# North Thurston Public Schools

## All Students Empowered and Future-Ready

## CORE BELIEFS

**We believe:**

- High-quality teaching is essential to student achievement.
- Compassionate attitudes and actions create a culture of service.
- Student voice increases engagement and belonging in our learning community.
- Investing in our staff is critical to student success.
- Healthy relationships are built on collaboration, respect for diversity, accountability, and trust.
- Family and community partnerships are essential to meet the needs of our students.

## MISSION

Committed to Excellence: Preparing all students for rewarding careers, fulfilling lives, and compassionate global citizenship.

# 2025-2031 Strategic Plan

**A Compassionate Learning Community**

Lacey, Washington

*A Compassionate Learning Community!*

# About Us

## Empowered and Future-Ready!

The North Thurston Public Schools Strategic Plan is our roadmap in ensuring we meet our mission of preparing students for rewarding careers, fulfilling lives, and compassionate global citizenship. From preschool through 12th grade, we offer high-quality educational opportunities. NTPS students are encouraged to solve problems, collaborate with peers, and become confident and curious learners.

The five goals in our strategic plan focus on what we want for each of our students:

- Success in the early years.
- Empowered, responsible, resilient learners.
- Critical thinkers and solution seekers.
- Continuous growth – all students, all subjects.
- Preparedness for postsecondary success.

We provide regular updates to the Board of Directors on our progress toward achieving these goals, and we review this strategic plan each year with community partners. I welcome your feedback at any time! Please reach out at superintendent@ntps.org.

Troy M. Oliver
NTPS Superintendent

# The Structure of Our Strategic Plan

Our 2025-2031 strategic plan is comprised of the following key elements:

1. Vision, Mission, Core Beliefs – the core purpose and ideals that give meaning to our existence as a compassionate learning community.
2. Goals and Measures of Student Success – the aspirational outcomes we desire for all students and the indicators of student progress toward those aspirations.
3. Professional Practices – the day-to-day habits of mind and behaviors of our teachers, leaders, and staff, as they progress towards mastery of their craft and continuous improvement in student outcomes.
4. Educational Strategies – the major programs and initiatives that we must implement effectively and efficiently in order to become a high-performing school system where all students will learn, grow, and succeed.

More than 2,000 North Thurston stakeholders – students, teachers, parents/caregivers, administrators, support staff, community members, and board members – participated in the planning process.

This is our community's roadmap for the next phase of our continuous improvement journey as a Compassionate Learning Community!

# Goals and Outcomes for Student Success

At North Thurston Public Schools, our **Vision** is clear: **All students empowered and future-ready.** Through our strategic planning process, our community defined **five aspirational goals** for student success - our promise to students, families, and community.

## Goal 1

### Success in the Early Years

Every student will engage in meaningful learning opportunities that foster curiosity and joy of learning while developing the academic and social skills to meet/exceed standards by the end of grade 3.

#### OUTCOMES

**a.** Increased percentage of children attending high-quality preschool programs.

**b.** Increased percentage of children ready for kindergarten.

**c.** Increased percentage of children meeting or exceeding grade level standards by the end of grade 3.

**d.** Increased percentage of children meeting social, emotional, and physical milestones through grade 3.

## Goal 2

### Responsible, Resilient, Empowered Learners

Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

#### OUTCOMES

**a.** Increased percentage of students meeting social, emotional, and behavioral expectations.

**b.** Increased percentage of regular school attenders.

**c.** Increased opportunities for student voice.

**d.** Increased percentage of students open to and accepting cultural diversity.

## 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.** Increased percentage of students participating in at least one positive school or community-based activity.

**b.** Increased percentage of students applying learning to collaboratively engage in solving relevant, real-world challenges.

## Goal 4

### Continuous Growth – All Students, All Subjects

Every student will demonstrate continuous growth toward meeting/exceeding rigorous learning standards.

#### OUTCOMES

**a.** Increased percentage of students demonstrating proficiency on standards.

**b.** Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts.

**c.** Increased growth rate for students experiencing personal and/or systemic barriers to achievement or opportunity.

**d.** Increased participation and proficiency in accelerated, higher-level and specialized course options (e.g., Advanced Placement, Honors, Dual Credit).

## 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.

#### OUTCOMES

**a.** Increased percentage of students passing classes in grades 6-9, culminating in an increased percentage of 10th-grade students on track to graduate.

**b.** Increased high school graduation rates for all student groups.

**c.** Increased percentage of seniors with a High School and Beyond Plan that includes one of these: an acceptance letter to college, the military, trade/technical training, industry certification/apprenticeship, or verifiable employment.

**d.** Increased percentage of high school graduates experiencing post-high school growth/success 1-2 years after graduation.

**e.** Decreased percentage of NTPS graduates required to take remedial classes in college.

**f.** Increased percentage of students who earn a Washington State Seal of Biliteracy.

*North Thurston Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator: studentachievement@ntps.org, 360-412-4466; Title IX Officer: executivedirectorHR@ntps.org, 360-412-4457; Section 504 Coordinator: 504@ntps.org, 360-412-4465. Address: 305 College Street NE, Lacey, WA 98516.*

# Our Four Pillars of Professional Practice

Our five Goals define **what we want for students**. The **Four Pillars** are the building blocks of **what we must do well** to produce the student outcomes. They frame our day-to-day teaching practices, leadership practices, and organizational practices.

"TEACHING & LEARNING," the central function of our school system, is the focus of the first Pillar.

Our second Pillar recognizes that "SCHOOLS CAN'T DO IT ALONE."

Our third Pillar, "INVESTING IN PEOPLE," addresses how we will attract, develop, and retain talented teachers, leaders, and staff at all levels.

Our fourth Pillar is about "MANAGING THE WHOLE," which is how we will ensure that all aspects of our organization are aligned to our goals.

# Professional Practices for Instructional Effectiveness

As practitioners, we are committed to continuous improvement of our Teaching Practices, Leadership Practices, and Organizational Practices because they are the preconditions for higher levels of student achievement. Our Four Pillars are the building blocks of our professional practices.

| | Pillar 1 | Pillar 2 | Pillar 3 | Pillar 4 |
|---|---|---|---|---|
| | **Standards-aligned, Culturally Responsive Teaching & Learning** | **Safe Climate and Strong Relationships with Students, Families, and Community** | **Results-focused Professional Learning for All** | **Collaboration and High Expectations** |
| **TEACHING PRACTICES** | **T1:** Teachers organize high-quality instruction around clear expectations and performance standards that require students to question, explore, research, make decisions, and communicate their findings through real world application.<br><br>**T2:** Teachers use a variety of research-based instructional strategies to meet the cultural and diverse needs of all students. | **T3:** Teachers provide time, encouragement, and instructional strategies so that students will experience social, emotional, and academic success.<br><br>**T4:** Teachers regularly communicate achievements and challenges with all families in our diverse community, inviting all perspectives into the decision-making process. | **T5:** Teachers work as collaborative teams to build a common focus, enhance school-wide problem solving, embrace data-based decision-making, and share best practice.<br><br>**T6:** Teachers influence, participate in, and/or facilitate a continuum of differentiated professional development and required training aligned to the school improvement plan and district priorities. | **T7:** Teachers participate in evidence-based reflective conversations using a cycle of inquiry to determine implications for instruction and learning.<br><br>**T8:** Teachers communicate high expectations for all students and ensure active participation of all students in learning activities. |
| **LEADERSHIP PRACTICES** | **L1:** School/District Leaders continuously engage all staff in professional development in standards-based and culturally responsive best practices.<br><br>**L2:** School/District Leaders engage with teachers and staff to analyze and reflect on beliefs and assumptions about students' ability to meet high expectations and foster an environment where all students succeed. | **L3:** School/District Leaders are highly visible to students, staff, and families to model and promote safety and socially responsible interactions.<br><br>**L4:** School/District Leaders develop partnerships with families, businesses, and service groups to advance learning and promote future student success. | **L5:** School/District Leaders guide the collaborative development and follow-through on standards of professional practice and effective collaboration school-wide and within teams.<br><br>**L6:** School/District Leaders model best practices when leading Professional Development sessions. | **L7:** School/District Leaders hold data inquiry meetings where teachers report on, plan, and analyze data to ensure continuous school, grade-level, and classroom improvement.<br><br>**L8:** School/District Leaders keep the school and district vision, mission, and goals at the front of all instructional decisions. |
| **ORGANIZATIONAL PRACTICES** | **O1:** School staff engage in ongoing collaborative discourse, reflection, and professional development about instructional practices focusing on identified school needs.<br><br>**O2:** School and District staff create positive relationships with families and community members, inviting them to collaborate as valuable contributors to the teaching and learning process. | **O3:** School staff gather and analyze school climate data from students, families, staff, and community and seek out diverse perspectives to inform school improvement.<br><br>**O4:** School and District staff develop partnerships with local businesses, service groups, and agencies to advance student learning and assist schools, students, and families. | **O5:** The School/District implements an induction program and ongoing support for Instructional Leadership Teams, PLCs, and new administrators to ensure collaboration within teams and school-wide.<br><br>**O6:** The School / District implements a systematic evaluation and continuous improvement protocol to assess the delivery and effectiveness of professional development offerings for all. | **O7:** Schools/District, in collaboration with the community, aligns resources (i.e., people, time, budget) with the strategic plan, and will monitor and adjust accordingly.<br><br>**O8:** All school staff expects that all students are capable of success in post-secondary life. |

## Educational Strategies

are programs, initiatives, or competencies we must implement well to achieve the Goals and Outcomes of Student Success.

## 1.1 Aligned Instructional System

Align curriculum, assessments, and materials to the standards, and ensure that instruction, interventions, and enrichment are responsive to the strengths and needs of each student.

### KEY ACTIONS

**1.1.A.** Align curriculum, assessments, instruction, instructional materials, and technology across content areas and grade levels.

**1.1.B.** Provide full and meaningful access to high-quality core instruction for all students within the general education classroom, including students with special needs, students learning English, and advanced learners.

**1.1.C.** Use ongoing assessment results to differentiate instruction for intervention, acceleration, and enrichment for each student.

**1.1.D.** Build upon students' diversity and cultural backgrounds as a bridge to mastery of on-standard, high-level coursework and institute research-based instructional practices.

**1.1.E.** Establish uniform standards and learning outcomes for all students, including English language learners and students with special needs, and utilize common assessments and scoring guidelines for student work.

**1.1.F.** Acquire and adapt problem-based learning units of study that foster teamwork, goal setting, reflection, and critical thinking.

## 1.2 Safe, Respectful, and Supportive Learning Environment

Foster a climate for learning where all students feel safe, engaged, challenged, and cared for.

### KEY ACTIONS

**1.2.A.** Foster attitudes and behaviors that are aware of bias, free of ridicule and intimidation, and that affirm an appreciation of cultural differences.

**1.2.B.** Implement trauma-informed teaching practices, social emotional skills development, and Positive Behavioral Interventions and Supports (PBIS) for students.

**1.2.C.** Nurture a mindset of high expectations and high capability for all students by reflecting on the assumptions that practitioners make about their students, the students' backgrounds, and the practitioner's own sense of professional efficacy.

**1.2.D.** Identify the needs of students early and provide timely supports for students and families.

## 1.3 Student Responsibility and Pathways for Success

Cultivate student voice and ownership of learning, and provide personalized avenues for each student to learn, grow, and succeed.

### KEY ACTIONS

**1.3.A.** Ensure that students have multiple opportunities within a lesson to practice skills and ideas individually and in small groups, with timely, focused descriptive feedback from their teacher.

**1.3.B.** Strengthen student advisory and other programs to ensure that every middle and high school student is known by name, strength, and need.

**1.3.C.** Implement a student-friendly portfolio process to enhance student responsibility for and monitoring of their own learning, and offers personalized pathways for meeting graduation requirements.

**1.3.D.** Implement an early-warning process and continuous monitoring of the progress of middle and high school students towards on-time high school graduation.

## 2.1 Communication with Families and Community

Promote proactive dialogue with families and the community regarding the progress and challenges of students, schools, and the district, and engage them in continuous improvement efforts.

### KEY ACTIONS

**2.1.A.** Engage in ongoing training and two-way communication between home and school regarding setting goals for students, monitoring student goals, and strengthening mutual responsibility for student success.

**2.1.B.** Communicate with families in multiple languages to reduce barriers and strengthen understanding for students and families.

## Educational Strategies

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## 2.2 Network of Supports for Students and Families

Strengthen connections between school-based and community support systems and "safety nets."

### KEY ACTIONS

**2.2.A.** Ensure that every school is a safe, secure, and orderly environment for learning.

**2.2.B.** Foster a community-wide commitment to student success by allocating district and community resources based on student and family needs.

**2.2.C.** Implement a mentoring system that supports successful growth of individual students from grade-to-grade, keeps students on track to graduate, and prepares them for a smooth transition into post-secondary life.

**2.2.D.** Build a pool of experts and community organizations who are willing to support critical thinking and solution seeking within the schools and the district.

## 2.3 Community Partnerships

Connect students and schools with community resources that enhance student experiences, school effectiveness, and the community's sense of responsibility for the schools.

### KEY ACTIONS

**2.3.A.** Partner with community organizations to build support for preschool expansion in our community, and to strengthen parent and provider knowledge of kindergarten to grade 3 academic, social-emotional, and physical skills.

**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.

**2.3.C.** Partner with parents, community-based organizations, youth development agencies, and law enforcement to motivate and reward positive student behavior.

## PILLAR #2:

## Safe Climate and Strong Relationships with Students, Families and Community

## 3.1 Effective Instructional Practices

Provide teachers, leaders, and staff opportunities for ongoing and differentiated professional learning.

### KEY ACTIONS

**3.1.A.** Provide ongoing professional development and research-based instructional practices to support student progress in the academic, social-emotional, and physical domains.

**3.1.B.** Provide professional development to increase staff capacity and understanding of adverse childhood experiences (ACES), social-emotional learning (SEL), child/adolescent growth and development, and root causes of student behaviors.

**3.1.C.** Provide staff with professional development to implement a Multi-Tiered System of Support (MTSS) that includes Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices.

**3.1.D.** Provide professional development and coaching to support all teachers to include practices that support English language acquisition for English Learner students.

**3.1.E.** Provide professional development and coaching to support all teachers in using practices that engage and enhance learning for students with special needs.

## Educational Strategies

are programs, initiatives, or competencies we must implement well to achieve the Goals and Outcomes of Student Success.

## 3.2 Cultural Competency

Enhance teacher, leader, and staff appreciation of culturally competent professional practices and how to apply them effectively during interactions with diverse students, families, and the community.

### KEY ACTIONS

**3.2.A.** Provide professional development in culturally competent strategies that ensure high expectations of all students' intellectual capabilities and create a culture of inclusion, equity, and accountability.

**3.2.B.** Enhance effectiveness of district employees' interaction with students and families about preparedness for post-secondary success by providing formal training and professional learning opportunities that break down barriers, increase understanding of "cultural cues," and promote open, proactive communication for post-secondary experiences.

**3.2.C.** Attract, develop, and retain a highly qualified, motivated, and diverse workforce, and implement new-employee induction.

## 3.3 Evidence-based Collaboration and Distributed Leadership

Develop a culture of fact-based collegiality and accountability among all stakeholders and build leadership for results at all levels.

### KEY ACTIONS

**3.3.A.** Provide regular and frequent opportunities for school teams and district-level departments to engage in data-informed collaboration about professional practices and student outcomes.

**3.3.B.** Convene evidence-based collegial reflection at the end of each assessment cycle to monitor and communicate school-level and district-wide progress on student learning and professional practices.

**3.3.C.** Support cross-department and grade level teams in developing projects and implementing common approaches to critical thinking and problem-solving.

**3.3.D.** Provide rigorous, competency-based training for a cadre of principals, teaching and learning personnel, coaches, and selected teachers and staff on the professional standards when implementing new district initiatives.

## 4.1 Monitor and Celebrate Student Progress

Promote student social-emotional development and academic growth.

**KEY ACTIONS**

**4.1.A.** Implement structures in every classroom to support consistent student self-assessment for evaluation of their own learning, determine learning goals, and monitor progress over time.

**4.1.B.** Support teams that both formally and informally recognize and celebrate improvements in student social-emotional skills and academic achievement at the student, grade, school, and district levels.

**4.1.C.** Conduct family and student surveys/forums to measure student engagement and empowerment (e.g., via student focus groups, summits, advisories, and fishbowls).

## Educational Strategies

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## 4.2 Stakeholder Feedback

Solicit formal and informal feedback from all stakeholders to enhance timely, fact-based school and district responsiveness and strengthen stakeholder voice.

**KEY ACTIONS**

**4.2.A.** Conduct, reflect, and respond to annual satisfaction surveys of all stakeholders regarding quality of teaching, leadership, service, and student achievement.

**4.2.B.** Pay consistent attention to each student's progress towards individual learning goals and graduation by developing a dashboard of goals and measures, setting individualized expectations for each student, and sharing student achievement results with the community.

**4.2.C.** Solicit feedback from parents and community regarding continuous school improvement.

## 4.3 Shared Responsibility for Student Success

Ensure sound stewardship and equitable allocation of resources (i.e., people, time, budget), and involve school and community stakeholders meaningfully in articulating the direction for our schools.

**KEY ACTIONS**

**4.3.A.** Institute needs-based, results-focused budgeting; match hiring and staff placement with school-level needs; and ensure openness and transparency.

**4.3.B.** Create and share School Improvement Plans that are in alignment with the District Improvement Plan.

**4.3.C.** Organize district-level roles, timelines, and processes to differentiate support to schools based on their needs, and develop an integrated data infrastructure that facilitates district-wide monitoring, analysis, and continuous improvement of both professional practices and student outcomes.

## PILLAR #4:

## Collaboration and High Expectations

# What Our Students Want, What We Promise Our Students

**"I think the one guarantee should be safety. We all should feel safe while at school and getting our education."**

*– Student*

"Partner with local businesses and have speakers talk about what education is required for their positions."

*– Student*

"Good teachers who are nice and who also respect us."

*– Student*

"We promise to advocate for every student, to identify and value their strengths so that they may become the best possible version of themselves and an asset to any community they are a part of. "

*– Parent*

**"We should have teachers choose students to mentor/ help students with disabilities."**

*– Student*

"We promise our students caring and compassionate adults focused on helping our students to realize their full academic and social emotional potential as contributing 21st century global citizens. NTPS staff are dedicated to meet each of our students' individual needs, find their strengths, and celebrate their successes. We are committed to recognizing the diversity of our students and staff by celebrating the cultures within our community."

*– NTPS Principal*

"We can show you many doors and how to open them. We want to prepare you to pick which one to open, but you will be the one who wants to walk through it!"

*– Teacher*

"We will have a clean and safe school for the students so that they are ready to learn!"

*– Custodian*

"We promise to support you as a community, with volunteer opportunities to serve others and help you reach your goals in life."

*– Community Member*

"We promise to teach integrity and how to believe in your dreams and to chase them!"

*– Staff Member, Transportation Department*

**Superintendent:** Troy M. Oliver

**Board of Directors:**

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**Tiffany Sevruk**
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District 3

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