Strategic Plan Presentation

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Goal 3 - Critical Thinkers and Solution Seekers

Outcome b - Increased percentage of students applying learning to collaboratively engage in solving relevant challenges within the classroom, school and community.

All Students Empowered and Future-Ready

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

b. Increased percentage of students applying learning to collaboratively engage in solving relevant challenges within the classroom, school and community.

Interpretation

Students demonstrate collaborative problem solving by participating in STEM field studies, elementary and secondary math practices, and CTE community, industry, and entrepreneurship opportunities.

Previous Goals – set in April, 2023 for the 2023-2024 school year

Students at all levels in science will have the opportunity to participate in a common STEM field study focused on local environmental phenomena.

Problem solving opportunities in math will increase through implementation of Building Fact Fluency resources at the elementary to at least 50 teachers and Building Thinking Classrooms instructional practices at the secondary level to 3 out of 4 classrooms.

Students enrolled in a Career and Technical Education course not currently engaging in community, industry, and entrepreneurships will have a 10% increase in access to these opportunities.

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Current Actions in Science and Math



- STEM field studies in place or in final stages of implementation at all grades or science courses K-5, 6-8, and HS Biology and Chemistry.
- Outdoor Learning Grant secured again to support STEM field studies.
- Additional optional STEM field studies being offered at the secondary level by community partners.



- Systemic improvements made by our transportation leadership has already positively impacted our STEM field study program – decreased costs, increased ability to meet transportation needs internally.
- Elementary Integration Cadre team developing improved STEM field studies with cross-curricular integrations grounded in storylines as part of a grant from OSPI.
- Increased Building Fact Fluency (1-5) and Building Thinking Classrooms (6-12) implementations evident across the district.
- Math Equity Grant awarded to support Fraction Fluency professional learning.

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Current Actions in CTE

- Incorporated more Work Based Learning opportunities within the CTE Curriculum
- Added more community projects
- Maintaining levels of student run businesses, but increasing products lines





- Explored community and industry-based experiences for CTE courses that have had fewer site-based opportunities
- Have increased access to authentic local experts and industries via demonstrations, job experiences, in-class demos and internships.
- Updated Industry standards – frameworks, course pathways – 85+ courses

Goal 3 Focus for 2024-2025

	Alignment to Key Actions	Next Steps/Strategies
PILLAR #1 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 enrich all STEM field studies with cross-curricular integrations, social emotional learning, local environmental and cultural connections, and opportunities for student solution seeking and reflection. Continue to increase student and industry collaborations through student-run businesses, site visits, community projects, and internships for students enrolled in CTE courses.
PILLAR #2 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	Secured the Outdoor Learning Grant for NTPS and continue to support agency partners endorsing their grant applications all aimed at funding our STEM field studies at all levels. Continue to align field studies with regional environmental phenomena increasing relevancy and engagement in local issues. Continue to maintain and add where possible, Industry Recognized Certifications (State Approved List updated each summer) and student-run businesses to CTE.
PILLAR #3 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	Complete year 2 of our elementary Science Integration Cadre work by producing our first STEM field study-based storyline. Enhancing our Building Thinking Classroom implementation in secondary math developing rubrics identifying effective student actions and products and introducing self-assessment and reflection. Continue to develop combined program-area projects within CTE.

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Conclusion and Goals for 2024-2025

In conclusion, we have met our previous goals for this outcome.

At this time, we plan to maintain current levels of opportunities for students to collaboratively engage in solving relevant challenges within our science, math and CTE classrooms, and our community.





