



**Tukwila**  
SCHOOL DISTRICT  
*a world of possibility*

# **H.E.R.E. Learning Happens: 2025-2028 Strategic Plan**

**EMPOWERING  
SCHOLARS,  
ADVANCING EQUITY,  
AND BUILDING  
STRONGER  
COMMUNITIES  
TOGETHER**



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# District Overview

## VISION

Our vision is to be a leader in educational excellence, where every scholar is inspired to achieve their full potential in a community that celebrates diversity, equity, and inclusion. We aim to transform lives through innovative teaching, collaborative partnerships, and a commitment to anti-racist practices, preparing scholars to be compassionate and engaged global citizens.

## MISSION

Empowering every scholar to achieve their highest potential in a diverse, inclusive, and equitable learning environment, fostering cultural understanding, scholar voices, and anti-racist practices to nurture lifelong learners and compassionate global citizens.

## VALUES

### **EQUITY**

We are committed to ensuring all scholars have access to the resources, opportunities, and support they need to succeed, recognizing and addressing systemic inequities.

### **INCLUSION**

We embrace and celebrate the diverse backgrounds, cultures, and perspectives of our scholars, staff, and community, fostering a welcoming and inclusive environment for all.

### **RESPECT**

We cultivate a culture of mutual respect and dignity, where every individual is valued and their voices are heard.

### **EMPOWERMENT**

We empower scholars, staff, and community members to actively participate in decision-making processes and to advocate for themselves and others.

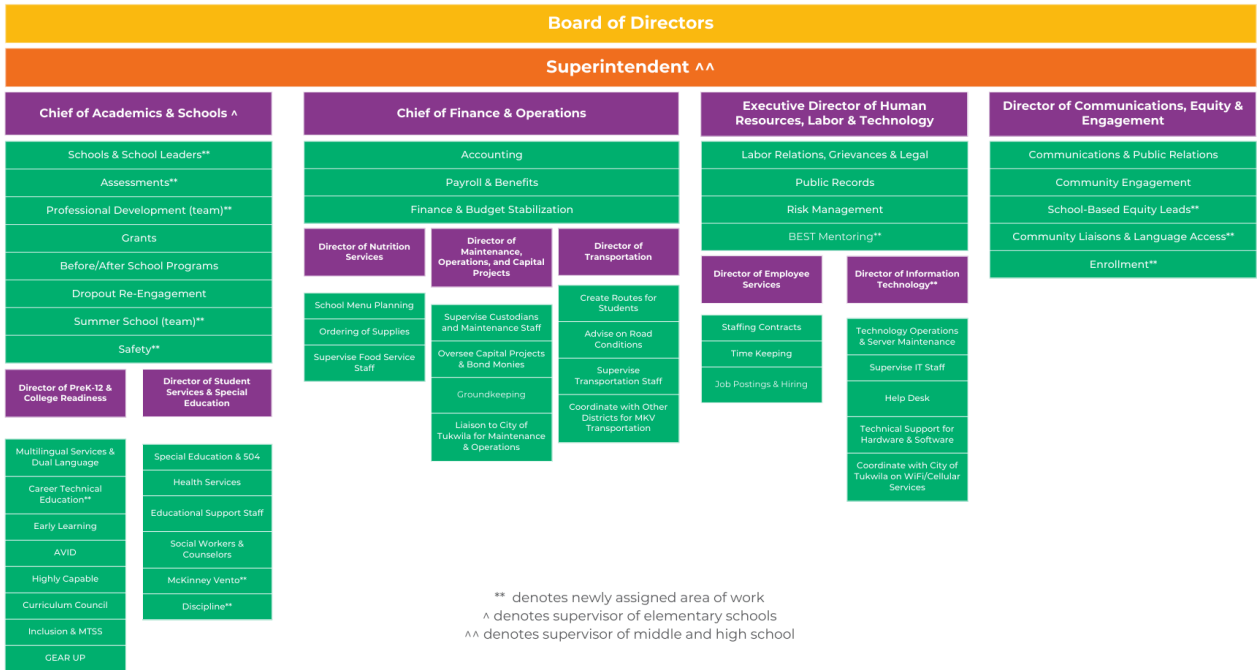
### **EXCELLENCE**

We strive for excellence in teaching, learning, and leadership, continually seeking to innovate and improve our practices to achieve the highest standards of educational success.

### **INTEGRITY**

We act with honesty, transparency, and accountability in all our actions, upholding the highest ethical standards in our work.

# Organizational Structure



**Schools**  
 Elementary Schools: Cascade View, Thorndyke, & Tukwila  
 Middle School: Showalter  
 High School: Foster



# Guiding Principles

## 6 ANTI-RACIST GOALS

1. **Name and disrupt racist systems** Identify and dismantle policies and practices that perpetuate racial bias and inequalities within the Tukwila School District (TSD).
2. **Enforce anti-biased discipline** Ensure disciplinary practices are fair and free from bias, promoting restorative justice.
3. **BIPOC-represented curriculum** Integrate a curriculum that reflects the diverse histories and contributions of BIPOC\* communities.
4. **Anti-racist Leadership Development** Provide training for TSD leaders to cultivate anti-racist practices and mindsets.
5. **Student Voice and Engagement** Empower scholars to participate in decision-making and share their experiences to foster a welcoming and inclusive TSD community.
6. **Anti-racist policy review and advocacy** Regularly review and revise district policies to align with anti-racist principles and advocate for systemic change.

The district's anti-racist goals were chosen based on feedback from the 2024 Superintendent's Student Advisory Board and their pivotal role in developing the district's Anti-Racist Statement, ensuring our priorities reflect scholar voices and commitment to systemic equity.

## TARGETED UNIVERSALISM

Targeted universalism is a policy development strategy that sets universal goals for all groups, but uses targeted approaches to achieve them. The goal is to raise all groups to a common aspiration point, even if it requires different efforts for each group.

Targeted universalism differs from universal strategies and policies, which treat everyone the same. It also differs from targeted policies, which start with targeted goals.

\*See Glossary on Page 13

# H.E.R.E Learning Happens

The Tukwila School District's Strategic Plan serves as a roadmap to guide the district in achieving its mission of fostering academic excellence, equity, and community engagement. Centered around key areas such as high expectations, engaged learners, strong relationships, and equity, the plan outlines clear goals and strategies to ensure that all scholars are supported, challenged, and prepared for future success. By aligning resources, policies, and practices with these priorities, the plan provides a cohesive framework for improving scholar outcomes, promoting racial equity, and strengthening partnerships with families and the community.



## **HIGH EXPECTATIONS & EXCELLENCE FOR ALL**

Scholars and staff uphold high expectations, striving to graduate responsible, civically engaged individuals by effectively utilizing resources to achieve successful outcomes.



## **ENGAGED LEARNERS**

Scholars engage with meaningful content and high-quality instruction, through engaging learning experiences and service-oriented leadership to achieve their highest potential.



## **RELATIONSHIPS**

We prioritize positive relationships between scholars, staff, families, and community organizations by partnering in education and holding ourselves accountable for treating each other with civility.



## **EQUITY & EMPATHY**

We value the diverse cultures, languages, and experiences of the Tukwila community by nurturing cultural connectedness and racial equity and ensuring schools are safe for everyone physically, socially, and emotionally.

# High Expectations & Excellence for All

**Scholars and staff have high expectations of themselves and others.**

- We believe in graduating responsible, civically engaged scholars.
- We believe in using resources responsibly to produce successful scholar outcomes.

## ACADEMIC SCHOLAR GOALS

**Desired Outcome:** Scholar achievement increases as a result of high-quality instruction and high expectations by staff.

<b>METRICS</b>	Hispanic/Latino and Black scholars will improve their proficiency scores in ELA* and Mathematics Smarter Balanced Assessments (SBA) by 10% within one school year.
	The Washington Comprehensive Assessment of Science* (WCAS) proficiency for Hispanic/Latino and Black scholars will increase by a least 5%.
	The Student Growth Percentile* (SGP) for Hispanic/Latino and Black scholars will increase by at least 10% in ELA* and Mathematics SBA.

\*See Glossary on Page 13

# High Expectations & Excellence for All

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- We believe in graduating responsible, civically engaged scholars.
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## ACADEMIC SCHOLAR GOALS

**Desired Outcome:** Scholar achievement increases as a result of high-quality instruction and high expectations by staff.

<b>METRICS</b>	The percentage of 9th grade scholars on track to graduate will increase by 5% annually.
	Graduation rates for Hispanic/Latino and Black scholars will increase by at least 5% annually.

## STAFF GOALS

<b>METRICS</b>	The percentage of staff who respond positively on the EES* Survey in the area of High Standards and Expectations will increase by 5% each year.
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\*See Glossary on Page 13

# Engaged Learners

**Scholars engage with meaningful and relevant content and receive high-quality instruction.**

- We believe in designing engaging learning experiences that enable scholars, staff, and families to achieve at their highest potential.
- We believe in leading through service to empower scholars, staff, and community.

## SCHOLAR DISCIPLINE GOALS

**Desired Outcome:** Scholars feel safe and supported at school and have positive relationships with peers and teachers.

<b>METRICS</b>	Disproportionality in scholar discipline will decrease by 5% for the Hispanic/Latino and Black/African American scholar populations.
	The percentage of 4th - 12th scholars responding positively on the EES* scholar survey in the area of Collaboration and Interpersonal Skills will improve 5% each subsequent year.

## SCHOLAR SUCCESS GOALS

**Desired Outcome:** Scholars consistently attend their classes and are actively engaged with learning by planning for their futures.

<b>METRICS</b>	The percentage of Hispanic/Latino and Black scholars regularly attending school will increase will increase by 5% each subsequent year.
	Specifically focusing on the supports for Hispanic/Latino and Black scholars, the percentage of scholars who have completed their High School & Beyond Plans to 80% for 11th graders and 100% for seniors, in alignment with state guidelines.

\*See Glossary on Page 13

# Relationships

**We value and prioritize positive relationships between scholars, staff, families, and community organizations.**

- We believe in partnering with families and our community in educating the whole child.
- We believe in holding ourselves accountable for treating each other with civility to promote positive relationships.

## SCHOLAR CONNECTION GOALS

**Desired Outcome:** Scholars will feel connected to and supported by their school community and accepted for who they are.

<b>METRICS</b>	The percentage of scholars responding positively on the EES* scholar survey in the area of Belonging and Identity will improve 5% each year.
	Percentage of families attending conferences: Establish goals for improvement in School Improvement Plans based on the baseline attendance rates for 3rd, 6th, and 9th grade families. Goals should target a 10% annual increase, with a specific focus on increasing engagement from Hispanic/Latino and Black families.
	In Winter 2024, we will launch a new communications survey to gather feedback from families, staff, and the community on the effectiveness of our school and district communication strategies. This survey will help us assess satisfaction levels, identify areas for improvement, and ensure that our communication methods are transparent, accessible, and meet the needs of our diverse stakeholders. Additionally, safety events will be a central focus in the survey, allowing us to collect valuable insights on how well safety protocols and communications are understood and received by the community. The results will inform future efforts to enhance engagement and information sharing throughout the district.

\*See Glossary on Page 13

# Equity & Empathy

**We value the diverse cultures, languages, and experiences of the Tukwila community.**

- We believe in nurturing cultural connectedness and racial equity to ensure the achievement of all scholars.
- We believe that schools should be safe for everyone - physically, socially, and emotionally.

## STUDENT RELATIONSHIP GOALS

**Desired Outcome:** Staff will know scholars by name, strength, culture, and need, which will ultimately contribute to a sense of belonging.

<b>METRICS</b>	<p><u>EES (Educational Effectiveness Survey) Student-Belonging and Identity</u></p> <p>The percentage of scholars responding positively on the EES scholar survey (Q1 and Q4) in the area of Belonging and Identity will improve by at least 5%.</p>
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## STUDENT HIGH EXPECTATIONS GOALS

**Desired Outcome:** Scholars will have access to high quality classes that will expose them to a variety of potential careers.

<b>METRICS</b>	<p>Participation in AP*, Honors, Running Start, Highly Capable classes and Future Educator Program. Aligned representation in AP, Honors, Highly Capable classes and Future Educator Program.</p> <p>Hispanic/Latino and Black scholars will increase their enrollment in AP/Honors/HC* courses by 5%.</p>
	<p>We will utilize the state language assessment (WIDA*) as our internal progress monitoring tool to increase the percentage of multilingual learners (MLLs*) that are progressing as measured by the WIDA by at least 10% by the end of the academic year.</p>

\*See Glossary on Page 13

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## **STRENGTHEN RACIAL EQUITY LEADS**

Provide ongoing professional development and resources for Racial Equity Leads to lead school-based equity initiatives effectively in alignment with district-level initiatives.

## **AMPLIFY SCHOLAR VOICE**

Amplify scholar voice by establishing structured opportunities for scholars to participate in decision-making processes, such as regular feedback sessions, scholar advisory boards, and school-based equity teams, ensuring their perspectives inform district-wide policies and practices.

## **LEADERSHIP EQUITY PD**

Offer continuous equity-focused professional development for all district leaders to promote inclusive and anti-racist leadership practices.

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	The Washington Comprehensive Assessment of Science* (WCAS) proficiency for Hispanic/Latino and Black scholars will increase by a least 5% points.
	The Student Growth Percentile* (SGP) for Hispanic/Latino and Black scholars will increase by at least 10% in ELA* and Mathematics SBA.
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METRICS	The percentage of staff who answer positively on the EES* Survey in the area of High Standards and Expectations will increase 5% each subsequent year.
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**H.E.R.E**

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## VALUES

- Equity
- Inclusion
- Respect
- Empowerment
- Excellence
- Integrity



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# Glossary

**AP (Advanced Placement)** College-level courses offered in high schools that allow scholars to challenge themselves academically, earn potential college credit, and prepare for postsecondary education. AP courses are developed by the College Board and include standardized exams.

**BIPOC (Black, Indigenous, and People of Color)** A term recognizing the unique histories, cultures, and systemic inequities experienced by Black, Indigenous, and other communities of color in Washington State and nationwide.

**EEC (Educational Effectiveness Survey)** A comprehensive survey administered to scholars, families, and staff to assess perceptions of school climate, teaching effectiveness, and overall educational impact.

**ELA (English Language Arts)** A core subject area in Washington State's K-12 education system that focuses on developing scholars' skills in reading, writing, speaking, and listening, as measured by state standards like the Common Core.

**HC (Highly Capable)** Programs or services designed for scholars who demonstrate advanced academic ability or exceptional talent in specific areas. These programs aim to provide enriched and challenging educational experiences to support their unique learning needs.

**MLL (Multilingual Learners)** Washington State's term for scholars who are learning English as an additional language while leveraging their home language(s) to succeed academically and socially, replacing the term English Language Learners (ELL).

**SBA (Smarter Balanced Assessment)** Washington State's standardized assessment used to measure scholar proficiency and growth in English Language Arts and Mathematics for grades 3-8 and 10, ensuring alignment with state learning standards.

**SGP (Student Growth Percentile)** A measure that compares a scholar's academic growth to that of their academic peers nationwide who started at a similar achievement level. SGPs are expressed as a percentile ranking (1-99), showing how much progress a scholar has made relative to others with comparable prior performance.

# Glossary

**WCAS (Washington Comprehensive Assessment of Science)** A state-mandated assessment measuring scholars' proficiency in science based on Washington State K–12 Science Learning Standards, aligned with the Next Generation Science Standards (NGSS). Administered to grades 5, 8, and 11, it evaluates key scientific concepts, practices, and themes to prepare scholars for education, careers, and informed citizenship.

**WIDA (World-Class Instructional Design and Assessment)** An organization that develops language development standards and assessments used in Washington State to support and measure the academic progress of Multilingual Learners (MLLs). WIDA is integral to the state's approach to ensuring equity in language education.

# Contact Us

At Tukwila School District, we believe that open communication and collaboration are key to fostering a strong educational community. If you have questions, concerns, or feedback, we're here to help.



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