

***Oklahoma State Department of Education
Title I Schoolwide Plan
School year- 2020-21
Initial Plan-YES Date 9-15-2020***

District Information

District- Chickasha Public Schools

Superintendent- Rick Croslin

Email- rcroslin@chickasha.k12.ok.us

County/District- Grady/ 26/I001

Phone- 405-222-6500

School Information

School- Chickasha High School

Poverty Rate- 63.36%

Principal- Rhonda Snow

Phone- 405-222-6550

Email- rsnow@chickasha.k12.ok.us



1. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies that:

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

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

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

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

- The school uses many avenues of communication. These include: newsletters, school Facebook page, school website, district websites, calendars, email, phone messages, conferences, and access to parent portals for programs. School/Parent/Student Compacts – presented to parents during 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.
- 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, communication, and culture of the school. 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 having access to non-English achievement reports, surveys, or other written communication.
- We also conduct school climate surveys to allow parents to address any concerns they may have and any improvements needed. All data is collected and summarized for the planning committee.
- We have a Freshman Roundup where we meet with the freshman parents while the students are getting their schedules in the main building. We have a back to school meeting after the first couple of weeks, where we break off and have our various meetings that involve parents, students, teachers, and staff. Some of these meetings are Title I, Safety Meeting, Graduates Meeting, and Parent/Teacher Meeting. There is a parent representative in each committee meeting.

- Many parents volunteer to do staff appreciation week and other family involved activities such as: Family Movie Night, Family Reading Night, and Family Game Night.
- CHS held its 1st Annual Career Day for juniors and seniors. This allows students to explore/identify possible jobs/careers they wish to have in their futures.
- We hold an Oklahoma Promise Parent Night for grades 9 & 10 to inform parents about the free college program. We will have computers available for parents to complete the application with help on-site if they choose.

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.
- 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 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.)
- During the year the high school has a Family Meeting Night to allow various topics to be discussed. It is another time that parents can gain knowledge about our school and be involved in the various meetings. One meeting focuses on credits needed to graduate; concurrent enrollment, career and college paths, and paths students can take for vocational school.
- Up-coming Freshman are assigned to teams with the upper classmen. They do get to know you activities and a question & answer session with the upper classmen. These upper classmen serve as mentors to the new freshmen. They are given tours of the high school in the Spring and again in August at Freshman Roundup, when they get their schedule. During the Spring tour and Freshman Roundup, parents are invited to meet and given information, including information

about Title I. Various meetings are set up, including the Title I meeting, so parents will be involved.

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 High School is committed to creating a positive learning environment that establishes higher expectations within all students so they can become productive, contributing citizens. We will work together, Faculty, Staff, Administration, Students, and Parents, to develop a community of lifelong learners who are self-confident, responsible, caring, creative problem solvers, skilled in communicating effectively and serving as productive members of society.

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 High 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 at any time. Additionally, the district is in the process of securing services to enable 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.

- OSTP data from spring test is reviewed at the beginning of the next school year. (no data due to COVID)
- ACT tests taken by all juniors data is collected from the tests and compares scores with the state. (no data due to COVID)

- WIDA data from this assessment helps identify those ELL students that need monitoring throughout the year.

Perception Data

- Staff, parent, and student surveys are offered at different times during the school year. Feedback is summarized and shared to assist with planning.
- Teacher recommendations based on performance
- Student tests

Demographic Data

All demographic data is maintained in the high school front office and central office at the administration building.. It is updated continually and available for review at any time. This includes- attendance, truancy, student behavior, ethnicity, low-income, and ELL. (see attachments for demographic information)

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).

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 ACT and WIDA data are reviewed annually and discussed with those stake holders for any changes that may need to be made to class selections/offerings.

WIDA test, we test students who indicate on their Home Language survey that another language is spoken in the home besides English. If the students do not pass the placement test, called the WAPT, then they are placed in the ESL program in the spring, their progress is assessed with the WIDA test. This test measures a student's reading, writing, listening, and speaking abilities in the English Language.

OSTP= We collect and evaluate the scores to help place students in the correct classes. These are reviewed during the summer when the data is made available by the state.(no data)

ACT- We collect and compare CHS students scores with state ACT averages to help plan ACT Prep and tutoring sessions. (no data)

*Ineligibility list- 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.

Surveys-(student, staff, and parent) are offered throughout the school year- 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 schools 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. (See supporting documents for the Comprehensive Data Profile and demographic data as well.

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

Strengths:

Our average CHS ACT student scores were 17.8 compared to state scores at 18.2.

Great parent participation in surveys being completed and attendance at programs/ athletic events around the school.

CHS has a large percent of teachers that are highly qualified and are receiving training in growth mindset while we are trying to increase rigor within all subject areas.

Areas of concern:

Professional development- opportunities to assist in distance learning and how to utilize online resources to help improve achievement gaps.

Work on the assessment data in mathematics to improve growth for both the individuals and their classes as a whole.

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.

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.

CHS Focus Goals: Need some more goals listed

- *Continue to identify reading and math levels of all students by testing OAS skills monthly in their English class and Math class to improve reading comprehension and math skills.

- *The focus goals are to Improve the Reading and math levels for all students below the 50th percentile on site assessments and state tests , concentrating on the freshman and then the very low Sophomores and juniors.

- *Provide professional development to teachers to meet needs of all students

- *Increase reading level for all ELL students.

- *Utilize the use of a Graduation coach to identify those that are most AT RISK of not graduating with their peers.

- *Utilize the use of an instructional coach to assist teachers in all aspects of their classroom instruction.

* School Letter grade- we want to continue to improve our overall school grade by utilizing our best practices.

*Finally, we want to increase levels, show growth, in all students in both math and reading.

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 the most growth in STAR Reading/Math achievement by the upper two grades when tested in 2018. 9th and 10th grades have shown slight improvements as well during the same testing period.

School leadership teams who view STAR data by subgroup observe no significant disparities when compared to overall groups. Particularly, English Learners on average have shown growth right along with that of their peers.



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.

Students that are low in math skills will work one on one with one of our tutors to help improve skills. Each math teacher will have a pre and post-test to analyze results and growth. They will then give skill sets to the tutor to help each student in need. Remedial classes are provided with a teacher for those students that are very low and behind in skill sets. (tutors are dependant upon funding and availability of tutors)

Students that are low in reading comprehension and skills will work with their English teacher identifying which skills they need help in. We will have Literacy School Wide to allow more time reading, collaborative learning, read-alouds, and writing across the curriculum, to increase literacy in the classroom.

Lexia is a program we use with our extremely low and special education students to help lower level readers. Through initial pre-assessment tests, gaps are identified within the student's reading skills. Students are then assigned a skill specific level based on their lowest identified skill. Lexia has an around the world theme, sparking high interest in students of all ages.

Study Island is a tool we plan on purchasing this year for high school to help students low in math. These tests and instruction are based on OAS standards and the depth of knowledge question levels, to help build assessments closely related to the OSTP test questions.

Google Classroom- to assist with remote learning incase of a shut down due to COVID.

Edmentum- and other online platforms will be implemented to help students during distance learning and also in the traditional classroom to help close gaps in their education.

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.

*Title I Graduation coach- helps to identify those students most AT RISK to monitor and come up with a plan to help the student succeed in the classroom. This will be a new addition to CHS this upcoming school year 2020.

* Continual monitoring of ELL and Title I intervention students using formative assessments, and analyzing growth/achievement data from each assessment given in reading and math.

*Intervention – Tutoring – math tutors and math teachers use skill sets to determine where a student needs the most help. They build on this and give frequent assessments to see where a student still needs help. Students work with tutors and in remedial classes frequently throughout the week.

* English Teachers work with their students on skill sets in reading and help tutor and reteach them where needed. Bench mark testing to help identify those not mastering the skills sets of OAS standards.

*Title I- language arts monitoring and tutoring will also be available this year to teachers and students as needed.

*Entering a program with Red Rock Behavioral Health Services to help any students struggling with issues at home, truancy, and any mental health issues.

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

All teachers and principals 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 guideline 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 extended learning opportunities within and beyond the school day and school year. Additional assistance and intervention programs currently offered at the school.

- Extended school year is also available to those that qualify through other programs offered at the school.
- Provide tutoring in reading and math for students needing extra help to master OAS and OSTP 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
- Classroom guidance and individual counseling provided by a full time counselor.
- 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.

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 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 curriculum.

.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. New teacher COHORT offered every month from the OSDE. All new teachers meet regularly with the district curriculum director to provide guidance as needed. These meetings are conducted by the Director of Curriculum. First year teachers are assigned a mentor who meets with them regularly and is always available for questions and support.

*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

*Graduation coach- to start working with At-Risk students to begin building relationships to help increase graduation rates.

* CHS hosts USAO students and student teachers to observe classrooms and tutor students as needed.

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.**

Title I

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

Title II

Professional Development

JOM/VI

Tutors, technology, field trips

Oklahoma Transform grant-
counseling/ behavior

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 highly quality teachers, principals, or other leaders. District technology and curriculum director.

Title VI/JOM- Chromebooks for each Title VI student to access programs all year long, field trips to Universities in the area to gain knowledge about the higher education institutions and what is offered.

-Oklahoma Transform grants- Counselor is the lead team member for this grant making purchases deemed necessary by the committee.

McKinney Vinto act- supplies purchased for homeless students including clothing, sports equipment and any fees associated with school activities or events.

Title III- providing resources for ELL students- access to Lexia, Study Island, and any other resources deemed necessary.

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.

Site-based instructional/or graduation coaches support teachers in the efficient and effective use of classroom routines, programs, resources, technology, and assessment results.

Title I provides funds for online curricular resources (e.g., Renaissance, Study Island) as well as any 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.

Title I- Title I will use site based coaches to support teachers in the classroom with remedial programs, resources, technology and assessments.

☐

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 High 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 attached documentation)

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.

Core teachers meet and discuss growth of students and best practices in teaching to help teachers and students who share data. Instructional strategies are improved as teacher determine strengths and weaknesses. At the same time they will also identify students who need strategies for improved performance and re-teaching. At this time they will also identify students who need immediate intervention and discuss strategies and logistics to provide that help with Title I tutoring.

Classroom teachers give skill assessments in their individual classes. 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. 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)

CHICKASHA PUBLIC SCHOOLS
SCHOOL – PARENT – STUDENT COMPACT
ESCOLAR – PADRE – COMPACTO ESTUDIANTE
2020-2021

OUR SCHOOL WILL/NUESTRA ESCUELA:

- ✓ 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.
- ✓ 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.
- ✓ 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 Welcome Night/orientation, scheduled parent-teacher conferences, and regular school days by email, 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.

_____ Signature/Firma del profesor	_____ Date/La Fecha
	Teacher's

AS A PARENT, I WILL/COMO PADRE,:

- ✓ 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

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

Date

TITLE I
PARENT PARTICIPATION POLICY
CHICKASHA HIGH SCHOOL
2019-2020

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

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

- 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.
- Progress Reports, student agendas, or weekly folders may be used to inform parents of student's progress and/or activities.
- School wide parent activities will be planned to involve parents in their child's education.
- Parents will be used in many volunteer activities as deemed appropriate at the district and site level.
- Parents will be kept informed of school activities through school website, newsletters, calendars or agendas/weekly folders.
- Chickasha High School will distribute the Title I plan (mission, objectives, strategies and actions) to parents of children served by this school upon request.
- Chickasha High School will distribute the Parent Participation Policy to parents of the school.
- The Parent Participation Policy will be reviewed and revised annually by the site's Title I team with parent representation.

CHICKASHA PUBLIC SCHOOLS
Parent Survey-2019-2020

School Chickasha High School Date _____

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

I have students in grades: 9, 10, 11, 12 (Please circle.)

PARTICIPATION

Please check all the items that apply to you regarding school participation at the above site during the 2019-2020 school year.

- | | |
|------------------------------|---------------------------|
| • parent/teacher conferences | • family night |
| • orientation/open house | • student performances |
| • visit school website | • read to/with child |
| • volunteer work at school | • supervise homework |
| • assist with field trips | • adult basic ed. Classes |
| • substitute teaching | • Homecoming decorations |
| • PTO/PTA | • Prom decorations |
| • fundraising | • attend sporting events |
| • awards assemblies | |

If you would attend a meeting on a specific topic, please check topics of interest to you.

- | | |
|-----------------------------------|--------------------------|
| • motivating children | • No Child Left Behind |
| • homework help | • Great Expectations |
| • computer technology | • Multiple Intelligences |
| • safe schools | • Cooperative Learning |
| • discipline/parenting challenges | • other _____ |
| • standardized testing | |

COMMUNICATION

- Do you feel welcome at your child's school? • yes • no
- Do you feel the report card adequately reflects your child's progress? • yes • no
- Do you feel parent/teacher conferences adequately describe your child's social and academic progress? • yes • no
- Is communication adequate with the principal/teachers at this school? • yes • no

SAFETY

- Do you feel your child is safe . . .
- | | | |
|-------------------------|-------|------|
| in the school building? | • yes | • no |
| in the classroom? | • yes | • no |
| in the cafeteria? | • yes | • no |
| on the bus? | • yes | • no |
| to and from school? | • yes | • no |

COMMENTS OR SUGGESTIONS

Please tell us how we could help you become more involved in your child's education. We also want to know your ideas for enhancing school/home communication or student safety. (You may use the back of this paper if you wish. Signature is optional.)

1. Student Enrollment by Gender

Year	Total Enrollment	# Male	% Male	# Female	% Female
2019-2020	678	344	50.7%	275	49.2%
2018-2019	571	296	52%	275	48%
2017-2018	643	331	51%	312	49%

2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/ Pacific Islander	% White	% Other
2019-2020	678	13.7%	12%	14%	1%	55.3%	4%
2018-2019	571	11%	9%	13%	.02%	60%	6.98%
2017-2018	643	13%	11%	15%	0%	57%	4%

3. Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population
2019-2020	522	76.9%
2018-2019	507	88.8%
2017-2018	489	76%

4. Students Participating in Title I Programs

Year	Program Enrollment	Percent of Population
2019-2020	678	100%
2018-19	0	0
2017-18	0	0

5. Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female
2019-2020	92.%	92%	344	50.7%	275	49.2%
2018-19	96%	96%	94%	284	264	97%
2017-18	94%	94%	Data N/A			

6. Student Tardy Rate

Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female
2019-2020	18	2.7%	9	1.3%	9	1.4%
2018-19	12	2.1%	8	2.7%	4	1.5%
2017-18	16	2.5%	10	1.5%	6	1%

7. Student Mobility Rate

Year	Full Academic Year (FAY)		Non Full Academic Year (NFAY)	
	# Students	% Student Population	# Students	% Student Population
2019-2020	557	82%	121	18%
2018-19	515	90%	41	7%
2017-18	599	93%	62	9.6

8. Student Truancy Rate

Year	Average Daily Truancy	Percent of Student Population
2019-2020	16	2.3%
2018-19	N/A	N/A
2017-18	N/A	N/A

9. Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population
2019-2020	29	4.2%
2018-19	18	3.1%
2017-18	n/a	n/a

10. Student Behavior

Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions
2019-2020	5%	1%	.5%
2018-19	7%	1%	1%
2017-18	2%	1%	.5%

CHS School Letter Grade

2018-19	C
2017-18	B
2016-17	n/a

CHS DATA for ACT- Average score and

Year	School Average	state Average
2018-19	17.8	18.9
2017-18	20.6	19.3
2016-17	20.1	19.4