

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Dr. Melissa Woolridge  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Booker T. Washington High School  
(As it should appear in the official records)

School Mailing Address 1514 East Zion Street  
(If address is P.O. Box, also include street address.)

City Tulsa State OK Zip Code+4 (9 digits total) 74106-4011

County Tulsa

Telephone (918) 925-1000 Fax \_\_\_\_\_

Web site/URL <https://btw.tulsaschools.org/> E-mail [woolrme@tulsaschools.org](mailto:woolrme@tulsaschools.org)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Deborah Gist E-mail [gistde@tulsaschools.org](mailto:gistde@tulsaschools.org)  
\_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tulsa Tel. (918) 746-6800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Ms. Stacey Woolley  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 46 Elementary schools (includes K-8)  
12 Middle/Junior high schools  
13 High schools  
0 K-12 schools
- 71 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)  
☐ Suburban  
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	340
10	324
11	321
12 or higher	295
Total Students	1280

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 5 % American Indian or Alaska Native
  - 3 % Asian
  - 29 % Black or African American
  - 23 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 31 % White
  - 9 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2021	1302
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Afrikaans, Arabic, Bengali, Chinese, Finnish, French, Hmong, Indonesian, Japanese, Khmer, Korean, Osage, Pushto, Russian, Spanish, Swahili, Tagalog, Tamil, Telugu, Turkish, Vietnamese, Yoruba, Zomi

English Language Learners (ELL) in the school: 2 %  
22 Total number ELL

7. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 658

8. Students receiving special education services with an IEP: 2 %  
Total number of students served 24

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>4</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %  
Total number of students served: 45

10. Number of years the principal has been in the position at this school: 6

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	37
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	27
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 34:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	91%	95%	94%	95%	94%
High school graduation rate	98%	98%	100%	100%	100%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	298
Enrolled in a 4-year college or university	64%
Enrolled in a community college	22%
Enrolled in career/technical training program	4%
Found employment	2%
Joined the military or other public service	1%
Other	7%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2016

16. In a couple of sentences, provide the school's mission or vision statement.

To provide an academically rigorous education within an environment of multicultural diversity and develop all students' critical thinking skills, which are necessary for success in a global society. Our tradition is excellence; our concept is diversity; our potential is unlimited; our future is global.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.tulsaschools.org/nds>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Booker T. Washington is a full-application school within Tulsa Public Schools. To be admitted, all students must submit an application. To be considered for acceptance into Booker T., all students must meet the minimum requirements:

Academic assessment scores at the 35th percentile or above on both the reading and mathematics components of a standardized academic assessment. The test must be the relevant state assessment, or a nationally normed assessment administered by the school during the Spring semester of the preceding school year during the Fall/Winter/Spring of the current school year. The highest scores from these test windows will be used. Applicants not currently attending Tulsa Public Schools shall submit the relevant state assessment or a nationally normed assessment administered the same time period.

Cumulative grade point average must be at or above 2.50 on a traditional 4.0 academic scale for the first semester of the application year plus both semesters of the school year immediately preceding the application year. Pass/Fail courses are not included in the grade point average calculation.

For the 2023-2024 selection process, attendance is not used as part of the criteria for admittance.

Any out-of-school suspension or alternative placement for disciplinary reasons during the application year

or the second semester of the prior school year will be reviewed by the school's application committee to determine if the student will be eligible to proceed through the application process. All suspensions or alternative placements occurring after placement, but prior to the start of the school year, will be reviewed by the accepting school's selection committee. The offer may be rescinded based on the decision of the selection committee. School records as well as any documentation provided by the parent will be considered.

Any eligible applicant resident in the historical Booker T. Washington High School area shall be offered preferential admission status. Any eligible applicant from George Washington Carver Middle School shall be offered preferential status. After granting the above preferences in the order listed, approximately 60% of the entering ninth grade class shall be composed of eligible students who reside in Quadrants I and II of the district. The balance (40%) shall be selected from eligible students who reside in Quadrants III and IV.



## PART III – SCHOOL OVERVIEW

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In 1913, Ellis Walker Woods walked over 400 miles from Memphis to Tulsa to establish Booker T. Washington High School, Oklahoma's first Black high school—that is when the journey to excellence for Tulsa's Black citizens began. The school's first home was in the Greenwood district, the heart of the Black community and the home of America's Black Wallstreet. Unfortunately, eight years after BTW was established, the community that it served lay in ruins, destroyed during the 1921 Tulsa Race Massacre. Though Greenwood lay in ruins, the school was the only building not destroyed, so BTW became the headquarters for the American Red Cross to help the thousands of Black Tulsans who found themselves homeless, injured, and living under armed guard.

Though the Brown decision was established in 1954, a court ordered Tulsa to integrate their schools 19 years later. Now, 110-years after its founding, the school serves students from every racial, ethnic, religious, and socio-economic group in Tulsa.

We take pride in the many state and national academic and athletic accolades our students have earned. Recent state championship trophies in basketball, football and soccer crowd our trophy cases, and plaques and certificates of recognition from state and national speech and debate competitions and state and national academic bowl competitions sit alongside. Leaders at the school promote student participation in all aspects of the school and the community. To date, we have 19 sports teams and approximately 65 student clubs and organizations, including robotics, National Honor Society, Men of Power, African American Society, Jewish Student Union Club, and Student Council.

Students applying for BTW enrollment understand that the school is a full International Baccalaureate Middle Years Programme (IBMYP) school. As an IBMYP school, Booker T. educators are required to follow specific curriculum requirements and students are required to complete a specific number of volunteer community service hours, a personal project, and summer reading assignments. During their initial enrollment session, students are reminded that Booker T. has higher expectations for graduation than other district high schools and that all BTW students are expected to take four years of English, math, science, and social studies. All sophomores are required to sit for the PSAT assessment, and all juniors are required to sit for the SAT assessment. Despite our expectation of rigor and participation, we always take time to follow one of our long-standing traditions by crowning our student-body elected Mr. and Miss Hornet—a homecoming tradition that brings hundreds of our alumni back to the school to reflect upon their high school days. Generations of BTW Hornets come together at this traditional homecoming celebration. Our student-led cultural assemblies teach students about other ethnicities and cultures. Some of our celebratory assemblies include Native American Heritage, Hispanic Heritage, African American Heritage, Asian Culture assembly, and Japanese Sports Day.

BTW requires each freshman and sophomore to participate in the IB Middle Years Programme, but every junior and senior can participate in the IB Diploma Program. Students pursuing the full IB Diploma must take six college-level courses in English, world language, social studies, science, mathematics, and one other area of choice. IB Diploma students must also take Theory of Knowledge, engage in monitored extracurricular activities, and write a formal research paper. The IB Diploma Program challenges students to think about global issues, cultural assumptions, and our place in the world community.

Considering what we endured during the height of the pandemic, it is an honor to be nominated for the Blue Ribbon Schools Award for a third time. The nomination itself brings a sense of validation for the work and dedication of our faculty, staff, students, and parents. Earning the National Blue Ribbon Award in 2016 helps our 110-year-old institution attract and retain not just academic, artistic, and athletic students of all races and ethnicities, but also high quality educators. Additionally, being recognized as a 2016 National Blue Ribbon School opened other local, state and national doors of opportunity for our students, faculty, and staff. Most recently, one of our English teachers, also a Booker T. alumni and the district's Teacher of the Year, was named Oklahoma's 2023 Teacher of the Year—an accomplishment that makes all of us proud.

Additionally, the recognition has helped us grow a stronger Parent Teacher Student Association (PTSA) as

well as a stronger foundation, The Booker T. Washington Foundation for Excellence, both top organizations that offer varying forms of financial support for our faculty, staff and students. Most importantly, the Blue Ribbon Award, has helped maintain our status as the Pride of the Great Southwest as we continue to make our alumni and our community proud of our accomplishments and ensure that our students are prepared for life after high school.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

In the Language Arts department, our goal is to help students reach their full communication potential. We focus on reading complex texts and responding to those texts through small group or partner work, class discussions, and individual writing activities. We want students to see how we value the act of reading, so we will devote class time to give them the opportunity to read, and we will read the texts aloud with our students to model how we interact with the texts. All of our classes are in the advanced category, so our expectations exceed district and state standards.

Since COVID, we see that students sometimes struggle with interacting with their peers, so we practice and nurture that skill. Partner and small group activities are crucial to getting students back to feeling comfortable talking with other students face-to-face instead of interacting through just a screen. This interaction can be in the form of talking through a prompt before completing an assignment, small group discussions relating to their tasks, tackling text together to look for literary devices and find theme, or group projects to help further their understanding of the text.

With the addition of the extensive writing requirements of the International Baccalaureate Middle Years program and IB Diploma Program, our English/Language Arts department not only meets but exceeds the state curriculum requirements by incorporating strategies from common, leveled rubrics for each grade level and multiple modes of discourse including, for example, Socratic seminars and collaborative writing via Google Docs. We also collaborate and share department resources using Google Applications. Since COVID, many of our lessons are presented using a digital platform, and this allows students access to material when- and wherever they need it. We use digital resources that are available 24 hours a day to accommodate students' busy schedules. Those digital resources include Commonlit, which helps students interact with complex texts, and Vocab.com, which helps students with tricky vocabulary words before we encounter them in text. Students also use NoRedInk.com for grammar practice, as well as Kahn Academy for standardized test preparation, and both are designed to give the students practice in the areas where they struggle most. We use Canvas to organize and share our content and give students access to lessons, whether recorded lectures, notes, resources, or digital class discussions, whenever they need them. Many students leave high school with college credit because we prepare students for International Baccalaureate and Advanced Placement exams, and we offer college concurrent enrollment courses. Anecdotal evidence from former students demonstrates that we fully prepare our graduates for the critical thinking and academic writing demands at even the most challenging of colleges and universities.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

The Booker T Washington Math Department offers many courses to meet the diverse needs of our unique student body. Courses offerings range from Algebra I to Calculus BC. All freshmen and sophomore students take the MAP Math 6+ Growth Exam three times a year (fall, winter, and spring). This exam measures student progress during the school year. It allows teachers and students to measure progress and adapt the lessons to meet the needs of all students. Many upper level courses are offered in the Advanced Placement and International Baccalaureate Programs that give advanced students multiple opportunities to challenge themselves. Our upper level classes include IB Mathematics Application and Interpretations SL, IB Mathematics Application and Interpretations HL, AP Calculus AB, AP Calculus BC, and AP Statistics. Next year we will add AP Pre-Calculus to the advanced math catalog to allow students to earn more college credits during high school. Students can also take advantage of concurrent enrollment at one of several local universities. Almost every student takes four years of math. Algebra III, a college algebra prep class, is offered for those students who want a fourth year of math but might not be ready for a more advanced class; these students focus on mastering critical math skills. Struggling students can benefit from our before or after school tutoring programs offered by teachers. In addition, there is also Peer-to-Peer tutoring through our National Honor Society and online FEV tutoring through the district.

Completion of the Summer Math packet is required in all classes to prepare students for the upcoming year and reduce the time needed to review prerequisite material. To ensure all students have mastered the foundational skills needed for success in any math classes, professional learning communities regularly meet to monitor vertical and horizontal alignment of all courses and to make adjustments as necessary.

### **1c. Science curriculum content, instruction, and assessment:**

The science curriculum addresses the Next Generation Science Standards and the Oklahoma Science Standards by offering a sequence of foundational science courses that begin with freshman biology, followed by sophomore chemistry. With this foundation students choose the remainder of their science courses from a variety of courses. Teachers use multiple strategies such as project-based learning, inquiry, flipped classroom, and direct instruction to differentiate their instruction. The department works on vertical alignment from 9-12 by incorporating academic language in all classes centered on the MYP and IB curriculum. Teachers offer individual assistance inside and outside and outside of class to help students improve. Advanced science students may participate in the science bowl competition. Students of all skill levels are included in a robotics program that allows students to advance their skills in programming, physics, electronics, and design.

### **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Studies department's core curriculum includes Oklahoma History, United States Government, United States history 1878-Present, and World History Survey. Students can choose to take AP Government, AP United States History, and AP World History. The state requires these courses to graduate. We follow the learning standards set by the state of Oklahoma for each course. Each course has different content; however, teachers within the department scaffold historical thinking skills through their content. Several of these concepts—Identity, People, Culture, Beliefs, Environment, Politics and Power—are covered every year. We also concentrate on developing thinking skills such as chronology and reasoning, comparison and contextualization, and crafting historical arguments that enable students to understand content better.

Our department also offers AP Human Geography, IBSL Anthropology, IBSL and IBHL Psychology, IBSL Economics, IBSL World Religions, IBSL 20th Century World, and IBHL European History. In addition to the extensive writing requirements of the International Baccalaureate Middle Years and Diploma Programs, our Social Studies department not only meets, but exceeds the state social studies curriculum requirements. We incorporate various online platforms such as OER Project, Active History, and InThinking to implement content. Several teachers have been trained in and incorporate the Modern Classrooms Project into their curriculum so students can complete assignments at their own pace.

Our teachers use a variety of tools to implement and assess student learning: Simulations, group projects, research projects, gallery tours, as well as traditional methods. Teachers actively incorporate auditory, visual, and sensory modes of instruction to reach all learners. Likewise, our students are assessed in a variety of ways. Teachers use rubrics to assess group projects and simulations, and student progress as well as AP and IB assessments. To make sure AP and IB assignments are assessed correctly, a large portion of department faculty participates in professional development each year or read AP exams during the summer.

### **1e. For schools that serve grades 7-12:**

The curriculum at Booker T. Washington includes a variety of on-level courses across eight content areas: English, Math, Science, Social Studies, World Language, Career Tech, Physical Education, and Fine Arts. We also offer 24 Advanced Placement (AP), 32 International Baccalaureate (IB), and 8 Honors courses. We are one of only two high schools in Oklahoma to offer the IB Diploma Programme and the only high school to offer the Middle Years Programme. Students also have access to half-day academic and hands-on career exploration through our partnership program with Tulsa Technology Center or they can opt to earn college credits while still in high school through our dual enrollment partnership with Tulsa Community College. There are also opportunities for students to engage in work based internships for which they receive elective credit. Our school has a robust offering of leadership opportunities through our clubs and organizations

such as Student Council, National Honor Society, Key Club, Robotics, to name just a few. Our racially balanced student body boasts a nationally ranked academic bowl team and speech/debate team, as well as championship basketball, football, and soccer teams.

Students have autonomy over the level and variety of rigor they choose to enroll in while at Booker T. Our goal is for students to challenge themselves to an appropriate level for their goals and personal needs. With the variety of courses and rigor available across a breadth of disciplines, students have avenues to explore almost any area of interest in preparation for their college and career goals.

**1f. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

**2a. Arts (visual and/or performing)**

The BTW Fine Arts department encourages creativity, collaboration, and communication through drama, orchestra, film, band, and choir. Our Fine Arts program integrates all other content areas (math, history, English, and science) into learning objectives to ensure that students succeed not just through their artistic talents but in the real world. Putting our talents on display—all-school musicals, school-wide exhibits, competitions, installations throughout the local art scene—is the cornerstone of our teaching philosophy and curriculum. We have an academic focus, as well, offering AP (Art History, Music Theory) and IB (Art, Film) level art classes that study the history of and techniques behind great art. Beyond introducing students to a broad foundation of cultural masterpieces, these courses require students to look at relationships between artists, periods, and religions to understand big questions such as what did these things mean to the people who made them? Why are they still important to us today? How can we incorporate these foundational concepts into our own art? Involvement in the Arts is not a passive but an active process of exploration that depends on the student's own feelings and ideas. BTW students can express these feelings, these ideas in ways that suit their personalities. BTW has a multi-media, multi-medium Arts program.

**2b. Physical education/health/nutrition**

Physical Education at BTW uses the Middle Years Program Design cycle to create individualized workout programs, and the Learner Profile Characteristics facilitate student maturity and athleticism. Classes present the importance of developing physical, mental, emotional, spiritual, and social health. Students learn a variety of issues pertinent to the health of teenagers. Finally, students study the systems of the body and how they work together to provide optimal health, as well as how life-long sports contribute to overall health.

The state mandate for CPR training is handled through a physical education curriculum where all students receive an introductory unit on assisting with a CPR crisis that might occur in their daily lives.

Cross-curricular lessons allow the physical education department to help supplement the learning objectives for energy use in biology, research skills in English classes, graphing concepts in math and how significant sports and athletic events such as the Olympics connect to time and place for the History department.

**2c. Foreign language(s), if offered (if not offered, leave blank)**

Booker T. Washington's World Language Program is extensive. Students are required to take two years of the same language for graduation, and they have five languages from which to select: Spanish, German, French, Chinese, and Japanese. Many students elect to study more than one world language. Studying these languages supports and enhances students' abilities to understand grammar, syntax, and writing structures. Students' research skills improve in other content areas because they are required to use the research process for many assignments, essays, and projects in their foreign language class. Because students are required to speak and think in another language, their critical thinking skills also improve. The school offers levels I

through V or VI in each world language: Spanish I to Spanish IBHL, French I to IBHL, German I to IBSL, Chinese I to Chinese IBSL, and Japanese I to Japanese IBSL. Many students also choose to sit for the Advanced Placement Language and Culture Exam in their respective language. Learning a second language aligns with the IB philosophy of being globally minded and prepares students to have a better understanding of the world in which they live.

## **2d. Technology/library/media**

The Post-Secondary Readiness department (Career Tech) prepares students in grades 9th-12th for college and careers after high school by providing pathways consistent with industry standards. Career Tech students receive exposure to careers in business, technology and STEM by participating in job shadowing, field trips, hands-on projects, all while acquiring life skills. Students are exposed to guest speakers and individualized projects, while gaining teamwork, problem solving, and critical thinking skills. Career and Technology education gives students opportunities for concurrent enrollment, advanced coursework, internships, and secondary academic counseling. Our curriculum provides all students the knowledge and skills necessary for success.

BTW's library program supports curriculum and encourages students by focusing on critical thinking skills, information and media literacy, and problem solving. All information about the library is accessible through the library's Canvas page. Library resources can be accessed through Canvas, Clever, or in person. Students are encouraged to explore library resources, both on their own and through research classes taught by the librarian. Though the library is primarily an academic space, reading and learning for fun is also encouraged through a robust fiction section and fully stocked Maker Space. By inviting students to see learning in a variety of ways, BTW creates lifelong learners.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

The mission of BTW's Air Force Junior Reserve Officer Training Corps (AFJROTC) program is to "Develop citizens of character dedicated to serving their nation and community." BTW's unit holds cadet success as priority one. Our program is academically rigorous and allows cadets from all backgrounds, skill sets, and experiences to achieve, excel, and lead. In 2016, BTW's unit received the highest grade possible, Exceeds Standards, on its Air Force Headquarters inspection, and it is being considered for the Distinguished Unit Award.

Speech and Debate is the definition of essential skills: data analysis, literary interpretation, and presenting a succinct message while speaking and persuading, writing, and arguing by using critical thinking on the spot or in-depth research. Students display their skills at local and national tournaments at least twenty times a year. Students earn numerous state awards, but they are most proud of their consistently high performances at the National level. The team consists of over 100 students reflecting BTW's demographics. The skills acquired through speech and debate are applicable through all subjects, all content areas in high school and beyond.

## **3. Academic Supports**

### **3a. Students performing below grade level:**

After COVID, gaps in student achievement were more apparent than ever. In our effort to support each student and to help them achieve their full potential, we use various tools and methods that tap into what students already know and help them bridge the gap from where they are to where they need to move. In the classroom, as much as possible, teachers offer one-on-one classroom support, chunked assignments, and graphic organizers to assist students in processing information. Some teachers add self-pacing instruction for students. Through this particular method, teachers are able to work with students performing below grade level and focus on the content that they might have missed in the classroom. IB course offerings include Geometry, Algebra II, Pre-Calculus, and Statistics, courses that students can take to fill-in gaps from instruction lost during the height of the pandemic. Algebra III reviews all previous math courses and allows students to correct previous misunderstandings. Outside of the classroom, several core teachers offer before

and/or after school tutoring. Additionally, the district sponsors on-line tutoring support through FEV Tutoring, and our National Honor Society students offer Peer-to-Peer tutoring to struggling students in a safe, non-judgemental environment. Digital teaching platforms allow our teachers to post recorded videos of lessons on Canvas and YouTube. Our counselors and special education teachers offer academic check-ins and provide struggling students and their parents with additional support. For upperclassmen, our Foundation offers free PSAT, ACT and SAT test prep.

### **3b. Students performing above grade level:**

All of our English classes are advanced. This helps to keep all of our students engaged with the curriculum. Once students reach the 11th grade, they choose between either Advanced Placement Language and Composition or the International Baccalaureate program. Because of the cooperative nature of these courses, students help their peers with feedback on writing drafts, and those that are above grade level learn about writing as they help the students who struggle. Again, we also offer Peer-to-Peer tutoring where students who excel in a subject can help their peers who need extra support. As the students help their peers, they reinforce their knowledge of the material. Additional academic enrichment is available through a variety of AP, IB, and Dual Enrollment courses. AP and IB courses are taught at a level of rigor and expectation equivalent to an undergraduate college course. Students have the option of sitting for AP and IB exams to potentially earn college credit. Students have access to earn college credits through dual enrollment opportunities at four local colleges and universities: Tulsa Community College, Oklahoma State University, the University of Tulsa, and Oral Roberts University.

### **3c. Students with disabilities:**

Booker T. Washington tailors instruction to students with disabilities by providing special education services and supports. Students with disabilities are monitored closely by our two highly qualified mild-moderate certified special education teachers who check grades weekly, monitor test scores, and consult with general education teachers. When there is an achievement gap, special education teachers meet with students and their teachers. If a student needs additional instruction, we pull them into the resource room, from an elective if possible, so they don't miss classroom instruction in core classes. We help students with disabilities who need to develop executive function skills such as organization, time management, and task completion by creating a weekly plan for assignments.

If we see that a student's test scores drop, we arrange to test them in a small group where there are fewer distractions than in a large group and allow them additional time, if needed. This encourages students to take their time and usually results in better test scores. We also apply for accommodations for SAT testing to help students with disabilities perform to the best of their abilities.

### **3d. English Language Learners:**

An Academic Language Development Literary Analysis course is required for students identified as needing this support; however, parents have the option of exempting their student from this course. Translation and interpretation services are available for all written and oral communication documents. We use the Talking Points app for translating text messages for parents. In most of our math classes, the online textbooks that we use support the needs of our English Language Learners. The majority of the online textbooks include vocabulary represented in many ways. Students are able to see written definitions, application of the vocabulary, a video demonstrating the math action, as well as a visual representation of the word. The online text can also be switched to Spanish. We also use the scaffolds our district supplies through Ellevation, which is where we see who our English Language Learners are and how they are doing in all of their classes. Ellevation suggests accommodations that may be helpful for those students who struggle and strategies to best engage students with the material in a meaningful manner. We often provide scaffolding techniques to help students who struggle with a lesson. This may look like an organized note-catcher, allowing partner work, demonstrating the activity before students engage in the activity, providing outline or thesis templates to get students moving in the right direction, and/or directed reading to help them find the significant sections in a work. Vocab.com is also helpful for students who struggle with broadening their vocabulary. We assign specific lists to students as a class, but they also have full access to every list in the

program's extensive database. We frequently use Commonlit, which is designed to help English Language Learners by providing translations.

**3e. Other populations, if a special program or intervention is offered:**



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

The underlying culture at Booker T. is built upon a tradition of academic excellence, athletic superiority, and artistic expression, three expectations that develop our students and eventually help them as they pursue successful careers. Everyone at our school and in our school community takes pride in our students' participation both in and outside of school.

Inside the classroom, the Middle Years Program, the International Baccalaureate Program, and the Advanced Placement program drive our goal of sustaining our academic tradition of academic excellence. As students begin to pave their path to the future, many of them start by participating in one or more of our 65 student clubs and organizations. Three of our paramount student leader organizations, Student Council (STUCO), National Honor Society (NHS), and Teen Advisory Board (TAB) are effective platforms instrumental in helping our students find their niche in high school and hone in on their leadership skills. Aside from these organizations, we also have a faculty SAFE Team that meets on a weekly basis to discuss specific mental and emotional student issues, needs, concerns, and solutions. Members of the faculty SAFE Team have also set up a student SAFE Team that meets on a monthly basis to give students a voice to share their concerns directly with faculty and staff members in a safe environment.

In addition to our numerous and ever-evolving clubs and organizations, our students also have the opportunity to participate in two annual drama and musical programs. Our school had been known for providing excellent performances in many different areas of the fine arts; however, during the height of the pandemic the opportunity for our students to participate in these activities declined. Now that the pandemic has subsided, our students have been able to move back into offering large theatrical productions two times a year.

Outside of the classroom, we provide our students with the opportunity to participate in one or more of our 19 state sanctioned sports. Our athletic programs focus on the whole student by providing them with opportunities to learn about health and nutrition, all while developing into an athlete who is able to compete at a high level and open up the possibility of earning state championships and/or earning collegiate athletic scholarships.

### **2. Engaging Families and Community:**

Our tradition is excellence; our concept is diversity; our potential is unlimited; our future is global is a statement that captures the Hornet community. Although it was initially established as a school for African American students, our school has evolved into a school that, after over one-hundred years of existence, models what a cooperative community can become. Our school community is comprised of individuals, families, businesses and other stakeholders that represent all races and many religions, socioeconomic backgrounds, and nationalities. Consequently, we find that keeping a global mindset is necessary to engage families and the community. To welcome new students to our community, we hold enrollment sessions for them and their families to acquaint them with BTW. Current students and alums attend in the same spirit as our football team did when welcoming the first white students as they got off the buses in 1974. In addition, we make sure that new students start the new year on a positive note by holding an orientation prior to the start of school. Current students walk in-coming students around the building to locate classrooms and meet teachers and classmates. Students representing our clubs encourage new students to join, and, more importantly, Student Council leaders teach school songs and chants, and pass on school secrets. Parent, Teacher, Student Association (PTSA) is on hand to answer parents' questions and connect them with relevant social media sites.

At Booker T, we have many parent and community volunteers who proctor testing and help with extracurricular activities. Our active PTSA collaborates with student clubs and organizations and with faculty and staff members to enhance services provided by the school. Our students are active in the Tulsa community as a part of the IBMYP and IB programs that require them to earn community service volunteer

hours each year. Because of this requirement, Booker T. students often find themselves immersed in many different activities—the Iron Gate food kitchen, local marathons, elementary school tutoring, prom dress collection and donation, Red Cross Blood Drives, to name a few—throughout the city. Additionally, we bring in speakers to expose students to new and interesting perspectives.

Finally, a partnership with the Booker T. Washington High School Hall of Fame Foundation recognizes outstanding alumni and provides need-based scholarships to several of our graduating seniors. Along with the Hall of Fame Foundation induction ceremony, many other alumni return for homecoming year after year; the combined involvement of these two groups serves as a sturdy bridge to ensure that BTW traditions remain intact and strong.

### **3. Creating Professional Culture:**

At BTW we feel that our teachers are our most valuable asset in our mission to serve our students.

Many of our faculty members seek outside resources to further their professional growth. Many of our teachers participate in the Yale Initiative, while others promote The Modern Classroom in several of their classes. Our counselors are also active in the American School Counselor Association (ASCA), where they serve in local roles and share their knowledge of school counseling with their colleagues at other Tulsa schools.

Our state and district leaders require that we participate in self-paced, on-line training sessions where all faculty and staff members learn about Identifying Child Abuse, being aware of Human Trafficking, recognizing students who are experiencing Homelessness; recognizing and responding to Bullying; Youth Suicide Awareness and Prevention; English Language Learners and Instructional Strategies; Bloodborne Pathogens and Exposure; and Family & Community Engagement.

Additionally, throughout the year, many of our teachers participate in out-of-state Middle Years Programme and International Baccalaureate professional development sessions. Over the summer, many of our Advanced Placement teachers participate in AP professional development training sessions and readings. All of these opportunities grant our teachers the opportunity to become experts and to become teachers of teachers at our school because we allow them time to share their knowledge.

Faculty members are also shown additional support through the Tulsa Model Evaluation System. The annual cycle, which varies depending upon teacher career status, allows administrators the opportunity to observe classrooms and to work with and grow teachers through cycles of observations followed by one-on-one conference sessions where conversations regarding reflection and growth are the topic of discussion.

Additionally, short literacy walks through classrooms allows administrators and classroom teachers to gauge the level of text complexity that is being used for each assignment and determine whether the assignments being taught will allow our students to reach their intended academic growth.

Finally, because our district has incorporated several professional development days into our school calendar throughout the school year, we have additional time outside of our Tuesday morning meeting times to work together as departments, a faculty, or in collaboration with faculty from our MYP partner/feeder school.

### **4. School Leadership:**

School leadership at BTW is student focused; we make decisions in the best interest of students. BTW has one school principal and three assistant principals. One assistant principal oversees Student Services, Athletics, and Operations. Another assistant principal oversees AP, ELL Services, Student 504 Plan Services, and Gifted and Talented Programs. The third assistant principal oversees State and National Testing, Admissions and Enrollment, IB, Special Education Services, and the website. The school principal has specific whole school duties (School Security and Safety, Board of Control, Student Activity Fund, Title I Budget, PTSA/Foundation/Hall of Fame Liaison, SAFE Team/Crisis Intervention, Graduation) as well as

ensuring that the entire leadership team functions as a cohesive unit focused on student success. All administrators are responsible for observing and evaluating specific teachers and staff members and reviewing and approving teacher curriculum and lesson plans. The administrative team works with the Counseling team to craft a meaningful Master Schedule, suggesting and creating teacher professional development sessions during district sponsored professional development days.

The Counseling department ensures that students progress academically. We have four School Counselors. One works specifically with Freshman; the three remaining counselors split the alphabet between sophomores, juniors and seniors. The Counselors consistently meet with students who struggle academically, and they meet as-needed with students who need additional social and emotional attention. To ensure that all students are on track to graduate, our counselors utilize a digital graduation tracker that makes their specific students' graduation requirement information readily available to share with students and parents. Counselors meet with their respective students, at minimum, twice per year to discuss graduation plans.

Counselors meet more regularly with their senior students to track their college application process, to provide letters of recommendation, and to ensure that their students will graduate. Counselors enroll off-track underclassmen in at-school credit recovery courses or enroll them in summer school bootcamp. Counselors also work hand-in-hand with Special Education teachers to ensure that students in need have appropriate Individualized Education Plans (IEP) or 504 Plans in place.

BTW has a Dean of Students who primarily oversees discipline. Other Dean duties include Suspension Appeals Coordinator, Student ID Badges, School Lockers, Attendance/Tardies, Site Asset/Technology Manager, Student and Faculty Parking, Liaison for Juvenile Court/Police, and Security.

Like many others, we have found that Social and Emotional Learning (SEL) issues have increased amongst our students. As disciplinarian, our Dean serves as the first line of communication for students who need one-on-one attention. The entire leadership team is available for troubled students. Additionally, COVID has required each team member to be able to step into the role of another at all times.

## **5. Culturally Responsive Teaching and Learning:**

In our district, our student demographics are 37% Hispanic/Latinx, 23% Black, 22% white, 11% multiracial, 5% American Indian/Alaska Native, and 2% Asian/Pacific Islander. Because of this varied mixture, our district is one of the most ethnically diverse school districts in Oklahoma. Though it seems like an almost insurmountable task in our current state political climate, our community and our district believes that our diversity is a treasure; consequently, both our district and our school are committed to teaching compassion, empathy, and respect for one another.

Throughout the school year we host school-wide assemblies that celebrate students of different ethnicities and allow them to teach other students about their cultures. Some of our annual assemblies include Hispanic Heritage assembly, African American Heritage assembly, Asian Heritage assembly, and Native American Heritage assembly. Additionally, through our foreign language courses--Spanish, French, German, Japanese, and Chinese--teachers take time to teach both the language and the culture of the country so students gain an appreciation for the country or region as they learn vocabulary.

The Tulsa Public Schools district is committed to teaching teachers how to recognize and how to appropriately react to bullying and other threats. Teachers participate in online and in-person bullying-prevention and suicide prevention training. During semester student forums, we teach students how to report bullying and other issues to a trusted adult in the school. The trust and respect between students and adults at BTW paid off this week when a student received a threatening social media posting. A student from a suburban school district shared a photo of herself with a high powered weapon along with a threatening caption directed toward one of our students. Because our student reached out to a teacher, the armed outsider was apprehended before she had the opportunity to make her way to our campus. We used this frightening incident to reinforce to our students that reaching out to a trusted adult if they feel threatened, whether with guns or through bullying is the right move.

Administrators, teachers, and counselors use academic and disciplinary data from students from different racial and socioeconomic backgrounds to determine if gaps in equity exist and to assist in developing educational strategies that promote equitable opportunities for all students.

All emails and other school communications with parents are sent in both English and Spanish, and Spanish interpreters are provided for functions such as orientation, parent-teacher conferences, and any other school sponsored function.

## **PART VI - STRATEGY FOR EXCELLENCE**

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At BTW, we believe that our school's success is directly linked to our students' success. BTW's administrators, faculty, and staff work with students to combine academic accomplishment with school and community involvement and global awareness with the goal of developing students who are not just competent, but confident, empathetic, and kind—no matter if they are destined for an Ivy League college or the workforce.

Teachers ground the knowledge and skill that students gain in the classroom in real-world applications. In addition, BTW sponsors clubs and activities, such as the T-Connection Band, Women Empowered, the Sexual Orientation Friendship Association (SOFA Club), and Robotics, that do more than connect students with shared interests, they allow students to become the best possible version of themselves. Groups such as Safe Team connect students with adults and peers who support one another during difficult times, and teach students that being empathetic and kind is as valuable as learning about, say, Cold War Era history.

Moreover, BTW maintains an environment that is and always has welcomed student creativity and expression. Ad hoc clubs such as the Ultimate Frisbee Club or the Knit-Fu Club (a teacher and students who knit scarves for the homeless while watching Kung Fu Movies) come into existence because students and teachers find one another.

So much of what schools do is for the purpose of generating data. BTW leaders believe that data is valuable, but, while creating strategies based solely on data might result in impressive statistics, true success includes intangibles. We use data alongside our school's values to inform our decision-making and planning. For this reason, our graduates know that achievement is a part of educational excellence, but so is knowing how to be a friend.