

# TULSA PUBLIC SCHOOLS

2023-24

## Improvement Plan

Thursday, April 25, 2024



# Warm Welcome

## Postsecondary Acceptances and Scholarship Announcements



Today, we are continuing to provide a clear progress report of our 2023-24 improvement plan in response to the specific Oklahoma State Board of Education improvement goals presented on November 30.

### Objectives for Today

1. Share an update on actions taken toward three OSDE 2023-24 goals.
2. Provide an update on initiatives we have implemented to support student achievement between now and the end of the school year.
  - a. Oklahoma Teacher Empowerment Program (OTEP) advanced teacher initiative
  - b. Literacy Ambassadors program with retired TPS teachers
  - c. Oklahoma School Testing Program (OSTP) Kick-Off
  - d. High-Dosage Tutoring

# Tulsa Public Schools is making progress on each of the three OSDE goals.

Goal	Major actions since March 28, 2024	Current Status
<b>OSDE Goal 1</b> (literacy improvement)	<ul style="list-style-type: none"> <li>• OTEP teachers provided small group lessons to +1,100 students across MRI/CSI elementary and middle school sites.</li> <li>• Continued focus on drilldown of standard mastery by student to inform classroom instruction and interventions.</li> <li>• Maintained improvements in chronic absenteeism and suspensions, increasing instructional time.</li> </ul>	We are currently taking the OSTP assessment. We must accelerate learning for ~700 more students in order to move them from Below Basic to Basic on the Spring OSTP to meet this goal.
<b>OSDE Goal 2</b> (science of reading training for teachers and school leaders)	<ul style="list-style-type: none"> <li>• Elementary Literacy Lab professional development series grounded in the district adopted ELA resources and application of the Science of Reading. The final session is May 2nd.</li> <li>• Secondary teachers and leaders spent time understanding how to apply their new learning into their teaching area and the additional needs for implementation.</li> </ul>	84% of elementary teachers and 77% of elementary school leaders are “on track” to complete the course by May 13.  91% of secondary teachers and 96% of secondary school leaders have completed the required SoR modules.
<b>OSDE Goal 3</b> (MRI school improvement)	<ul style="list-style-type: none"> <li>• Completed: OTEP Pilot implementation across 24 sites.</li> <li>• In Progress: Prioritizing support to seniors at MRI schools who are credit-deficient in order to boost graduation rates.</li> <li>• In Progress: High dosage tutoring for 4th and 5th graders, at our designated sites through the end of April.</li> <li>• In Progress: Providing FEV tutoring at secondary sites to targeted student groups.</li> </ul>	We eagerly anticipate providing further insights on the potential impact of these initiatives once we receive assessment scores and report card data.

We also welcomed two new board members this month.



**MR. CALVIN MONIZ,**  
District 2




**MS. SARAH SMITH,**  
District 6

# The goal of the OTEP pilot was to provide students projected to score Below Basic on OSTP with high-quality, targeted instruction in order to improve reading proficiency across our MRI and CSI sites.

- Of the 1,125 students selected to receive the additional, targeted small-group instruction **1,100 students with a average MAP percentile of 20 attended an average of 5 sessions** across the last month.
  - This equates to about 150 additional minutes of targeted literacy instruction for students.
- 980 students were served in the 3-5th grades and 120 students in the 6-8th grades, and 410 of the students are identified as Multilingual Learners.

OTEP Teachers documented attendance and skills/lessons taught for each students across each session.



					3/25-3/29			4/1-4/5		
Student Name	Homeroom Teacher	Student ID	Grade	MAP Percentile	Session 1	Session 2	Notes:	Session 1	Session 2	Notes:
			4	17	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Explicit Instruction for Phonics Intervention. Instructional Focus: Unpredictable Vowel Team ee/ea.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	WV Phonics Instructional Focus: Predictable vowel teams - au/aw, Week 1 Story Number: 2 Buckle Down: Unit 3 Language -Lesson 20: Parts of Speech
			4	17	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Explicit Instruction for Phonics Intervention. Instructional Focus: Unpredictable Vowel Team ee/ea.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	WV Phonics Instructional Focus: Predictable vowel teams - au/aw, Week 1 Story Number: 2 Buckle Down: Unit 3 Language -Lesson 20: Parts of Speech
			4	17	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Explicit Instruction for Phonics Intervention. Instructional Focus: Unpredictable Vowel Team ee/ea.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	WV Phonics Instructional Focus: Predictable vowel teams - au/aw, Week 1 Story Number: 2 Buckle Down: Unit 3 Language -Lesson 20: Parts of Speech
			4	14	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Explicit Instruction for Phonics Intervention. Instructional Focus: Unpredictable Vowel Team ee/ea.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	WV Phonics Instructional Focus: Predictable vowel teams - au/aw, Week 1 Story Number: 2 Buckle Down: Unit 3 Language -Lesson 20: Parts of Speech
			4	13	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Explicit Instruction for Phonics Intervention. Instructional Focus: Unpredictable Vowel Team ee/ea.	<input type="checkbox"/>	<input type="checkbox"/>	Absent session 1 and 2



# Feedback from teachers during the OTEP pilot was mostly positive, although there were some constructive suggestions for enhancing the experience going forward. We look forward to formally debriefing with the OTEP teachers on May 23rd.

"I would like to say THANK YOU, team, because it was a wonderful experience that I will never forget. After all, OTEP allowed me to listen to students' doubts and concerns and support them in their academic progress"

"I very much enjoyed getting to work with students who were excited to learn and wanted to put the effort in. I felt like it was also a great way for me to grow as a teacher and get out of my comfort zone by being more intentional in each of my steps. It also helped me learn to better plan and be clear and even more precise as a teacher."



2. What did you learn from the tutoring sessions over the last few weeks? We learn about ~~the~~ how to get help with some of the tools on the state test

3. From what was covered in the tutoring sessions, what was most helpful to you in getting ready for the state test? you can scan the passages to find the answers

"... I appreciate the growth I feel I achieved as a professional through this opportunity. I hope our district's execution was able to achieve the growth in our students that we all are so working tirelessly for!"

"I think this could be more successful with some modifications, which I am sure will be discussed on the 23rd. I could see this being a position for several teachers who have proven track records to go and work with the students....Is it possible to be able to see the kids test scores when they complete them? It was extra work but enjoyable. I sincerely hope these kids do well and I wish I could have had more time with smaller groups."

## Literacy Ambassadors are providing small group support to students with the primary goal of improving academic achievement at MRI and CSI sites.

- 12 Literacy Ambassadors have signed-up to provide this support up to three days each week beginning April 1st through the end of the school year.
- All Literacy Ambassadors are former Tulsa Public Schools teachers, have at least 10 years of successful teaching experience, and a valid Oklahoma teacher certification.
- Literacy Ambassadors are providing targeted small group instruction using district approved intervention resources and *Buckle Down to the OAS* lessons for our students in the 3rd-5th grades.

### Schools With Literacy Ambassador Support

Anderson (MRI)

Burroughs (MRI)

Emerson (MRI)

John Hope Franklin (MRI)

Mitchell (CSI)

Skelly (CSI)

Wayman Tisdale (CSI)



**“Thank you for sending the [Literacy Ambassadors] retired teachers to our school. They have been extremely helpful. This program would be awesome to start the year with.”**

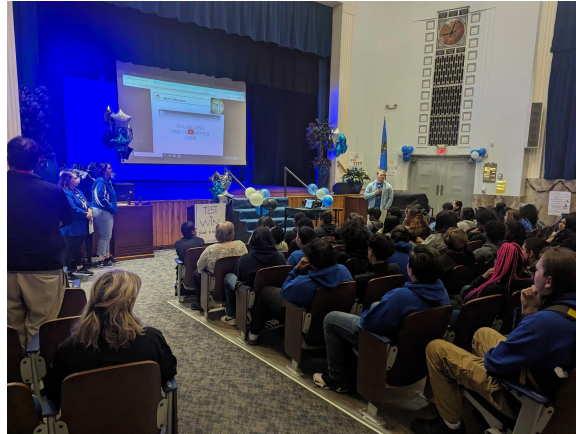
**- Tulsa Public Schools Elementary Principal**



# 28 Tulsa Public Schools CSI and MRI sites are participating in high-dosage tutoring for 4th and 5th graders, serving 470 students.



Our school teams are leveraging celebrations, kick off events, and other incentives to inspire students to put their best foot forward on our end of year assessments and the OSTP.



**In summary: We are looking forward to see the impact of our collective work as we prepared for end-of-year assessments, and we remain committed to implementing the necessary changes to improve students' academic results.**



**WE CONTINUOUSLY IMPROVE BASED ON DATA.**



**WE USE THE DISTRICT SELECTED CURRICULA AND ASSESSMENT TOOLS.**



**WE WELCOME AND EMPOWER TULSA PUBLIC SCHOOLS FAMILIES.**



**WE CREATE AND MAINTAIN WARM AND SUPPORTIVE ENVIRONMENTS.**



**WE LEAD BY EXAMPLE.**



Across March and April, we engaged School Leaders in planning for the 2024-25 school year, grounding in the shifts we shared last month.

We look forward to supporting our sites to plan for and implement these shifts.