# Strategic Plan Presentation

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## Goal 3 – Critical Thinkers and Solution Seekers

Outcome c. – Increased percentage of students who can solve real-world, interdisciplinary problems.

Goal 3

## Critical Thinkers and Solution Seekers

Every student will demonstrate skills in creative and evaluative reasoning, communication, and collaboration to address challenges in a socially just and democratic society.

**OUTCOME**

c. Increased percentage of students who can solve real-world, interdisciplinary problems.

# Interpretation

**Increased participation and success in:**

Relevant and practical, real-world problem solving opportunities

**Provided through:**

STEM field studies, CTE field and site-based learning experiences, student-run businesses, and rich tasks and challenges embedded in our curriculum.

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### OUTCOME

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# Progress on Previous Goals - In Science

**Goal:** Every K-8 student in the North Thurston Public Schools will experience at least one high quality, locally relevant, standards-aligned STEM field study each year by the end of 2023.

**Progress:** By the end of this school year, all students in grades 1-2 and 4-8 will participate in a district-wide, common STEM field study. Additionally, all high school Biology and Chemistry students will participate in a new ClimeTime outdoor experience and our new Kindergarten and 3rd grade STEM field studies will be complete in design and piloted in preparation for implementation as soon as sites and facilities are fully ready.

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# Progress on Previous Goals - In Math

**Goal:** Students will engage in at least one 3 ACT Task and 1 Pick-Your Project (MS) or enVision STEM (HS) *per quarter* during the 2021-2022 school year.

**Progress:** Increased implementation of problem-solving components in our math curriculum has occurred through robust professional learning. However, the priority for math related to this goal has shifted to implementing a high-yield collaborative problem-solving structure, Building Thinking Classrooms. As a result of robust professional learning to implement this structure, collaborative problem solving, student discourse, and engagement in our secondary math classes has improved.

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# Progress on Previous Goals - In Career & Technical Education

**Goal:** We will maintain our participation of more than 2,000 students in department-sponsored field and site-based experiences and will successfully add 2 additional student-run businesses for a total of 27 by the spring of 2022.

**Progress:** 2,000+ students annually engage in CTE field and site-based experiences, and we currently have 30 student-run businesses. Additional CTE experiences are in development – Examples: RRHS contractors are partnering with us to create on-site trades experiences, mentorship opportunities, and classroom demonstrations; TAGS trophies is creating opportunities for student internships and job-shadowing.

# Highlight – Seattle Shellfish NTHS Partnership

North Thurston High School

- Metal Design Course was commissioned with designing and creating 45 geoduck tray cages. These trays will be used in the water by Seattle Shellfish in the Harstine Island Area.
- 40 students were involved in this project.

On April 17th, 35 of the 45 trays will be delivered to Harstine Island Beaches by NTHS and their 40 CTE Students. The trays will be on floating and non-floating stages to grow the geoducks.





# Highlight – NTHS Portable Storage NW and THS NTPS Partnership

North Thurston High School
Construction Skills Course Students build Sheds for Portable Storage Northwest
50 Students were involved with this project

- Learn the build
- Learn how to cost out and market
- Learn how to work with clients









North Thurston High School Drafting Class **designs** the Tiny Homes and the Construction Skills Course **build** tiny homes.

Timberline High School has **built** and **designed** the Press Box for Timberlines Football/Soccer Field and Created Steps to the THS Watershed Area



# Highlight – Absher Construction RRHS Trades Project

New Partnership for NTPS:

Construction, Metals, Drafting, Manufacturing Classes
Opportunities:

- Structured Site Visits
- Structured Job Shadows
- On Site Instruction
- Classroom Demo's and Training of items being shown on site
- Meeting with Electricians, Construction, Framing, Site Prep, Cement, Superintendent, Architects, Etc.



# Highlight – HS Clime Time Biology and Chemistry STEM Field Studies

## Biology – Nearshore Ecosystem

Meyer's Point Field Station (NTHS), Tolmie State Park (RRHS), Squaxin Park (THS)

Essential Question: How do we evaluate and design a solution for reducing human impacts on biodiversity and the environment?

Environmental Careers:
- Water Quality Technician
- Restoration Ecologist
- Water Quality Research Associate

Analyze plankton and climate change impacts including increases in paralytic shellfish poisoning; native cultural uses of plants; analyze the impact of harmful algal blooms on the biodiversity of tidelands species; and invasive species removal community service.

Community Partners: South Sound Green, Nisqually Education Project, Pacific Shellfish, and Thurston County Parks





# Highlight – HS Clime Time Biology and Chemistry STEM Field Studies








## Chemistry - On the Water

Port of Olympia & South Puget Sound Waters

Essential Questions:

- Does our water quality data support the ability to sustain marine life in Puget Sound?
- How can human activities impact and affect the relationships between earth's systems?
- How can we mitigate climate change to keep shellfish healthy and sustainable?

Analyze plankton and climate change impacts on the waters of South Puget Sound that include marine species, water quality monitoring, ocean acidification and plastics impact on oysters, plankton and water quality connections, and marine waterway navigation.

Community Partners: Puget Sound Estuarium and Tacoma Youth Marine

# Goal 3 Focus for 2024-2025

| | Alignment to Key Actions | Next Steps/Strategies |
|---|---|---|
| PILLAR #1<br>Standards-aligned, Culturally Responsive Teaching & Learning | 1.1.F Acquire and adapt problem-based learning units of study that foster teamwork, goal setting, reflection, and critical thinking. | Continue to strengthen alignment between all STEM Field Study components including elements of local native cultures, social-emotional learning, opportunities to integrate other contents, and student goal setting and reflection. |
| PILLAR #2<br>Safe Climate and Strong Relationships with Students, Families and Community | 2.3.B Explore real-world problems within our community by partnering with local and regional businesses, civic groups, and organizations to provide students with relevant learning experiences, service, and internship opportunities. | Complete the Kindergarten and 3rd grade STEM field studies; Kindergarten is currently in pilot phase and 3rd grade is complete but waiting for Capital Land Trust to finish site development for scaling up.<br><br>Continue to strengthen the CTE site-based and classroom experiences by increasing access to authentic local experts and industries via demonstrations, job experiences, and internships.<br><br>Continue to support students in exploring, developing, and managing student-run businesses in collaboration with local business leaders. |
| PILLAR #3<br>Results-focused Professional Learning for All | 3.3.C Support cross-department and grade level teams in developing projects and implementing common approaches to critical thinking and problem-solving. | Continue to provide professional development to deepen teacher understanding of local environmental phenomenon and human impact, the Science & Engineering Practices, how to collect evidence of student learning in the field, and how to “STEM” a field experience.<br><br>Continue to provide MS and HS CTE teachers with rich training grounded in career-connections, local issues, and relevant problem solving. |

## Goal 3

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**Our New goal:**

We will enact strategies to maintain our current commitment to providing a STEM field study opportunity for every student in grades K-8, to sustain the momentum we have for providing 2,000 CTE students opportunities to engage in a variety of field and site-based experiences, and to sustain a minimum of 27 student-run businesses through the 2024-2025 school year.

We will also continue to collaborate with partners to ensure experiences are standards-aligned and address problems that have relevance for our local community and our students.

# Questions?