Strategic Plan Monitoring Report

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Goal 4: Continuous Growth – All Students, All Subjects

Outcome c: Increased growth rate for students experiencing person and/or systemic barriers to achievement or opportunity.

Goal 4: Continuous Growth – All Students, All Subjects

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).

EXPECT GREAT THINGS!

Interpretation of Goal 4, Outcome c

Increasing growth rates for underperforming groups by:

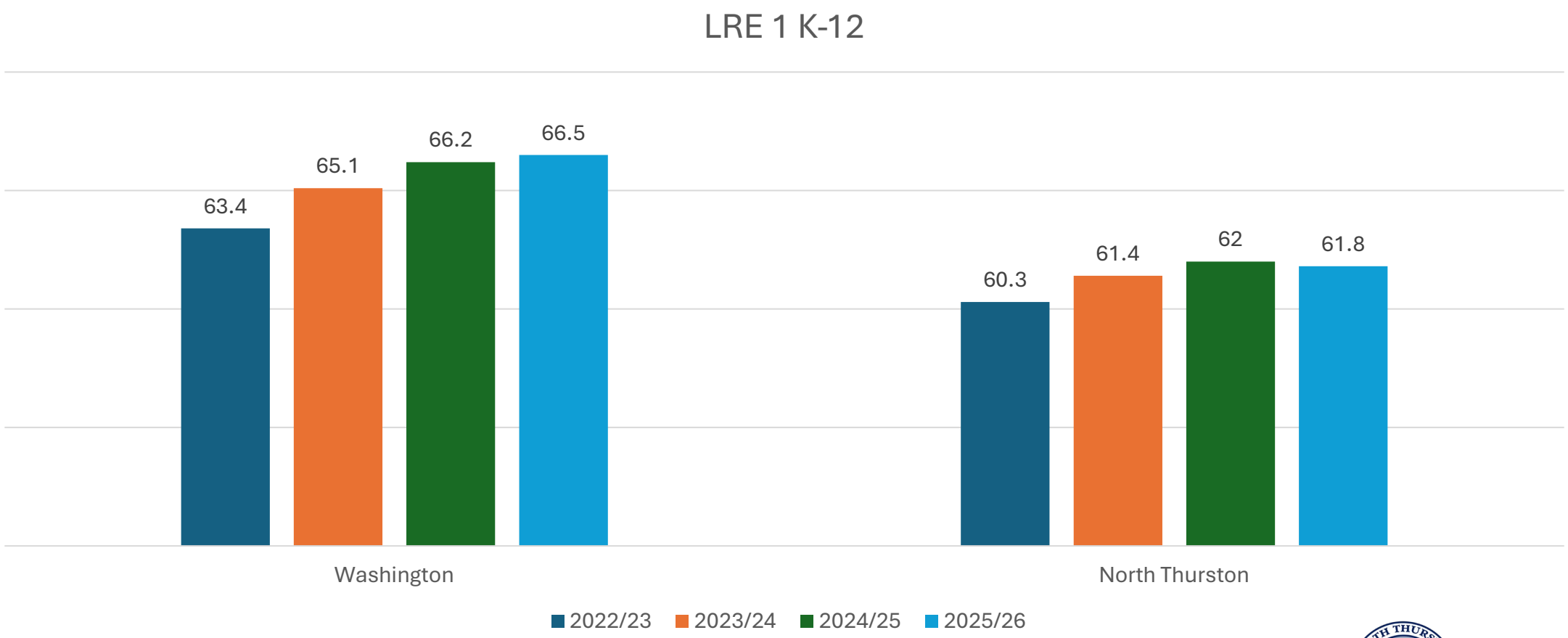
- Increasing access and removing barriers for students with disabilities

Provided through:

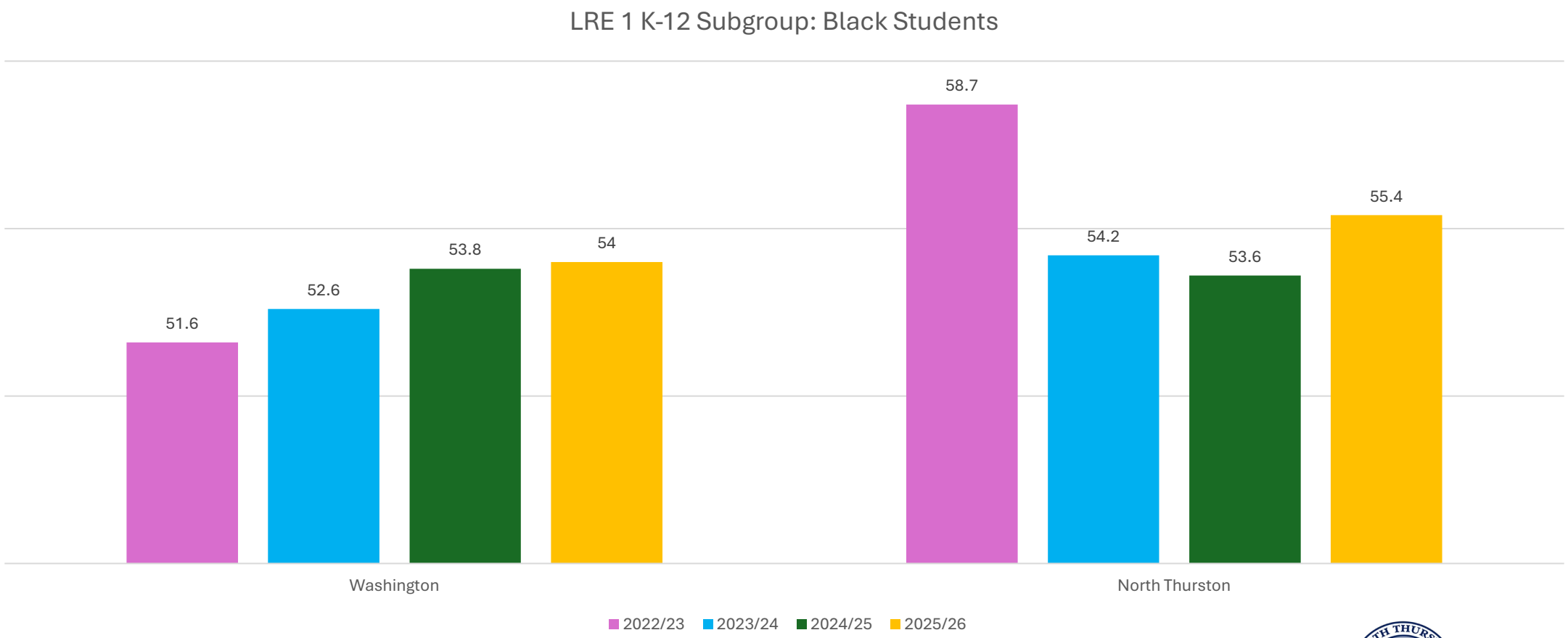
- Monitoring Least Restrictive Environment (LRE) by school
- Serving students in their neighborhood school
- Eliminating gaps through inclusionary practices and the implementation of Multi-Tiered System of Supports (MTSS)

EXPECT GREAT THINGS!

Least Restrictive Environment (LRE) Data
District total K-12 Special Education

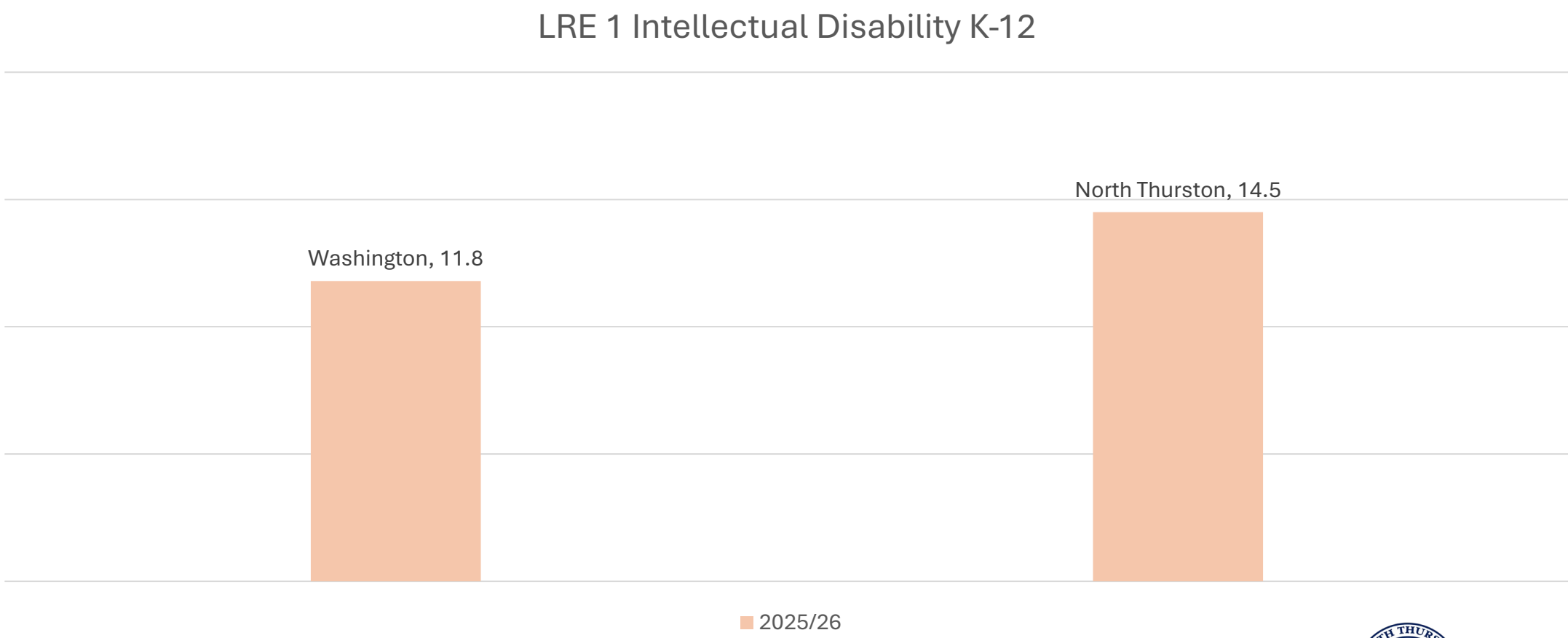


Least Restrictive Environment (LRE) Data Subgroup: Black students



Least Restrictive Environment (LRE) Data Subgroup: Intellectual Disability

[note 2025/26 is only data point, as this is a new focus]



Next steps/strategies

- Continued participation with the District MTSS roll out.
- Continued professional development on Co-Teaching strategies; and special education selected curriculum
- Continued guidance to staff on best practices for determining most appropriate LRE placement on IEP.







EXPECT GREAT THINGS!

Alignment to our four pillars of professional practice

Pillar	Alignment to key actions	Next steps/strategies
Standards-aligned, Culturally Responsive Teaching and Learning	One focus of the ITPN grant is to increase LRE 1 for our Black students in Special Education; this showed a 2% increase over last year.	• Partnering with And Still We Rise via OSPI grant funding. • Continuing work on Co-Teaching strategies
Safe Climate and Strong Relationships with Students, Families, and Community	The RREI grant focuses on increasing our response to students with escalating behavior. We have added curriculums, and guidance documents for staff to access on Intranet.	• Training and full implementation role out of Zones of Regulation for Special Education and PBIS.
Results-focused Professional Learning for All	Investing in a "Train the Trainer" model for all curriculum utilized by Special Education to improve our staff capacity and skill to deliver quality specially designed instruction.	• Train the Trainer> identify and train volunteer cert staff. • PD plan for the 2026/27 school year shared with SpEd cert staff.
Collaboration and High Expectations	Continued focus on Co-Teaching, Co-Planning, and collaboration with our other intervention departments.	• PD and coaching on Co-Teaching models. • Staff participate in PD with Interventionists

Analysis and conclusions

SMART goals

- Specific
- Measurable
- Achievable
- Relevant
- Time Bound



We are in partial compliance with this outcome.

Our new goal is to increase the percentage of students in LRE 1 by 1%, from November 2025 (62.0%) to November 2026 (63.0%).

NORTH THURSTON PUBLIC SCHOOLS 19 53

EXPECT GREAT THINGS!

Reduce Restraint & Eliminate Isolation Grant

2026 Grant Board Report

Overview of Grant

- The Reducing Restraint & Eliminating Isolation (RREI) Project is a statewide initiative by the Office of Superintendent of Public Instruction (OSPI) in Washington to reduce restraint use and eliminate isolation in schools. It involves partnering with school districts to create demonstration sites showcasing best practices, offering professional development, and fostering learning communities to improve outcomes for students. This project is funded by state funding and is committed to implementing practices that aim to eliminate isolation and reduce restraint use.
- North Thurston is a pilot site. We focus on professional development opportunities and provide resources.
  - Zones of Regulation training
  - Calming Corners
  - Resources for sensory spaces and tools in classrooms

EXPECT GREAT THINGS!

RREI 3 year Trend

