

GOAL 1: ACADEMIC EXCELLENCE

All students will perform at or above grade level and we will eliminate disparities among all groups.



In addition to taking online classes and passing state-required tests, 2015 Mount Tahoma grad Marcus McClain earned credit for working at Metro Parks STAR Center, which helped him graduate on time.

“Not a lot of my family had a graduation. They see it as a big accomplishment for me.”

Marcus McClain, 2015 Mount Tahoma High School Grad

Read the story of Marcus and two other Mount Tahoma students who got back on track to graduate on time at tacomaschools.org/strategicplan.

Our CORE VALUES What we believe

- Students first
- Results matter
- Flexible continuous improvement
- Data-driven decision making
- Effective leadership
- Parent/community partnership
- Cultural understanding
- Equity
- Quality instruction for everyone
- Rigor and relevance
- Accountability
- Transparency

Our VISION What we want to be

We will be an outstanding school district in which all students exhibit high standards of achievement and critical thinking skills, and are socially responsible, contributing members of their community.

MEASURING THE WHOLE CHILD

Accountability in Tacoma Public Schools
2015 - 2020

To determine the district's progress toward achieving the goal of academic excellence, the following benchmarks are used:

Pre-K to 5

Each elementary school will complete an annual summary of the building's Social Emotional Learning Action Plan

Grade 5

% of students scoring at each level of the state assessments (Smarter Balanced) in English language arts and math (annually)

% of students scoring at each level in reading competencies and math competencies on their report card (December and June)

Grade 8

% of students scoring at each level of the state assessments (Smarter Balanced) in English language arts and math (annually)

% of students earning a "C" or higher in algebra or geometry and in language arts 8 (each semester)

Grade 9

% of students failing one class (weekly)

% of students failing more than one class (weekly)

Grade 11

% of students scoring at each level of the state assessments (Smarter Balanced) in English language arts and math (annually)

Middle School

% of students enrolled in extracurricular activities (annually)

Graduation

PRIORITY BENCHMARKS

% of students graduating on time

% of students graduating with extended time

% of students dropping out

% of students re-enrolled from drop out

Prepared for Life After High School

% of students who have a verified acceptance letter from next institution (community college, university, military, apprentice program, etc.)

High School

% of students enrolled in extracurricular activities (annually)

Eligibility/readiness

% of students taking at least one Advanced Placement, International Baccalaureate, Running Start or College in the High School course

% of students who have earned industry recognition



For more information, visit the Tacoma Public Schools website at www.tacomaschools.org/strategicplan



Our MISSION What we do

In partnership with parents and community, we will provide a comprehensive educational experience that is rigorous, individualized and enables students to contribute to a changing and diverse world.



GOAL 2: PARTNERSHIPS

We will fully engage our parents, community and staff in the education of our children.



As part of the Brotherhood program, mentor Chris Spivey plays basketball after school with an Edison Elementary School student. The YMCA's Brotherhood program, which helps young men develop positive character and stay focused on their goals and dreams, is at Blix, Lister, Roosevelt and Sheridan elementary schools and First Creek Middle School.

"Kids can never have too many caring adults in their lives to help them find their purpose and passion, to achieve academic success, and to mentor them."

Chris Spivey, mentor and association teen director at YMCA of Pierce and Kitsap Counties' Center for Community Impact

Learn more about partnerships at tacomaschools.org/strategicplan.

GOAL 3: EARLY LEARNING

We will focus on early assessment and intervention at the Pre-K through third grade levels to ensure early academic success.



As a third grader at DeLong Elementary in 2014-15, Illiana Moawad's reading competency soared with participation in the school's after-school tutoring program with hourlong sessions two days a week for three months.

"Illiana's confidence grew. During the tutoring program, her reading level went from below grade level to a year and a month above grade level."

Erika Edwards, teacher at DeLong Elementary

Read about Illiana's path to reading success at tacomaschools.org/strategicplan.

GOAL 4: SAFETY

All schools will create and maintain safe learning environments that promote excellent academic achievement.



First-grader Cale Carter practices positive Franklin Elementary Panther traits during class. Positive behavior is a component of the Tacoma Whole Child Initiative, a collaboration with the University of Washington, Tacoma.

"By rewarding the positives, gently reminding them when they're not following expectations and modeling that as a staff, it has potential to be positive and powerful for their lives."

Principal Kecia Keller, Franklin Elementary

Watch a video to see how Franklin Elementary supports appropriate behavior and social culture needed for all students to achieve social, emotional and academic success at tacomaschools.org/strategicplan.

To determine the district's progress toward achieving the goal of fully engaging with our parents, community and staff the following benchmarks are used:

Welcoming Environment

PRIORITY BENCHMARK
of registered volunteers (families & community members) in schools (annually)

% of responses from students and parents/guardians at each level on the Climate Survey regarding diversity (annually)

% of responses from staff and parents/guardians at each level on the Climate Survey regarding sustained family and community engagement (annually)

Effective Communication

% of responses from students, parents/guardians and staff at each level on the Climate Survey regarding communication (annually)

Partners Supporting Student Success

PRIORITY BENCHMARK
of community-based and youth-based organizations in formal partnerships with schools and/or school district (annually)

% of responses at each level on the Community Partners Survey (annually)

of expanded learning opportunities created with partner organizations (annually)

of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources and volunteers (annually)

Engaged Families and Parents

of parents participating in the School Climate Survey (annually)

To determine the district's progress toward achieving the goal of creating and maintaining early learning environments that promote academic learning the following benchmarks are used:

Pre-School

PRIORITY BENCHMARK
of students being served in preschool programs (annually)

Kindergarten

% of students who showed growth when comparing the fall kindergarten reporting standards (WA Kids) and third trimester report card standards in literacy, math and social emotional learning (annually)

1st Grade

% of students scoring at each level of the reading and math competencies on report card (December and June)

2nd Grade

% of students scoring at each level of the reading and math competencies on report card (December and June)

3rd grade

% of students scoring at each level of the reading and math competencies on report card (December and June)

PRIORITY BENCHMARK
% of students scoring at each level on the English language arts Smarter Balanced state assessment (annually)

% of students scoring at each level on the math Smarter Balanced state assessment (annually)

PRIORITY BENCHMARKS: Best indicator of success in the goal area.

To identify disparities between various student groups, all data in Academic Excellence, Safety and Early Learning will be broken out by the following groups:

- Ethnicity
- Poverty (Free and Reduced Lunch Rate Participation)
- Gender
- Region
- ELL (English Language Learners)
- SPED (Special Education)

To determine the district's progress toward achieving the goal of creating and maintaining safe learning environments, the following benchmarks are used:

3rd and 5th Grade Students

PRIORITY BENCHMARK
% of students with no exclusionary discipline (suspensions or expulsions) (annually)

6th, 8th, 9th and 12th Grade Students
% of students with no exclusionary discipline (suspensions or expulsions) (annually)

5th, 6th, 8th, 9th, and 12th Grade Students

% of students with behaviors that result in state reported actions (by behavior) (annually)

3rd through 12th Grade Students

PRIORITY BENCHMARK
% of students completing the Climate Survey (every other year)

Staff

of elementary, middle school and high school staff completing the Climate Survey (every other year)

Parents

of elementary, middle school and high school parents completing the School Climate Survey (every other year)

3rd through 12th Grade Students

% of students completing the Healthy Youth Survey (every other year)