

North Tulsa Community Education Task Force



January 22, 2019

Organizational Purpose

The North Tulsa Community Education Task Force (NTCETF) was organized by Board Member Jennettie Marshall and Superintendent Deborah Gist. The membership comprises of:

- Community Leaders
- Community Activists
- Educators
- Entrepreneurs
- Pastors
- Counselors
- Parents
- Supporters of North Tulsa



The Charge of the North Tulsa Community Education Task Force

- Recommend a facility solution for the students and families at the McLain 7th Grade Center.
- Create solutions by exploring the current challenges facing the McLain feeder pattern.



Work of the Task Force to Date

The Task Force has completed the following:

- Gathered data.
- Researched successful school models.
- Communicated with TPS officials and subject matter experts.
- Consulted with representatives from the McLain 7th Grade Center and feeder pattern schools.
- Toured school buildings.
- Held open community meetings to hear from concerned parents and community members.
- Reviewed surveys from McLain 7th & 8th grade students.
- Included the petition submitted by C.U.B.E.S. and the Community Coalition for Academic Excellence.

The Recommendation

The North Tulsa Community Education Task Force strongly recommends:

Configuration: Establish a Monroe Middle School Complex combining 6th, 6th, 7th, and 8th grade students. The complex will serve as the only middle school for the McLain Feeder Pattern.

Location: Monroe Demonstration School-2010 East 48th Street North
Penn Elementary School-2138 East 48th Street North

Implementation Date: August 2019

Rationale for Recommendation

The rationale is based on the following:

- Centrally located in the McLain Feeder Pattern.
- Originally designed as a Middle School with specialized areas for Physical Education, Art, Music, including a Pool and Auditorium.
- Moderate remodel is needed.
- Most cost effective to be ready for 2019-2020 school year.
- Building capacity is conducive to middle school population.
- One middle school configuration creates a unified school community.

This recommendation reinforces the District's guiding principles and core values, "...valuing equity means that we must provide resources and supports matched to student need for every student in every school."

Recommendation: Benefits & Advantages

- Improve **learning experiences** and **student achievement** within the McLain feeder pattern.
- Place **student safety** as paramount.
- Address the **developmental needs** of emerging adolescents.
- Provide **consistency** for families by reducing transitional disruptions.
- Reduce stress for families with **mobility challenges**.
- Provide a **high quality neighborhood school**
- Increase **feeder pattern enrollment**.
- Utilize a **wholistic approach** with family engagement, community involvement, and support services to address the **social and emotional needs of students**.

McLain Feeder Pattern Connection

Elementary school is the foundation for success in middle school and beyond.

- In grades one through three, children learn to read.
- In third grade and beyond, children read to learn.
- The P12 curriculum must be aligned, so that students entering middle and high school reflect more academic similarities than differences.
- Strong elementary schools make strong middle schools.



Celia Clinton ES

SCHOOL	FREE/ REDUCED	SPED	Grade 3		Grade 4		Grade 5		Grade 6	
SCHOOL			ELA	MATH	ELA	Math	ELA	MATH	ELA	MATH
Anderson	100%	18%	2%	2%	10%	5%	17%	8%	8%	7%
C Clinton	91%	19%	14%	13%	10%	10%	14%	5%	5%	3%
Gilcrease	100%	19%	7%	4%	8%	13%	2%	2%	10%	6%
Hawthorne	100%	18%	28%	43%	13%	8%	22%	36%	17%	17%
Penn	100%	17%	2%	2%	3%	11%	5%	7%	--	--
Unity	100%	13%	6%	2%	4%	--	7%	13%	12%	10%
Sequoyah	88%	11%	11%	15%	9%	14%	7%	13%	12%	10%
Springdale	100%	17%	3%	3%	5%	25%	6%	4%	8%	4%
Whitman	100%	17%	3%	3%	5%	2%	6%	4%	8%	4%
Monroe	100%	25%	--	--	--	--	--	--	22%	18%

McLain Feeder Pattern Schools

**Percentage of
Students
Proficient in All
Grades Tested**

2016 - 2017

**Oklahoma State
Department of
Education**

**Office of Education
Accountability
Website**

SCHOOL			Grade 7		Grade 8		Grade 9		Grade 10	
SCHOOL	SPED	FRL	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH
McLain 7 th and 8 th	30%	93%	5%	7%	5%	1%	--	--	--	--
Monroe	25%	100%	9%	3%	6%	10%	--	--	--	---
McLain HS	28%	97%	--	--	--	--	DNS	DNS	5%	3%
Charter Schools-TPS										
Legacy	14%	96 %	20%	36%	12%	18%	27%	24%	46%	25%
KIPP	18%	90%	--	--	12%	29%	32%	24%	29%	18%
Charter Schools-Other										
LHughes	--	--	--	--	9%	--	--	--	9%	1%
D Brown	37	94 %	61	48%	--	--	--	--	--	--

McLain Feeder
Pattern Schools
continued...

Percentage of
Students
Proficient in All
Grades Tested

2016 - 2017



Oklahoma State
Department of
Education

Office of Education
Accountability Website

Teach for America Emergency Certification Status

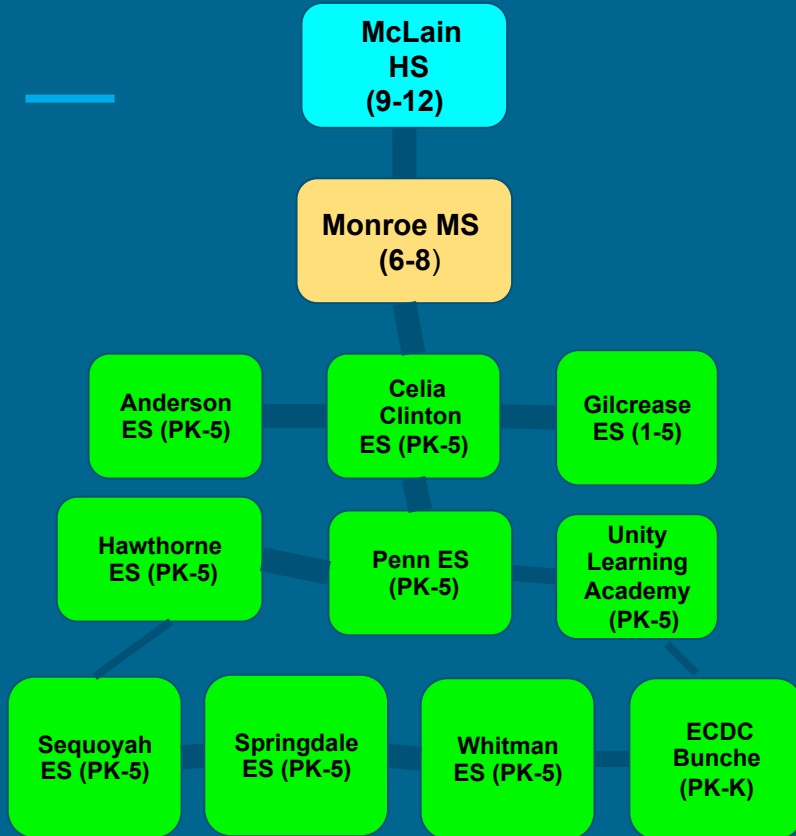
	As of 4/27/18	As of 12/18
District 1=	40	23
District 2=	55	35
District 3 =	104*	52
District 4=	49	36
District 5=	10	1
District 6=	40	13
District 7=	27	12

*89 in MFP

*Source-Tulsa Public Schools

	Emergency Certification			Teach For America		
School	16-17	17-18	% Variance	16-17	17-18	% Variance
Anderson ES	1	3	2	0	0	0
Celia Clinton ES	0	2	2	1	2	1
Gilcrease ES	0	4	4	4	0	-4
Hawthorne ES	5	6	1	2	4	2
Unity ES	0	4	4	2	4	2
Penn ES	4	10	6	3	1	-2
Sequoyah ES	4	5	1	0	0	0
Springdale ES	3	7	4	0	3	3
Whitman ES	4	8	4	7	3	-4
Monroe ES	1	1	0	1	3	2
McLain 7th	0	3	3	0	3	3
McLain Jr HS	2	4	2	1	2	1
McLain HS	6	6	0	0	1	1
TOTAL	30	63	33	20	25	5

Recommendation: McLain Feeder Pattern



- Early childhood development in feeder pattern elementary schools should provide the foundation for basic reading and math skills.
- Scientifically-researched based strategies for literacy should be used to teach Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension.
- Feeder patterns should focus on mastery of the five building blocks for children that speak English and children learning to speak English. (NRP, 2006; Atunez, 2002).
- The math curriculum should focus on both content and process standards: Numbers and Operations, Algebraic Reasoning/Algebra, Geometry/Masurement and Data & Probability (<https://sde.ok.gov/>).
- Curriculum in the feeder pattern (PK-5) should align to provide a strong emphasis on 21st Century standards.

Recommendation: McLain Feeder Pattern

- P12 vertical articulation to develop a rigorous and competitive curriculum that begins the systemic change needed to improve education in the MFP.
- A continuous progress curriculum to encourage steady student progression (including high school and college credits).
- Flexible grouping for instruction.
- Authentic experiences (hands-on, close-up) introduced before the lesson to build a background for learning.



Hawthorne ES

Recommendation: Curriculum

Following a review of the curriculum offerings at the district's middle schools, the task force recommends a full curriculum and extra curricular program for the McLain Feeder Pattern that includes, but is not limited to:

Core Learning

Language Arts and Writing, Math Science (NGSS) STEM/STEAM, Social Studies, Art, Languages, including Technology labs, Physical Education.

The **MicroSociety**® model is a featured program within Monroe. The task force recommends that this program remain in place to serve **ALL** students and further recommends extending the program to the elementary feeder schools.

Recommendation: Curriculum

Fine Arts

Choir, Theater, Band, Orchestra, Music Appreciation/Theory, Visual Arts, Drama, Fashion Design, Film Design, Speech/Debate.

STEM/STEAM, Project Based, Inquiry, and Collaborative Learning

The Task Force recognizes the connection of STEM/STEAM to the content areas, during the school day in all grades. The Engineering Design Model is recommended for teaching students how to solve personal, community, and world problems.

Clubs

Tribes, Chess, Coding, Robotics/STEM, National Honor Society, Academic Bowl, Newspaper, Yearbook, Student Council, JROTC, Recycling, Special Olympics, Technology Association, Scouting, Film.

Sports Leadership and Character Building Programs

Basketball, Football, Soccer, Volleyball, Aquatics, Cheerleading, Fastpitch, Golf, Cross Country, Wrestling.

Recommendation: Curriculum

Individualized Learning Plans

We recommend individualized learning plans (not related to Special Education) that support continuous progress for every student according to the Every Student Succeeds Act (ESSA).

Special Education, 504's, English Language Learners, and Gifted and Talented

The District is required to be in compliance with local, state and federal laws that govern Individualized Educational Plans (IEP), student 504's, gifted and talented programs, English Language Learners (ELL) and any other services that allow students to be served individually, in small and flexible groupings that will allow them to advance at their own pace (including high school and college credits).

Recommendation: Leadership Expectations

Because school leaders are “the key to success,” we recommend the following expectations:

- Establish the vision for the future and set the strategy to get there.
- Guard the belief system that distinguishes the school culture, making sure that it is optimizing and energizing.
- Put the needs of all students first.
- Adopt a healthy growth mindset (embrace change, challenge, culture).
- Focus on improving teaching and learning with effective professional development opportunities for all staff.
- Dedicated, passionate, caring educators who share a firm belief in ensuring success, equity, and opportunity for all students (TPS).
- Committed to equity and provide supports to match student needs (TPS).
- Guide a team that values families, community members, and school collaboration (TPS).

Recommendation:

Leadership Accountability

- Support the schoolwide instructional focus through vision, words, and deeds.
- Support school staff (classroom assistants, clerical, custodial, teachers, counselors).
- Lead the staff in critical examination of student performance based on available data.
- Work toward a goal of spending maximum time of the instructional day in classrooms and in conversations with teachers around teaching and learning practices.
- Realign resources (time, people, and funds) to support the instructional focus.
- Establish an Instructional Leadership Team.
- Engage families and the school community in supporting the instructional focus.
- Establish Professional Learning Communities.

Recommendation: Teacher Expectations

Because teachers are the “heart and soul” of student preparedness, we recommend the following expectations:

- High performing, qualified and certified to serve the students they teach.
- Possess the stamina and dedication that McLain feeder pattern students and families expect and deserve.
- Engage in professional development that promotes culturally-sensitive and culturally-competent staff.
- Trained in scientifically researched-based models proven to achieve mastery learning.
- Use culturally relevant pedagogy with students they serve.

Recommendation: Teacher Expectations

We recommend continuous, meaningful professional development focused on:

- Utilizing the blueprint for teaching the standards by which students will be assessed at the end of the year.
- Understanding the role of assessment in data-driven instruction.
- Learning to disaggregate data and using it to improve student performance.
- Applying learner-centered strategies.
- Recognizing cultural biases in standardized test measures and provide experiential learning to build background knowledge to increase proficiency.
- Using multiple assessment measures for demonstrating student knowledge.

Recommendation: Student Support Services

The NTTF strongly recommends a support service model that includes, but is not limited to:

- Wrap-Around Services
- Social and Emotional Learning
- Bilingual Support Services
- Restorative Justice Practices
- Reading and Math Interventions
- Crisis Intervention Services
- Partnerships in Education
- Reading and Math Interventions



Anderson Elementary

Recommendation: Parent and Family Involvement

We strongly recommend creating a school climate that fosters parental and family involvement, shared vision, and volunteerism. This would include engaging parents in meaningful ways, and committing to actively supporting their children's and adolescents' learning and development (TPS).

- Parental Support Services
- Bilingual Support Services
- Community Development/Corporate Partnerships (Companies, Civic organizations, Universities, Churches, Fraternities and Sororities).
- Community Volunteers (Alumni Support, Retired teachers).

Recommendation: Parent Resource Community Center

There are many barriers that impact the learning process for students and prevent their families from fully participating in school. Social services, health care needs, rigor of academics, employment, housing, trauma, social and emotional concerns, transportation, and incarceration pose daily challenges for students and families. To help with these challenges, the North Tulsa Community Education Task Force recommends:

Parent Resource Community Center (PRCC) for the McLain Feeder Pattern at the Alcott Elementary/McLain 7th Grade Center site.



Recommendation: Parent Resource Community Center

Rationale:

- Support parents in their effort to develop a shared vision with the MFP.
- Encourage families to engage with the schools.
- Train parents to volunteer in schools.
- Give parents an alternative enrollment site in their community.
- Assist parents with educational support services and opportunities that enable them to support their children's education.
- Provide an additional testing site for ACT, SAT, AP, and grade placement testing.
- Offer centralized social services for families.

Recommendation: Parent Resource Community Center Uses and Services

- Enrollment Center for the McLain Feeder Pattern
- Professional Development Services Site
- Testing Site
- Child Care Center
- Parental Support Services
- Adult Education: GED, Job Skills
- Bilingual Support Services
- Community Development/Corporate Partnerships
- Community Meeting Rooms
- Community Volunteer Program
- Medical Services
- Legal Assistance

Recommendation: Community Education Advisory Board

To ensure the success and sustainability of the McLain Feeder Pattern and the management of the facility, we recommend that the current Task Force members serve as the Community Education Advisory Board. This Board, in collaboration with Tulsa Public Schools Board of Education, would monitor and serve in an advisory capacity for the overall management, accountability, and oversight of this facility and feeder pattern. Because the Task Force knows the original intent and heart of the recommendation, the members will help to ensure that the desired outcomes will be realized.

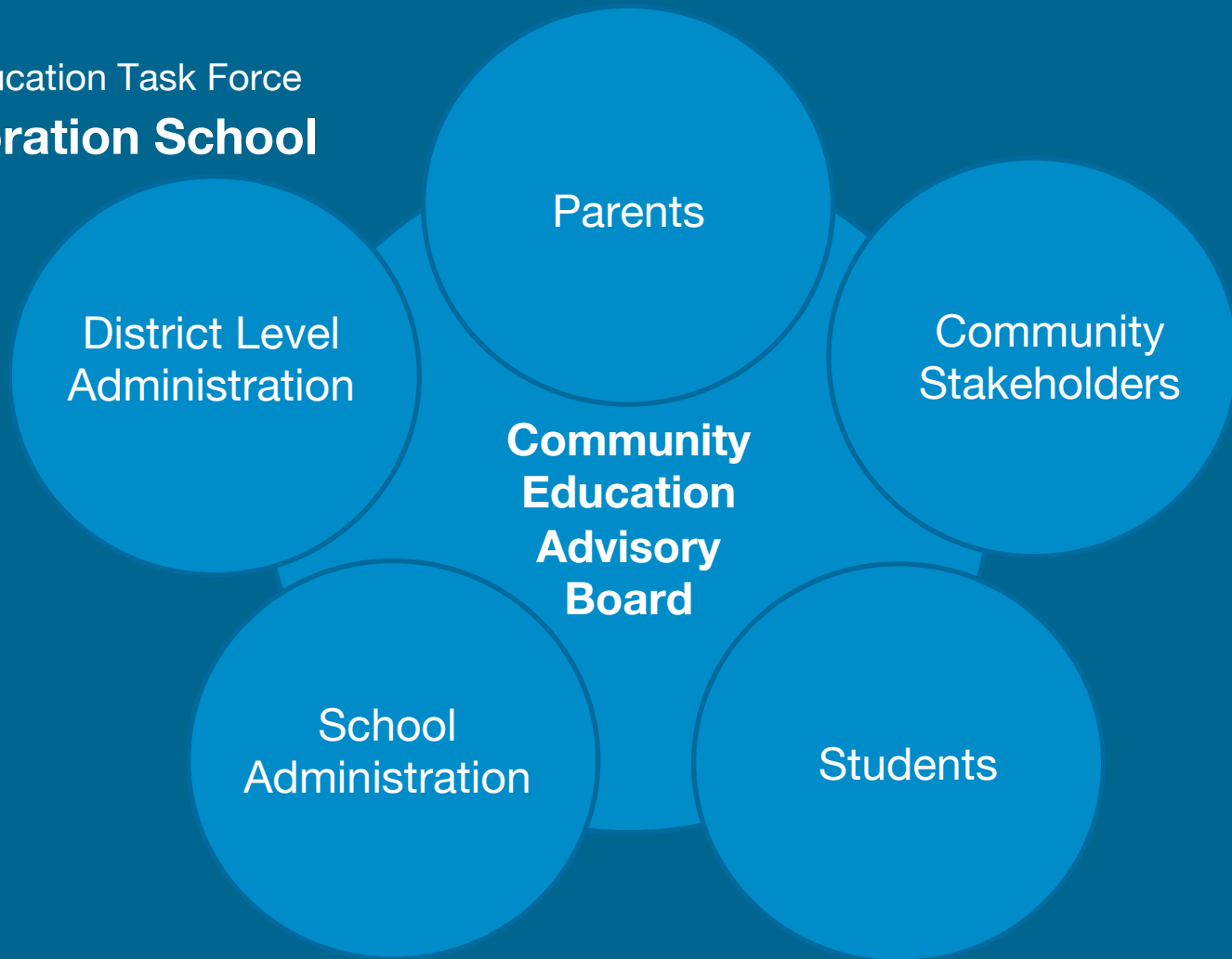
Recommendation: Community Education Advisory Board

The North Tulsa Community Education Task Force has uncovered that this problem is much deeper than a recommendation for the future of the McLain 7th Grade Center. Therefore, we commit to:

- Support the continuous improvement of education in the McLain Feeder Pattern.
- Continue to find solutions to the challenges facing the North Tulsa community.
- Engage in a more in-depth study of our **desired outcomes**.
- Serve as an ongoing advocate for children and families.
- Participate in the development and implementation of curriculum that meets the needs of students.
- Collaborate concerning behavioral expectations and restorative justice practices.

North Tulsa Community Education Task Force

Community Collaboration School



Recommendation: Short-Range Timeline

January 2019

- Issue a press release to announce the new configuration of the MFP.
- Implement an aggressive campaign to set goals for reclaiming students in MFP.
- Recruit leadership team (principals, teachers and support staff) and offer an opt-out for current staff.
- Enlist school staff to positively promote the MFP.
- Develop initiatives for high academic expectations for all students.
- Promote excitement for the school and increase school pride.
- Discuss rebranding initiatives to meet the Feb/March recruitment and enrollment period.
- Public service announcements (TV, radio, Tulsa People, Tulsa Kids, etc.)
- NTCTF members speak at their organizations.

Recommendation: Short-Range Timeline continued...

February/March:

- Recruitment and enrollment for the entire MFP, P12.
- Letters to families in the MFP to introduce the new configuration.
- Information and Q&A meetings for parents and the community.
- Distribute brochures flyers, etc., to all stakeholders that will assist in recruitment and enrollment.
- Tours at Monroe and the feeder pattern.
- Middle school principals and counselors recruit in the elementary schools to 5th graders in MFP.
- Middle school arts programs to perform for elementary schools.
- Set up tables and recruit at various venues.

Recommendation: Short-Range Timeline continued...

April-August

- Participate in professional development.
- Recruit volunteers to assist staff prepare for a new school year.
- NTCETF host reception for staff.
- Open House before classes begin.



Penn ES



Walt Whitman ES

Recommendation: Tentative Long-Range Timeline

- Make recommendations for improvements and expansion due to growth in the MFP, as well as Extended Day and Saturday School.
- Participate in screenings and recommendations of personnel for the MFP.
- Recommend programming for the MFP.
- Ensure that the MFP provides a high quality, and rigorous, educational programs for all students.
- Participate in the rebranding, recruitment, and renaming of the school.
- Hold community meetings to gain feedback for continuous improvement of education in the MFP.

Recommendation: Tentative Long-Range Timeline continued...

- Continue to monitor recruitment and enrollment.
- Attend advisory board meetings with the Superintendent.
- Advocate for the McLain Feeder Pattern.
- Support the implementation of the MFP Plan as agreed upon by the board and NTCETF.
- Recruit community partners for the MFP.
- Attend Tulsa Public Schools Board Meetings.
- Assure that the MFP receives its equitable share of allocations from the district.
- Assist staff in following all mandates required by ESSA.

Final Recommendation

We strongly recommend a moratorium on school closings within the MFP to allow time for us to recruit, reclaim, and rebrand the MFP.

We strongly recommend a limit on charter school expansion in the MFP. However, we understand that sponsorship of charter schools will likely continue within the District.

The rationale is to recapture the human resources that would rebuild a high quality neighborhood public school option. Current data reveal a trend of students rotating back into their home school after the October 1st count and prior to state testing. Since charter schools have not been able to meet the needs of students, we want the opportunity to reclaim treasured and valued neighborhood children.

Recommendation: Overall School Improvement

Aligned with our desired outcomes, it is the belief of the Task Force that all students are capable of taking responsibility for their own learning, meeting high expectations for achievement, and developing the life skills that foster pride and excitement for their school and community. In addition, we believe that appropriate behavior for the classroom and various social settings (school, ballet, symphony, sporting events, etc.) should be included in the curriculum.

To that end, we recommend the Great Expectations Professional Development Program (P12) as the model for transforming the McLain Feeder Pattern.

Presenters

—

North Tulsa Community Education Task Force

Members

M.C. Potter, Chair

Andrea Chambers, Vice Chair

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Clarence Boyd

Cindy Driver

Lindsay Goldfarb

Larry Harris

Sean Jarrett

Richie Anderson

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Diahanne McClellan

Nancy McDonald

Jolly Meadows

Dale Mingo

Marcos Rivero

Dale Rolland

Marcia Bruno-Todd

Robert Turner

OC Walker

Tim Newton

Curtis West

We are Better Together!

Final Thoughts

Rev. M. C. Potter, Chair



**North Tulsa Community Education Task Force
January 22, 2019**

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Current Data Profile/Statistics for MFP

Number of TFAs

- <https://www.edprofiles.info/report-card/county/list>
- 2017 SCHOOL PROFILES Office of Educational Quality and Accountability
- Free reduced
- <https://sde.ok.gov/faqs/oklahoma-charter-schools-program>
- TLE-<https://resources.finalsite.net/images/v1536870189/tulsaschoolsorg/iw0xcgq6ksqxtspvpsdc/TulsaModelTeacherRubric.pdf>