NORTH THURSTON PUBLIC SCHOOLS

ADMINSTRATIVE OFFICES ◆ 305 COLLEGE STREET NE, LACEY, WASHINGTON 98516
TELEPHONE: (360) 412-4400 ◆FAX: (360) 412-4410◆ WWW.NTHURSTON.K12.WA.US

EXECUTIVE LIMITATIONS MONITORING REPORT

EL 10 Academic Program Standards and Practices
FROM: Troy Oliver, Superintendent
DATE: May 6, 2025

The Academic Program Standards and Practices Policy focuses on achieving the Board priorities established in the District Ends Policies and in the Superintendent's aligned Ends Policy Interpretation and resulting District Strategic Plan and shall not fail to develop and adopt rigorous, standards-based academic programs that enable all students to achieve the outcomes stated in the Ends policies.

Accordingly, the Superintendent will not:

Policy Criteria 4: Fail to reasonably ensure that the instructional program includes opportunities for students to develop talents and interests in a variety of specialized areas including extracurricular involvement.

Superintendent/CEO Interpretation:
The following policies and practices govern the processes and procedures for implementing academic programs in North Thurston Public Schools.

Policy 2000	Student Learning Goals
Policy 2021	Library Information and Technology Programs
Policy 2130	Program Evaluation
Policy 2410	Graduation Requirements
Strategic Plan	2025-2031 Goals and Outcomes for Success

Policy 2000, Student Learning Goals, states that our students will 1) read with comprehension, write effectively, and communicate successfully in a variety of ways and settings, 2) know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history including different cultures and participation in representative government; geography; arts; health and fitness, 3) think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems and 4) understand the importance of work and finance and how performance effort and decisions directly affect future career and educational opportunities.

Policy 2021, Library Information and Technology Programs includes the following statement: The district's library information and technology programs provide a broad, flexible array of services, resources, and instruction that support student mastery of state standards in all subject areas. The programs include resources that promote a positive impact on student learning, a variety of resources for reading advocacy, student communication skills, and electronic and print information.

Policy 2130, Program Evaluation, outlines that the district will have a plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Policy 2410, High School Graduation Requirements, outlines the requirements each student must meet to graduate from high school to include meeting credit requirements; the need to demonstrate career and college readiness by completing a high school and beyond plan; and meet the requirements of at least one graduation pathway option as described in the procedures for this policy.

Policy 2410 reflects the graduation requirements set by the State Board of Education. It includes procedures for awarding high school credit in the following areas:

- Credits from other programs
- Running Start
- Credit for Work Experience
- National Guard and High School Career Training
- Credit earned via competency testing
- Seal of Biliteracy

It also outlines the High School and Beyond Plan requirements that guide the student's high school experience and informs course taking that is aligned with the student's goal for education or training and career after high school. These plans are initiated in middle school and are revised for changing interests, goals, and needs. At a minimum, these plans include:

- Identification of career goals aided by a skills and interest assessment
- Identification of educational goals
- Identification of dual credit programs and the opportunities they create for students
- Information about the College Bound scholarship program
- A four-year plan for course taking
- A current resume or activity log that provides written compilation of the student's education, work experience, and any community service.

This policy also describes the pathways students may use to demonstrate career and college readiness.

Strategic Plan

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. Outcomes a and b set goals around increasing the percentage of students participating in at least one positive school or community-based activity and applying learning to collaboratively engage in solving relevant challenges within the classroom, school and community.

Goal 4 Continuous Growth-All Students, All Subjects sets the broad goal that every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards. Outcome d specifically identifies the goal of increasing student participation and proficiency in accelerated, higher-level and specialized course options.

Goal 5 Preparedness for Post-secondary Success. Every student will successfully navigate the critical transitions in their personalized learning trajectory and will graduate from high school prepared for success in college, career, and post-secondary experiences. Outcome f identifies the goal of increasing the percentage of students who earn a Washington State Seal of Biliteracy.

Superintendent/CEO Evidence Report:

To comply with these policies, the district:

.

A. Implements strategic plan goals.

B. Reviews course design and core instructional materials to ensure their ongoing alignment with state law, teaching and learning standards, and research- based best practices.

C. Utilizes an Instructional Renewal Process that includes 4 phases:
    1. Needs assessment
       A process for determining and addressing the needs between current conditions and desired conditions. Components include a review of the following: data, standards, policies and procedures, trends, issues, and evidence-based instructional practices.
    2. Curriculum Development
       Develop a conceptual framework for the content area. Identify best practice strategies and routines and materials to support the framework. Components include an evidenced based materials review, alignment of materials to standards and best practice pedagogy to include differentiated instruction to include remediation and enrichment.
    3. Implementation
       Implement the method and practice of teaching. This includes implementing strategies and routines with fidelity, building teacher expertise, and developing a district-wide assessment system. At this stage, curriculum guides are updated, and professional development is provided to support implementation.
    4. Maintenance
       Maintain fidelity of instruction to meet goals. Monitor and adjust strategies and routines. Analyze student data for effectiveness and revise curriculum guides as needed.

Conclusion:
The evidence presented demonstrates that we are in compliance with this criterion in this Executive Limitations policy.