NORTH THURSTON PUBLIC SCHOOLS

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Monitoring Report

Report Date: September 16, 2025

Policy Type: Ends

Strategic Plan 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.

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

Interpretation:
Social Emotional Learning (SEL) is reflected in data from Office Discipline Referrals (ODRs), which are recorded in the School-Wide Information System (SWIS). This system provides real-time graphs, data charts, and percentages detailing the specifics of behavior infractions, including their frequency and context. All students receive Tier 1 supports (core instruction) and are classified as Tier 1 if they have 0-1 ODRs annually. Tier 2 supports are available for students with 2-5 ODRs, while Tier 3 supports are designated for those with 6 or more ODRs. A reduction in ODRs indicates improved SEL skills and a safer environment. Our goal is to have 80% or more of district students designated as Tier 1, aligning with the national average.

Rationale:
Social Emotional Learning (SEL) programs have demonstrated significant and lasting benefits for students, as highlighted in a 2017 meta-analysis by the Collaborative for Academic, Social and Emotional Learning (CASEL) and several universities. These programs not only lead to immediate improvements in mental health, social skills, and academic performance, but they also provide enduring advantages. Research shows that even 18 years later, students who participated in SEL programs exhibit better social behaviors, enhanced skills like empathy and teamwork, and improved academic outcomes. Additionally, they experience fewer conduct issues, reduced emotional distress, and lower rates of substance use compared to their peers

Currently, all grade levels prioritize Positive Behavior Intervention and Support (PBIS) Tier 1 expectations for all students within each school. Elementary schools will continue daily implementation of the Second Step SEL curriculum for PreK-5th grades, while secondary schools will ensure sustained and faithful implementation of the Character Strong SEL curriculum for grades 6-12.

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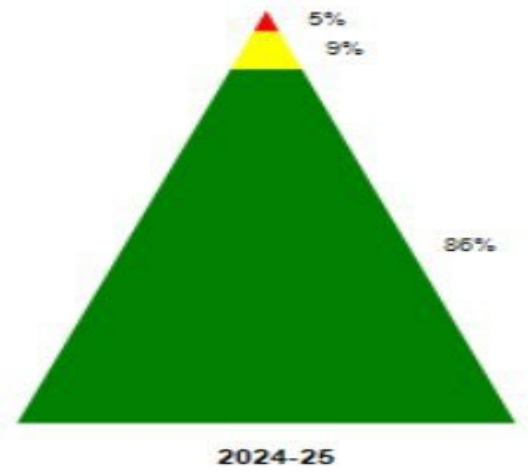
Next Steps:
High school students in grades 9-12 will continue implementing the Character Strong SEL curriculum. Administrators will integrate the Collaborative Academic Social Emotional Learning (CASEL) 3 Signature Practices into advisory sessions and deliver the Character Strong curriculum with fidelity. The Student Support staff will encourage secondary schools to invite them to observe effective SEL practices in the classroom.

Data:
Data from the SWIS system indicate that a higher percentage of students in our district are in Tier 1 (receiving 0-1 ODRs) compared to the national average of 80%. To strengthen this achievement, Student Support will refocus on PBIS Tier 1 expectations across all schools, fostering a renewed commitment to Tier 1 behaviors. The triangle below represents 22 of our 24 schools, as Ignite and Summit do not have sufficient data in the national SWIS system for meaningful aggregation with non-alternative/academy schools.

86% of all students districtwide have 0-1 ODR's



Tier 1 – 0-1 ODRs

Tier 2 – 2-5 ODRs

Tier 3 – 6+ ODRs

Analysis and Conclusions:
North Thurston Public Schools consistently reports that 80% or more of its students meet Tier 1 expectations of 0-1 Office Discipline Referrals (ODRs), as indicated by SWIS data districtwide each year. Currently, 86% of all students are in Tier 1, demonstrating compliance with Goal 2 Outcome a. Therefore, we are in compliance with this goal and outcome.

Next Steps:
Our next steps involve reinforcing the significance of PBIS Tier 1 expectations, ensuring the ongoing implementation of the Second Step curriculum in grades K-5, and improving the integration of Character Strong in secondary schools. Our proposed SMART goal moving forward is that 88% or more of all students will have 0-1 Office Discipline Referrals (ODRs) in each school year, as measured by the School Wide Information Systems (SWIS).