



TAHOMA *together*



Honoring Our Past,
Shaping Our Future.

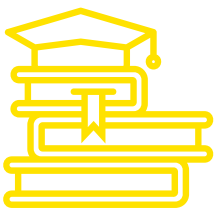
**STRATEGIC
PLAN YEAR 2**

2026
2027



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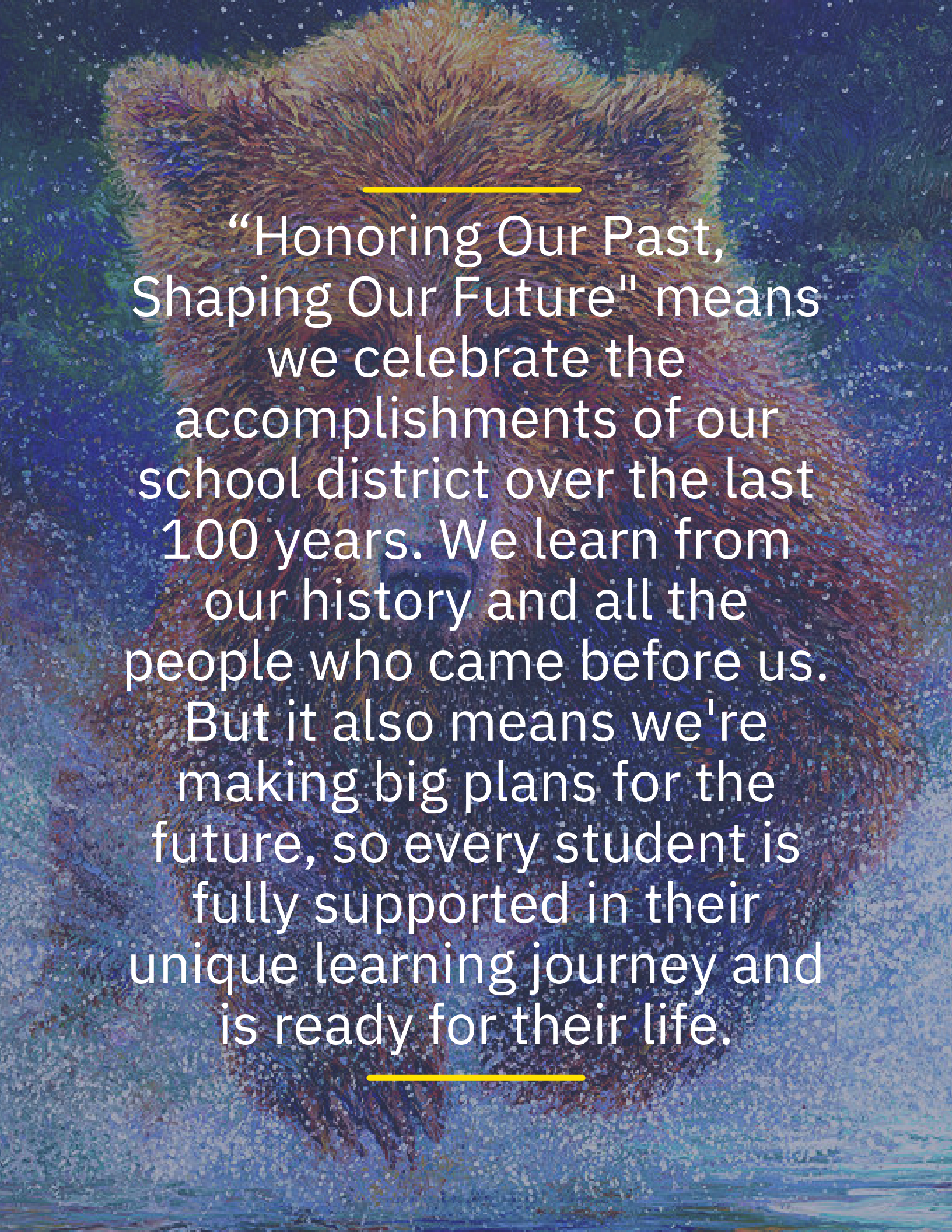
**STRONG
ACADEMIC
PROGRAMS**



**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

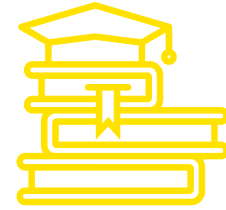
OUR VALUES:

- 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.



2026-2027 Objectives

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

- Formalize a comprehensive system of assessment and data analysis in math and literacy that is common across grade levels at all schools.
- Define core academic programming and interventions in the district MTSS framework.
- Implement the curriculum with fidelity in all grades in literacy and math.
- Administer the STAR reading and math assessments at THS.

Expansion and refinement of academic programs

- Implement Year 2 steps of the OSPI dual language programming implementation requirements.
- Implement the Year 2 steps of the High School and Beyond Plan.
- Implement adaptive PE programming at the middle level.
- Increase the number of Tier 2 interention options at the middle school level.
- Refine health and fitness curriculum to include social-emotional standards at the secondary level.
- Provide professional learning for all building MTSS teams.
- Audit existing core academic programming and interventions for alignment with evidence-based practices at THS, CRES, and TES.
- Develop a timeline for the implementation of non-traditional learning options for THS students.
- Develop the academic portion of the MTSS handbook for THS, CRES, and TES.

Alignment of district programming with changes in state academic requirements

- Review K-12 academic programs for alignment with changes to Washington State English Language Arts and Math standards.
- Develop recommendations for changes to Tahoma School District graduation requirements based on any changes to state graduation requirements.
- Align multilingual learner programming, curriculum, instruction and assessment to the OSPI model and document as part of the MTSS blueprints.

Life, career and post-secondary education readiness

- Monitor the state legislative session for new graduation requirements connected to financial literacy, civics, and post secondary readiness.
- Increase percentage of students completing the Senior Exit Survey

Key Performance Indicators

- *64% of students demonstrating growth (typical-high growth) on the STAR Math assessment K-8*
- *63% of students demonstrating growth (typical-high growth) on the STAR Reading assessment in grades K-8*
- *63.5% of students meeting standard and more students will increase performance levels than decrease on the Math Smarter Balanced Assessment (SBA)*
- *71.8% of students meeting standard and more students will increase performance levels than decrease on the English Language Arts Smarter Balanced Assessment (SBA)*
- *60% of multilingual students demonstrating growth on the World-class Instructional Design and Assessment (WIDA) assessment*
- *75% of students completing the Senior Exit Survey*
- *99% 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.



2026-2027 Objectives

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

- Clearly define Tier 1 staff practices and student behavioral expectations at each school.
- Ensure consistent reporting across schools through Skyward and SWIS in order to accurately document student behavioral trends and needs, and establish accurate baseline data for major behaviors.
- Establish an attendance team at each school that meets regularly to review data, identifies students in need of support, and adjust attendance strategies as needed.
- Regularly share attendance information with staff, including attendance patterns, and leverage staff connections and actions to improve student attendance.
- Use the Absence Response Tool consistently across schools, and follow up consistently using the MTSS/Five Foundational Practices framework to understand barriers and connect students with appropriate supports.

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

- Strengthen student transitions and family engagement as protective factors for student success through the expansion of community opportunities for students completing the Transition program.

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

- Develop a consistent and predictable meeting schedule for the Special Education Parent Advisory Council, and a protocol for the committee members to share feedback.

Key Performance Indicators

- 85% of students attending school 90% or more of the time
- 80% of students reporting feeling safe, connected, supported on climate survey
- 70% of students reporting they feel prepared for post-high school on Senior Exit Survey
- Establish a baseline number for major behaviors reported in Skyward
- Establish a baseline number for out-of-school exclusions
- Establish a baseline rate of fidelity to Tier 1 behavior management practices as measured by the Tiered Fidelity Inventory (TFI)

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.



2026-2027 Objectives

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

- Develop annual website content audit process to ensure accurate and timely information is available on district websites
- Maintain a budget webpage and implement regular staff and community communications to provide updates on the district budget, levies, bonds, and capital facilities.
- Inform staff of new ADA Web Content Accessibility requirements for sharing web based content and provide support for the transition of staff communication practices.
- Develop StudentSquare usage expectations for secondary students, to include extracurricular communications.
- Develop StudentSquare mini-lessons for 8th graders, to be delivered in Stretch classes each Spring.

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

- Develop and implement a centralized system-wide compliance tracker for grants, required reports, and required annual updates.
- Finalize the Academic Return on Investment (A-ROI) tool.
- Improve the efficiency of the Tahoma School District budget by reducing redundancies and identifying cost-saving opportunities. Focus for 2026-27 is on purchasing card usage, contracted services, and food.
- Develop a budget for 2027-28 that reflects greater revenues than expenditures and keeps the district in compliance with a 10% or greater fund balance.
- Improve the alignment of district staffing with the state funding model for staffing in Washington State.
- Clearly delineate levy expenditures, grant expenditures and special education expenditures within the district budget in a form that is easily understandable by staff and community members.
- Use the Skyward budgeting tools consistently in all schools and departments.

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

- Reconvene the Capital Facilities Committee to maintain or update the 25-year facility plan as needed.
- Develop standard operating procedures around the asset management and tracking process. Train key individuals on the process.
- Develop a prioritized list of district repairs and upgrades based on an external conditions of facilities review, including a timeline for repairs and upgrades, and the funding sources that will be used to address the repairs and upgrades.

Attract, develop, and support a high-performing workforce

- Review current hiring software and research other software to make a determination as to whether a transition to a new tool is appropriate.
- Review and revise the employee onboarding process and the professional development plan (PDP) evaluation process.
- Refine the framework for a Tahoma Leadership Academy to develop and grow our own leaders.
- Formalize standardized operating procedures for employee onboarding and termination.
- Research staff and family surveys that are specifically developed for education, and select a new survey for future use.
- Research the use of the state eVAL tool for teacher, principal and assistant principal evaluation, and make a determination as to whether a transition to this tool is appropriate.

Key Performance Indicators

- **Participation rates on Employee and Community Engagement Surveys**
- **Satisfaction rates on Employee and Community Engagement Surveys**
- **District general fund reserve fund balance remains at 10%**



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.