



CHICKASHA MIDDLE SCHOOL

TITLE I PLAN

2023-2024

Oklahoma State Department of Education

Title I Schoolwide Plan

School year- 2022-23

Revised Plan-YES Date 5-1-2023

District Information

District- Chickasha Public Schools

Superintendent- Rick Croslin

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County/District- Grady/ 26/I001

Phone- 405-222-6500

School Information- Chickasha Middle School

Poverty Rate-59%

Principal- Tori Clark

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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's Facebook page, school website, calendars, school marquee, email, phone messages, 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 –presented to parents at student enrollment. 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. This year we had a title I meeting during our first conference date to review the Title I plan.
- Programs, Activities – scheduled throughout the year. Parents are encouraged to attend, volunteer, or participate at events to involve them in their child's education.
- 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 are given out to allow parents the opportunity 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 purposes. 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 consists of students picking up schedules and touring CMS campus before the first day of school. During this time, we also share information via a slide show about the Title I program, Oklahoma Academic Standards (OAS), online resources available, and classroom procedures and expectations.
- This year CMS is also conducting an Open House in May for the upcoming seventh graders and their parents. CMS will have representatives from all activities present and giving out information about all activities offered at CMS.

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 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 with tentative revisions as well as the final approved copy.
- Parent surveys are given out to allow parents the opportunity to be involved and give feedback concerning resources, safety, communication, and culture of the school. 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 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.

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 the challenges of the future.

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.

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 beginning, middle and end of the school year.
- OSTP data from spring test is reviewed at the beginning of the next school year or as it is made available by the state.
(see charts at the end of the document)
- WIDA data from this assessment helps identify those ELL students that need monitoring throughout the year. Wida also helps assess areas of strengths and weaknesses of each student 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 no matter what teacher they may have for each course. These assessments are given weekly or bi-weekly to ensure students are mastering 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 that score above the OSTP proficient level and those that 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 when 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 each 9 weeks to ensure parents are informed of their students' progress before the end of the 9 weeks grading period. This allows parents, students and teachers the opportunity to come up with a plan of action to allow student success at CMS.

*Ineligibility list- a collection of data for those failing certain subjects and 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 that are present. CMS mails letters home each week for those students that are currently on the ineligible list. This has proven to be a great avenue of communication with parents and teachers.

*OSTP- data is usually reviewed the next school year after the test was completed. 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 by-weekly to ensure students are mastering 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.

*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 make-up of the student body and staff. Attendance and discipline are also reviewed and areas of concern are addressed. As technology advances we are hoping to further view attendance and discipline data through the subgroup filters.

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

Strengths:

- *Working with a growth mindset including students and teachers in all aspects of improving the way in which we view problems and how we solve them.
- *Great parent participation in surveys being completed and attendance at programs/athletic events around the school.
- * Showing growth in the language arts and math sections of the STAR assessments in the 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 the mindset to seek good

behavior and recognizing and reinforcing that behavior with positive referrals and phone calls home.

*Professional development- data team training with solution tree to ensure teachers are properly trained in the organization and implementation of organized learning communities. Many teachers will be attending training in the summer of 2023 for this purpose.

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 that 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 be successful in the classroom- whether that be a traditional classroom or a virtual one.

*Chronic absenteeism- student absences has been been a large part of learning gaps that are becoming more prevalent since the beginning of the pandemic.

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 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 career.

*Traditionally- letters and videos produced in the parent's native language to get more parents involved in their student's achievement/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

- *Increase student achievement by focusing on the Social/Emotional aspect for all students.
- *Strategies to lower student discipline issues and out of school suspensions.
- *Utilize the use of a Graduation Coach at the middle school level to catch those students early on that may be in an AT RISK category of not graduating with their peers.
- *CMS has added an advisory class to our existing school day for all students so that there can be small group instruction focusing on decreasing gaps within essential standards.
- * CFA's- for teachers to appropriately disaggregate the data and provide proper enrichment and remediation to all students in a timely manner.
- *PLC- data team training with solution tree to ensure teachers are properly trained in the organization and implementation of organized learning communities. Many teachers will be attending training by Solution Tree in the summer of 2023 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 when compared to overall groups. Particularly, English Learners have shown growth right along with that of 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 tests and semester tests.
The PLC's allow the teams to discuss the data and determine the strategies for re-teaching /intervention for those not progressing toward the OAS standards at each grade level.



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 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.

*Lexia- Lexia is a foundational reading program for lower level readers who demonstrate gaps in their reading skills. Through an initial pre-assessment, gaps are identified 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 student's knowledge and progress on the OK state standards which have been 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 certain OAS standards and concepts being taught. This time also allows teachers to develop enrichment activities for those students that show mastery in the subject being taught as well as those that are struggling need additional support or resources.

ACT Prep- CMS will have presenters from Cantrell and Waller College Preparatory present ACT strategies/ resources to all of our core teachers for this upcoming school year.

*Freckle-

This strategy allows students to work on levels of math and reading to enhance the classroom experience for those that struggle and those that need an advanced curriculum.

*Google classroom- to assist with remote learning in case of a shutdown for inclement weather. Many teachers use Google Classroom daily for all students to access work at any time.

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

*Edmentum/Exact path- and other online platforms will be used to help students during distance learning and also in the traditional classroom to help students close gaps in their education. This is currently being used as our virtual learning platform for those that have chosen to do virtual learning, instead of traditional learning, each semester

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 teacher, Special Education teacher, and/or 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.

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

*CFAs –Teachers use weekly/bi-weekly skills checks to determine which students may need additional help in certain 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- handwriting/writing skills

* Title I language arts teacher to aide the students in achieving success in certain areas of the language arts classroom they may show a weakness. There are many resources available to assist the student in achieving this goal including those listed within the plan already.

* Continual 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 that may need additional help within those subject areas. There are many resources available to assist the student in achieving this goal including those listed within the plan already.

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 all have expectations visible throughout the classroom and building emphasizing positive behavior.

* there is a process 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 that may need additional help in math and reading. (this is dependent upon funding each year).
- This year CMS will offer START UP program in late July. This is in an effort to get more participation in our summer program. This Start Up will focus on all 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.
- Extended school year is also available to those that 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 that specialize 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 as well as other sources).
- Optional Computer/ Resource Lab with a variety of math and reading software, internet access, and research software available on the school server, electronic devices and manipulatives(hands-on aids), etc. To be used within the school day, before/after school, and summer school (dependent on funding).
- 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.
- LPC's and a district social worker are available to assist any student at any level. This is to ensure that the social and emotional needs of all students are being met.
- Classroom guidance and individual counseling provided by a full-time counselor/ LPCs.
- Student responsibility emphasized and recognized through a variety of efforts- 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 to ensure teachers are properly trained in the organization and implementation of organized learning communities (PLC). Many teachers will be attending this training in the summer of 2023. This training goes hand in hand with the district goals of CFA data disaggregation.

* During district-designated professional development days, learning opportunities will be offered to all district personnel to 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 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 be dealing with 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 teacher who is new to Chickasha Public Schools is encouraged to attend New Teachers Meetings at the beginning of the school year.

* All new teachers meet regularly with the Instructional Resource Specialist to provide guidance as needed. These meetings are conducted by the Instructional Resource Specialist.

* First- year teachers are assigned a mentor who meets with them regularly and is always available for questions and support.

*CMS administration works with new teachers offering strategies and a plan for implementation of good practices in the classroom setting. These are based off of a book study of Harry Wong's book The First Days of School.

*All teachers were given an opportunity by two different universities in the state for a discounted tuition for continued college education programs, such as 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 thereby becomes involved in the decision making for our school. Some of the committees are: calendar, advisory, negotiations, safety, Title I, and site improvement

*A graduation coach will identify those that are At-Risk students and begin building relationships at the middle school level before they get to high school. Many ninth grade students that are At-Risk 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.

* Many CMS faculty will be attending additional training this summer offered by Solution Tree. This training will go along with the primary goal of the team data meetings (PLC's) and CFA's.

*LPCs and the district Social Worker- CPS added these crucial parts to our school district in the past two years. The LPC's service not only students but also teachers throughout the school year. This includes any emotional or personal support as needed. CPS believes taking care of its students and faculty with this addition will only improve success on all levels. The district social worker will assist teachers and students through many issues involving department of human services and any other ways 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 percent 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. Daily attendance by teachers 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- help 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- with an emphasis on the social emotional and restorative practices.

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 resources deemed necessary. Chromebooks purchased for ELstudents that may need assistance with work.

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, Study Island, Edmentum) as well as the technology to support their use. The recent purchase of calculators for this school year will help students succeed in the classroom and 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. A large number of Chromebooks were purchased last year to ensure student success. Calculators for all students in 7th and 8th grades and Smart TVs' to replace broken or old smart boards in teachers classrooms, and thirty new Chromebooks were all purchased with Title I funds this year.

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 the process of uploading documents that can be typed on and manipulated on the computer, for the use of remote or virtual learning.

Title I- will help with the purchase of - Edmentum, Study Island, Lexia, working with other online resources for assessment data and remedial help, used to support teachers 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 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.

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 assess math and language arts/reading – STAR provides detailed reports sorted by class and individual students as well as grade level data. These reports give a clear picture of 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 that are not performing up to standards by the OSTP. 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 be an evaluation on 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 give a clear picture of aligning students with the OAS standards based on the CCRA/ACT. Again, teachers will share data during collaboration meetings, while they brainstorm strategies and interventions to help students that are not performing up to standards by the OAS standards. The data from common assessments along with standards-based grading will be an evaluation of 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 Tier 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.

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%

2018-2019	Fall	Winter	Spring
Reading			
8th grade	32%	35%	35%
7th grade	33%	35%	37%
Math			
8th grade	14%	16%	14%
7th grade	23%	25%	26%

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
2021-2022	30%	28%
2020-2021	19.1%	11.4%
2018-19	26%	31%
2017-18	25%	25%
2016-17	26%	18%

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

8th grade	ELA Proficient	Math Proficient	Science Proficient
2021-2022	21%	7%	27%
2020-2021	23.6%	4.8%	24.6%
2018-19	31%	15%	31%
2017-18	21%	5%	25%
2016-17	28%	9%	39%

Title I Schoolwide Program-Data Profile

CMS

2021-2022

1. Student Enrollment

Year	Total enrollment	#Male	% Male	# Female	% Female
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%
2018-19	301	154	51%	147	49%

2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Other
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%
2018-19	301	13%	23%	.05%	.01%	58%	.06%

3. Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population
2022-23	188	59%
2021-22	214	71.2%
2020-2021	140	52%
2019-2020	220	74%
2018-19	269	88.86%

4. Students Participating in Title I Programs

Year	Program Enrollment	Percent of Population
2022-23	316	100%
2021-22	301	100%
2020-2021	270	100%
2019-2020	297	100%
2018-19	301	100%

5. Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female
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%
2018-19	98%	98%	154	96%	147	99%

6. Student Tardy Rate

Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female
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%
2018-19	12%	19%	154	19%	147	22%

7. Student Mobility Rate

Year	Full Academic Year (FAY)		Non Full Academic Year (NFAY)	
	# Students	% Student Population	# Students	% Student Population
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%
2018-19	262	86%	40	14%

8. Student Truancy Rate

Year	Average Daily Truancy	Percent of Student Population
2022-23	10	3.5%
2021-22	12	4%
2020-21	10	4%
2019-2020	8	3%
2018-19	11	4%

9. Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population
2022-23	4	2%
2021-22	5	1.6%
2020-2021	7	3.0%
2019-2020	6	2%
2018-19	13	4%

10. Student Behavior

Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions
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%
2018-19	9	1	1%
2017-18	2	1	.5

CMS Student Survey 2022

* Required

What grade are you currently in at Chickasha Middle School? *

8th grade

7th grade

I feel Like I do well in school. *

Strongly agree

agree

disagree

Strongly disagree

Teachers treat me with respect. *

Strongly agree

agree

disagree

Strongly Disagree

Option 4

Students treat each other well. *

Strongly agree

Agree

Disagree

Strongly disagree

I feel safe in and around school. *

Strongly agree

Agree

Disagree

Strongly disagree

I have someone at school I can tell If I am having a problem with another student
or with learning. *

Strongly agree

Agree

Disagree

Strongly disagree

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

0-5 days

6-10

More than 10

What is something that motivates you to learn? *

Your answer

Good behavior is recognized at my school. *

Strongly Agree

Agree

Disagree

Strongly Disagree

There are clear rules for behavior at my school. *

Strongly agree

Agree

Disagree

Strongly disagree

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

*

Strongly agree

Agree

Disagree

Strongly disagree

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

Strongly agree

Agree

Disagree

Strongly disagree

Submit

Parent Survey 2022-CMS

* Required

I feel welcome at my student's school. *

Strongly agree

Agree

Disagree

Strongly Disagree

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

Strongly agree

Agree

Disagree

Strongly disagree

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

Strongly agree

Agree

Disagree

Strongly disagree

What would you like to learn more about? *

STAR Reading/ STAR Math

Edmentum

OCCT/OSTP assessments

Oklahoma Promise/OHLAP

Google classroom/ technology tools

Discipline/parent challenges

What do you consider strengths of the school? *

Your answer

What do you feel our school could improve? *

Your answer

The curriculum is appropriate and challenging. *

Strongly agree

Agree

Disagree

Strongly disagree

My child enjoys their core classes. *

Strongly agree

Agree

Disagree

Strongly Disagree

My child enjoys their elective classes. *

Strongly agree

Agree

Disagree

Strongly disagree

Communication from the school is regular, clear, and concise. *

Strongly agree

Agree

Disagree

Strongly disagree

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

Strongly agree

Agree

Disagree

Strongly disagree

Submit

CMS Faculty survey-

I feel I am an important part of my school

Strongly agree

agree

Disagree

Strongly disagree

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

Strongly agree

agree

Disagree

Strongly disagree

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

Strongly agree

agree

Disagree

Strongly disagree

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

Strongly agree

agree

Disagree

Strongly disagree

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

Strongly agree

agree
Disagree
Strongly disagree

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

Strongly agree
agree
Disagree
Strongly disagree

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

Strongly agree
agree
Disagree
Strongly disagree

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

Strongly agree
agree
Disagree
Strongly disagree

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

Strongly agree
agree
Disagree
Strongly disagree

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

Strongly agree

agree

Disagree

Strongly disagree

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

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

How do you prefer to receive your professional development opportunities?

Online

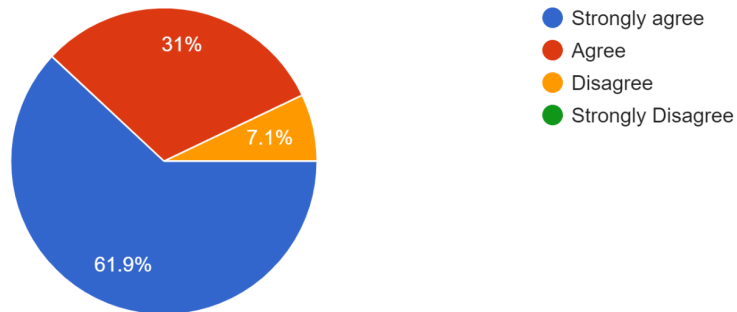
in person

zoom

RESULTS from Parent Surveys-

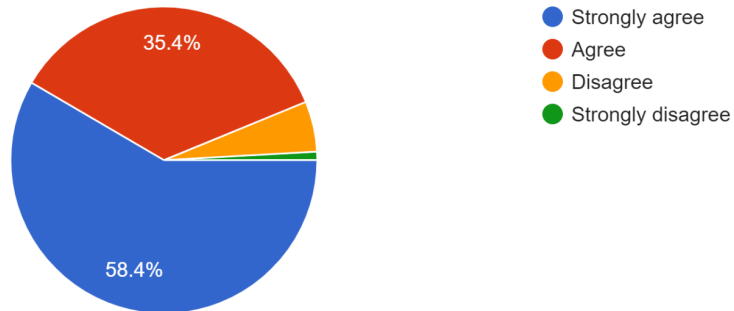
I feel welcome at my student's school.

113 responses



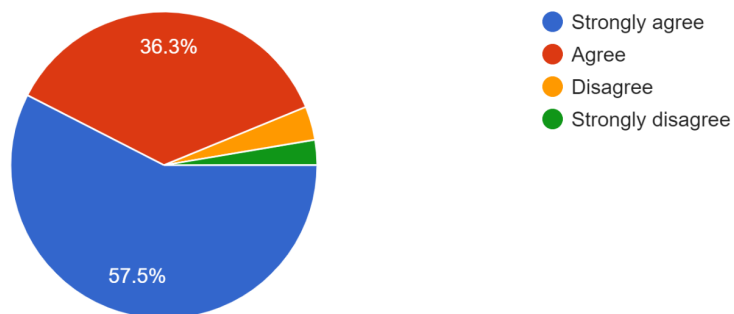
The staff is available and willing to address my child's needs.

113 responses



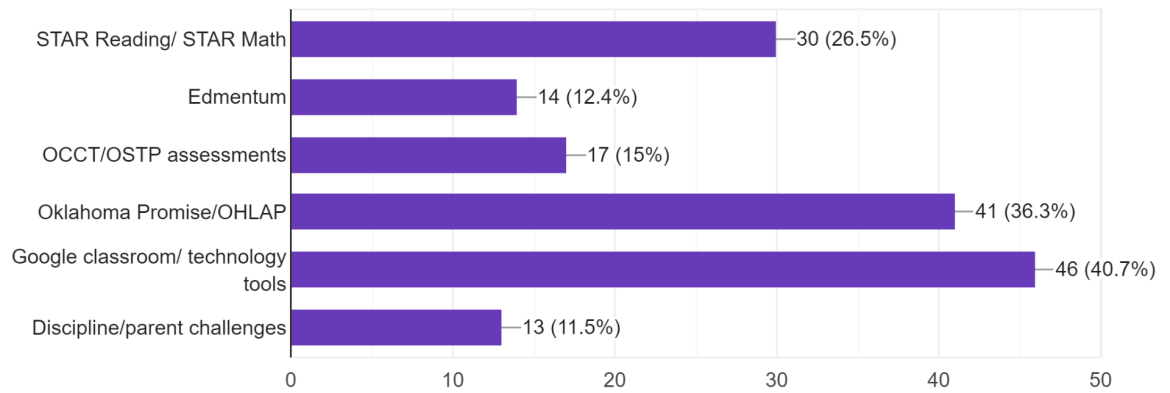
I believe this school works diligently to ensure the safety of my child.

113 responses



What would you like to learn more about?

113 responses



What do you consider strengths of the school

113 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.

Openness

They are all about our kids learning

Communication and goals of individual learning

They have a great special needs program

the teachers are always willing to help

Contacting parents when there is something wrong

the teachers really help

door stay locked

English

good communication

teachers are great communicators

the teachers are good

availability, understanding and encouragements

Amazing vice principal!

none

I have two children at the middle school. They never complain about getting up and going to school. I believe CMS has a positive climate that fosters learning.

All the teachers my son has had, has been great. Safety, communication.

My boys are encouraged to be their best selves and seen for their strengths. I know the teaching environment is tough, so I'm very thankful.

some of the teachers;

Student interaction. Positive feedback for students. Availability.

The administration at the Middle School is great. They seem happy to be at the Middle School and that attitude is read easily by parents and students, so I'm glad its positive

safety; equality

classroom size

Great communication via facebook. Principals are easy to work with (my experience and friend's experiences)

informed

teamwork

Some teachers

N/A

diversity

The Assistant Principal

student assistance

Kindness, Safety, Education

Math helping students in bully problems

Parent teacher comunication

The Teachers and admin take care of any issues involving bullying.

The new assistant principal is very welcoming.

they care

teachers effort to help my kid

wonderful teachers

Community sprit

Communication with parents

The way they care for the kids

Security

Diversity

Great community

School sprit....

all

The teachers

Not sure at this time

The teachers are friendly

Strong willed

What do you feel our school could improve? 113 responses

n/a

na

nothing

Communication

unsure

lunch

not sure

communication

No ideas

Emailing or calling more

Offering a offseason for the baseball kids b/c he can't participate in morning baseball if he doesn't play another sport which he doesn't.

More cameras

being more transparent

N/A

I can't think of anything

it's great

need to change some subjects/and more teachers.

some teachers don't seem to even like students, much less want to teach them. many are great, but a few it's obvious don't need to be working with middle school students.

antibullying

Teacher's entering grades on time.

I think you are doing a great job.

Nothing

idk

dont know

Attitude of the children

Not sure at this time

Better food choices

I don't know much about the school except what I hear from Tyler but I know the food is far from I guess good. Now that could be just coming from a picky teenager.

assembly about bullying

Teachers be more of a role model for the kids and less part of the drama.

Addressing bullying and implementing stronger consequences against bullying

Food

communicating with the parnts

I m not sure

bullying

Unknown.

Making available resources more known to parents

noting

helping students who struggle

Better science and math department. Build up the steam programs.

Anti Bullying

Bullying and harassment

new water fountains

letting the kids in out of the cold

more on troubled stupid

more life skills

the theft at the school

safety and bullying

working with problem kids

math

later start time

keep a better eye on bullying

food

cant think of anything at this time

The teachers need to know know know 504's and IEPs.

yes

Text messaging for communication

I hoping there will be improvements to the campus with the bond money.

I can't think of anything at the moment.

Nothing comes to mind.

that all teachers use the same discipline like no phones or airpods;

Nothing at this time.

I've seen kids posting tiktoks from class. How is there enough time to tiktok during school hours?

building funding, etc

curriculum

I don't have any issues with the school and can't think of one right now.

communication between students

accessability

food quality

Nothing at this time.

Making parents feel welcome, communicating with parents more then twice a year and offering tutoring.

emotional wellbeing

Communication, discipline

No more virtual days, should be in school learning only

extra help in week classes

The gym building

Special Education

computers for kids

not the school but the buses need major improvement with safety

more understanding on schoolwork

nothing comes to mind

doing great

More communiction

Quit going virtual when it snows. Does not seem to be adequate work.

More elective availability

Teacher communication. I have a student that has all A except in 1 class. When I asked the teacher why she did call she said "I just didn't think you would care & I had other kids with missing work". I understand teachers have lots of students and responsibilities but to assume a parent would care is unacceptable. She would have never called me if I would have not contacted her. The only communication between teachers and parents is at parent teacher conferences.

staff

info for parents

NA

Withholding every student to the same set of rules and standards. Quit student profiling..

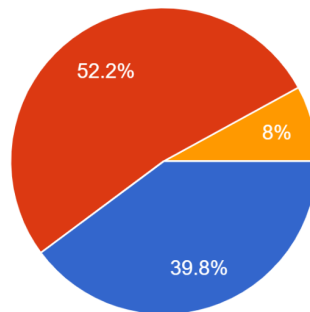
The office staff are rude and uncaring

More bathrooms

I'm happy with how our year has gone so far

The curriculum is appropriate and challenging.

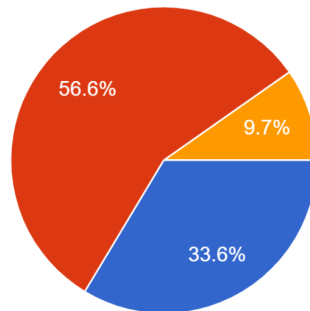
113 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

My child enjoys their core classes.

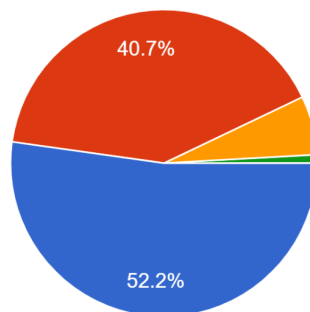
113 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree

My child enjoys their elective classes.

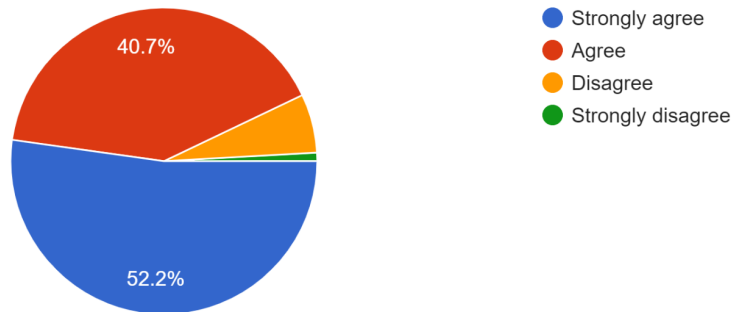
113 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

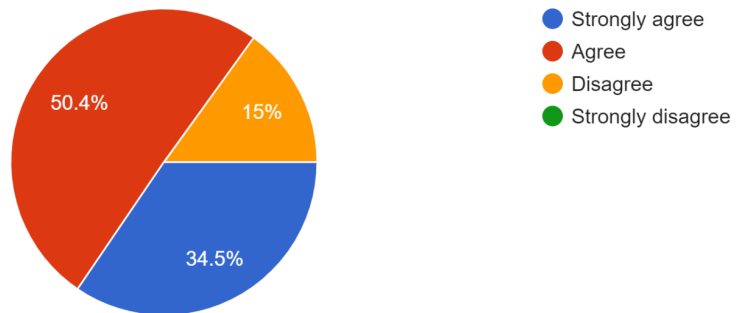
My child enjoys their elective classes.

113 responses



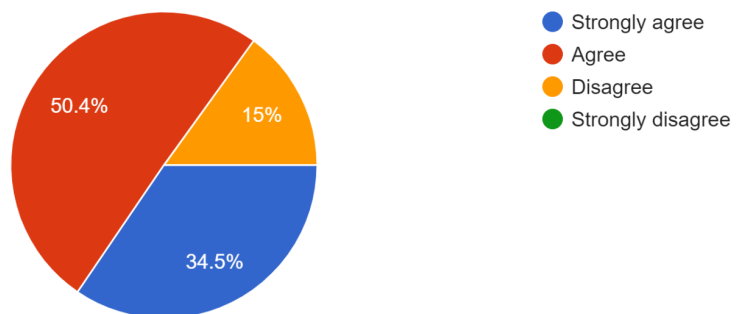
Communication from the school is regular, clear, and concise.

113 responses



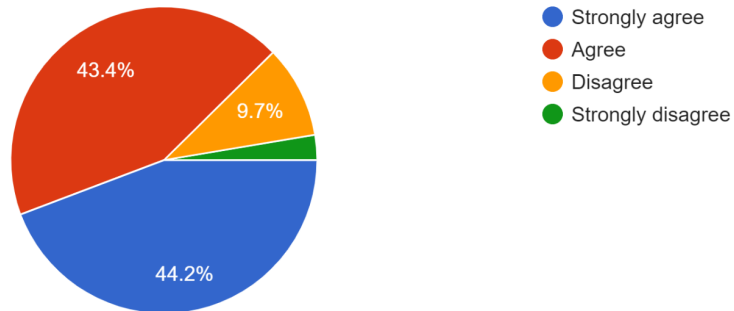
Communication from the school is regular, clear, and concise.

113 responses



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

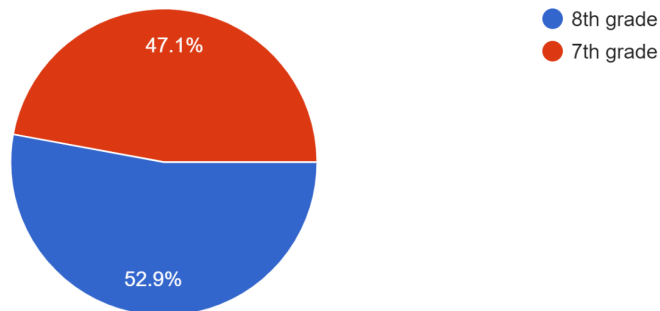
113 responses



Results from Student Surveys

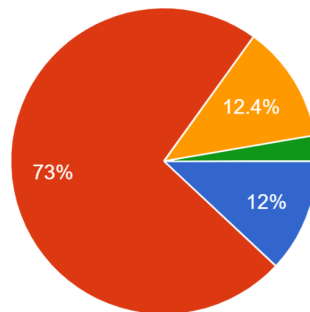
What grade are you currently in at Chickasha Middle School?

259 responses



I feel Like I do well in school.

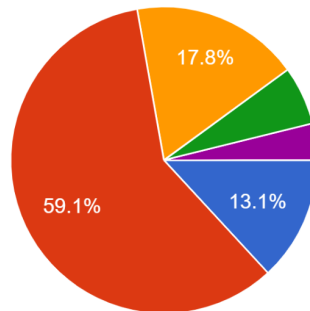
259 responses



- Strongly agree
- agree
- disagree
- Strongly disagree

Teachers treat me with respect.

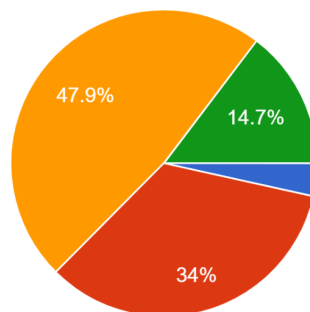
259 responses



- Strongly agree
- agree
- disagree
- Strongly Disagree
- Option 4

Students treat each other well.

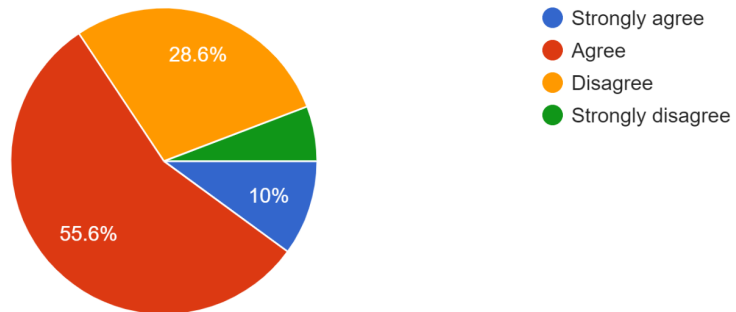
259 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

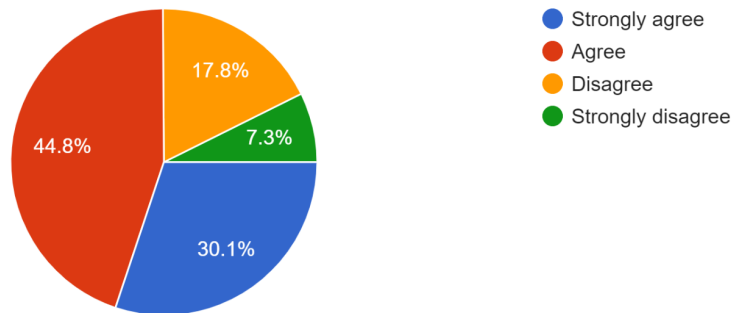
I feel safe in and around school.

259 responses



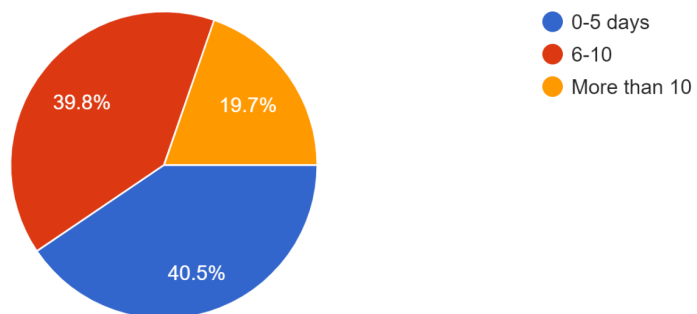
I have someone at school I can tell if I am having a problem with another student or with learning.

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 don't want to be a failure.

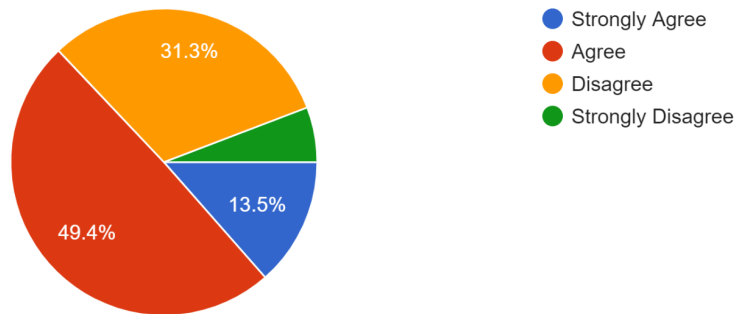
I want to be successful in life.

Thinking about my future.

[View 118 more responses in Sheets](#)

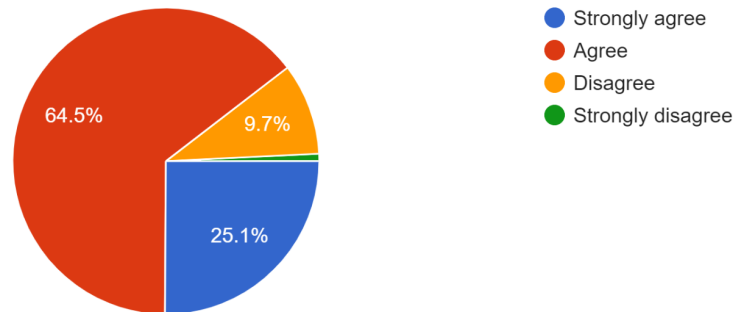
Good behavior is recognized at my school.

259 responses



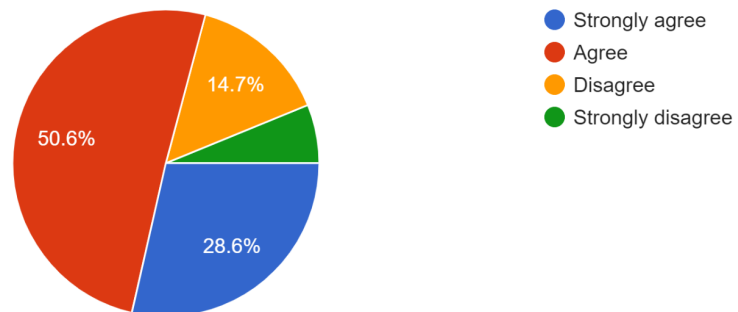
There are clear rules for behavior at my school.

259 responses



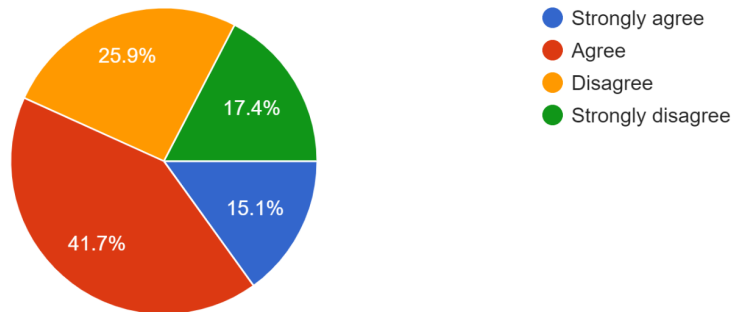
Teachers at my school have high expectations for all students in their classroom.

259 responses



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

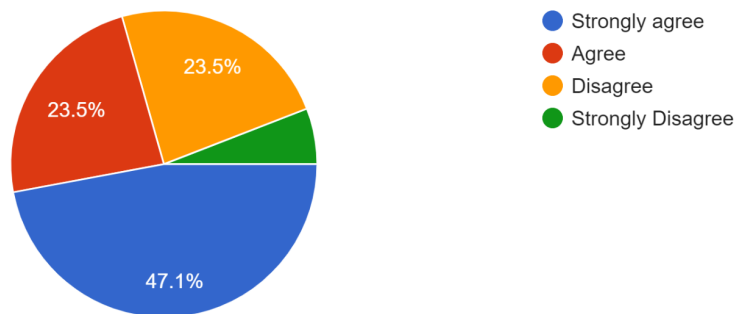
259 responses



Results from Faculty Surveys

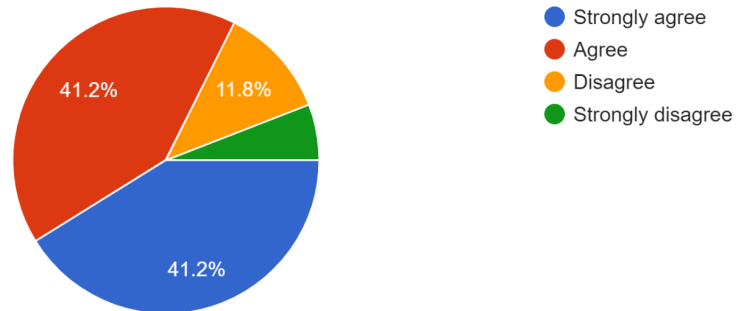
I feel I am an important part of my school

17 responses



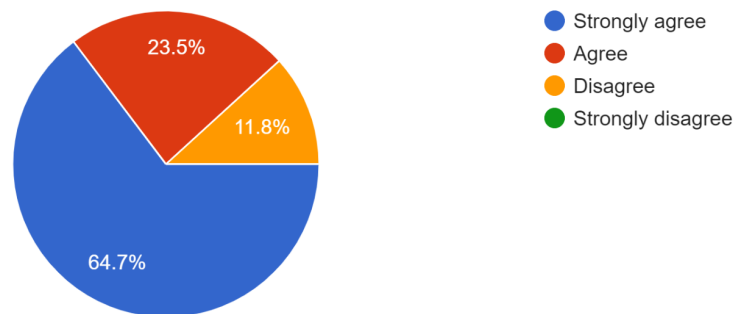
All students are treated fairly by adults at my school regardless of race, ethnicity, culture, or gender identity.

17 responses



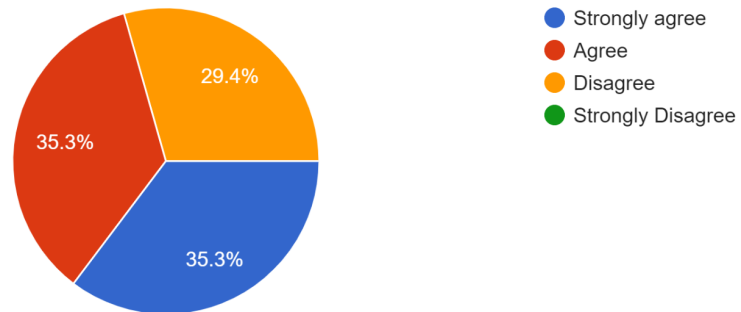
I spend a great deal of time dealing with students' social and emotional challenges.

17 responses



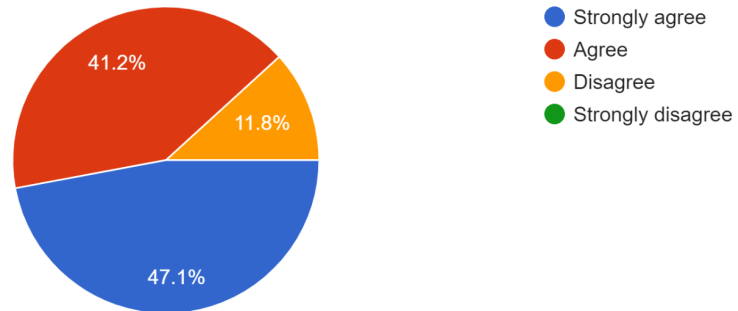
I have access to the tools and training I need to do my job effectively.

17 responses



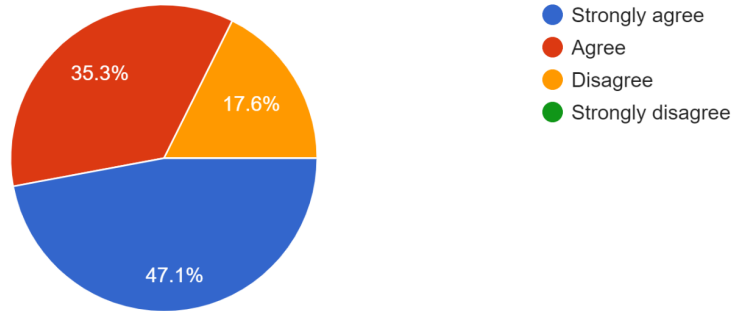
At this school, teachers are treated and respected as educational professionals.

17 responses



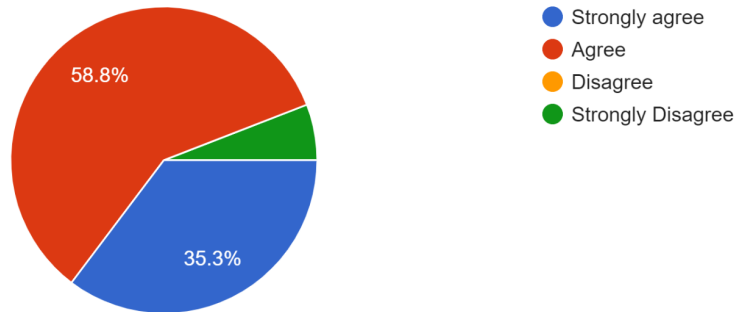
Site leadership and grade level teams work together respectfully and efficiently for the common goal of serving students.

17 responses



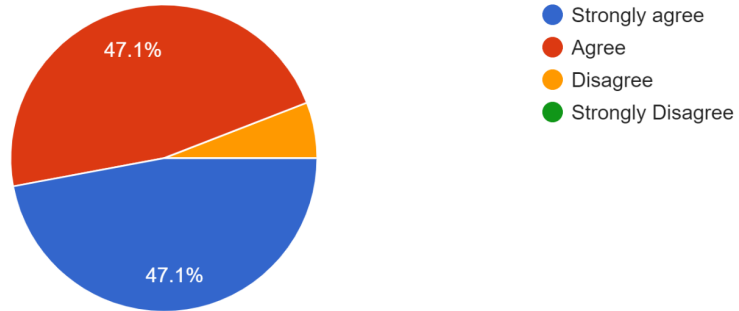
District leadership and this site work together respectfully and efficiently for the common goal of serving students.

17 responses



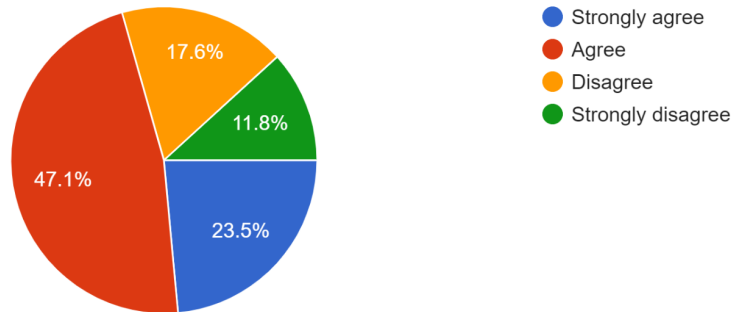
School site administration seeks and considers staff input on important issues, problem solving, professional growth opportunities and planning for improvement.

17 responses



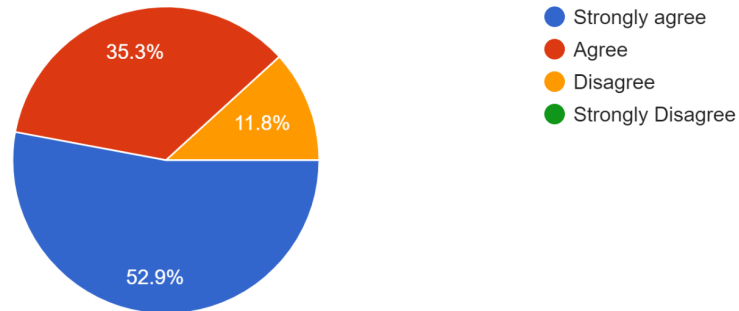
The professional development learning experiences and supports I received this year increased my effectiveness as a teacher within my curriculum area.

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

None

0

No concerns. I'm just really excited and looking forward to building on all the success we have had this year developing PLC processes and procedures.

That everyone treats everyone the same, that certifications held by others isn't thrown in peoples faces as a way to belittle others.

Teachers quit allowing students access to door keys.

NO CELL PHONE (FOR STUDENTS) ANYTIME

Having tools to work with that actually work

Consistency among teachers for following school policies.

teacher interactions

The sub shortage has played a major role in morale this year. It feels as if any time off needed is a huge inconvenience to fellow teachers as well as staff. This has led to a lot of frustration and exhaustion with the staff. There are times when a request for time off is met with hostility as

opposed to understanding. I understand this is a nation wide problem, but I feel there is not a lot being done to try and bring in more subs, or help offered to the sites to fill uncovered positions. This in turn creates an environment that is sometimes hard to work within.

I think students would be more awake if we started later in the morning say 8:15 and released at 3:15.

None.

none

More events for students

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}

N/A

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

