



---

T U L S A

---

PUBLIC SCHOOLS

**2010–2015  
Strategic Plan**



## FROM THE BOARD OF EDUCATION



### **TULSA BOARD OF EDUCATION**

Mr. Gary Percefull–District 1

Mrs. Oma Jean Copeland–District 2

Dr. Lana Turner-Addison (President)–District 3

Ms. Anna America–District 4

Mr. Brian Hunt (Vice President)–District 5

Ms. Ruth Ann Fate–District 6

Dr. Lois Jacobs–District 7

Mrs. Peggy Young (Clerk)

### *Dear Tulsa Community,*

The Members of the Board of Education for Tulsa Public Schools (TPS), Independent School District Number One of Tulsa County, Tulsa, Oklahoma, hereby join and express our support for the “2010–2015 Strategic Plan” for Tulsa Public Schools.

It is the mission of Tulsa Public Schools “to provide a quality learning experience for every student, every day, without exception.” We know that quality learning experiences require an effective teacher and leader at every site. The “2010–2015 Strategic Plan” provides a concrete plan for completing that critical component in pursuit of our Vision, Mission, Core Goals and Core Beliefs. We are committed to closing achievement gaps and to serving all students in their pursuit of educational success.

While this statement of support for the “2010–2015 Strategic Plan” is important, it is also important that we express our commitment that the successful implementation of this plan will include, where necessary and appropriate:

- Policy change;
- Focused, consistent and courageous decision-making;
- Building community and legislative support; and,
- Continuing, outspoken and unwavering advocacy for these reforms and for continuous improvement in our schools.

**We offer our thanks to all supporters and stakeholders for the generous commitment to high quality education.**

*Lana Turner-Addison*

**Dr. Lana Turner-Addison**  
President

---

## FROM THE SUPERINTENDENT

---

*Dear Friends of Tulsa Public Schools,*



This is a challenging time for urban districts. The bar on student achievement has been elevated and will continue to increase at a time when families are struggling financially (85 percent of students qualify for free or reduced lunch) and state resources are declining. However, addressing these and other externally-imposed challenges cannot justify a position or acceptance that students need less. We will not use excuses. It is an understatement to suggest that the world students will be entering upon graduation is a globally competitive one. We know that students need to graduate from high school fully ready for work-force entry or college, and subsequent career decision-making, regardless of their background.

Our work with the Tulsa community and the Bill & Melinda Gates Foundation has been transformational for this District. It has crystallized our thinking and focused our actions. We know that the single greatest influence on student academic growth is effective teaching and that teachers do their best when they are part of a high-performing professional team. We know that in order to build a performance culture across the District and a service culture at the District office, we must increase the use of data to inform instruction and assure that measurement drives results. We have extreme clarity for our direction: great teachers, great leaders and accountability for student growth and achievement.

There is a sense of urgency to all that we do in the pursuit of optimizing educational opportunities and advantages for every student in the District. Therefore, via the Strategic Plan, we make the following implementation commitments to you:

- We will do what is best for children. We will assess every strategy by how it will help students succeed in our classrooms and subsequently in the work-force environment and/or college setting.
- We will be prioritized and focused. We will focus attention on issues that must be addressed now and we will apply the proper resources and time to be successful.
- We will work within our means. We will commit to those things for which we have resources. We will identify funding gaps and propose solutions to address them.
- We will measure progress and report back frequently to the community. Each strategy we propose is based on clear, specific goals so that we can measure progress. We will commit to clear and timely communication so that staff, families and community members are informed of our plans and have the opportunity to share their suggestions for the future.

The approval of the “2010–2015 Strategic Plan” is the beginning of a process that provides performance-based, timely reviews by the Board of Education to take measure of our achievements and announce actions needed to address those areas that need bolstering. I look forward to working together to implement this plan on behalf of the more than 41,000 young people in Tulsa Public Schools.

**Thank you in advance for your deliberate and thoughtful efforts to help guide Tulsa Public Schools to a bright, successful future.**

Sincerely,

A handwritten signature in black ink, appearing to read "Keith E. Ballard", written in a cursive style.

Keith E. Ballard, Ed.D.  
Superintendent of Schools

## ABOUT THE DISTRICT

### Who We Are

**TULSA PUBLIC SCHOOLS** (TPS) was founded in 1904 to provide public education to Tulsa area students from kindergarten through grade 12. Since the District's inception, TPS has grown to encompass 85 accredited sites spread over 173 square miles.

Total enrollment in the District exceeds **41,000** students from the city of Tulsa, the county seat of Tulsa County and the surrounding area in Tulsa, Creek, Osage and Wagoner counties.

**TPS** provides early childhood (pre-kindergarten for four-year old students), primary (kindergarten through grade 3) and intermediate (grades 4 and 5) elementary schools, middle schools (grades 6–8) and high schools (grades 9–12).

The governing body of the District is the **Board of Education**, which is composed of seven elected members who serve **four-year terms**. The appointed **Superintendent** is the executive officer of the District.

The District has a  
**\$501.5 million**  
annual budget with a  
**\$304.9 million**  
general fund.

TPS employs **6,516 staff**  
members of whom **2,832**  
are certified teachers and  
administrators and  
**3,684** are support personnel.

About **17,000** volunteers  
offer their services within  
TPS each year.

### An Urgent Challenge

College and/or work-force readiness and career preparedness must be our unwavering goals, and the academic achievement gaps along racial/ethnic and socioeconomic lines must be eliminated. We must deliver upon the spirit and intent of our Mission:  
**To provide a quality learning experience for every student, every day, without exception.**

The time to act is now. Our work thus far has been met with enthusiastic support throughout the Tulsa community—local government, philanthropic, business and community groups, staff and parents. That support gives us both the momentum needed to undertake a comprehensive transformation plan and the foundation upon which to secure its success.

TPS currently uses ACT's College Readiness Benchmark Scores as one measure of college and career readiness. Currently **14 percent** of TPS students taking the ACT test are proficient in all four areas as compared to 19 percent for the state and 24 percent nationally. At this time we cannot compare ethnicity in ACT scores but we can identify achievement gaps within TPS using End-of-Instruction (EOI) test data.



For the 2010–2011 school year, the gap from the highest achieving students by ethnicity is as follows: (The goal is to reduce the numeric value of the percentages.)

Algebra I: African American 22%, Hispanic/Latino 13%, American Indian 10%, Caucasian 0%
Algebra II: African American 31%, Hispanic/Latino 13%, American Indian 16%, Caucasian 17%
Geometry: African American 47%, Hispanic/Latino 33%, American Indian 24%, Caucasian 13%
English II: African American 20%, Hispanic/Latino 26%, American Indian 9%, Caucasian 0%
English III: African American 22%, Hispanic/Latino 19%, American Indian 11%, Caucasian 0%
Biology I: African American 37%, Hispanic/Latino 25%, American Indian 10%, Caucasian 3%
U.S. History: African American 38%, Hispanic/Latino 25%, American Indian 17%, Caucasian 1%

The above statistics are a “high school-level snapshot in time;” however, the above performance disparities have their long-seeded origins in early childhood, elementary and middle school educational conduits. In other words, the challenge must be addressed from early childhood on through high school.



### Vision

.....

Excellence and High Expectations with a Commitment to All

### Mission

.....

To provide a quality learning experience for every student, every day, without exception

### Core Goals

.....

- **Student Achievement**—Each student will meet or exceed state and national standards by demonstrating mastery of a rigorous curriculum that provides a foundation for success in career readiness or college preparedness and beyond.
- **Teacher and Leader Effectiveness**—Assure that Tulsa Public Schools has an effective teacher in every classroom, an effective principal in every building and an effective employee in every position.
- **Performance-Based Culture**—Create an environment for sustainable performance improvement and accomplishment of the District's Vision, Mission, Core Goals and Core Beliefs.
- **Financial Sustainability**—Seek, organize and optimize resources for improved academic results.
- **Safe and Secure Schools**—Ensure the safety and security of all students and staff throughout the District.

### Core Beliefs

.....

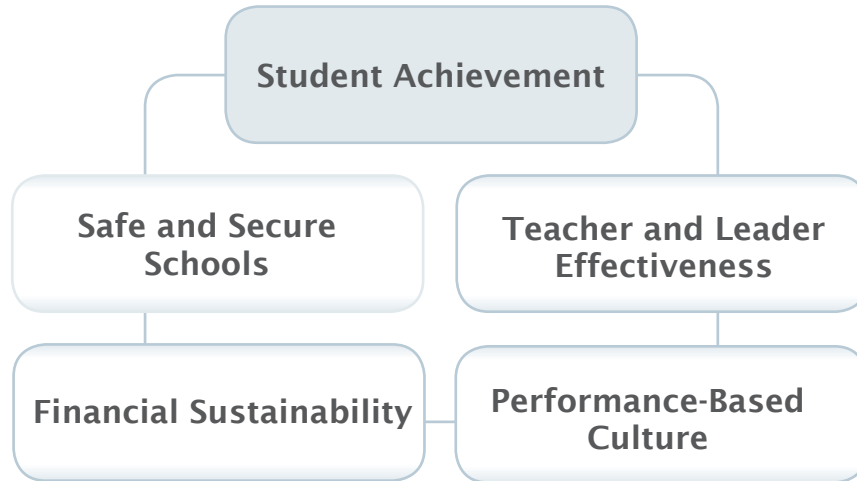
- Effective leaders and classroom teachers have a profound, positive impact on children's lives.
- All children can learn and TPS can close the achievement gap.
- TPS can be an efficient, effective, performance-based organization.
- Community collaboration is fundamental to achieving and sustaining excellence.
- TPS should provide a safe, healthy learning environment for students and staff.



## PROCESS FRAMEWORK

The Process Framework is the vehicle that will be used to check progress on the achievement of Core Goals. The process will be managed by the Chief of Staff with each Core Goal assigned to an individual Strategic Planning Facilitator. Within a 12-month period each Core Goal will be presented twice before the Board of Education for update/review that provides specific opportunities for monitoring and tracking of progress. Specific details of the process reside within a separate document.

The Strategic Plan **SUBSTANCE** presented as **CORE GOALS**



The Strategic Plan **PROCESS** will be operationalized by Strategic Planning Facilitators, with comprehensive oversight provided by the Chief of Staff.



---

## CORE GOALS

---

**1 Student Achievement**—Each student will meet or exceed state and national standards by demonstrating mastery of a rigorous curriculum that provides a foundation for success in career readiness or college preparedness and beyond.

**Strategic Objectives:**

- A. Create an exceptional learning environment via enhanced curricular, instructional and technology offerings as well as improved systems and structures, that prepares students to pursue college and work-force ready opportunities and to subsequently become effective, productive and contributing citizens.
- B. Develop a learning culture within our students that focuses on a love for learning, problem solving ability, intellectual curiosity, passion for the arts and a valuing of physical wellness.
- C. Examine District programs needed to deliver academic excellence with a focus on the elimination of achievement gaps among all subgroups of students.
- D. Expand the concept of community schools to appropriate scales of growth within the District. Community schools combine the best educational practices with a wide range of vital in-house health and social services to ensure that children are physically, emotionally, and socially prepared to learn.
- E. Explore opportunities for increasing academic learning time so that students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for work-force entry or college, and subsequent career decision making.
- F. Identify, replicate and customize success models and turn around low-performing schools.
- G. Develop strategic partnerships with high-performing public charter and contract schools that further improvement in student engagement, growth and achievement. These partnerships can diversify offerings, address unmet needs and expand access to innovation.

**2 Teacher and Leader Effectiveness**—Assure that Tulsa Public Schools has an effective teacher in every classroom, an effective principal in every building and an effective employee in every position.

**Strategic Objectives:**

- A. Monitor and track the implementation of an innovative and fair evaluation system for all TPS staff that is based upon feedback and support and is aligned to enacted Oklahoma legislation.
- B. Continue the enhancement of human capital functions that assures the effective recruitment, development and retention of a high-performing workforce prepared to be successful in an urban setting.
- C. Structure central administration and human capital systems to effectively support schools and enable site-based school leadership to focus on student growth and achievement.



- D. Create a culture of high expectations for academic achievement and conduct that makes no excuses based on students' demographics and/or socioeconomic status.
- E. Develop, track, and communicate clear outcome measures for student learning and organizational goals in order to precisely monitor work that will positively affect student achievement.

### **3 Performance-Based Culture**—Create an environment for sustainable performance improvement and accomplishment of the District's Vision, Mission, Core Goals and Core Beliefs.

#### **Strategic Objectives:**

- A. Improve alignment of district goals and objectives to focus on the most critical District priorities while fostering an environment of innovation based upon data-driven decisions.
- B. Diligently monitor and report staff and student progress on Strategic Plan initiatives to enhance trust through transparency, promote continuous improvement and determine success via observable and measurable standards.
- C. Develop coherent professional development content and delivery systems that support the strategic initiatives (examples illustrated on page 6) and build professional learning in all work environments.
- D. Adopt a District-wide accountability system to ensure the success of all schools.

### **4 Financial Sustainability**—Seek, organize and optimize resources for improved academic results.

#### **Strategic Objectives:**

- A. Be prudent stewards of District resources through rigorous planning and budgeting, and build further resources by enhancing public and private support for public education.
- B. Effectively manage fiscal resources in compliance with internal and external accountability requirements and deliver the highest quality financial services to all stakeholders.
- C. Maximize revenue from state, local, other governmental sources and private/foundation support.
- D. Support the efforts of Partners in Education, PTA, foundations, individual donors, business groups, and other community groups and agencies to augment existing District resources.
- E. Analyze facility utilization. Consolidation of schools will simultaneously be considered with parallel planning to optimizing student learning and performance opportunities.

## 5 **Safe and Secure Schools**—Ensure the safety and security of all students and staff throughout the District.

### Strategic Objectives:

- A. Create a caring, safe and secure environment that enables teaching and learning to take place.
- B. Ensure policies, procedures, strategies, and programs support a positive climate and safe schools for all students and staff as part of the total academic mission.



---

## CORE GOALS

---

Imagine the TPS Core Goals as the lanes of a multi-lane highway that provides the direction and focus to close achievement gaps, prevent students from dropping out and raise the level of achievement for all students so that every student graduates ready for college, work-force entry, and career and life decisions in an ever-changing world. The vehicles that we employ to achieve Core Goals are the partnerships, initiatives and programs that drive us down the path of success. At times a single vehicle “accelerates” and moves to a different lane, yet the direction, forward progress and alignment is always clear. At other times a “caravan” of vehicles is used to move our precious passengers, our students, to new levels of knowledge and understanding. Along the way billboards are viewed. They include messages of:

- Loves to learn, views the world as a classroom without walls and thinks critically about the issues within it.
- Masters verbal and written expression and uses mathematical skill, scientific inquiry and state-of-the-art technology to invent new solutions to persistent or unanticipated challenges.
- Exhibits growth, self-discipline and reflection through innovative expression and artistry.
- Acknowledges and respects people with diverse backgrounds, histories and perspectives.
- Assumes personal responsibility for physical and emotional well-being by making healthy choices.
- Contributes confidently and positively in professional and social settings, both independently and as a member of a team.
- Demonstrates resourcefulness and resilience in the face of setbacks and obstacles, relying on personal assets and support from others to achieve goals.
- Participates actively in a democratic society as a responsible, courageous leader who challenges injustice.

Our District is home to some of the most talented young people in our nation. They also are astonishingly different, with vast variations in preparation for school, academic interests, passions and learning needs. Our challenge is to create an environment that makes the most of every day for each student so that school is always a place where learning is valued, creativity is nurtured and celebrated and every student graduates with numerous opportunities.

### Strategic Plan Process Framework

---

The following is NOT part of the Strategic Plan but provides “background” information regarding the Strategic Plan Review Process for use by the Strategic Planning Facilitators and for review by the Board of Education.

#### Process Framework

(The Process Framework is the vehicle that will be used to check progress on the achievement of Core Goals.)

The Process will be managed by the Chief of Staff.



### Responsibilities include:

- Assure the continued progress of Strategic Plan components via regular meetings, communications and sharing between Core Goal Strategic Planning Facilitators.
- Review, analyze and screen all current programs, initiatives, projects, etc. and assign them to the appropriate Core Goal.
- Collaborate with individual Strategic Planning Facilitators to review, analyze and screen ALL proposed programs, initiatives, projects, etc. and forward a written recommendation to the Superintendent of Schools for incorporation and/or rejection of same. If incorporation is recommended, then assignment to a specific Core Goal is an inherent responsibility.
- Review progress reports, provide direction and/or redirection, from the individual Core Goal Strategic Planning Facilitators.

### Each Core Goal will be assigned to an individual Strategic Planning Facilitator. The Facilitators by Core Goal are:

- **Student Achievement**–Assistant Superintendent for Curriculum and Instruction/Special Education and Student Services
- **Teacher and Leader Effectiveness**–Executive Director of Teacher/Leadership Effectiveness Initiative
- **Performance-Based Culture**–Chief Human Capital Officer
- **Financial Sustainability**–Chief Financial Officer
- **Safe and Secure Schools**–Associate Superintendents (or designees) and the Campus Police Chief

### Responsibilities of the individual Core Goal Strategic Planning Facilitators include:

- Provide and present annually a written progress report, including key metrics and corresponding data, on each Core Goal to the Board of Education.
- Collaborate with the Chief of Staff regarding current and proposed programs, initiatives and projects that fall or may fall within the province of a specific Core Goal.
- Review the effectiveness of specific programs, initiatives, projects and actions within a specific Core Goal and forward a recommendation to the Chief of Staff regarding continuation, modification and or abandonment of the specific program, initiative, project and/or action.
- Design, fully and completely, key actions that are needed to assure the efficacy of the Core Goal.





## Timeline

The individual **Core Goal** presentations may be reordered based upon data availability and/or reporting requirements of statute; however, within a 12-month period of time each **Core Goal** will be presented twice for Board of Education update and review.

- April 2011–Presentation by the Chief of Staff to the Board of Education that includes:
  - Objectives by Core Goal
  - Key actions within each objective
  - Programs, initiatives, projects, etc. that fall within the province of the Core Goal
  - Linkages between programs, initiatives and projects that may overlap Core Goals

September 2012–Teacher and Leader Effectiveness
October 15, 2012–Performance-Based Culture
November 5, 2012–Financial Sustainability
November 19, 2012–Student Achievement
December 2012–Safe and Secure Schools
 January 2013–Strategic Plan Update
February 2013–Teacher and Leader Effectiveness
March 2013–Performance-Based Culture
April 2013–Financial Sustainability
May 2013–Student Achievement
June 2013–Safe and Secure Schools
 July 2013–Strategic Plan Update