

TAHOMA *together*



Honoring Our Past,
Shaping Our Future.

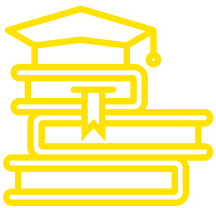
**STRATEGIC
PLAN YEAR 1**

2025
2026



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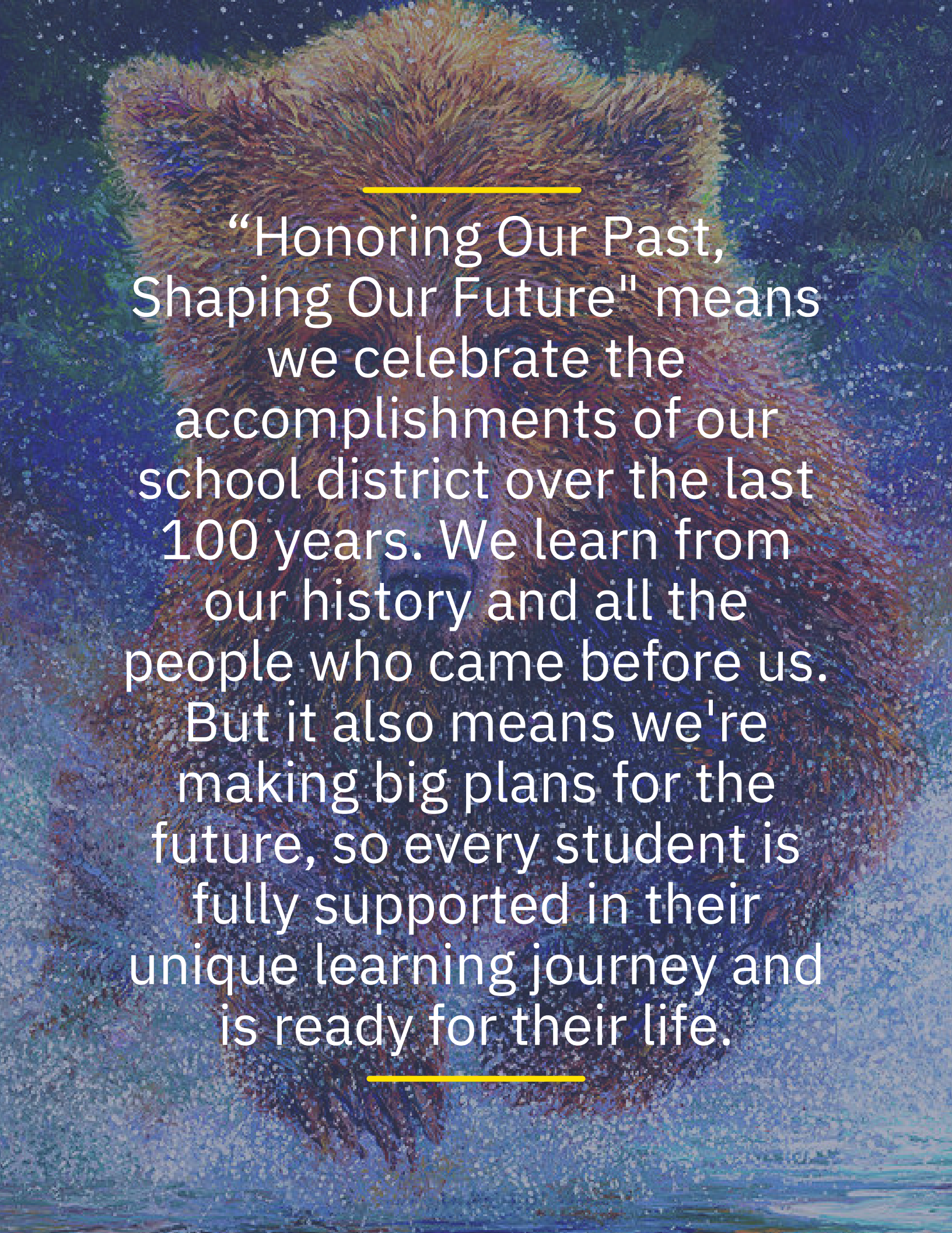
**STRONG
ACADEMIC
PROGRAMS**



**STUDENT
WELL-BEING**



**SAFETY &
OPERATIONAL
EXCELLENCE**



“Honoring Our Past,
Shaping Our Future” means
we celebrate the
accomplishments of our
school district over the last
100 years. We learn from
our history and all the
people who came before us.
But it also means we're
making big plans for the
future, so every student is
fully supported in their
unique learning journey and
is ready for their life.



OUR MISSION:

Together, provide the tools and experiences every student needs to create an individual, viable and valued path to lifelong personal success.

OUR VISION:

Quality Learning Every Day in Every Classroom for Every Child

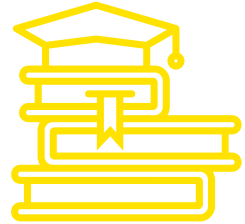
OUR VALUES:

- Excellence
- Collaboration
- Stewardship
- Equity
- Leadership

STRATEGIC PRIORITY:

STRONG ACADEMIC PROGRAMS

Goal: Students are engaged and supported in learning, improving proficiency in literacy and math, and prepared for the future.



2025-2026 Objectives

Implement evidence-based K-12 curriculum, instruction and assessments for literacy and math

- Administer STAR screener with all K-8 students in literacy and math
- Launch STAR screener at Tahoma High School with volunteer teachers
- Implement new curriculum in elementary literacy, WA State History, Ancient Civilizations, Psychology, AP Statistics, Algebra II and middle school visual arts
- Administer benchmark assessments in literacy and math in grades K-11

Expansion and refinement of academic programs

- Research dual language programming options
- Identify highly capable programming needs
- Develop a course proposal for Adaptive Physical Education at middle school
- Audit Special Education instructional delivery models and develop program recommendations
- Implement Elementary Math interventions
- Provide current curriculum information for English Language Arts, Math, Social Studies and Science on district website
- Launch multi-tiered systems of support implementation at GPES, LWES, RCES, SLES, MVMS and STMS

Alignment of district programming with changes in state academic requirements

- Monitor K-12 academic program changes to Washington State English Language Arts & Math standards
- Research and share new state requirements from the Washington State Future Ready initiative with staff members and community

Life, career and post-secondary education readiness

- Adopt a district financial education expansion goal
- Analyze historical student participation rates in the senior exit survey and increase participation of the senior exit survey

Key Performance Indicators

- 60% of students demonstrating growth (typical-high growth) on the STAR Math assessment K-8
- 70% of students demonstrating growth (typical-high growth) on the STAR Reading assessment in grades K-8
- 72.3% of students meeting standard and more students will increase performance levels than decrease on the English Language Arts Smarter Balanced Assessment (SBA)
- 60% of students meeting standard and more students will increase performance levels than decrease on the Math Smarter Balanced Assessment (SBA)
- 60% of multilingual students demonstrating growth on the World-class Instructional Design and Assessment (WIDA) assessment
- 60% of students completing the Senior Exit Survey
- 98% of students selecting an option other than "undecided" on the Senior Exit Survey regarding post graduation plans

STRATEGIC PRIORITY:

STUDENT WELL-BEING

Goal: Students are emotionally safe, valued, and supported by our community.



2025-2026 Objectives

Develop a uniform, consistent, proactive system of support that addresses each student's social-emotional, behavioral, and attendance needs.

- Audit existing behavioral and mental health programming and interventions at MVMS, STMS, GPES, LWES, RCES, SLES
- Provide professional learning for behavioral and social-emotional tiered systems at MVMS, STMS, GPES, LWES, RCES, SLES
- Develop behavioral and social-emotional portion of the MTSS handbook for MVMS, STMS, GPES, LWES, RCES, SLES
- Create and launch a model for tiered intervention and support for student attendance, behavioral health, and mental health
- Establish consistency in student attendance progress monitoring across schools
- Implement social-emotional screeners K-12
- Update and communicate district mental health resource lists
- Strengthen partnerships with community mental health providers to increase access to student mental health services

Ensure successful student transitions to the next level of education or gainful employment

- Increase promotion of the THS Future Ready Center as a support hub for career and college readiness
- Implement the updated High School and Beyond Plan for middle and high school

Deepen family engagement through responsive, accessible, and empowering practices that support student success at school.

- Establish Family and Community engagement advisory groups
- Ensure all district communication is welcoming and available in multiple languages
- Develop a tracking system to determine when & how students are accessing TSD-associated mental health supports

Key Performance Indicators

- 82% of students attending school 90% or more of the time
- 80% of students reporting feeling safe, connected and supported on district climate survey
- 70% of students indicating they feel prepared for post-high school on Senior Exit Survey
- Increase the rate of engagement from 5 to 10% for families participating in wellness workshops
- Establish a baseline for proficiency in social emotional learning standards
- 10% decrease in the opportunity gap between highest and lowest access groups accessing mental health services

STRATEGIC PRIORITY:

SAFETY & OPERATIONAL EXCELLENCE

Goal: Effectively use district resources to recruit and retain an exceptional district team, and continually provide students with the safest, most accessible experiences of any school district in King County.



2025-2026 Objectives

Provide regular, timely and relevant communication for staff, families, and community members

- Develop Tahoma Together Strategic Plan webpage to share information and progress on our objectives & key performance indicators
- Hold Internal Communications Advisory meetings quarterly & implement recommendations
- Administer Employee Engagement survey in 2026, share results, and follow up on feedback
- Improve use of ParentSquare use across district; launch Community Square
- Update district website with staff and community communications that include the district budget, levies, bonds and capital facilities

Maintain stable and adequate funding to assure students receive a consistent, high-quality education

- Create an Academic Return on Investment framework
- Improve efficiency by reducing redundancies, with a focus on contracted services & licenses

Provide pristine, safe and comfortable facilities for all students and members of our community

- Develop and implement a long-term capital facilities plan
- Develop an asset and inventory management system to accurately refresh & replenish equipment
- Install new ADA playground equipment at all 6 elementary schools
- Install badge readers in all district portables to ensure safe entry
- Install 10 new ADA accessible doors in schools
- Install GPS systems in all district buses
- Develop a district continuity of operations plan

Attract, develop, and support a high-performing workforce

- Improve district hiring practices - recruiting, screening, interviewing, and selection practices
- Review and revise employee onboarding process and evaluation processes
- Create framework for leadership development
- Provide professional development for paraeducators through General Certification and Fundamental Course of Study programs
- Provide professional development for employees aligned with district, department and school goals
- Negotiate new collective bargaining agreements with Tahoma Education Association and Public School Employees Union

Key Performance Indicators

- Increase participation rates on Employee (by 5%) and Community (to 15%) Engagement surveys
- Increase Satisfaction rates on Employee (by 4 points) and Community (by 1 point) Engagement surveys
- District general fund reserve remains within the range (10-12%) required by Tahoma School District Board policy



TAHOMA

SCHOOL DISTRICT 409

The Tahoma School District 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. See our Official Notices page for more information.