



CHICKASHA MIDDLE SCHOOL

TITLE I PLAN

2024-2025

**Oklahoma State Department of Education
Title I Schoolwide Plan
School year- 2024-25
Revised Plan-YES Date 5-5-2024**

District Information

District Poverty Rate- 59%

District- Chickasha Public Schools

Superintendent- Rick Croslin

Email- rcroslin@chickasha.k12.ok.us

County/District- Grady/ 26/I001

Phone- 405-222-6500

School Information- Chickasha Middle School

Poverty Rate-67.2%

Principal- Tori Clark

Phone- 405-222-6530

Email- tclark@chickasha.k12.ok.us

✓ **1. Parent and Community Stakeholder Involvement**

By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)]
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)]
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision-makers in the development of the Title I Schoolwide Plan.
3. The school vision and mission for student success are communicated to families and are based on the beliefs and values of the school community.
4. The Title I Schoolwide Plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the Needs Assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I Schoolwide Plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community, or may not be embraced by families or community members.
4. The Title I Schoolwide Plan is posted in English on the school's website.

Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.

- The school uses many avenues of communication. These include paper notes/newsletters, the school's Facebook page, the school website, calendars, the school marquee, email, phone messages, the new app for Chickasha Public Schools, parent meetings to inform parents that we are a Title I school and ways they may be able to be involved throughout the school year, conferences, and access to parent portals for programs and grades.
- School/Parent/Student Compacts—These are presented to parents at student enrollment. They detail how teachers, parents, and students work together to maximize academic achievement and can guide discussion during conference time. The compact is reviewed and updated at the annual site Title I meeting.
- Conferences – Parent-teacher and/or parent-student-teacher conferences with classroom teachers are scheduled according to the district calendar for all students. Other conferences may be scheduled as needed. Conference time will include guidance for parents in interpreting assessment results and monitoring their child's progress. This year, we had a title I meeting during our first conference date to review the Title I plan.
- Programs and activities are scheduled throughout the year. Parents are encouraged to attend, volunteer, or participate at events to involve them in their child's education. CMS hosts monthly parent engagement activities called CMS Parent University.
- Parent meeting to inform parents that we are a Title I school and ways they may be able to be involved throughout the school year. Parent representatives are included in our site planning committee.
- Parent surveys allow parents to be involved and give feedback concerning resources, safety, and communication. All data is summarized and given to the site planning committee.
- Home Language Surveys – conducted and maintained by the coordinator of ELL records. The home language surveys are used as resources to identify parents whose involvement could be enhanced by accessing non-English achievement reports, surveys, or other written communication.

- District school climate survey and administration surveys- faculty and student surveys for Title I. All data is summarized for the site planning team and shared as appropriate.
- Open House Night—CMS holds an open house one evening before school starts for the year. This evening, students pick up schedules and tour the CMS campus before the first day of school. During this time, we also shared information via a slide show about the Title I program, Oklahoma Academic Standards (OAS), available online resources, and classroom procedures and expectations.
- CMS hosted an Open House in February for the upcoming seventh graders and their parents. CMS had representatives from all activities present with information available for those interested in a certain activity.
- Monthly parent university meetings in February and March always encourage upcoming 6th-grade students and parents to attend and become familiar with our staff and building.

2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.

- The core planning team members were selected to represent all groups served by—and charged with implementing—our schoolwide plan. This includes principals, Title I personnel, classroom teachers, student services personnel, and parents. All groups were informed of our planning process/progress and invited to participate or provide feedback. Final approved plans are sent electronically to all planning team members and school personnel. Additionally, printed copies of the plan are available for review at all times with tentative revisions and the final approved copy.
- Parent surveys are distributed to allow parents to be involved and give feedback concerning resources, safety, communication, and the school's culture. All data is summarized and given to the site planning committee.
- The school offers a School-Parent-Student Compact and maintains a Parent Participation Policy to act as a guiding force throughout the school year. (See supporting documents.)

3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.

The Title I Mission Statement acts as the foundation for the schoolwide plan:

Title I, Part A of the Elementary and Secondary Education Act of 1965 (reauthorized in the No Child Left Behind Act of 2001, which was replaced by the Every Student Succeeds Act of 2015) provides local educational agencies (LEAs or school districts) with extra resources to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging state academic standards.

Chickasha Middle School is committed to Building Pride, Inspiring Excellence, and Empowering All by providing a safe learning environment where students, parents, staff, and the community accept the responsibility for preparing students for academic success and future challenges.

Using our motto of "Choose wisely, Master accountability, Strong & secure", Chickasha Middle School's environment of trust and mutual respect for all people reflects our belief that all students can learn. We will work together to prepare our students to take a role in society as productive citizens and help them develop their personal commitment to learning.

K-20-Gearup for Life Grant was awarded to CMS in the 23-24 school year. This grant focuses on the current year's 7th graders and next year's 7th graders, providing technology, post-secondary opportunities, academic enrichment/achievement, and parent outreach opportunities. K-20 is intended to follow these two grades through their graduation and beyond.

4. The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Chickasha Middle School's School-wide Plan is available to all stakeholders in many formats: printed summary form, electronic (email, Google Drive, school website link), and full printed copy upon request. Additionally, the district has secured service to enable the quality translation of the school-wide plan into alternate languages for wider community access.

✓ 2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan was developed based on a Comprehensive Needs Assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for school improvement.
5. Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

Developing

1. Includes performance and/or non-performance data gathered from a limited number of resources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the schools Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students in general.

Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as a whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1111(c)(2) of ESSA.
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students.

Addressing the above expectations, describe the outcomes of the school's Comprehensive Needs Assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the Title I Schoolwide Plan.

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.

Student Achievement Data

- STAR assessment data is collected at the school year's beginning, middle, and end.
- OSTP data from the spring test are reviewed at the beginning of the next school year or as soon as the state makes it available.
(see charts at the end of the document)
- WIDA data from this assessment helps identify ELL students who need monitoring throughout the year. Wida also helps assess each student's areas of strength and weakness, and that data is given to each teacher at the beginning of each school year. All data comes from the student's ELAP after completing the WIDA ACCESS test.
- CFA—Common Formative Assessments—CMS aligns all courses to ensure students receive the same information regardless of their teacher for each course. These assessments are given weekly or bi-weekly to ensure students master the essential standards being taught in the classroom. Teachers meet in data teams weekly to discuss and disaggregate the data. This allows them to provide further feedback or instruction/intervention as needed.

Perception Data

*Staff, parent, and student surveys are offered during the school year. Feedback is summarized and shared to assist with planning. (see charts and copies at the end of this document).

*Common Formative assessments

Demographic Data

*All demographic data is maintained at the middle school and central office. It is updated continually and available for review at any time. (see chart at the end of this document)

*This data includes- attendance, truancy, student behavior, ethnicity, low income, and EL.

2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).

* Renaissance/STAR Screening, Summary, Annual Progress, and Growth Reports are analyzed, and data is included in the Comprehensive Data Profile. The data is viewed through the lenses of both achievement and growth. The team compares students' data from year to year—including those who score above the OSTP proficient level and those who score below proficient. The team also considers the percentage of students attaining their personal growth

targets for the school year, how that data compares with national norms, and how the data looks compared to previous years. Additionally, reporting groups are used to monitor the achievement/growth of subgroups (Title I intervention students, EL students, and students served with an IEP) in relation to their grade-level peers. Reporting capabilities in Renaissance also allow for viewing data according to racial/ethnic groups and any characteristics indicated in the program. (See supporting documents for the Comprehensive Data Profile.)

*Progress reports- CMS sends home progress reports every 9 weeks to ensure parents are informed of their students' progress before the end of the 9-week grading period. This allows parents, students, and teachers to devise a plan of action to ensure student success at CMS.

*Ineligibility list- a data collection for those failing certain subjects throughout the year. Reviewed continually by committee members from each subject to determine any changes that could be made to the courses offered and for those that may need extra resources/ tutoring to help bridge the learning gaps. CMS mails letters home each week for students currently on the ineligible list. This has proven to be a great avenue of communication with parents and teachers. CMS also has a weekly

*OSTP—data is usually reviewed the next school year after completing the test. The team focuses on the language arts and math results to ensure students are placed in the appropriate classes.

* Common Formative assessments- These assessments are given weekly or bi-weekly to ensure students master the essential standards taught in the classroom. Teachers meet in data teams weekly to discuss and disaggregate the data. This allows them to provide further feedback or instruction/intervention as needed. This data determines those that need remediation/ intervention during Chickfest meetings four days a week.

*Chickfest- CMS has implemented one hour daily to work with students in a tiered process. The CFA data from each by-weekly test is entered into a spreadsheet that is shared with all staff. This list shows students who will need tier 2 intervention and with what teacher they will need to see during the Chickfest hour. When teachers need to share students, the process is worked out with Math being the first priority spot, language arts, science, and social studies. Students that pass the CFA have a choice of many open classrooms that offer a variety of options to students for example; study skills, book club, crochet, sewing, native american traditions and language, kickball, and many other options as the year progresses. There is an open app where teachers can always list what students are absent and have other teachers send them to the correct classes, as indicated on the shared spreadsheet at the beginning of the process. Each chickfest cycle lasts two whole weeks and then switches to the following CFA given and its data that has been shared. Tier 3 is also utilized during each cycle as teachers make their lists. Some scoring below specific criteria will go to the tier 3 teachers in math and language arts. On Wednesdays, students go to their regular advisory teacher instead of Chickfest. This is the class time when teachers check students' grades and do group activities for student bonding.

*Surveys-(student, staff, and parent) are offered- typically during the second semester. All data is collected and summarized for the planning team and shared as appropriate.

* Demographic data is provided by the school's central offices. The team reviews changes and trends in the student body and staff makeup. Attendance and discipline are also reviewed, and areas of concern are addressed. We hope to view attendance and discipline data further through the subgroup filters as technology advances.

3. Examines student, teacher, school and community strengths and needs.

Strengths:

*Working with a growth mindset, including students and teachers, in all aspects , improving how we view problems and how we solve them.

*Great parent participation in completed surveys and attendance at monthly parent nights, athletic events, and programs throughout the school year.

* Showing growth in the language arts and math sections of the STAR assessments in both grade levels in comparison to last year's data..

*Faculty as a whole has been working on shifting from a punitive to a restorative mindset. CMS faculty is working to change their mindset to seek good behavior and recognize and reinforce that behavior with positive referrals and phone calls home.

*Professional development- data team training with solution tree to ensure teachers are properly trained in organizing and implementing organized learning communities. Teachers will be attending training in the summer of 2024 for this purpose.

*CMS teachers all have a common plan time per subject taught. This allows for consistent data team meetings. These PLCs are a significant focus for continued growth for all teachers at CPS. Some faculty will attend a summer conference by Solution Tree focusing on the PLC/RTI and CFA focus. This training is focused on the PLC/RTI.

Areas of concern:

*Work on the STAR assessment data in mathematics/reading to improve growth for both the individuals and their classes as a whole. This will also work hand in hand with the students placed on the ineligibility list for failing classes. A large portion of students who are listed as ineligible each week come from the math/language arts area. Several students are on the ineligibility list for math/ reading for consecutive weeks. All assessment data will help improve these numbers and it has already shown progress this past school year.

*Parent support: information and resources needed to help their student succeed in the classroom, whether traditional or virtual.

*Chronic absenteeism—Student absences have been a major contributor to learning gaps that have become more prevalent since the beginning of the pandemic.

*OSTP scores—CMS math and language arts scores are a concern at this time. Therefore, we implemented the Tier I-II-III intervention time in our school day to help improve these scores.

4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for school improvement.

CMS Focus goals

- *Identify the reading levels of all students by testing their English class to improve reading comprehension. Improve math skills and concepts and basic math skills for all students
- *Provide professional development to teachers to meet needs.
- *Offer resources for parents to assist their students in the success of their academic careers.
- * CMS produces letters in the parents' native language to encourage more parents to be involved in their students' achievement and education.
- *Improve the Reading level of all students to at least the 8th grade level when promoting to the H.S.
- *Improve math skills in algebraic concepts for all students.
- *Increase English/ Reading level for all EL students.
- *Use of resource room in language arts and math to help those on an IEP by using small group instruction.
- * Increase student achievement by using restorative practices and implementing PBIS
- *Strategies implemented to lower student discipline issues and out-of-school suspensions.
- *Utilize a Graduation Coach at the middle school level to catch those students early on who may be in an AT-RISK category of not graduating with their peers.
- *CMS has added an advisory/Chickfest class for all students to our existing school day so that small group instruction can focus on decreasing gaps within essential standards.
- * CFAs- for teachers to appropriately disaggregate the data and promptly provide proper enrichment and remediation to all students.
- *PLC/RTI- data team training with solution tree to ensure teachers are properly trained in organizing and implementing organized learning communities. Teachers will attend Solution Tree training in the summer of 2024 for this purpose.

5. Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

- The Comprehensive Data Profile reflects slight improvements in STAR Reading and math achievement both within the current school year and compared with the previous year as well..(see charts attached)
- School leadership teams who view STAR data by subgroup observe no significant disparities compared to overall groups. Remarkably, English Learners have shown growth along with their peers.

* Teachers perform continuous common formative assessments to track students' growth in all subjects.

*The assessments are given every 10-12 days as well as unit and semester tests. The PLCs allow the teams to discuss the data and determine the strategies for re-teaching and Chickfest /intervention for students not progressing toward the OAS standards at each grade level.

* Weekly after school tutoring is also available to those students that are in need of extra help in any subject regardless of grade level or course grade.



3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the Title I Schoolwide Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. **[ESSA, Section 1114(b)(7)(A)(iii)]**
- provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;
 - be evidence-based as defined in **ESSA, Section 8101(21)(A)**.

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services,

postsecondary education preparation, preschool children transition to local elementary school programs.

4. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment, and may result in limited improvements in student learning.
3. Additional ongoing assistance is provided for students experiencing difficulty meeting State standards.
4. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day, but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the Comprehensive Needs Assessment.

3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

9. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
10. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.

11. The school strives to provide extended learning opportunities within the school day, but has limited opportunities beyond the school day and school year.
12. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
13. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Addressing the above expectations, describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.

*The Oklahoma Academic Standards provide the framework that supports each grade level's scope and sequence of skills. For continuity, remediation, and extension, teachers can view standards in the previous or subsequent grade levels. Teacher teams create curriculum calendars--adjusting continually according to needs.

*Lexia- Lexia is a foundational reading program for lower-level readers demonstrating gaps in their reading skills. An initial pre-assessment identifies gaps within the student's foundational reading skills. Students are then assigned a skill-specific level ranging from PK-5th grade, based on their lowest identified skill. Lexia has an around-the-world theme, sparking high interest in students of all ages.

* Common Formative Assessments- assess students' knowledge and progress on the OK state standards taught thus far in the course. CFAs are given in a cycle with remediation and enhancement as needed.

*The PLC's common data team meetings allow teachers time to work together to develop strategies and best practices for those struggling with specific OAS standards and concepts being taught. This time also allows teachers to develop enrichment activities for students who show mastery in the subject being taught and those who are struggling and need additional support or resources.

ACT Prep—CMS/CHS hosted presenters from Cantrell and Waller College Preparatory. The presentation consisted of ACT strategies/resources to utilize in all classes. These strategies will improve our students' overall success on the ACT. All core classroom teachers were involved in the professional development that was offered.

*the K-20 grant foundation conducted Pre-ACT testing for all 8th graders.

*Google Classroom—to assist with remote learning in case of a shutdown due to inclement weather. Many teachers use Google Classroom daily so all students can access work anytime.

*Study Island, a tool to help students in many subjects, including math and English, will be utilized again this year at CMS. These tests and instructions are based on OAS standards and the depth of knowledge question levels to help build assessments closely related to the CCRA test questions.

*Edgenuity and other online platforms will help students in the traditional classroom close gaps in their education. This platform is currently being used as our virtual learning platform for those who have chosen to do virtual learning instead of traditional.

Mody Max- online curriculum program that students with disabilities can work in for their core classes.

2. The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.

In order of greatest need, students determined to be low-achieving or at risk of not meeting the state student academic achievement standards will receive targeted instructional intervention implemented by the classroom teacher, Title I language arts teacher for tier 3, Title I math tutor for tier 3, and Special Education resource teachers.

3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.

** Graduation coach and a full time counselor- help identify those students most AT RISK to monitor and devise a plan to help the student succeed in the classroom.

*CFAs –Teachers use weekly/bi-weekly skill checks to determine which students need additional help in specific skill areas. The use of classroom resources will be used to help fill the skill gaps reteaching any areas that may need additional support for some students.

* Title I - language Arts intervention- tier 3- OSTP skills in reading and grammar. Title I teachers are here to aid students in achieving success in some regions of the language art curriculum, but they may show weakness. This, along with many other resources listed, is set up to ensure student mastery of OSTP skills.

* Title I—math tutor intervention—tier 3- OSTP skills—The Title I math tutor is here to aid students in achieving success in some regions of mathematics skills they may show weakness. This and other listed resources are set up to ensure student mastery of OSTP skills.

* Continuous monitoring of EL and Title I intervention students using formative assessments and analyzing growth/achievement data from each STAR assessment given in reading and math. Recognizing those who may need additional help within those subject areas. Many resources are available to assist the student in achieving this goal, including those listed within the plan.

4. The school uses clear criteria and processes for student participation in tiered models to prevent and address behavior problems and early intervention services.

*implemented in 2020-21 PBIS strategies to help model positive behaviors for our students.

* All teachers and principals have expectations visible throughout the classroom and building, emphasizing positive behavior.

* a process is followed to address discipline and attendance issues as they may arise.

*Student handbook outlines all discipline procedures and processes that the principals follow and use as guidelines for reference when dealing with incidents that may occur.

5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.

addressed is #3 above

6. The school offers a range of extended learning opportunities within and beyond the school day and year.

- summer school is an option for those students who may need additional help in math and reading. (this is dependent upon funding each year).
- This year, CMS offered the START-UP program in late July and will again offer this program for the 2024-25 school year. This Start-Up will focus on getting students ready

for the first few weeks of school by reviewing the material that will be taught or reviewed in the classroom when school begins.

- The extended school year is also available to those who qualify through other programs offered at the school.
- Provide an intervention program for students having difficulty mastering standards. Tier I and Tier II interventions with tutors specializing in math and language arts.
- CMS offered an after-school tutoring program for all subject areas.
- Provide opportunities for preparation for OSTP testing with Study Island and Edmentum resources.
- Provide growth celebrations for the students who have shown growth each quarter in our STAR testing program.
- Provide programs in reading and math for students needing extra help to master OAS essential Standards (dependent upon funding Tier I Tier II interventions and other sources).
- Inclusion assistance for special needs students per I.E.P.
- Intensive professional development for continuous improvement
- Disaggregate and analyze data for continuous improvement during common plan times utilizing the PLC focus.
- LPCs and a district social worker are available to assist any student at any level, ensuring that the needs of all students are being met.

- A full-time counselor/LPC provides classroom guidance and individual counseling.
- Student responsibility is emphasized and recognized through various efforts, such as Academic Assemblies, Awards Assemblies, field trips, etc.

7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

* PLC—Summer institute with Solution Tree. This training ensures teachers are properly trained in organizing and implementing organized learning communities (PLC)/RTI. Teachers will attend this training in the summer of 2024. This training goes hand in hand with the district goals of CFA/data dissemination and the implementation of the Tier I-II-III process.

* During district-designated professional development days, all district personnel will have learning opportunities to support site curriculum, instruction, assessment, and/or technology use.

* In addition to district-designated days, professional development will be offered within and beyond the school day in response to site needs. The Comprehensive Needs Assessment reveals a need to deepen understanding in accessing/using data, maximizing the capabilities of

online resources, and investigating specific reading skill gaps. Professional development offered in the coming year may include Edmentum and other online curricula. Professional development offered for this upcoming year may focus on our PLC and CFA implementation and classroom management strategies.

.8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

- * Any new teacher to Chickasha Public Schools is encouraged to attend the New Teachers Meetings at the beginning of the school year.
 - * All new teachers meet regularly with the instructional resource specialist to guide as needed. The Instructional Resource Specialist conducts these meetings.
 - * First-year teachers are assigned a mentor who meets with them regularly and is always available to answer questions and provide support.
 - * CMS administration works with new teachers, offering strategies and a plan for implementing exemplary practices in the classroom setting. These are based on a book study of Harry Wong's book *The First Days of School*. These teachers have weekly and monthly meetings set up as the year progresses.
 - * All teachers were given an opportunity by two different universities in the state for discounted tuition for continued college education programs, such as a master's degree in educational leadership for those interested in continuing their educational goals.
 - * All teachers are involved in their department's Professional Learning Community. Every teacher on campus also joins one of the school's committees and becomes involved in our school's decision-making. Some of the committees are: calendar, advisory, negotiations, safety, Title I, and site improvement
 - * A graduation coach will identify At-Risk students and begin building relationships at the middle school level before they get to high school. Many At-Risk ninth-grade students drop out before the end of their first year of high school. The relationship/identification developed at the middle school level will help to decrease the dropout rate for those young students.
 - * CMS hosts USAO students and student teachers to observe classrooms and tutor students as needed.
- * Part of the CMS faculty will attend additional training Solution Tree offers this summer. This training will complement the primary goal of the team data meetings (PLCs)/RTI and CFAs.
- * LPCs and the district Social Worker—CPS added these crucial parts to our school district in the past two years. The LPCs service not only students but also teachers throughout the school year. This includes any emotional or personal support as needed. With this addition, CPS believes taking care of its students and faculty will only improve success on all levels.
- Social Worker—The district social worker will assist teachers and students with many issues involving the Department of Human Services and in any other way that they may be of assistance to students and teachers in our district.

*CMS teacher attendance/turnover rate remains one of the most powerful tools in our CMS students' education. CMS maintains a large percentage of our faculty as highly qualified in their subject fields, all having several years of experience within their subject area. CMS faculty consists of several teachers with more than twenty-plus years of experience. The CMS faculty has one of the lowest turnover rates for teachers in the district. Teachers' daily attendance is a constant positive in the lives of our students here at CMS.

4. Coordination and Integration



By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided. **[ESSA, Section 1114(b)(5)]**

OR



By checking this box, the school principal certifies that:

- if State, local and other Federal programs are to be consolidated in project 785, then the Title I Schoolwide Plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. **[ESSA, Section 1114(b)(7)(B)]**

Meets Expectations

1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

Addressing the above expectations, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.

1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.

The previous sections of this plan outline the fiscal, human, and time-related resources aimed at the foundational Title I schoolwide mission of improving student outcomes.

2. Leverages funding streams to connect the reform strategies developed.

Title I

Curricular Resources
Assessment
Professional Development
Title I teacher/EL
Title I graduation coach
EL program

Title II

Professional Development

JOM/Title VI-

Tutors, technology and field trips

McKinney Vinto-

helping with the homeless student population to bridge the gap with resources made available through this act.

Title III -Consortium- helps with funding for EL students' resources.

3. Outlines how the school will meet the intents and purposes of each funding source.

Title I (Part A) - Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title I (Part A)- Professional development- emphasizing PLC, CFA, and Tier I-III intervention process.

Title II (Part A) - Prepare, train, and recruit high-quality teachers, principals, or other leaders. District technology and curriculum director.

JOM/Title VI - Support the education of Native American students. Technology and field trips. Chromebooks to check out all year long.

McKinney Vinto act- supplies purchased for homeless students including clothing, sports equipment and any fees associated with school activities or events. Chromebooks purchased for support if we are to go virtual or the student chooses to do remote learning from home.

Title III- providing resources for ELL students- access to Lexia, Study Island, and any other necessary resources.. Updated resources, headphones, and professional development for two Title I and Title III teachers to attend the National Title I conference.

4. Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.

Title I provides funds for online curricular resources (e.g., Renaissance and Edgenuity) and the technology to support their use. The recent purchase of calculators for this school year will help students succeed in the classroom. The calculators will also be utilized for state testing. This gives students an opportunity to be successful with access to the calculators they are more familiar with.

CMS has hired a part-time math tutor on site three days a week.

Professional development for PLC/RTI offered by Solution Tree for the summer of 2024.

Assessment data informs or works in tandem with online resources.

All certified personnel (from all funding sources) coordinate efforts to serve struggling learners within and beyond the classroom.

Kami will aid teachers in uploading documents that can be typed on and manipulated on a computer for remote or virtual learning.

Title I- will help purchase - Edgenuity, Study Island, and Lexia, working with other online resources for assessment data and remedial help to support teachers in the classroom. Along with other print materials, teachers may need to ensure success in the classroom.

✓ **5. Evaluation and Plan Revision**

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **[ESSA, Section 1114(b)(3)]**

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I Schoolwide Plan.
2. The monitoring and revision of the Title I Schoolwide Plan is based upon limited types of data, and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I Schoolwide Plan.
2. Some monitoring of the Title I Schoolwide Plan takes place, but there is not a process to regularly adjust the Title I Schoolwide Plan to increase student learning.
3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I Schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the Title I Schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest

from achieving the standards; and how the school will revise the Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I Schoolwide program.

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.

Chickasha Middle School's Annual Program Review details:

- Site Program Review Team
- Data Collection
- Data Analysis (including strengths and needs)
- Review of the Current Plan Strategies
- Modifications to the Plan (including revised focus goals)

School leadership keeps the intent of the Annual Program Review at the forefront:

Just as the schoolwide plan should be considered a living document, the annual review should be thought of as a continuous cycle that always affects the future progress of the schoolwide program. A review of the strategies and action steps initially proposed in the plan, an analysis of data, and input from various stakeholders should inform the revision of the original schoolwide plan and reflect a revitalization of the school's commitment to ensuring all students have equal opportunity to achieve at high levels.

The annual program review, supporting documents, and revised schoolwide plan will be kept on file at the school site and made available to all stakeholders.

2. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.

(See supporting documents for Comprehensive Data Profile and Annual Program Review.)

3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Star testing assesses math and language arts/reading – STAR provides detailed reports sorted by class and individual students and grade level data. These reports clearly show aligning students with the OAS standards based on the OSTP. Again, teachers will share data during collaboration meetings while they brainstorm strategies and interventions to help students who are not performing up to the standards of the OSTP. The STAR test is intended to provide an estimate of a student's skills and a comparison of students' abilities. The test is intended to aid in developing curriculum and instruction. STAR progress monitoring tracks growth in student reading and math achievement longitudinally. The data from common assessments, along with standards-based grading, will evaluate the effectiveness of our teaching strategies. Teachers will have continuous, detailed information about each student's progress on each skill and standard. Since the information will be timely, instructional activities and methods can be adjusted as quickly as necessary to meet the needs of the students. (see attached documentation of parent/community involvement)

(See supporting documents for Comprehensive Data Profile and Annual Program Review.)

Classroom teachers give CFA's in their individual classes. These reports clearly show aligning students with the OAS standards based on the OSTP. Again, teachers will share data during collaboration meetings while they brainstorm strategies and interventions to help students who are not performing up to standards by the OAS standards. The data from common assessments and standards-based grading will evaluate the effectiveness of our teaching strategies. Teachers will have continuous, detailed information about each student's progress on each skill and standard. Since the information will be timely, instructional activities and methods can be adjusted as quickly as necessary to meet the needs of the students. This will help set up those interventions for Tier I and II of the RTI process.

Additional testing data, demographic data, survey forms and results:

What percentage of students are on track to meet spring Oklahoma School Testing Program (OSTP) proficient or advanced levels (by grade level and subject)? STAR data

What percentage of students scored at or above the STAR benchmark of 40 th percentile (by grade level and subject) at the beginning, middle, and end of the school year and how does that compare with previous year(s)? STAR Data

STAR- reading and math data for the % of students projected to score proficient on the state mandated tests in the spring.

2023-2024	Fall	Winter	Spring
	STAR	DATA	
Reading			
8th grade	27%	23%	27%
7th grade	26%	26%	31%
Math			
8th grade	8%	9%	14%
7th grade	20%	21%	26%

2022-2023	Fall	Winter	Spring
	STAR	DATA	
Reading			
8th grade	32%	32%	28%
7th grade	25%	30%	25%
Math			
8th grade	21%	20%	23%
7th grade	19%	26%	24%

2021-2022	Fall	Winter	Spring
Reading			
8th grade	27%	25%	34%
7th grade	26%	32%	33%
Math			
8th grade	21%	17%	17%
7th grade	33%	36%	33%

2020-2021	Fall	Winter	Spring
Reading	not all tested due to COVID quarantine		
8th grade	30%	33%	35%
7th grade	36%(not all tested)	24%	26%
Math			
8th grade	11%	13%	13%
7th grade	28%	30%	29%

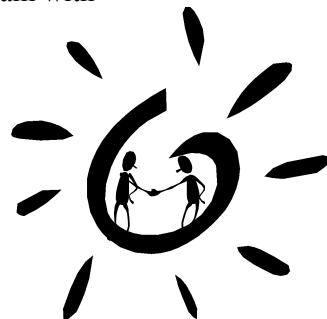
2019-2020	Fall	Winter	Spring
Reading			
8th grade	37%	33%	40%
7th grade	30%	35%	36%
Math			
8th grade	17%	17%	15%
7th grade	27%	30%	28%

**TITLE I
PARENT PARTICIPATION POLICY
CHICKASHA MIDDLE SCHOOL
2020 - 2021**

This policy concerns involvement and relationships between teachers, students, and parents. It has been adopted by Chickasha Middle School.

Chickasha Middle parental involvement activities include, but are not limited to:

- ❖ Through parent orientation, every parent will be provided information concerning Oklahoma Academic Standards (OAS), state and local assessments, and CMS's schoolwide Title I participation. Parents unable to attend orientation will be presented this information through parent-teacher conferences and/or written communication.
- ❖ Parent-teacher and/or parent-student-teacher conferences with classroom teachers will be scheduled according to the district calendar for all students. Other conferences may be scheduled as needed. Conference time will include guidance for parents in interpreting assessment results and monitoring their child's progress.
- ❖ The School-Parent-Student Compact will be presented before or during the first conference. Compacts detail how teachers, parents, and students work together to maximize academic achievement and can guide discussion during conference time. The compact will be reviewed and updated at the annual site Title I meeting.
- ❖ Parents will be kept informed of school activities through daily announcements, school websites, a monthly calendar of events, marquee postings, and student handouts..
- ❖ Committee meetings will be scheduled with parents of students who qualify for assistance through Reading Sufficiency or special services.
- ❖ Parents will be encouraged to volunteer in many activities as deemed appropriate at the district and site level.
- ❖ Chickasha Middle School will seek to provide reasonable support for parental involvement at a parent's request.
- ❖ Chickasha Middle School will distribute the site Title I plan (mission, objectives, strategies, and actions) to parents of children served by this school. It will be included on the website, or be distributed separately.
- ❖ The site Title I plan will be reviewed and revised annually by the site's Title I team with parent representation.
- ❖ Chickasha Middle School will distribute the Parent Participation Policy to parents of children served by this school. It will be included on the website, or be distributed separately.
- ❖ The Parent Participation Policy will be reviewed and revised annually by the site's Title I team with parent representation.



Chickasha Middle School
SCHOOL – PARENT – STUDENT COMPACT
2020 - 2021

CMS WILL:

- ✓ Provide highly-qualified administrators and teachers who coordinate their curriculum and instructional efforts as a professional learning community
- ✓ Deliver profound, insightful instructional support so that students can meet the State’s academic achievement standards as well as personalized learning targets
- ✓ Foster creativity, motivation, and mutual respect in a comfortable learning environment
- ✓ Hold parent-teacher conferences two or three times each year during which this compact will be discussed as it relates to the individual child’s achievement and growth
- ✓ Provide parents with frequent reports on their children’s progress through scheduled conferences, quarterly report cards, reports following periodic assessments, student agendas, and other daily classroom feedback
- ✓ Provide parents with reasonable access to staff during the annual CMS open house, scheduled parent-teacher conferences, and regular school days by e-mail, telephone, or pre-arranged conference
- ✓ Provide parents opportunities to volunteer and participate in their child’s class, to observe classroom activities, and to attend school events or celebrations

Teacher’s Signature and Date

AS A PARENT, I WILL:

- ✓ Help my child develop a positive attitude toward school and view school as important
- ✓ Help my child understand school rules as stated in the handbook/on school website
- ✓ Guard my child’s health by ensuring that physical needs (rest and nourishment) are met consistently
- ✓ Ensure that my child attends school regularly, arrives on time, and stays the duration of the school day
- ✓ Provide a quiet place for homework
- ✓ Monitor homework for completion
- ✓ Attend parent-teacher conferences
- ✓ Remain in contact with my child’s teacher by reading and responding promptly to any notes from school

Parent’s Signature and Date

AS A STUDENT, I WILL:

- ✓ Demonstrate a positive attitude and be a responsible learner
- ✓ Attend school every day that I am not truly sick
- ✓ Follow school rules by respecting teachers, staff, other students, and school property whether I am inside the building, on the playground, or riding a bus
- ✓ Strive to do my best
- ✓ Complete assignments
- ✓ Do my homework every day and ask for help when I need it
- ✓ Give any school notes to my parents as soon as I get home each day

Student's Signature and Date

OSTP DATA -7th grade-
 2019 No Data Available- Due to COVID

7th grade	ELA Proficient/advanced	Math Proficient/advanced
2022-2023	17%	20%
2021-2022	30%	28%
2020-2021	19.1%	11.4%
2018-19	26%	31%
2017-18	25%	25%

OSTP DATA - 8th grade-
 2019 No Data Available- Due to COVID

8th grade	ELA Proficient	Math Proficient	Science Proficient
2022-2023	27%	8%	36%
2021-2022	21%	7%	27%
2020-2021	23.6%	4.8%	24.6%
2018-19	31%	15%	31%
2017-18	21%	5%	25%

Title I Schoolwide Program-Data Profile
 CMS
 2023-2024

1. Student Enrollment

Year	Total enrollment	#Male	% Male	# Female	% Female
2023-24	299	162	54.1%	137	45.9%
2022-23	316	161	51%	155	49%
2021-22	301	151	50%	150	50%
2020-2021	270	139	51%	131	49%
2019-20	297	147	49%	150	51%

2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Other
2023-24	299	7.9%	10%	15%	.006%	50%	17%
2022-23	316	7.9%	11.7%	13.6%	.03%	52.8%	12.3%
2021-22	301	11%	8%	9%	.06%	63%	5%
2020-2021	270	7%	8%	14%	.03%	65%	5%
2019-2020	297	4%	10%	15%	.003%	62%	8%

3. Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population
2023-24	185	67%
2022-23	188	59%
2021-22	214	71.2%
2020-2021	140	52%
2018-19	269	88.86%

4. Students Participating in Title I Programs

Year	Program Enrollment	Percent of Population
2023-24	299	100%
2022-23	316	100%
2021-22	301	100%
2020-2021	270	100%
2019-2020	297	100%

5. Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female
2023-24	92%	92%	162	93%	137	92%
2022-23	92%	92%	161	92%	155	89%
2021-22	93%	93%	151	93%	150	92%
2020-2021	98%	98%	139	98%	131	98%
2019-2020	97%	97%	147	96%	150	98%

6. Student Tardy Rate

Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female
2023-24	12%	12%	162	3%	137	4%
2022-23	10%	15%	161	3%	155	6%
2021-22	11%	14%	151	4%	150	6%
2020-2021	8%	12%	139	3%	131	5%
2019-2020	8%	10%	147	5%	150	6%

7. Student Mobility Rate

Year	Full Academic Year (FAY)		Non Full Academic Year (NFAY)	
	Oct.1 # Students	% Student Population	# Students	% Student Population
2023-24	339	92%	27	8%
2022-23	316	92.5	24	7.5%
2021-22	289	96%	12	4%
2020-2021	270	94%	17	6%
2019-2020	275	89%	33	11%

8. Student Truancy Rate

Year	Average Daily Truancy	Percent of Student Population
2023-24	11	3%
2022-23	10	3.5%
2021-22	12	4%
2020-21	10	4%
2019-2020	8	3%

9. Students Identified as English Language Learners (ELL)

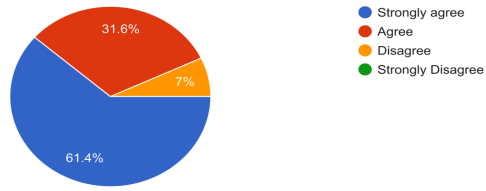
Year	Program Enrollment	Percent of Student Population
2023-24	6	2.4%
2022-23	4	2.0%
2021-22	5	1.6%
2020-2021	7	3.0%
2019-2020	6	2%

10. Student Behavior

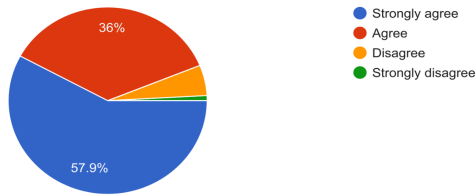
Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions
2023-24	3.2%	1.7%	1.5%
2022-23	7%	3%	2%
2021-22	2.75%	.29%	.26%
2020-2021	n/a	n/a	n/a
2019-2020	1.8%	0.6%	0.28%

RESULTS from Parent Surveys-2023-24

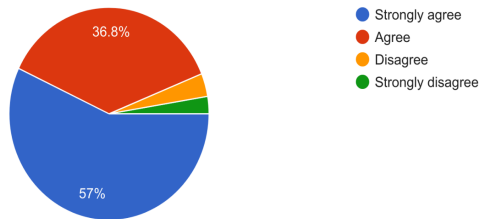
I feel welcome at my student's school.
114 responses



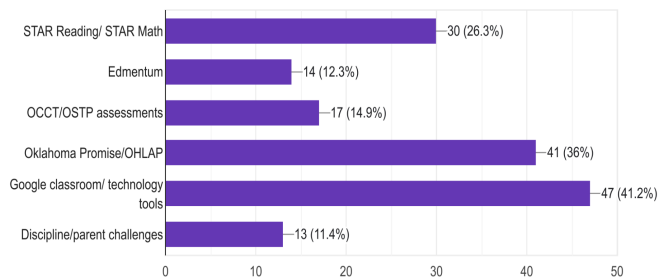
The staff is available and willing to address my child's needs.
114 responses



I believe this school works diligently to ensure the safety of my child.
114 responses



What would you like to learn more about?
114 responses



What do you consider strengths of the school 114 responses

communication

Communication

n/a

na

safety

Caring staff

education

the teachers

NA

great people that work there

Sports, activities

A lot of choices for activities

unknown

Communication and friendliness

Communication

Attention to individual needs of the students

Dont know

s

encouragement of students

the small class size

Positive office referrals

Prioritizing our childrens safety

work great with students

child safety

dont know

Teachers

Advisory class

One strength is they keep in communication with me. And they've answered all my questions that I've had with my grandson or concerning my grandson 100%. That left me feeling good.

Mr. Williamson is amazing!

Good communication from some of the teachers.

Safety of students. Prioritizing good grades and helping students achieve them.

teachers concern

Teachers keep up with all students

i like that they keep me updated on my childs tardies etc and school closings..

attendance

student help/accountability

Always reach out to me to let me know anything that occurs

Very open and caring staff always looking out for kids.

working with needs of students

Teachers are invested in the students in their class.

always willing to visit to determine a solution to any problems presented

Supporting students

keeping me informed

front door procedure

The experienced staff.

Openess

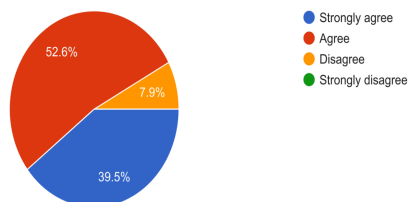
They are all about our kids learning

Communication and goals of individual learning

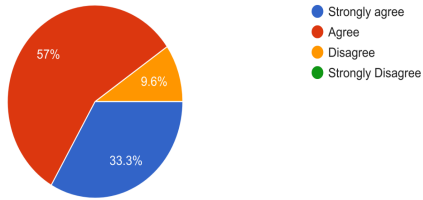
They have a great special needs program

the thachers are always willing to help

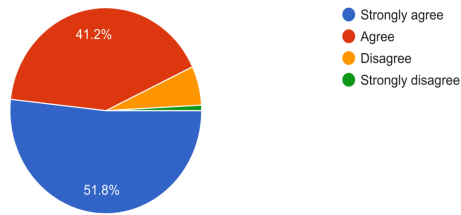
The curriculum is appropriate and challenging.
114 responses



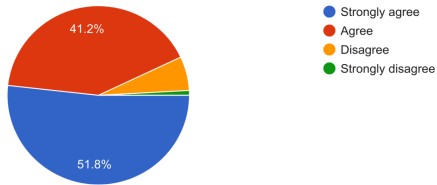
My child enjoys their core classes.
114 responses



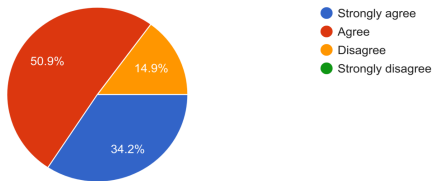
My child enjoys their elective classes.
114 responses



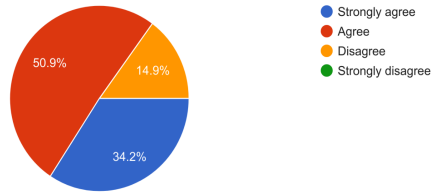
My child enjoys their elective classes.
114 responses



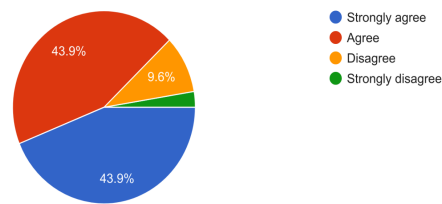
Communication from the school is regular, clear, and concise.
114 responses



Communication from the school is regular, clear, and concise.
114 responses

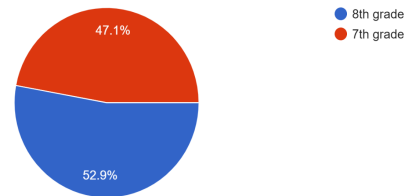


All students are treated fairly by adults at my child's school regardless of race, ethnicity, culture, or gender identity.
114 responses

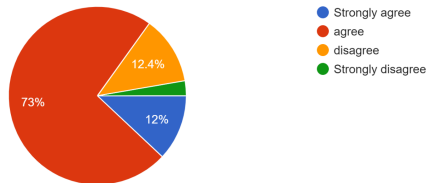


Results from Student Surveys 2023-24

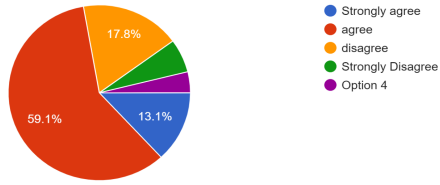
What grade are you currently in at Chickasha Middle School?
259 responses



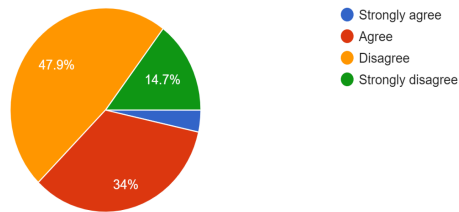
I feel Like I do well in school.
259 responses



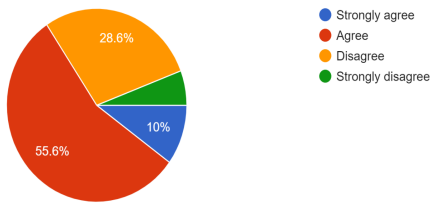
Teachers treat me with respect.
259 responses



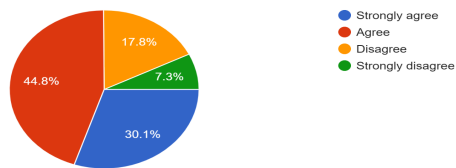
Students treat each other well.
259 responses



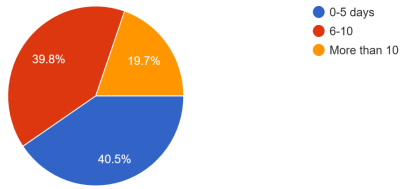
I feel safe in and around school.
259 responses



I have someone at school I can tell if I am having a problem with another student or with learning.
259 responses



How many days of school would you say you have missed this school year?
259 responses



What is something that motivates you to learn? 259 responses

- sports
- nothing
- Sports
- nothing
- college
- my future
- idk
- David Goggins
- my grades
- basketball
- nothing.
- Everything
- Friends
- Grades
- my mom
- My mom
- My future

m

mrs myers

friends

My friends.

To Get Good Grades

Making my mom proud.

To be succesful

to get good grades

nothing i was kindu forced to be hear

math

sports,family

When teachers show students respect and dont have a attitude all the time.

keeping good grades

When teachers have a good mood to keep kids going.

Art

my friends

myself

education

Being able to get a good job in the future

A god collage

I motivate myself so I can keep on playing volleyball.

the topics of what we are learning

Getting done with school

some of the work that i haven't learned yet

anything

getting better

i don't know

gum

Thinking about the future and not wanting to be homeless.

hier levle book

the F's on my report card

my mama

Group Projects, and when we do active things, and dont just sit there and write.

my parents

My grades

my parents

Atheletics

when i have gum it helps me focus or the quiet helps me focus too

athletics

I don't have anything specific that motivates me.

Thinking about my goals, and my mom.

when its quite in the classroom so i can focus.

My family and friends like my sister and krystle.

Family, and karina

the fact i have chance to better my self and a chance i have of going to college

parents

money

My education and to make my parents and teachers proud and to prove them wrong

parents force me to good

my mom

movies

The computer

Me staying in band

volleyball

keep going to school

A's

Going home or getting my grade up

staying in wrestling

retling

graduating, getting a diploma, showing my brothers i can graduate.

nothing i just learn

My career and my life once im out of school, i am motivated because it makes me think about what i am going to be once im done with school.

my dad

Nothing

The requirement of decent grades for extracurricular activities.

grades

mrs meyers

Nothing

To have a good future.

mom

My education

when people tell me i cant

like a little bit of free time

keeping my grades up

Going to a good college

my mother

The possibility of getting a job to make money.

Wanting to become a RA

Music but we cant listen to it in school.

What motivates me to learn is the ability it gives me to gain skill. The more knowledge you have, the higher you can make your skill set.

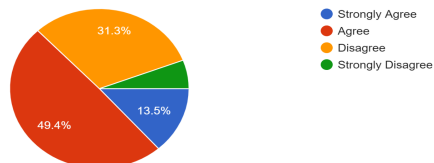
I dont want to be a failure.

I want to be successful in life.

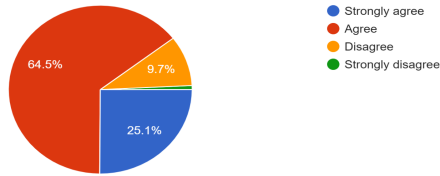
Thinking about my future.

[View 118 more responses in Sheets](#)

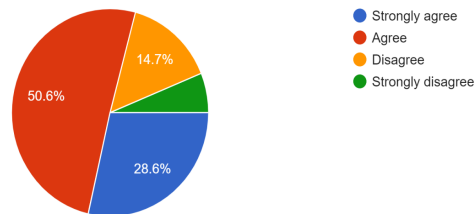
Good behavior is recognized at my school.
259 responses



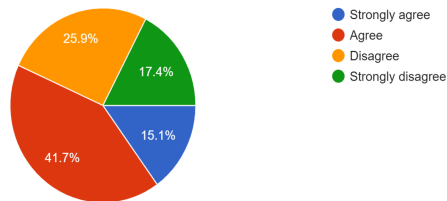
There are clear rules for behavior at my school.
259 responses



Teachers at my school have high expectations for all students in their classroom.
259 responses



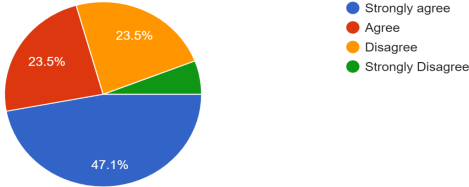
Do you feel the curriculum covered in advisory classes is beneficial?
259 responses



Results from Faculty Surveys 2023-24

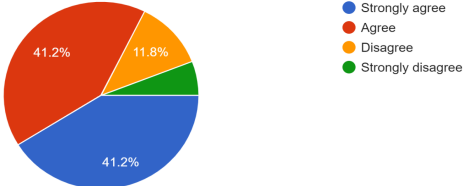
I feel I am an important part of my school

17 responses



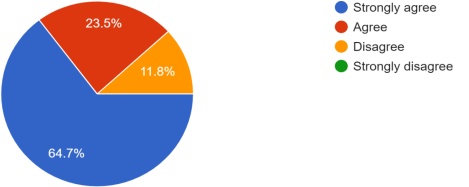
All students are treated fairly by adults at my school regardless of race, ethnicity, culture, or gender identity.

17 responses



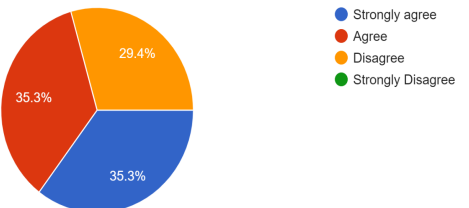
I spend a great deal of time dealing with students' social and emotional challenges.

17 responses

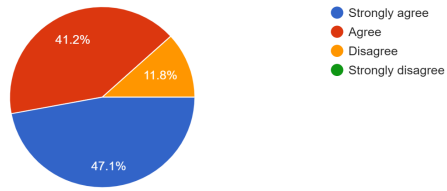


I have access to the tools and training I need to do my job effectively.

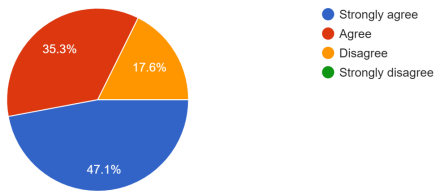
17 responses



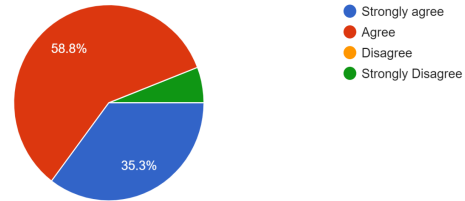
At this school, teachers are treated and respected as educational professionals.
17 responses



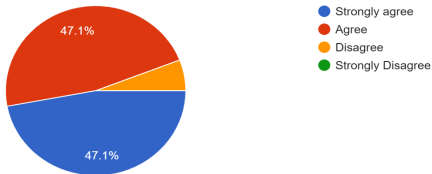
Site leadership and grade level teams work together respectfully and efficiently for the common goal of serving students.
17 responses



District leadership and this site work together respectfully and efficiently for the common goal of serving students.
17 responses

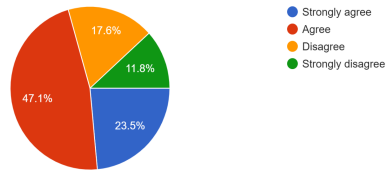


School site administration seeks and considers staff input on important issues, problem solving, professional growth opportunities and planning for improvement.
17 responses



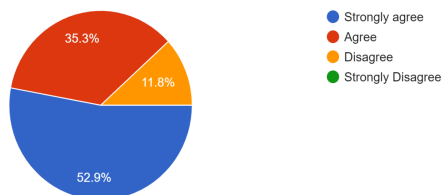
The professional development learning experiences and supports I received this year increased my effectiveness as a teacher within my curriculum area.

17 responses



Do you feel there are opportunities for parents/families to be actively involved with their students education?

17 responses



What suggestions or concerns do you have for improving the working environment at CMS? 17 responses

Nicer people.

idk

I think our office staff's behavior is really concerning, especially when dealing with parents. There are also instances when they get involved with situations that happen in classrooms that have nothing to do with them and they end up causing a whole heap of trouble for the teacher/parent that never ends well. It has happened to me and several of my co-workers. There is never a situation that happens in the classroom when a teacher writes a student up and the secretary gets involved. I believe that somehow, I'm not sure how, but somehow, kids need to be held more responsible for their grades and their apathy. Parents need to be inconvenienced. The only way to get through to students is through their parents and the only way to get through to parents is by inconveniencing them. There has to be some kind of REAL consequence for bad behavior. ISR is NOT punishment. Getting to color when they are done with their work or talk to Mrs. Crow is fun for them, so that is not working. Most of them would rather be in Mrs. Crow's room than in actual class, and that is a huge issue. When kids are coming back from ISR telling teachers how much fun they had. We need to decide if the phone fight is even worth the fight. I strongly believe that if there

are good boundaries with phones, kids do better than a "ban." I am one to follow the rules, so I have always enforced the rule, but it would be so much easier to set up clear boundaries in classrooms when phones are and are not allowed and not having to fight that fight anymore. I had significantly less issues at the schools where there was no phone policy than where I have had one before.

What are some professional development items you would like to see offered during teacher in-service this year?^{17 responses}

teacher training for accommodations/modifications for spec ed students

School Law; It gives all teachers a better understanding of the what and why behind discipline practices; Additionally, Collecting Student Data for interventions; working to improve in this area and build capacity in teachers and staff while providing relevant and informative Intervention times for students

Safety and Security for the building.

CLASSROOM MANAGEMENT WITH CELL PHONES

Teachers and paras knowing their boundaries

Effective intervention/enrichment strategies.

Autism training

I would like to see more trauma based PD for us. It seems as though offering support for students lives is just as important right now as actual academics.

Classroom management

How to prevent burnout.

Certified instructors on student emotional stability, understanding.

any training for paraprofessionals

More scratch paper.

idk

I think TBRI training would be really great district-wide.

How do you prefer to receive your professional development opportunities?

17 responses

