and projected enrollment data.	**In Compliance**
Evidence: In recent years, Bismarck Public Schools has used a committee of employee and parent representatives to proposed boundary changes to the School Board. The board has then held special meetings where the public can review the proposed plans and give input prior to the School board making a final decision. ** As our schools continue to increase in enrollment, particularly at the elementary level, Bismarck Public School District administration created a 3-phase Facilities Plan for the next several years. Phase 1 is a proposal to build two new elementary schools, one in the northeast and one in the northwest, to open in the fall of 2022. The schools would be built with room to expand them in the future. Phase 2 would be to complete a Facilities Master Plan. Phase 3 would be to implement that Master Plan, addressing additional space at Legacy High School and Lincoln Elementary School, as well as remodeling/renovating many of our other existing schools in the coming years. The facilities proposal was passed by the Bismarck School Board on May 20th, 2020. As administration moves forward with the planning process, BPS administration will review current feedback from the focus groups by stakeholders, during the 2019-20 school year, to determine whether additional feedback in needed.	

The Superintendent Shall:

11.12 Adopt a calendar that best meet the needs of students. The calendar should: a. Provide for consistent breaks; b. Start in late August and end by Memorial Day; c. Be developed by a representative committee of parents, BEA and administrators;	**In Compliance**

d. Provide for staff development without disrupting family schedules.	

Superintendent Interpretation: The Board understands that a school calendar likely will not meet the needs of every student, parent, and community member. However, input from stakeholders serves to make the most acceptable school calendar for all.

Adopt a calendar that best meet the needs of students. The calendar should:
   a.   Provide for consistent breaks;
   b.   Start in late August and end by Memorial Day;
   c.   Be developed by a representative committee of parents, BEA and administrators;
   d.   Provide for staff development without disrupting family schedules.

Indicator 1: The proposed school calendar will meet the criteria in 12, a-d.	**In Compliance**
Evidence: The 2018-2019 and 2019-2020 calendars meet all criteria in 12, a-d. The calendar committee is comprised of about 40 people, including BEA-chosen representatives, other teachers, school and district administrators, parents, and former parents as community representatives. Group membership remains relatively stable, aiding in calendar consistency. Requests to join the committee can be made with the Community Relations Director. An email list of current committee members is linked below and attached.	

The calendar development process occurs around an established time frame that enables parents time to make arrangements for daycare, vacation, doctor visits, graduation, etc. **The timeline is as follows:**
September → Calendar drafts are created by Community Relations Dept. with input from Human Resources.
October → Calendar drafts are sent to Calendar Committee by Community Relations to review before the meeting. Calendar Committee meeting is held; input is given; changes are made by Community Relations. New draft(s) are sent to committee, which includes the Superintendent, for final review if necessary.
November → Final calendar is put on a School Board agenda under Superintendent's Report.
December → Final calendar is emailed to all parents and staff, posted online under Calendars, and sent to local news media.

Calendar process details
List of calendar committee members
2018-2019 Calendar
2019-2020 Calendar
***2020-2021 Calendar*

Instructional Program Capacity Building 2019-2020

CURRICULUM/INSTRUCTION/ASSESSMENT INPUTS
- Curriculum Review and Development
  - Developed a comprehensive K-5 and 6-12 Audit Process that delves into shared beliefs, effective instructional practices, standards, proficiency scales, assessments, pacing/curriculum guides, and resources
  - K-5 Curriculum Review Teams formed in ELA, Math, Science, and Social Studies representing 100% of buildings
  - 6-8 Review Teams formed in ELA, Math, Science, and Social Studies
  - 9-12 Review Teams formed in ELA, Math, Science, and Social Studies
  - Curriculum audit conducted in K-5 and 6-12 literacy and mathematics; partial audit completed in K-5 Science and Social Studies;
  - Curriculum review (audit) calendar created for 6-12 Science and Social Studies for the '20-'21 School Year.
  - New social studies standards were prioritized K-12
  - Aligned [elementary literacy interventions](#) between reading specialists, special education specialists, and curriculum/PD staff.
  - Aligned [elementary math interventions](#) between math specialists, special education specialists, and curriculum/PD staff.
  - Started developing elementary math and literacy intervention screencasts for "on-demand" job embedded professional learning for teachers and specialists.
  - Continued implementation of New Course Proposal, Change to Course Proposal, and Pilot Proposal process created 2019-2020.
- Adopted and implemented a new progress monitoring assessment (Aimsweb Plus)
  - Partnered with school psychologists and instructional coaches to build capacity around this assessment in the buildings
- Implemented SWAT (school-wide assessment teams) in 14 of 16 elementary buildings to increase assessment consistency and free up time from classroom teachers.

TEACHER INDUCTION PROGRAM
- Implemented mentor selection [criteria](#) and mandatory mentor training
- Revised and improved mentor compensation and logging process
- Created and implemented [four tailored tracks](#)- New To District, First Year Ever, 2nd Year Ever, Special Circumstance

STAFF DEVELOPMENT
- Prioritized and advertised the yearly professional learning opportunities at the beginning of the year to reduce "pop-ups" and better support teacher absences, conflicts, and alignment to instructional and curriculum pacing.
- Leveraged building level leadership interviews and application processes to tailor literacy professional learning requests based on building needs as it relates to SRCL grant funding.
- Increased implementation of job-embedded models of PD through consultants and instructional coaches.
- Purchased and implemented a new staff development registration and tracking software (Unified Talent-Performance Matters) that will provide additional capabilities for tailoring PD options for different individuals and staff groups. This includes face to face instructor-led as well as remote, self-paced offerings.

- Standards-Based Learning Trainings scheduled for Summer 2020 and '20-'21 school year (Overview to standards-based learning, proficiency scales, designing units of instruction, etc.) as a result of our curriculum audit findings.

Proposed Indicator language changes for the School Board's consideration:

OLD: 11.5

Indicator 3: All schools will offer gold standard project based learning (PBL) experiences each year. "Gold standard project based learning" means the comprehensive, researched-based model from the Buck Institute for Learning.

NEW:

CHANGE INDICATOR 3 to:

Indicator 3: Ensure every learner has access to a variety of authentic learning experiences that facilitate meaningful connections to relevant real-life situations.

Superintendent Interpretation:

Authentic learning means allowing students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects. This can take the form of learning trips, projects, capstones, internships, alternative pathways for graduation, or other learning opportunities that result in relevant and useful products or experiences.