



PATHWAYS TO OPPORTUNITY



Tulsa Public Schools' 2022-2027 Strategic Plan



DEAR TULSANS,

In 2015, we launched a collective journey to Destination Excellence, a five-year strategic plan designed to transform Tulsa Public Schools into a district where educators and students alike would have the support and resources they need to achieve their greatest success. Our intention at the time was to sunset the plan in 2020 and enter the 2021-2022 school year with a bold new plan that would build on the foundation of Destination Excellence and guide our work across 2022 through to 2025.

The 2020-2021 school year saw our district - and the wider world - transformed in ways that we could neither have planned nor imagined. While our shared experience of a global pandemic offered examples of our collective strength and care, it also exacerbated the stark inequities that so many in our community were already facing every day: food insecurity, housing instability, unemployment, and an existing resource deficit that further stacked the deck against our most vulnerable learners.

Schools are integral to vital communities, and Pathways to Opportunity is designed to create robust foundations for children to learn, grow, thrive, and achieve their greatest potential in college, careers, skilled trades, or military service.

Pathways to Opportunity is the culmination of many candid community conversations, insights and suggestions from every corner of our city, and the very best thinking of our system's educators, school leaders, support professionals, parents, students, partners, and advocates. The document you hold right now represents our promises to the people of Tulsa:

- » Our schools will be places in which students can find and grow into the best version of themselves.
- » Our students will become powerful readers, writers, speakers, and thinkers for whom language is a life-long asset.
- » Our high schools will prepare young adults for a rich, choice-filled life.

Life's most enduring lessons are those we enter unwittingly and unprepared and that we tackle with confidence, creativity, and a willingness to choose the path of opportunity over that of expediency. We invite you to join us on the journey.

Stacey Woolley
Board President

Deborah Gist
Superintendent



PATHWAYS TO OPPORTUNITY



2022–2027 MISSION

Our students lead through literacy, are empowered through experience, and contribute to their community.



2022–2027 VISION

Tulsa Public Schools honors the diversity, creativity, and passion of our students, elevating every student to be designers of their destiny.



WHO WE ARE

OUR 5,520 TEAM MEMBERS*

RACIAL/ETHNIC DISTRIBUTION OF OUR TEAM*

Black	26%
American Indian or Alaska Native	5%
Asian/Pacific Islander	2%
Hispanic/Latinx	11%
White	56%



3RD LARGEST EMPLOYER IN TULSA AREA**



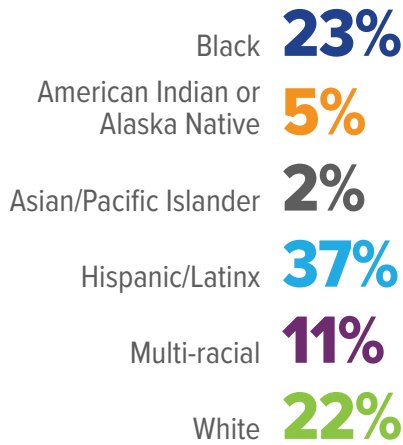
*As of October 18, 2022.

**According to the most recent (2020) Comprehensive Annual Financial Report from Tulsa County



OUR 33,873 STUDENTS*

RACIAL/ETHNIC DISTRIBUTION*



Economically disadvantaged **80%**

Gifted and talented **11%**

Students with disabilities **13%**

Multilingual learners **36%**



*As of October 1, 2022.

**Represents both current and former multilingual learners

OUR SCHOOLS

45
ELEMENTARY SCHOOLS

10
MIDDLE SCHOOLS

9
HIGH SCHOOLS

7
ALTERNATIVE SCHOOLS

6
DISTRICT-AUTHORIZED CHARTER SCHOOLS

1
VIRTUAL SCHOOL

21 SCHOOL SITES offering 46 career and technology education programs including broadcasting, culinary arts, cybersecurity, web design, construction, and engineering

11 DUAL LANGUAGE SCHOOLS

2 ONE-WAY DUAL LANGUAGE SCHOOLS:

Sequoyah Elementary School
Skelly Elementary School

7 TWO-WAY DUAL LANGUAGE SCHOOLS:

Celia Clinton Elementary School Kendall-Whittier Elementary
Cooper Elementary School Springdale Elementary School
Disney Elementary School Will Rogers College Middle School
Felicitas Mendez International School

2 IMMERSION LANGUAGE SCHOOLS:

Eisenhower International School Zarrow International School

4 HIGH SCHOOLS with embedded Tulsa Tech career-ready programs

3 SCHOOLS offering early college high school programs

McLain High School
Memorial High School
Will Rogers College High School

3 PUBLIC MONTESSORI PROGRAMS:

Emerson Elementary School
Eugene Field Elementary School
Grissom Elementary School

12 HIGH SCHOOLS offering concurrent enrollment through our local higher education institutions

THE DEVELOPMENT OF THIS PLAN

Tulsa Board of Education begins community engagement, completing 35 listening sessions to understand our community's expectations for Tulsa Public Schools

APRIL 2021



JUNE 2021

30-person community committee created to guide the development of Pathways to Opportunity



JULY 2021

Tulsa Board of Education votes to adopt a mission, vision, goals, and a measurement plan for Pathways to Opportunity

THE STRATEGIC PLANNING COMMUNITY COMMITTEE

Our community committee included students, teachers, support professionals, school leaders, parents, community and business leaders and advocates, and district team members. During the summer of 2021, the committee members and Tulsa Public Schools co-developed Pathways to Opportunity. The committee selected and wrote the six core strategies in our plan.

Ashley Philippsen, Chair

Teresa Aguayo
 Elfreda Austin
 Mark Cole
 Marilyn Ezell
 Laura Grisham
 Payton Guillory
 Charles Harper
 Tara Henderson
 Jahaziel Hiriart
 Jeff Jaynes
 LeeAnne Jimenez
 Delia Kimbrel
 Maria Elena Kuykendall
 Nancy Leonard

Jessica Lozano-Alvarez
 Joyce McClellan
 Kyla McKinney
 Kiara Miller
 Isaiah Morehead
 Greg Robinson
 Donna Ross
 Irma Sandoval
 Anhna Vuong
 Rose Washington-Jones
 Lindsay White
 Joey Wignarajah
 LaVerne Ford Wimberly

Tulsa Public Schools hosts more than a dozen community engagement sessions to share the draft strategic plan and collect feedback

SEPTEMBER 2021

AUGUST 2021

30-person community committee approves six core strategies

DECEMBER 2021

Pathways to Opportunity completed



OUR STRATEGIES AT-A-GLANCE

Welcome and value every family as their child's first, most important, and lifelong teachers

Powerful literacy that provides a lifetime of opportunity

A skilled team that reflects our community and is deeply valued for their contributions

A rich, personalized, and real-world ready high school experience

Healthy schools in which students develop, achieve, and thrive

Tulsa as a city of learning and opportunity



POWERFUL LITERACY THAT PROVIDES A LIFETIME OF OPPORTUNITY

Tulsa Public Schools will develop students' ability to read, speak, think, and write in all content areas through evidence-based instructional materials and equitable practices.

Learn more on page 12.

Our community says this matters because:

“Literacy, critical thinking and problem-solving, and communication are essential skills for students to achieve academically and professionally as contributing members of the Tulsa community.”

Our educators say this matters because:

“As educators, we believe that ALL of our students deserve the opportunity to learn. Students' literacy skills, no matter the discipline, will position students as lifelong thinkers.”

Our students say this strategy matters because:

“Reading books, writing and speaking to us stimulates our imagination and expands our understanding of the world. It helps us develop language and listening skills and prepares us to understand the written word.”

A RICH, PERSONALIZED, AND REAL-WORLD READY HIGH SCHOOL EXPERIENCE

Tulsa Public Schools will offer high school courses that provide meaningful credits and credentials that help launch a choice-filled adult life.

Learn more on page 13.

Our community says this matters because:

“Offering students courses that align with their interests and that teach specific life skills will instill a deeper love of life-long learning while preparing them to immediately become contributing members of the community.”

Our educators say this matters because:

“Every educator plays a role in helping students imagine their future. Our charge is to prepare our students for whatever path they choose after graduation. We can meet that challenge by ensuring every student has a plan and a meaningful head start.”

Our students say this strategy matters because:

“Students want to choose a path for our own future. Some of us are ready for the work force and others want to head straight to college. It's important to offer different courses that both give us credentials for future careers and prepare us for the option of college.”

TULSA AS A CITY OF LEARNING AND OPPORTUNITY

Tulsa Public Schools will partner with our community to provide students with intentional learning opportunities in and out of school that spark curiosity and provide real life experiences.

Learn more on page 14.

Our community says this matters because:

“Partnering with the community to engage students in experiential learning not only improves learning and academic achievement, it also allows students to discover many new opportunities that are accessible to them.”

Our educators say this matters because:

“Our students have unique passions, interests, and hopes for the future. Making learning come alive, in and out of the classroom, strengthens school communities and helps our students explore what’s possible for their future.”

Our students say this strategy matters because:

“Relationships with community members around topics that we care about sparks motivation. It can help establish trust and helps us feel like we are learning things that will matter in the future.”

HEALTHY SCHOOLS IN WHICH STUDENTS DEVELOP, ACHIEVE, AND THRIVE

Tulsa Public Schools will provide comprehensive social and emotional support for all students with skilled and supported team members.

Learn more on page 15.

Our community says this matters because:

“Students must be socially, emotionally, and physically healthy before they can learn the skills they need to succeed.”

Our educators say this matters because:

“The work of teaching is both deeply human and personal. We all do our best work when our social emotional needs are addressed. Educators and students need additional support so that the important work of teaching and learning can happen.”

Our students say this strategy matters because:

“Good mental health allows us to think clearly, develop socially, and learn new skills. Additionally, good friends and encouraging words from adults are important for helping us develop self confidence, high self-esteem, and a healthy outlook on life.”

A SKILLED TEAM THAT REFLECTS OUR COMMUNITY AND IS DEEPLY VALUED FOR THEIR CONTRIBUTIONS

Tulsa Public Schools will cultivate a skilled, valued, and culturally responsive team that is motivated to stay and grow through multiple career pathways.

Learn more on page 16.

Our community says this matters because:

“Building a highly skilled, culturally responsive team that feels valued and supported will reduce turnover and ensure that we have the right people in the right positions to support student outcomes.”

Our educators say this matters because:

“Our team of educators needs to feel valued, seen, and supported. These conditions enable us to collaborate and grow together as teammates. We can cheer on one another as we cheer on our students.”

Our students say this strategy matters because:

“The adults in our schools have the ability to shape the leaders of the future and inspire future generations. As students, we need an active and professional team around us that cares about our success and has a plan to help us.”

WELCOME AND VALUE EVERY FAMILY AS THEIR CHILD’S FIRST, MOST IMPORTANT, AND LIFELONG TEACHERS

Tulsa Public Schools will support, develop, and organize all of our team members to create an inclusive, engaging, and collaborative environment with families.

Learn more on page 17.

Our community says this matters because:

“It takes a village to raise our students. Families, educators, and the community more broadly all have a role to play in keeping our students on target and helping them be successful.”

Our educators say this matters because:

“Students can be more successful when team members, parents, and the community work together with the common goal of investing in the whole student. Every school team member plays a role in welcoming and partnering with our families.”

Our students say this strategy matters because:

“The more parents are involved in their children’s education, the better our entire class’ motivation, behavior, and grades become. It’s important to try and engage every student’s family. The collaboration between the two is what helps us be clear on our future goals and next steps.”

A CLOSER LOOK AT OUR STRATEGIES

POWERFUL LITERACY

Powerful literacy that provides a lifetime of opportunity

Tulsa Public Schools will develop students' ability to read, speak, think, and write in all content areas through evidence-based instructional materials and equitable practices.

INITIATIVE 1: Provide rich literacy instruction based on the science of reading and personalized support focused on student's individual literacy needs.

This means Tulsa Public Schools will:

- » Adopt, update, and fully implement a text-rich, culturally-responsive core curriculum that reflects and honors the history, identity, and languages of our students and community
- » Bring together teams to accelerate how students learn to read, write, listen, and speak through collaboration and align on rich text and shared tools
- » Support school teams in adopting consistent practices to meet the needs of all readers

INITIATIVE 2: Support language acquisition for multilingual learners across all classrooms.

This means Tulsa Public Schools will:

- » Support all team members in celebrating and building on students' strengths in home languages and cultures
- » Support all Pre-K-12 educators to embed effective language development practices into every classroom
- » Provide opportunities for educators to deepen their expertise in English language development and serve as leaders among their peers

WE WILL MEASURE OUR PROGRESS THROUGH

The percentage of proficient readers K-8

The percentage of students reaching reading growth targets

Rates of students K-3 who have mastered foundational reading skills

The percentage of language learners gaining English proficiency

The percentage of our lowest readers reaching their growth targets

HIGH SCHOOL EXPERIENCE

A rich, personalized, and real-world focused high school experience

Tulsa Public Schools will offer high school courses that provide meaningful credits and credentials that help launch a choice-filled adult life.

INITIATIVE 1: Ensure every Tulsa Public Schools student has a clear pathway to a diploma and credentials that prepare them for real life after high school.

This means Tulsa Public Schools will:

- » Create a course sequence that allows students to earn high school and college credits earlier
- » Intentionally design student learning and growth experiences based on the developmental needs of adolescents
- » Maximize student access to courses across high schools, colleges, and technical training programs

INITIATIVE 2: Ensure our graduates leave with a life plan and the real-world skills they need to make it happen.

This means that Tulsa Public Schools will:

- » Provide students with an advisor who helps them prepare to achieve their long-term goals after high school
- » Provide middle and high school students side-by-side support to develop meaningful plans that bridge high school and young adult life
- » Provide students with hands-on financial learning that will help them transition to early adulthood
- » Support students and their families to complete the financial aid applications necessary to attend college or training programs after high school

INITIATIVE 3: Provide students with hands-on, real-world learning.

This means Tulsa Public Schools will:

- » Welcome business and industry partners into our schools to offer career counseling, mentorship, internships, and job-shadowing opportunities
- » Create opportunities for career exploration starting in middle school
- » Begin to expand access to credit-bearing work-based or service learning opportunities starting in 10th grade

WE WILL MEASURE OUR PROGRESS THROUGH

The percentage of students on-track to earn the highest-level diploma

The percentage of high school students eligible for high-level courses

The percentage of students applying for financial aid.

High school advisories based on common best practices

The percentage of students earning a diploma plus post-secondary credits or a credential

The percentage of students accessing work and service-based learning

The percentage of students engaging in meaningful life planning

The percentage of students participating in hands-on financial literacy programs

A CLOSER LOOK AT OUR STRATEGIES

CITY OF LEARNING

Tulsa as a city of learning and opportunity

Tulsa Public Schools will partner with our community to provide students with intentional learning opportunities in and out of school that spark curiosity and provide real life experiences.

INITIATIVE 1: Provide equitable access to expanded learning opportunities that are hands-on, fun, and spark curiosity before school, after school, and during the summer.

This means Tulsa Public Schools will:

- » Adopt expanded learning programming models based on learner passions, community needs, and partners' capacity
- » Provide before and after school and summer programs that are accessible for families and motivating for students
- » Prioritize student engagement through powerful play, creativity, and youth voice in expanded learning programming

INITIATIVE 2: Expand our network of community partners to provide expanded learning opportunities that bring the real-world to our students.

This means that with the support of city-wide partners, Tulsa Public Schools will:

- » Identify best practices that connect in and out of school learning and strengthen students' social, academic, and emotional skills
- » Develop a blueprint for school-community partnerships to provide learning opportunities outside of the classroom that match students' interests and community strengths
- » Develop sustainable, long-term funding for expanded learning in Tulsa

WE WILL MEASURE OUR PROGRESS THROUGH

The percentage of students accessing work and service-based learning

The percentage of students reporting supportive adult relationships in school

The percentage of students reporting a sense of belonging in school

The percentage of students reaching reading growth targets

HEALTHY SCHOOLS

Healthy schools in which students develop, achieve, and thrive

Tulsa Public Schools will provide comprehensive social and emotional support for all students with skilled and supported team members.

INITIATIVE 1: Provide students with a school experience that builds the knowledge, habits, skills, and mindsets for long term success in school and life.

This means Tulsa Public Schools will:

- » Ensure every child has trusting relationships with adults at school who know them, advocate for them, and inspire their personal growth
- » Implement consistent practices that nurture strong relationships and create the conditions for meaningful learning

INITIATIVE 2: Work to connect our students to the support they need, when they need it, through a combination of Team Tulsa staff and community partners.

This means Tulsa Public Schools will:

- » Expand wellness services for students using both Tulsa Public Schools team members and community partners
- » Improve the conditions for quality teaching by expanding services for students with immediate wellness needs
- » Bring together teams at every school to coordinate personalized and data-informed support to our students

WE WILL MEASURE OUR PROGRESS THROUGH

The percentage of students reporting supportive adult relationships in school

The percentage of students reporting a sense of belonging in school

The number of classrooms using best practices for student social and emotional wellness

The suspension rates for students with special needs

A CLOSER LOOK AT OUR STRATEGIES

SKILLED TEAM

A skilled team that reflects our community and is deeply valued for their contributions

Tulsa Public Schools will cultivate a skilled, valued, and culturally responsive team that is motivated to stay and grow through multiple career pathways.

INITIATIVE 1: Recruit and hire talent that reflect and meet the needs of our students.

This means Tulsa Public Schools will:

- » Strategically use incentives and recruitment to find and hire talented and passionate team members who represent the families of Tulsa, eventually including a “grow our own” program that invites current students onto Team Tulsa
- » Improve our application and hiring process so that we are competitive and accessible to high-quality candidates and can effectively and efficiently staff Team Tulsa

WE WILL MEASURE OUR PROGRESS THROUGH

The percentage of staff of color and bilingual staff

INITIATIVE 2: Develop and retain talent who are committed to our students, core values and beliefs, and the future of our district.

This means Tulsa Public Schools will:

- » Expand Tulsa Public Schools’ alternative certification and preparation program to invite a broad range of educators into critical teaching roles across our system
- » Center novice teacher development and support on creating safe and affirming environments that make student learning possible

INITIATIVE 3: Build an accessible pathway for promotions, leadership development, and career building on Team Tulsa.

This means that Tulsa Public Schools will:

- » Develop committed, culturally-responsive teacher leaders who have opportunities and incentives to lead from within the classroom and across the district
- » Create opportunities for support staff to explore new roles, seek promotion, and advance their career in Tulsa Public Schools
- » Create a clear process for staff to signal their interest in school leadership, explore the roles, and once in them, receive the coaching and support needed to become successful, motivating leaders

INITIATIVE 4: Develop an inclusive working environment where staff are valued and fulfilled, and have opportunities to continuously learn and grow as professionals.

This means Tulsa Public Schools will:

- » Collectively define a healthy, inclusive organizational culture and work together to build it
- » Learn about employee experiences -- individually and across the system -- to continuously improve our culture
- » Deliberately work to understand the professional experience of historically underrepresented and underserved employees and ensure that they want to stay on Team Tulsa

WELCOMING FAMILIES

Welcome and value every family as their child's first, most important, and lifelong teacher

Support, develop, and organize all of our team members to create an inclusive, engaging, and collaborative environment with families.

INITIATIVE 1: Our schools are welcoming places that value family-school relationships.

This means Tulsa Public Schools will:

- » Help families get the information and support they need to find the school that is the best fit for their child
- » Expand access to information and resources in multiple languages to help all families stay informed and involved
- » Provide staff with training to help them create school climates where all families feel welcomed and supported
- » Work side-by-side with families to create school- and district-based opportunities for them to contribute, lead, and provide feedback

INITIATIVE 2: Involve families as learning partners.

This means Tulsa Public Schools will:

- » Provide families with the information they need to understand their child's academic, social, emotional, and physical growth
- » Equip families with the tools, knowledge, and skills to support their child in building early literacy at home

WE WILL MEASURE OUR PROGRESS THROUGH

Percentage of parents receiving accessible information about special education services and processes

BOARD GOALS AND GUARDRAILS

The letters “X” and “Y” indicate placeholders for the targets and baselines that the Tulsa Board of Education will be set before the start of the 2022-2023 school year.

BOARD GOALS

The Tulsa Board of Education established three broad goals that represent the most important expectations our community holds for our school system. Between 2022-2027, these goals will be the measurable accomplishments upon which we will focus and that will serve as our collective North Star.

GOAL 1:

The percentage of K-5 students who are economically disadvantaged who are at/above the national 50th percentile in reading on MAP will increase from 23% in May 2022 to 37% by May 2027.

Interim Goal 1.1: Percentage of K-5 students who are economically disadvantaged meeting their projected reading growth on MAP will increase from 33% in May 2022 to 45% by May 2027.

Interim Goal 1.2: Percentage of K-3 students who have demonstrated grade-level appropriate foundational reading skills (based on MAP fluency assessment) will increase from X%* in May 2023/2024 to Y%* in May 2027.

** We will begin to report on Interim Goal 1.2: MAP Fluency once NWEA has developed an aggregate measure*

Interim Goal 1.3: Percentage of K-5 multilingual learner students meeting their annual English language proficiency growth targets on the ACCESS 2.0 language proficiency assessment will increase from 32% in May 2021 to 45% by May 2026.

GOAL 2:

The percentage of 6-8 students who are economically disadvantaged who are at/above the national 50th percentile in reading on MAP will increase from 22% in May 2022 to 36% by May 2027.

Interim Goal 2.1: Percentage of 6-8 students who are economically disadvantaged meeting their projected reading growth on MAP will increase from 37% in May 2022 to 45% by May 2027.

Interim Goal 2.2: Percentage of 6-8 multilingual learner students meeting their annual English language proficiency growth targets on the ACCESS 2.0 language proficiency assessment will increase from 19% in May 2021 to 25% by May 2026.

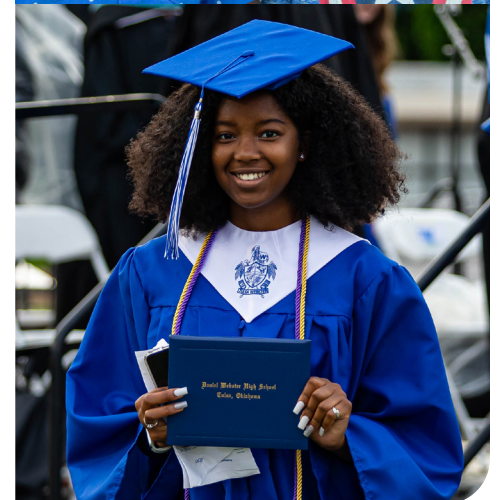
GOAL 3:

The percentage of graduates earning post secondary credits and qualifying credentials will increase from 43% in May 2022 to 54% by May 2027.

Interim Goal 3.1: Percentage of 9th, 10th, 11th, and 12th graders “on track” for College and Career Readiness diploma will increase from 39% in May 2022 to 49% in May 2027.

Interim Goal 3.2: Percentage of 10th-12th graders who meet the assessment requirements for enrolling concurrently in college and career tech courses from postsecondary institutions will increase from 19% in May 2022 to 32% in May 2027.

Interim Goal 3.3: Percentage of 12th grade students who complete FAFSA or other approved financial aid application will increase from 36% in May 2022 to 70% in May 2027.



BOARD GUARDRAILS

Our guardrails are the community values - expressed as strong statements of protection - that Tulsa Public Schools will uphold and respect. Guardrails complement our goals: goals establish our strategic direction and guardrails set boundaries on the methods we use to achieve those goals.

GUARDRAIL 1:

The superintendent will not allow the ineffective implementation of social emotional learning strategies that support effective teaching and learning in a safe, inclusive climate and culture.

Interim Guardrail 1.1: The percentage of students' favorable responses about their sense of belonging will increase from 38% in April 2022 to 41% (grades 6-12) in April 2027.

Interim Guardrail 1.2: The percentage of classrooms observed implementing consistent, effective social and emotional teaching practices will increase from 27% in May 2022 to 80% in May 2027.

Interim Guardrail 1.3: The percentage of high school teachers receiving district training on positive youth development will increase from 0% in May 2022 to 80% in May 2023.

GUARDRAIL 2:

The superintendent will not cause or allow conditions, practices, or procedures that are inequitable for students.

Interim Guardrail 2.1: The percentage of bilingual or multilingual staff and staff of color will increase from 49% in June 2022 to 52% in May 2027.

Interim Guardrail 2.2: Disproportionate suspension rates for black students will decrease from 1.89X higher than the overall average suspension rate for all students in May 2022 to no more than 1.65X higher in May 2027.

Interim Guardrail 2.3: The percentage of transitional grade students (5th and 8th graders) who participate in the school choice process will increase from 60% in February 2022 to 75% in February 2027.

GUARDRAIL 3:

The superintendent will not deny any secondary students who have met relevant pre-requisite requirements access to curriculum offerings within Tulsa Public Schools.

Interim Guardrail 3.1: The percentage of PSAT-designated AP-ready students enrolled in AP courses will increase from 58% in May 2022 to 65% in May 2027.

Interim Guardrail 3.2: The percentage of juniors/seniors enrolled in Tulsa Tech, TCC, or AP/IB courses will increase from 36% in May 2022 to 52% by May 2027.

Interim Guardrail 3.3: The percentage of high schools implementing shared, cross-site courses for students will increase from 0% in May 2022 to 50% in May 2023.

GUARDRAIL 4:

The superintendent will not allow the district to be in state corrective action regarding services to students with disabilities, including proper and timely identification.

Interim Guardrail 4.1: Percentage of children who are evaluated and whose eligibility for special education services is determined within 45 school days of parent consent will increase from 89% in June 2021 to 95% in June 2026.

Interim Guardrail 4.2: Long-term suspensions or expulsions (10 days or longer) of students with disabilities will decrease from 2.1x higher than the statewide average in June 2020 to no more than 1.5x higher in June 2026.

Interim Guardrail 4.3: Families acknowledging receipt of accessible and timely information about special education rights, process, and services will increase from 40% in August 2021 to 75% in August 2027.

GUARDRAIL 5:

The superintendent will not allow students to graduate high school without practical, hands-on life skill experiences.

Interim Guardrail 5.1: The percentage of 9th-12th grade students that participate in a hands-on financial literacy experience will increase from 0% in May 2022 to 55% in May 2027.

Interim Guardrail 5.2: Percentage of 9th-12th grade students completing their yearly Individual Career Academic Plan required benchmarks will increase from 23% in May 2022 to 75% by May 2027.



FOLLOW OUR PROGRESS AT
[TulsaSchools.org/Pathways.](https://TulsaSchools.org/Pathways)



OUR CORE VALUES



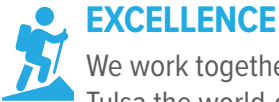
EQUITY

We know that our diversity is a community treasure, and we are committed to dismantling practices and systems that perpetuate inequities, being actively anti-bias, anti-racist, and working toward justice and opportunity for all.



CHARACTER

We are honest, trustworthy, and have high standards of behavior. We make decisions based on what our students and community need, and we do the right thing even when it is hard.



EXCELLENCE

We work together to give Tulsa the world-class schools it needs and deserves. We expect a lot of one another, and we support one another in achieving our shared, high expectations.



TEAM

We care for one another and work together to celebrate success, learn from struggles, and work to help every team member be their best selves.



JOY

Joy at school and at work makes us more productive, because when we create, innovate, and imagine, our motivation grows. Also, we love to have fun!

LEARNERS, CONTRIBUTORS, AND DESIGNERS

Our approach is based on the belief that we are all learners, contributors, and designers of our schools and our own futures.

Being a learner: Through learning, application, reflection, and persistence we grow every day. We understand that challenges are important opportunities to build our knowledge and skills.

Being a contributor: We have responsibilities to each other and our world, so we are leaders who seek progress, affect change, and help others be successful. We are participants in and contributors to the well-being of our schools and larger communities.

Being a designer: We solve problems and bring ideas to life. Our team members and students have the autonomy, time, and support necessary to reimagine, innovate, and iterate.

OUR BELIEFS

OUR STUDENTS CAN

Every child can learn. Every child has talent. Every child has value. To succeed in a competitive world and to serve as the next generation of leaders, students must engage in their education, own their learning, and feel accepted and supported in our schools.

OUR TEACHERS MAKE IT HAPPEN

Extraordinary teachers are the heart of successful schools, and they deserve working conditions and environments that promote educator professional growth and fulfillment. We must foster learning communities where teachers can continually hone their craft and content knowledge to design engaging learning experiences that meet the needs of every child.

OUR PRINCIPALS ARE KEY

Principals' responsibilities are strategic, vast, and intense. As leaders, they must be visible, hire the right staff, cultivate talent, build relationships with families and communities, foster positive and safe school cultures, and ensure results. We must support principals' growth as instructional leaders who strengthen the quality of teaching and learning in all classrooms.

OUR DISTRICT IS "ALL IN"

Effective teams collaborate and continually assess and improve their service to schools. This means our employees and board must work together, reflect, adjust, think ahead, and innovate in service of powerful teaching and learning.

OUR COMMUNITY IS ESSENTIAL

High quality schools are vital to the health of our community. Our children and schools need all of us—educators, families, and community partners. We must engage our families and all of Tulsa by embracing transparency, holding ourselves accountable to high standards, proactively communicating, and working as a team toward the success of every student.

OUR HABITS OF SUCCESS

WORK HARD.

Successful people work hard—often doing more than is expected. They take responsibility for their effort, results, and behavior. Successful people do their best and persevere when things get difficult.

BE CURIOUS.

Successful people are full of curiosity, wonder, and awe about everything around them. They ask questions, consider possibilities, imagine new realities, innovate, and create solutions.

SOLVE PROBLEMS.

Successful people notice and identify problems and design possible ways to resolve them. They collaborate with others to make things better. Successful people also solve problems with others by accepting differences with grace and dealing peacefully with anger and disagreements.

STAY FOCUSED.

Successful people have a purpose—for a moment, a task, a day, or their lifetime. They set goals and have clear yet flexible plans for accomplishing those goals.

FAIL FORWARD.

Successful people know that mistakes are wonderful opportunities to learn. They reflect on their experiences and, as result, understand more about themselves and about how they can do even better in the future.

BE KIND.

Successful people treat others—from family and friends to strangers on the street—with care, grace, and respect. They have empathy—putting themselves in the shoes of others to understand their circumstances. Successful people listen carefully to others and lose and win courteously.

WELCOME CRITICISM.

Because successful people are learners, they embrace criticism. They are hungry for feedback and eagerly use it to improve. They reflect on feedback and move forward with renewed readiness to achieve.

GIVE BACK.

Successful people live with gratitude for what they have and contribute what they can to make the world a better place. They have an open mind and compassion for others and contribute to the community and the world.

HAVE FUN.

Even in the most difficult of circumstances, successful people can find joy. They seek fun in the large and small moments of life. While they are serious when necessary, successful people are having a blast with life.

STAY HEALTHY.

Successful people take care of themselves. They eat right, exercise, and get enough sleep. Successful people manage their emotions and build a life that balances responsibilities, family, friends, and fun.





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