

Title I Schoolwide Plan

**Grand Avenue School
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**CHICKASHA PUBLIC SCHOOLS
TITLE I SCHOOLWIDE PROGRAM PLAN
GRAND AVENUE SCHOOL**

TABLE OF CONTENTS

Cover Page	1
Table of Contents	2
Section 1 – Parent and Community Stakeholder Involvement	3
Section 2 – Comprehensive Needs Assessment	7
Section 3 – Schoolwide Plan Strategies	11
Section 4 – Coordination and Integration	16
Section 5 – Evaluation and Plan Revision	19
Appendix	21
Comprehensive Data Profile	21
Parent Participation Policy	30
School-Parent-Student Compact	31
Parent Involvement Survey	32

☐ 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, school Facebook page, school website, calendars, electronic sign, agendas, email, phone messages, classroom applications (such as DOJO or TalkingPoints), conferences (in-person or via Zoom/Google Meet), and access to parent portals for programs.
- Grand Welcome/Orientation (Parent Informational Meeting) – held one evening prior to the start of school. Parents receive information addressing Title I participation as well as other information which may include: student agendas, handbooks, Renaissance programs, Oklahoma Academic Standards (OAS), online resources, curriculum, assessments, classroom procedures, and schedules. A packet is also provided to parents and/or linked on the school website. This includes information about Grand's Title I schoolwide status/resources, a summary of the site Title I plan, and the Parent Participation Policy. For any parents who do not attend, a packet may be sent home. The time/date/location of Grand Welcome/Orientation (Parent Informational Meeting) are announced on the school Facebook page and the home page of the school website. In addition, announcements may be made on the school calendar or electronic sign.
- Grand Pre-Enrollment/Family Engagement – held one evening in the spring to engage with families and encourage pre-enrollment for the upcoming school year. Families will have an opportunity to visit school, meet leaders/teachers, receive a Title I informational flyer, and (pending funding) choose a treat such as a "We Both Read" book. (There are varieties of "We Both Read" books specifically designed for EL students and their parents to enjoy.)
- Foster Grandparents – The school maintains an association with senior citizens and grandparents through the Foster Grandparent program. Grandparents read with students and act as mentors.
- USAO/CVTC – The school cultivates relationships with the local university and technology center for the mutual benefit of each site's students and staff.
- School/Parent/Student Compacts – presented to parents and shared on the school website before or during fall conferences. Compacts 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. (Propio interpretation service is available for facilitating communication.)
- Programs, Activities, and Celebrations – scheduled throughout the year. Parents are encouraged to attend, volunteer, or participate at events to involve them in their child's education.
- Family Literacy/Math Events – scheduled according to funding or personnel throughout the school year. Parents may receive guidance or materials for supporting their child's literacy or math growth.

- Parent Information/Materials/Training – offered periodically throughout the school year and/or the beginning of summer. In response to needs assessment/survey data, information/materials/training (such as the Helping Children Learn and Building Readers newsletters) are provided for parents seeking to support their child’s reading or math achievement. Monthly newsletters are offered in both English and Spanish.
- Home Language Surveys – conducted and maintained by the coordinator of EL records. The home language surveys are used as resources to identify parents whose involvement could be enhanced by having access to non-English achievement reports, surveys, or other written communication.
- Parent Involvement Survey – offered annually each spring. Parents may give feedback concerning resources, communication, safety, and culture. The survey is provided on paper and/or electronic form. Data is summarized for the site planning team and shared as appropriate.

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, USAO/community partners, and parents. All groups were kept 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.
- During the spring planning process, all parents have the opportunity to complete a parent involvement survey and give feedback concerning resources, communication, safety, and culture. The survey is provided on paper and/or in electronic form.
- Parent representatives are included on the site planning committee. Our school works to ensure the parents on our committee reflect the diversity of our student demographics.
- The schoolwide plan is available for review at any time—with tentative revisions as well as the final approved copy.
- The school offers a School-Parent-Student Compact and maintains a Parent Participation Policy to act as guiding forces 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.

The Vision and Values collaboratively developed by "Team Chickasha":

Vision: Building Pride – Inspiring Excellence – Empowering All

Values:

- RESPECT for ourselves, others, and the community
- PERSONAL RESPONSIBILITY for our words, actions and behaviors
- OPEN COMMUNICATION between students, parents, school and community
- INTEGRITY through kindness, fairness and compassion
- EXCELLENCE in all we do

Grand Avenue School's collaboratively developed Mission Statement:

The mission of Grand Avenue School is to teach students to think with their heads, work with their hands, and care with their hearts.

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.

Grand Avenue School's Schoolwide 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 at any time. Additionally, the district has secured Propio translation and interpretation services to enable quality translation of the schoolwide plan summary and attachments 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

- 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 school's system (e.g., diagnostic review) and perception data, gathered from several sources.
- 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).
- Examines student, teacher, school and community strengths and needs.
- 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.
- 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

- Includes performance and/or non-performance data gathered from a limited number of resources.
- Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1111(c)(2) of ESSA.
- Examines student strengths and needs.
- 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.
- 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

- Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
- 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.
- Examines student deficits.
- School administrators have not clearly and transparently identified and communicated the school's priorities.
- 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 school's system (e.g., diagnostic review) and perception data, gathered from several sources.

Student Achievement Data

- Renaissance/Star assessment data is collected (at a minimum) at the beginning, middle, and end of the school year.
- OSTP data from spring assessments typically is not available until summer, but data from the previous year is reviewed.
- Data from curriculum-based common assessments is collected in accordance with grade-level curriculum calendars.
- Data from curriculum-related programs (e.g., Lexia Core 5 and Renaissance) is collected in real-time. Reports are generated for desired intervals and purposes.

Perception Data

- Staff, parent, and student surveys are offered in the spring. Feedback is summarized and shared to assist with planning.
- Professional development feedback is often collected after professional development offerings.

Demographic Data

- All demographic data (including attendance) is maintained in the school and central office. It is updated continually and available for review at any time.

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. For each grade level and subject, the team considers the percent of students above both Star benchmark (40th percentile) and OSTP benchmark, how that changes over the year, and how those figures compare with previous years. The team also considers the changes in median Scaled Scores and associated Percentile Ranks over the year as well as how our changes look in the context of previous years. Finally, the team considers the percentage of students attaining their personal growth targets for the school year, how that data compares with national "typical growth" norms, and how the data looks when compared to previous years. Further, reporting groups can be used to monitor the achievement/growth of subgroups (e.g., Title I intervention students, EL students, McKinney-Vento 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.)

- OSTP data available for review typically runs one year behind. The team gives focused consideration to the number of third grade students who do/do not meet Reading Sufficiency criteria to be eligible for promotion to fourth grade. School A-F Report Card data for achievement and growth is filtered and viewed for each subgroup. (Not available for Spring 2020 or 2021 due to COVID-related state waiver. Recently available for Spring 2022.)

- Renaissance and Lexia Core5 provide detailed student information in real time. Summary/dashboard data is analyzed to determine how students overall are progressing through the programs and in relation to personal goals. The team considers the grade/achievement/mastery levels for each subject as well as major categories of sub-skills.

- Surveys (staff, parent, and student) are offered in the spring. After collecting responses for at least two weeks, all data is summarized for the planning team and shared as appropriate. In addition, professional development feedback is sought after many offerings. The principal or administration relays key elements of feedback to the planning team.
- Demographic data is provided by the school and central offices. The team considers significant changes and ongoing trends in the make-up of the school's student body and staff. Also, the team reviews overall attendance and discipline data to identify trends and areas of concern. As reporting capabilities become enhanced, the team will further be able to view attendance and discipline data through the subgroup filters.

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

Strengths

- Majority of parents responding to survey feel welcome, believe communication is adequate, and are willing to learn more
- Growth mindset as we work toward meeting individual needs of both teachers and students
- Majority of students ending the school year above the 40th percentile in Star Reading than the national average for 2nd, 3rd, and 4th grades
- Majority of students ending the school year above the 40th percentile in Star Math than the national average for 2nd, 3rd, and 4th grades
- Overall Star Reading and Star Math scores reflect the majority of students in 2nd, 3rd, and 4th grades meet their expected growth targets (indicated by SGP) and that median SGP scores are within or beyond typical growth ranges
- Reading and math tutors provide effective support--even though limited in scheduling

Areas of Need

- Achievement – the percentage of students on-track throughout the year to perform at the Proficient or Advanced level on their next OSTP Reading/Math assessments
- Professional Development – opportunities to deepen understanding in reading/math curriculum and strategies—particularly in support of students with diverse needs, OAS and curriculum alignment, and behavioral interventions/trauma-informed instruction
- Parent/Family Support – information and resources offered to parents about supporting reading/math growth, understanding online curricular resources, and using Google tools

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.

Focus Goals

- Increase the percentage of students on/above the pathway to proficiency (as reflected in Star Reading and Star Math) over the baselines established in 2018-19.
- Provide professional development opportunities and resources to deepen understanding in reading/math curriculum and strategies—particularly in support of students with diverse needs, OAS and curriculum alignment, and behavioral interventions/trauma-informed instruction.
- Offer resources and information to parents (through a variety of means) about supporting reading/math growth, understanding online curricular resources, and using Google tools.

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 general upward trends in Star Reading/Math achievement within the current school year. Spring 2020 through Spring 2022, however, was punctuated by periods of quarantine and remote learning. This has had a negative effect on our overall achievement data when viewed across years. As an illustration, our current 3rd grade students may have had atypical schedules in their Kindergarten, 1st grade, and 2nd grade years.
- School leadership teams who view Star data by subgroup observe no significant disparities when compared to overall groups. Particularly, English Learners and students served in Title I intervention groups demonstrate growth that often outpaces that of their grade-level peers.

(See supporting documents for the Comprehensive Data Profile.)

☐ 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.

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 the scope and sequence of skills for each grade level. For purposes of 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.
- Grand Avenue School uses evidence-based core series for Reading and Math. Each series provides resources for intervention and enrichment. The reading series also provides specific resources for English Learners.
- Teachers have a multitude of supportive curricular resources--both digital and non-digital. These include Renaissance and Lexia Core 5.

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 teacher, Special Education teacher, and/or certified intervention tutors.

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.

- Classroom (Tier 1) Intervention

Classroom teachers use real-time program data to determine which students may need additional support beyond the math/reading blocks. Either individually or within small-group rotations, teachers provide support using program or teacher-selected resources. (Additionally, a certified Title I math tutor is available to provide support within and beyond the classroom.) Because intervention resources/activities are suggested by the curricular program, they are specifically aligned with the regular classroom material. Teachers evaluate effectiveness by monitoring how students are able to proceed independently or transfer knowledge to subsequent activities.

- Title I Reading Intervention

The Renaissance/Star Reading scores determine which students are placed on a Reading Sufficiency Individualized Program of Reading Instruction (IPRI). Certified tutors provide reading intervention to as many IPRI students as they can accommodate in small groups. (With large numbers eligible, tutors may prioritize based on screened dyslexia risk, past results, access to other services, and other classroom indicators.) They use a variety of resources/activities to improve phonological awareness, phonics/decoding skills, vocabulary, comprehension, and fluency. In addition, tutors coordinate with the regular classroom by monitoring areas of struggle identified by Star Reading and by supporting students as they work toward their individual reading goals. Tutors evaluate effectiveness by continually using formative assessments, monitoring real-time data, and analyzing growth/achievement data from Renaissance/Star Reading.

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

- Grand Avenue School uses a tiered model for addressing both positive and negative behavior as part of its implementation of Positive Behavior and Intervention Supports (PBIS).
- The school office follows a tiered process for addressing chronic absenteeism.

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

(Addressed in Item 3 above.)

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

- SmartStart

SmartStart is a reading support time offered in the Library classroom two mornings each week. Students served in reading intervention are especially encouraged to attend. The Title I teacher and/or a certified tutor work with students individually or in small groups. They coordinate with the regular classroom by supporting students as they work toward their individual reading goals. Tutors evaluate effectiveness by tracking attendance, monitoring student goal progress, and comparing with growth/achievement data from Renaissance/Star Reading.

- Family Literacy Nights

Family Literacy Nights may be scheduled as funding allows throughout the school year. Students and parents may visit the library to read, select books, or work toward personal reading goals.

- Summer Session

Renaissance/Star scores, as well as Reading Sufficiency retention/promotion status, inform the selection process for inviting students to Summer Session. The one-month session is an extension of the classroom reading and math curriculum. It includes instruction with phonological awareness, phonics/decoding, vocabulary, comprehension, and fluency as well as the mathematics strands. Teachers evaluate effectiveness by documenting observations and gathering data on formative assessments throughout. In addition, teachers monitor Renaissance/Star scores on the next scheduled assessment.

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.

- During district-designated professional development days, learning opportunities will be offered to all district personnel which support site curriculum, instruction, assessment, and/or technology use.
- In addition to district-designated days, there will be professional development offered within and beyond the school day in response to site needs. The Comprehensive Needs Assessment reveals a need to deepen understanding in reading/math curriculum and strategies—particularly in support of students with diverse needs, OAS and curriculum alignment, and behavioral interventions/trauma-informed instruction. Professional development offered in the coming year may include LETRS, Science of Reading, and/or dyslexia resources.

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

- Grand Avenue maintains a continuous partnership with the University of Science and Arts of Oklahoma (USAO). This serves to provide Grand with access to future professional educators as well as to provide these students with opportunities to gain practical experience.
- Grand Avenue hosts USAO students as student teachers, classroom observers, and tutors.
- Grand Avenue and USAO partner for initiatives and special events such as Books for Tots and Read Across America.
- Grand Avenue seeks to support all teachers—but particularly those who are new to the profession or new to the school.
- First-year teachers are assigned a mentor to provide support and guidance throughout the year.
- All new teachers and those newer to the building have designated resource people to help familiarize them with Grand's organization, routines, expectations, curriculum, and assessments.
- The Instructional Resource Specialist may schedule time to meet with first-year teachers and provide modeling/guidance as needed.
- As it presents, information is passed on to teachers about advanced learning, free/discounted tuition opportunities, and other resources offered.

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

- Title I Reading Specialist
- Certified Intervention Tutors
- Extended-Day Program (SmartStart)
- Curricular Resources (programs and supporting technology)
- Assessment
- Professional Development
- Parental Involvement (Family Engagement Night)
- Summer Session

Title II

- Professional Development

Title III/EL

- English Learners

Reading Sufficiency

- Certified Intervention Tutors
- Curricular Resources
- Summer Session

Johnson O'Malley

- Certified Reading/Math Tutors
- Summer Session

McKinney-Vento

- Homeless Education Assistance

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 II (Part A) - Prepare, train, and recruit high quality teachers, principals, or other leaders.
- Title III (Part A) – Ensure English Learners attain English proficiency and develop high levels of academic achievement in English.

- Reading Sufficiency - Ensure that all Oklahoma students are reading on grade level at the end of third grade (a critical juncture when students go from learning to read to reading to learn). RSA supports Oklahoma children in Kindergarten through third grade.
- Johnson O'Malley – Support the education of Native American students.
- McKinney-Vento – Address the challenges homeless students face that may be obstacles to succeeding in school.

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 and/or Reading Sufficiency provide funds for online curricular resources (e.g., Renaissance and Lexia Core5) as well as the technology to support their use.
- 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, both within and beyond the school year.
- Site-based leaders support teachers in the efficient and effective use of classroom routines, programs, resources, technology, and assessment results.

☐ 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.

Grand Avenue 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 always affecting future progress of the schoolwide program. A review of the strategies and action steps originally proposed in the plan, an analysis of data, and input from various stakeholders should inform revision of the original schoolwide plan and reflect a revitalization of the school's commitment 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.

(See supporting documents for Annual Program Review.)

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.

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

**TITLE I
GRAND AVENUE SCHOOL
COMPREHENSIVE DATA PROFILE**

Enrollment			
	2022 – 2023	2021 – 2022	2020 – 2021
2nd Grade	166	172	134
3rd Grade	177	140	121
4th Grade	141	150	134
Total	484	462	389

Student to Classroom Teacher Ratio			
	2022 – 2023	2021 – 2022	2020 – 2021
2nd Grade	166/8 = 21 : 1	172/7 = 25 : 1	134/5.67 = 24 : 1
3rd Grade	177/8 = 22 : 1	140/6 = 23 : 1	121/5.67 = 22 : 1
4th Grade	141/6 = 24 : 1	150/6 = 25 : 1	134/5.67 = 24 : 1
Total	484/22 = 22 : 1	462/19 = 24 : 1	389/17 = 23 : 1

Demographics/Ethnicity			
	2022 – 2023	2021 – 2022	2020 – 2021
Hispanic/Latino	15%	16%	18%
African American/Black	4%	9%	10%
Native American	6%	9%	10%
Asian/Pacific Islander	<1%	0%	< 1%
White/Caucasian	56%	53%	53%
Other/Two or More Races	18%	13%	8%

Demographics/Statistics			
	2022 – 2023	2021 – 2022	2020 – 2021
Average Attendance	92.3%	94.2%	95.3%
Hispanic/Latino			
African American/Black			
Native American			
Asian/Pacific Islander			
White/Caucasian			
Other/Two or More			
Free/Reduced Lunch	61.36%	55.41%	74.29%
Special Education*	25%	26%	28%
English Language Learners	3%	3%	4%

* includes speech

RENAISSANCE/STAR DATA*

Lens: Achievement

Question: What percentage of students scored at or above the STAR benchmark of 40th 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 Report: Screening Report (nationally-normed School/District Benchmark selected)

STAR Reading and STAR Math Percentage of Students At/Above 40 th Percentile 2022 – 2023							
		STAR Reading			STAR Math		
		Fall	Winter	Spring***	Fall	Winter	Spring***
G	2	51/162 = 31%	78/157 = 50%	84/160 = 53%	61/151 = 40%	91/159 = 57%	95/162 = 59%
	3	74/177 = 42%	102/170 = 60%	103/167 = 62%	96/169 = 57%	118/169 = 70%	122/168 = 73%
	4	83/141 = 59%	88/137 = 64%	96/139 = 69%	86/133 = 65%	109/137 = 80%	110/139 = 79%

STAR Reading and STAR Math Percentage of Students At/Above 40 th Percentile 2021 – 2022							
		STAR Reading			STAR Math		
		Fall	Winter	Spring***	Fall	Winter	Spring***
G	2	69/166 = 42%	81/164 = 49%	87/164 = 53%	77/154 = 50%	91/166 = 55%	93/164 = 57%
	3	71/140 = 51%	80/139 = 58%	90/137 = 66%	91/130 = 70%	105/140 = 75%	106/136 = 78%
	4	91/152 = 60%	90/149 = 60%	91/146 = 62%	91/139 = 65%	107/149 = 72%	104/146 = 71%

STAR Reading and STAR Math Percentage of Students At/Above 40 th Percentile 2020 – 2021							
		STAR Reading			STAR Math		
		Fall	Winter	Spring***	Fall	Winter	Spring***
G	2	80/133 = 60%	80/125 = 64%	89/131 = 68%	75/132 = 57%	100/126 = 79%	102/131 = 78%
	3	66/115 = 57%	83/112 = 74%	86/119 = 72%	79/114 = 69%	95/112 = 85%	98/117 = 84%
	4	84/128 = 66%	90/130 = 69%	97/132 = 73%	88/127 = 69%	103/130 = 79%	108/132 = 82%

STAR Reading and STAR Math Percentage of Students At/Above 40 th Percentile 2019 – 2020							
		STAR Reading			STAR Math		
		Fall	Winter	Spring	Fall	Winter	Spring
G	2	81/118 = 68%	94/122 = 76%	X	78/118 = 66%	99/122 = 80%	X
	3	86/129 = 67%	103/133 = 77%	X	108/129 = 84%	126/134 = 94%	X
	4	95/159 = 60%	116/165 = 70%	X	131/157 = 83%	138/165 = 84%	X

STAR Reading and STAR Math Percentage of Students At/Above 40 th Percentile 2018 – 2019							
		STAR Reading			STAR Math		
		Fall	Winter	Spring	Fall	Winter	Spring
G	2	90/130 = 69%	102/137 = 74%	98/142 = 69%	102/129 = 79%	112/136 = 82%	119/140 = 85%
	3	108/158 = 68%	124/162 = 77%	134/173 = 77%	130/158 = 82%	147/161 = 91%	154/172 = 90%
	4	95/148 = 64%	101/152 = 66%	99/152 = 65%	117/148 = 79%	126/152 = 83%	122/152 = 80%

Lens: Achievement Prediction

Question: What percentage of students are on track to meet spring Oklahoma School Testing Program (OSTP) proficient or advanced levels (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 Report: Screening Report (Oklahoma's OSTP Benchmark selected)

STAR Reading and STAR Math Percentage of Students On Track for OSTP Proficient/Advanced Levels 2022 – 2023							
		STAR Reading			STAR Math		
		Fall	Winter	Spring***	Fall	Winter	Spring***
G	2	24%	38%	34%	27%	42%	29%
	3	31%	44%	41%	42%	53%	49%
	4	43%	47%	45%	42%	55%	54%

STAR Reading and STAR Math Percentage of Students On Track for OSTP Proficient/Advanced Levels 2021 – 2022							
		STAR Reading			STAR Math		
		Fall	Winter	Spring***	Fall	Winter	Spring***
G	2	36%	40%	35%	40%	37%	37%
	3	35%	38%	45%	45%	56%	49%
	4	45%	45%	42%	52%	58%	51%

STAR Reading and STAR Math Percentage of Students On Track for OSTP Proficient/Advanced Levels 2020 – 2021							
		STAR Reading			STAR Math		
		Fall	Winter	Spring***	Fall	Winter	Spring***
G	2	49%	53%	49%	49%	65%	56%
	3	37%	53%	50%	41%	66%	64%
	4	41%	50%	51%	53%	51%	50%

STAR Reading and STAR Math Percentage of Students On Track for OSTP Proficient/Advanced Levels 2019 – 2020							
		STAR Reading			STAR Math		
		Fall	Winter	Spring	Fall	Winter	Spring
G	2	59%	63%	X	60%	60%	X
	3	50%	59%	X	64%	78%	X
	4	40%	46%	X	68%	65%	X

STAR Reading and STAR Math Percentage of Students On Track for OSTP Proficient/Advanced Levels 2018 – 2019							
		STAR Reading			STAR Math		
		Fall	Winter	Spring	Fall	Winter	Spring
G	2	45%	58%	47%	60%	65%	59%
	3	42%	51%	54%	52%	77%	74%
	4	44%	51%	43%	56%	54%	53%

Lens: Achievement and Growth

Question: How did our average/median Scaled Score (SS)**** and Percentile Rank (PR) change (by grade level and subject) over the course of the school year and how does that compare with previous year(s)?

STAR Report: Summary Report

STAR Reading and STAR Math Median Scaled Score and Percentile Rank 2022 – 2023 **							
		STAR Reading			STAR Math		
		Fall SS & PR	Winter SS & PR	Spring*** SS & PR	Fall SS & PR	Winter SS & PR	Spring*** SS & PR
G	2	819 – 19 th	879 – 36 th	911 – 42 nd	844 – 34 th	886 – 51 st	905 – 51 st
	3	924 – 31 st	973 – 53 rd	981 – 51 st	918 – 51 st	963 – 70 th	981 – 70 th
	4	992 – 45 th	1012 – 53 rd	1022 – 53 rd	978 – 55 th	1016 – 71 st	1034 – 74 th

STAR Reading and STAR Math Median Scaled Score and Percentile Rank 2021 - 2022 **							
		STAR Reading			STAR Math		
		Fall SS & PR	Winter SS & PR	Spring*** SS & PR	Fall SS & PR	Winter SS & PR	Spring*** SS & PR
G	2	844 – 29 th	885 – 39 th	911 – 43 rd	852 – 40 th	875 – 45 th	897 – 48 th
	3	940 – 40 th	960 – 46 th	989 – 56 th	926 – 58 th	963 – 72 nd	977 – 67 th
	4	1000 – 50 th	1010 – 52 nd	1016 – 51 st	985 – 62 nd	1015 – 73 rd	1024 – 69 th

STAR Reading and STAR Math Median Scaled Score and Percentile Rank 2020 – 2021 **							
		STAR Reading			STAR Math		
		Fall SS & PR	Winter SS & PR	Spring*** SS & PR	Fall SS & PR	Winter SS & PR	Spring*** SS & PR
G	2	219 – 48 th	286 – 59 th	327 – 59 th	418 – 51 st	489 – 70 th	512 – 67 th
	3	349 – 47 th	429 – 60 th	463 – 61 st	515 – 56 th	591 – 77 th	630 – 79 th
	4	462 – 49 th	521 – 57 th	558 – 60 th	619 – 63 rd	660 – 71 st	683 – 72 nd

STAR Reading and STAR Math Median Scaled Score and Percentile Rank 2019 – 2020 **							
		STAR Reading			STAR Math		
		Fall SS & PR	Winter SS & PR	Spring SS & PR	Fall SS & PR	Winter SS & PR	Spring SS & PR
G	2	238 – 55 th	329 – 69 th	X	436 – 60 th	485 – 68 th	X
	3	382 – 56 th	452 – 65 th	X	558 – 76 th	625 – 87 th	X
	4	457 – 47 th	503 – 54 th	X	641 – 73 rd	670 – 75 th	X

STAR Reading and STAR Math Average Scaled Score and Percentile Rank 2018 – 2019							
		STAR Reading			STAR Math		
		Fall SS & PR	Winter SS & PR	Spring SS & PR	Fall SS & PR	Winter SS & PR	Spring SS & PR
G	2	240 – 51 st	305 – 59 th	351 – 57 th	456 – 67 th	496 – 72 nd	539 – 69 th
	3	387 – 55 th	444 – 62 nd	502 – 63 rd	549 – 72 nd	616 – 84 th	658 – 82 nd
	4	496 – 54 th	542 – 57 th	570 – 55 th	633 – 71 st	665 – 73 rd	693 – 69 th

Lens: Growth

Question: What percentage of students met their individual expected growth expectation (by grade and subject) and how does overall median growth compare to what is typical?

With default parameters, 60% of students are expected to meet their growth expectation. Student Growth Percentile (SGP) compares growth **rate** to that of peers. A median SGP of 35-65 is considered typical.*

STAR Report: Growth Report

STAR Reading and STAR Math Percentage of Students Meeting Expected Growth 2022 – 2023							
		STAR Reading			STAR Math		
		Current Mid-Year	Current End-of-Year		Current Mid-Year	Current End-of-Year	
G	2	90/147 = 61% SGP = 58	107/149 = 72% SGP = 69		76/146 = 52% SGP = 43	85/149 = 57% SGP = 50	
	3	115/167 = 69% SGP = 59	122/163 = 75% SGP = 60		111/164 = 68% SGP = 57	122/162 = 75% SGP = 64	
	4	80/134 = 60% SGP = 49	94/132 = 71% SGP = 59		82/128 = 64% SGP = 54	99/132 = 75% SGP = 64	

STAR Reading and STAR Math Percentage of Students Meeting Expected Growth 2021 – 2022							
		STAR Reading			STAR Math		
		Current Mid-Year	Current End-of-Year		Current Mid-Year	Current End-of-Year	
G	2	73/157 = 46% SGP = 37	83/158 = 53% SGP = 43		61/151 = 40% SGP = 35	90/151 = 60% SGP = 48	
	3	76/133 = 57% SGP = 47	91/135 = 67% SGP = 54		80/127 = 63% SGP = 56	98/132 = 74% SGP = 60	
	4	70/142 = 49% SGP = 39	93/143 = 65% SGP = 50		81/136 = 60% SGP = 50	89/138 = 64% SGP = 49	

STAR Reading and STAR Math Percentage of Students Meeting Expected Growth 2020 – 2021							
		STAR Reading			STAR Math		
		Current Mid-Year	Current End-of-Year		Current Mid-Year	Current End-of-Year	
G	2	62/123 = 50% SGP = 40	72/122 = 59% SGP = 48		94/124 = 76% SGP = 71	92/121 = 76% SGP = 72	
	3	84/109 = 77% SGP = 67	90/112 = 80% SGP = 74		88/105 = 84% SGP = 76	97/112 = 87% SGP = 84	
	4	70/117 = 60% SGP = 50	92/127 = 72% SGP = 59		69/109 = 63% SGP = 53	90/127 = 71% SGP = 61	

STAR Reading and STAR Math Percentage of Students Meeting Expected Growth 2019 – 2020							
		STAR Reading			STAR Math		
		Current Mid-Year	Current End-of-Year		Current Mid-Year	Current End-of-Year	
G	2	81/120 = 68% SGP = 56	X		75/120 = 63% SGP = 49	X	
	3	106/133 = 80% SGP = 67	X		107/133 = 80% SGP = 72	X	
	4	93/161 = 58% SGP = 47	X		86/160 = 54% SGP = 42	X	

STAR Reading and STAR Math Percentage of Students Meeting Expected Growth 2018 – 2019							
		STAR Reading			STAR Math		
		Current Mid-Year	Current End-of-Year		Current Mid-Year	Current End-of-Year	
G	2	94/124 = 76% SGP = 60	73/125 = 58% SGP = 50		89/124 = 72% SGP = 58	69/124 = 56% SGP = 49	
	3	116/158 = 73% SGP = 64	118/159 = 74% SGP = 60		140/156 = 90% SGP = 84	129/158 = 82% SGP = 73	
	4	99/145 = 68% SGP = 59	78/144 = 54% SGP = 44		101/145 = 70% SGP = 59	68/144 = 47% SGP = 39	

*SGP evolves within three assessment windows. It is not possible to generate a “past SGP”.

TITLE I

PARENT PARTICIPATION POLICY

GRAND AVENUE SCHOOL

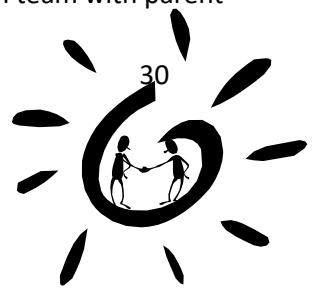
2023 – 2024

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

Grand Avenue parental involvement activities include, but are not limited to:

- ❖ Through parent orientation and/or the school website, every parent will be provided information concerning Oklahoma Academic Standards (OAS), state and local assessments, and Grand'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 and shared on the school website. 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.
- ❖ Student agendas may be used to inform parents of their child's school progress and/or activities.
- ❖ Parents will be kept informed of school activities through newsletters, school websites, classroom communication applications, a monthly calendar of events, electronic sign postings, and/or student agendas.
- ❖ Committee meetings will be scheduled with parents of students who qualify for assistance through Reading Sufficiency or special services.
- ❖ Schoolwide parent activities will be planned at a variety of times to involve parents in their child's education.
- ❖ Parents will be encouraged to volunteer in many activities as deemed appropriate at the district and site level.
- ❖ Grand Avenue will seek to provide reasonable support for parental involvement at a parent's request.
- ❖ Grand Avenue will distribute the site Title I plan (mission, objectives, strategies, and actions) to parents of children served by this school. It will be included in the handbook, 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.
- ❖ Grand Avenue will distribute the Parent Participation Policy to parents of children served by this school. It will be included in a newsletter, 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.

Revised Spring 2023



**GRAND AVENUE SCHOOL
SCHOOL – PARENT – STUDENT COMPACT
2023 – 2024**

GRAND AVENUE SCHOOL 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 annual Grand Welcome/orientation, 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
- ✓ 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
- ✓ Strive to read with my child *every day*
- ✓ 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





Prefer to answer online? Go to
Grand's website or Facebook
page!

CHICKASHA PUBLIC SCHOOLS
Parent Survey-Spring 2024

School: Grand Avenue

Date _____

Let your voice be heard as we assess the needs of our parent involvement activities. If you have more than one child at Grand, you only need to complete *one* survey.

Please check all that apply. I have students in grades:

- ☐ 2
- ☐ 3
- ☐ 4

I feel welcome at school.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

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

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

All students and families are treated fairly by this school regardless of race, ethnicity, culture, or gender identity.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

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

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Communication from this school is easily accessible, timely, and helpful.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Which mode(s) of communication with school do you MOST prefer?

- ☐ School/district webpage
- ☐ School Facebook page
- ☐ Classroom apps (such as Dojo)
- ☐ Email
- ☐ Text messages
- ☐ Phone/voicemail
- ☐ Printed newsletters/notes

What would you like to learn more about? (Please check any that apply.)

- ☐ Supporting my child's reading growth
- ☐ Supporting my child's math growth
- ☐ Lexia, Study Island, or other online activities
- ☐ Star Reading/Star Math
- ☐ Oklahoma's Reading Sufficiency Law (third grade eligibility for fourth grade)
- ☐ Oklahoma Academic Standards (OAS)/state assessments
- ☐ Google Classroom/technology tools
- ☐ Discipline/parenting challenges
- ☐ Other _____

What do you consider to be the strengths of this school?

What do you feel our school could improve?