



CHICKASHA MIDDLE SCHOOL

TITLE I PLAN

2021-2022



**CPS
TITLE I SCHOOLWIDE PROGRAM PLAN
CHICKASHA MIDDLE SCHOOL**

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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 Facebook page, school website, calendars, school marquee, email, phone messages, 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, conferences, and access to parent portals for programs.
- 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.
- Programs, Activities – scheduled throughout the year. Parents are encouraged to attend, volunteer, or participate at events to involve them in their child's education. (on hold COVID 2020-21) We hope to get these going again for the fall of 2021-22.
- 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.
- Parent volunteer group- is set up by the counselor Ms. Jennifer Heath. They have helped with school wide clean up, field trip volunteers, set up for teacher appreciation days, provided staff meals as well as many other areas that have needed a volunteer to assist our school in any way necessary.
- Students social/emotional needs survey and the school climate survey. All data is summarized for the site planning team and shared as appropriate.
- Open House Night-2020-21 Due to COVID 19- CMS is hosted a Virtual Open House (2020), students reported to their Advisory teacher for the first part of the first day in order to receive their class schedules and tour the building. THIS upcoming school year- 2021-22- we hope to resume our regular activities- 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.
- CMS held a 6th-grade transition parent night on April 1st of this year. Parents and students were informed about schedules and they were also involved in an informational meeting about our Title I program.

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.

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 at any time. Additionally, the district has secured services 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. (there was not data for the 2019 tests for 2020-21 school year). We will have new data for the 2020-21 OSTP tests, this data will be available at the beginning of the fall semester 2021. (see charts at the end of the document)

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)

Demographic Data

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

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, ELL 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.)

*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.

*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..(no data for 2020-21 to review due to COVID)

*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.. 2020-2021 CMS enrollment demographics- 270 students- 139 males and 1131 females. The students that qualify for Free and Reduced lunches are 140- 52% of total enrollment. Break down of race/ethnicity is - Black 7%, Hispanic 14%, White 65%, American Indian 8%, Asian.03%, Other 5%.- (complete demographics below) NEED TO UPDATE WITH 2020-21 DATA

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 section of the STAR assessments in the 8th grade.

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.

Areas of need:

Areas of need:

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

Work on the STAR assessment data in mathematics 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 area. Several students are on the ineligibility list for math 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.

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 careers.

*Traditionally or virtually- 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 ELL students.

* Moved away from the use of resource room for special education students and incorporated co-teaching classes for Math and ELA.

* 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 focused on the social-emotional curriculum.

*School letter grade- improving the overall letter grade each year utilizing our best practices.

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/Math achievement both within the current school year.

- 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.



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.

Weekly Common Assessments- teacher quick checks- assess student's knowledge and progress on the OK state standards which have been taught thus far in the course

***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.

*** Weekly Common Assessments-** teacher quick checks- assess student's knowledge and progress on the OK state standards which have been taught thus far in the course

***Front Row-**

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.

***US Test prep booklets-** This resource is for math and language arts. The purpose is to help prepare students for success on the OSTP assessments with guided practice, independent practice and test booklets with items closely related to the OSTP tests.

***Google classroom-** to assist with remote learning in case of a shutdown or quarantined students due to COVID.

***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.

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.

***Classroom interventions-**

Teachers use 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**

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

*** Continual monitoring of ELL** 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.

*** Life skills program**-taught through an art class in partnership with Southwest Youth and Family Counseling Center, helping students deal with any issues that may arise in their school day or home life.

*** 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.

Counselor advisory time and support as needed for all students. The counselor has set up a group of students to meet with other students to discuss any issues that may arise or to lend a helping hand.

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 or if they are failing one or more subjects. (this is dependent upon funding each year, there will be summer school this year- 2020-21).
- 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.(no tutors were utilized this year due to COVID)
- Provide opportunities for preparation for OSTP testing, with Buckle-Down, Study Island and Edmentum resources.
- Provide growth celebrations for the students who have shown growth each quarter.
- Provide programs 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 who 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.

*SEL- focus on social-emotional professional development, restorative practices professional development. This focus on PD is so that we can focus on the student as a whole starting with their social-emotional needs in order to raise their academic levels of performance.

.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 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 a master's degree in educational leadership for those interested in continuing their educational goals.

*All teachers are involved in their department's Professional Learning Community. Every teacher on campus also joins one of the school's committees and 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 to start working with At-Risk students to begin building relationships at the middle school level to try to identify at-risk students earlier before they even go to high school.

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

*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

ELL program

Title II

Professional Development

JOM/Title VI-

Tutors, technology, and 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 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.

Oklahoma Transform grants-Oklahoma Transform grants- SWIS student discipline tracking and training for committee members of the transform grant. The counselor is the lead team member for these grantmaking purchases deemed necessary by the committee.

McKinney Vento 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 ELL students 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) as well as the technology to support their use. The purchase of new Chromebooks for this school year will help us replace some that have been broken and also replace those that are old and in need of an upgrade.

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. Social-Emotional Curriculum development. 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- - Edmentum, Study Island, Lexia, working with other online resources for assessment data and remedial help, used to support teachers in the classroom. Title I will use site-based coaches/instructors 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 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 the 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 the 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.

Core teachers meet and discuss the growth of students and best practices in teaching to help teachers and students who share data. Instructional strategies are improved as teachers 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 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.

The STAR test is intended to provide an estimate of a student's skills and a comparison of students' abilities. The test is intended to aid in developing curriculum and instruction. STAR progress monitoring, tracks growth, in student reading and math achievement longitudinally. The data from common assessments along with standards-based grading will 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.

(see attached documentation of parent/community involvement)

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

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 40th percentile (by grade level and subject) at the beginning, middle, and end of the school year, and how does that compare with the 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.

2020-21	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
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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

Title I Schoolwide Program-Data Profile
CMS
2020-2021

1. Student Enrollment

Year	Total enrollment	#Male	% Male	# Female	% Female
2020-2021	270	139	57%	131	49%
2019-20	297	147	49%	150	51%
2018-19	301	154	51%	147	49%
2017-18	289	146	51%	143	49%

2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Other
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%
2017-18	289	16.6%	20.7%	3.4%	0	57.7%	.06%

3. Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population
2020-2021	270	52%
2019-2020	220	74%
2018-19	269	88.86%
2017-18	220	76%

4. Students Participating in Title I Programs

Year	Program Enrollment	Percent of Population
2020-2021	270	100%
2019-2020	297	100%
2018-19	301	100%
2017-18	289	100%

5. Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female
2020-2021	98%	98%	139	51%	131	49%
2019-2020	97%	97%	147	49%	150	51%
2018-19	98%	98%	154	96%	147	99%
2017-18	98%	98%	DATA N/A			

6. Student Tardy Rate

Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female
2020-2021		12%	139	3%	131	5%
2019-2020	8%	10%	147	5%	150	6%
2018-19	12%	19%	154	19%	147	22%
2017-18	13%	20%	n/a			

7. Student Mobility Rate

Year	Full Academic Year (FAY)		Non Full Academic Year (NFAY)	
	# Students	% Student Population	# Students	% Student Population
2020-2021	270	94%	17	6%
2019-2020	275	89%	33	11%
2018-19	262	86%	40	14%
2017-18	237	82%	52	18%

8. Student Truancy Rate

Year	Average Daily Truancy	Percent of Student Population
2020-21	10	4%
2019-2020	8	3%
2018-19	11	4%
2017-18	15	8%

9. Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population
2020-2021	7	3%
2019-2020	6	2%
2018-19	13	4%
2017-18	10	3%

10. Student Behavior

Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions
2020-2021			
2019-2020	1.8%	0.6%	0.28%
2018-19	9	1	1%
2017-18	2	1	.5

CMS Student Survey 2021

* 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 2021-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

Staff Survey 2021-CMS

* Required

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? *

Your answer

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

Your answer

How do you prefer to receive your professional development opportunities? *

Online

In person

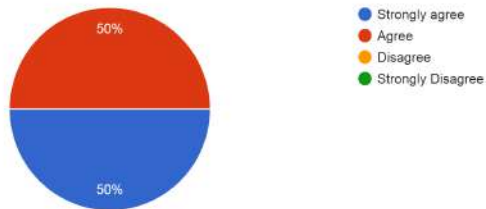
Zoom

Submit

STAFF SURVEY RESULTS

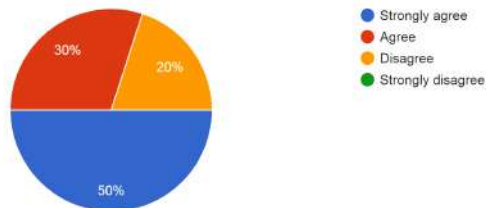
I feel i am an important part of my school.

10 responses



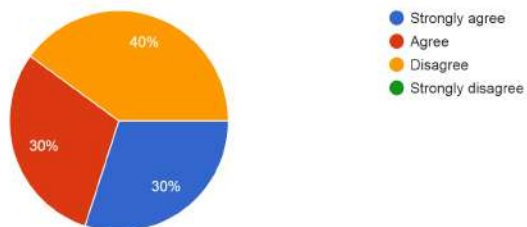
All students are treated fairly by adults at my school regardless of race, ethnicity, culture, or gender identity.

10 responses



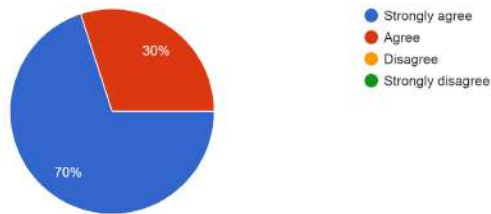
I spend a great deal of time dealing with students' social and emotional challenges.

10 responses



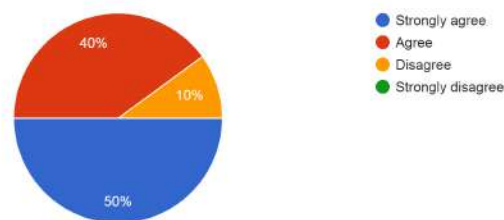
At this school, teachers are treated and respected as educational professionals.

10 responses



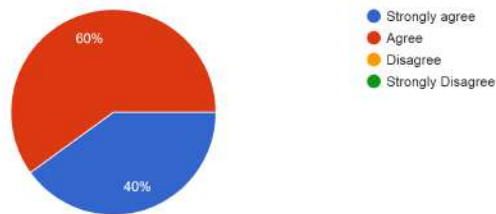
Site leadership and grade level teams work together respectfully and efficiently for the common goal of serving students.

10 responses



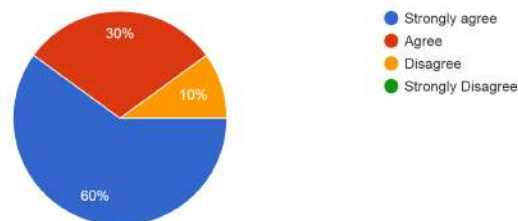
District leadership and this site work together respectfully and efficiently for the common goal of serving students.

10 responses



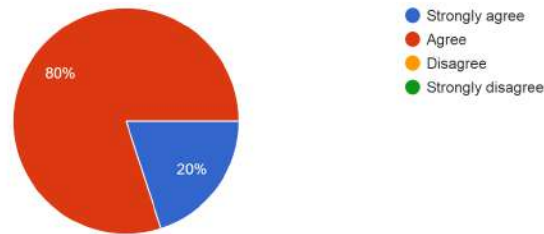
School site administration seeks and considers staff input on important issues, problem solving, professional growth opportunities and planning for improvement.

10 responses



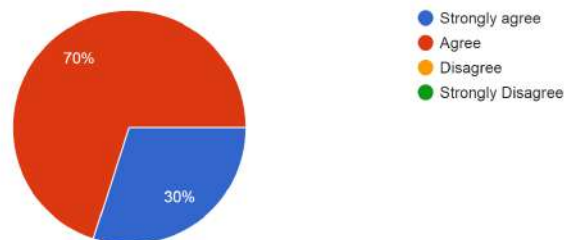
The professional development learning experiences and supports I received this year increased my effectiveness as a teacher within my curriculum area.

10 responses



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

10 responses



What suggestions or concerns do you have for improving the working environment at CMS?10 responses

None

I am good with everything.

None at the moment.

N/A

Consistency. We lack consistency in every area. There are no policies/procedures that are enforced consistently throughout the building.

do something to support more interaction between teachers. Have a suggestion box for the students to pick some of the topics to be taught during advisory

Making sure teachers continue to be questioned about procedures

n/a

Covid made things hard, but getting together as a team, like math team before school starts to plan at least for the first nine weeks to semester.

What are some professional development items you would like to see offered during teacher in-service this year?^{10 responses}

some thing positive to start the year off

Behavior intervention

N/A

Something new. We've talked about Classroom Management and Trauma until we're blue in the face.

How to teach respect between students. way to stay calm while dealing with a problem student

More Google stuff

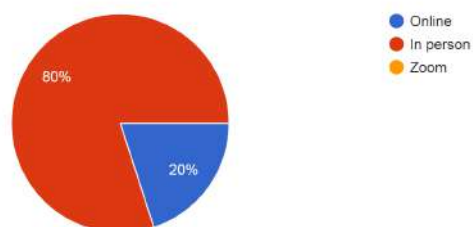
More of the online materials, with guided how tos

Diversity and inclusive mindset training.

None

I like working in my classroom personally but I think our PD needs to benefit the whole staff not just core teachers and not just math, science, and English since those are the tested subjects

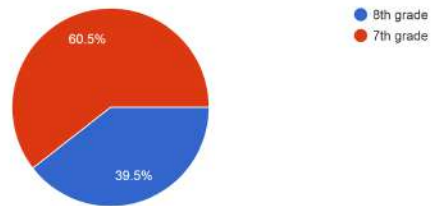
How do you prefer to receive your professional development opportunities?
^{10 responses}



Student Survey Results

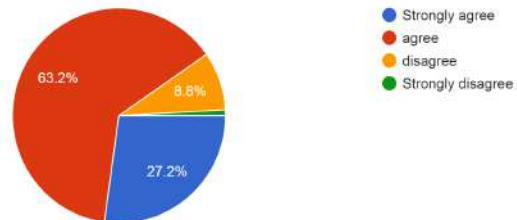
What grade are you currently in at Chickasha Middle School?

114 responses



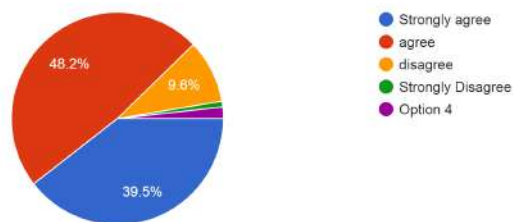
I feel Like I do well in school.

114 responses



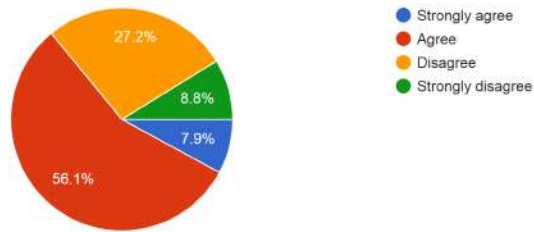
Teachers treat me with respect.

114 responses



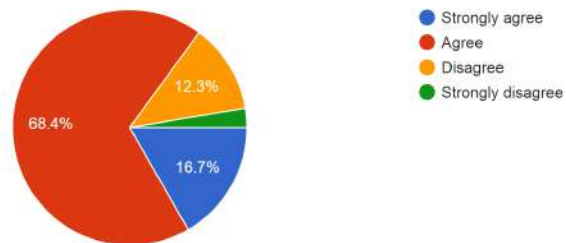
Students treat each other well.

114 responses



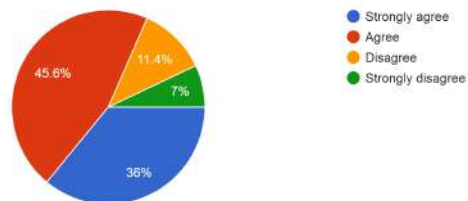
I feel safe in and around school.

114 responses



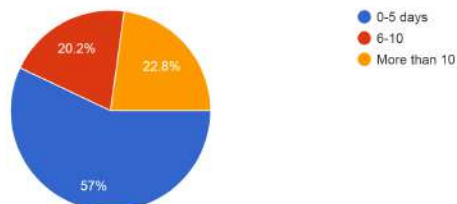
I have someone at school I can tell if I am having a problem with another student or with learning.

114 responses



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

114 responses



What is something that motivates you to learn? 114 responses

nothing

my friends

My friends

my parents

Sports

grades

math

my future

sports

mr gibson

When I think about my future.

music

Something that motivates me to learn, is when the lesson includes things that I am interested in.

My teachers

my grades

knowing that it will help me in the future

getting to do what i want to like sleeping or watching a show after i have finished my work

NJHS

anything

going to 9th grade

Going to Collage

my teachers being funny.

My family and some of my teachers.

Having a friend near me all the time.

Something that motivates me to learn is myself, because i know i can make a change if i learn to be someone good in this world.

My teacher being proud of me, and not failing.

I wanna go to collage

eligibility list

My family

i don't want to fail

Something that I want to do.

I want to get good grades so i can to to a good college.

teachers that dont dislike me

My Teachers

my grades

Getting grounded from everything.

.

My Family

getting better

What motivates me is wanting a good future and education.

something that motivates me to learn is that i want to be smart and do well in life even though we are in middle school i still find it important to learn

Getting grounded, not having good enough grades to get into a good college

games

getting good grades

my future that depends on going through school

fun stuff after

Future success

Knowing that good grades will get me scholarships for college.

family

talking about movies

just being at school

My grades

my friends

books

Treating myself after I have reached my goal.

Get a good paying job later in life.

me waking up and getting up and makin myself go do it and put it in your head and note it

Getting done with school with as good grades and as fast as possibly

idk

summer is coming soon

teachers

teachers respecting space

how encouraging the teachers are

My future and career.

Nothing really.

I want to have good carrier paths if I can't be an animator.

Grades

projects. I love projects.

When we do an assignment that involves fun

dance

rewards

When I am encouraged to do my best.

my friends and teachers

Great teachers

the kids and the wallpapers that on the walls te signs

seeing that im doing well and getting A

I

being with my classmates

My bestfriends Taylor and Bryn

Honestly nothing right now with doing virtual.

School sports

snacks

College

unable to respond

my teachers and for my future

My friends

it makes me happy to come to school.

The fact that having good grades makes me proud about myself

My future.

Teachers

My family motivates me.

My Future

all of my friends

That it will help me in future.

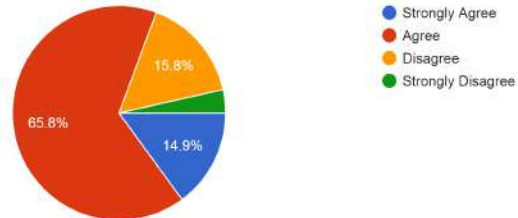
I find motivation in rewards.

eligible to play sports

Nothing

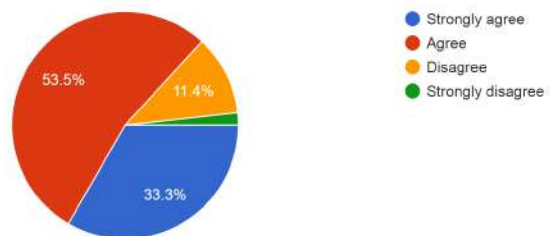
Good behavior is recognized at my school.

114 responses



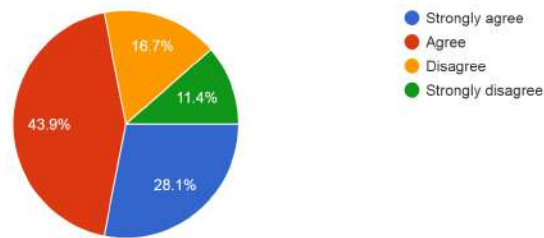
Teachers at my school have high expectations for all students in their classroom.

114 responses



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

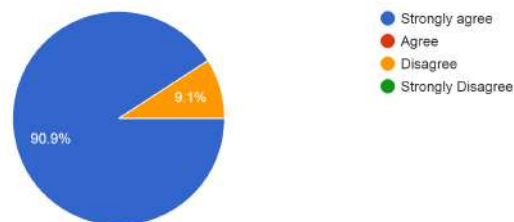
114 responses



Parent Survey Results- 2020-2021

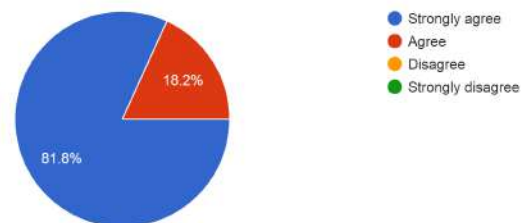
I feel welcome at my student's school.

11 responses



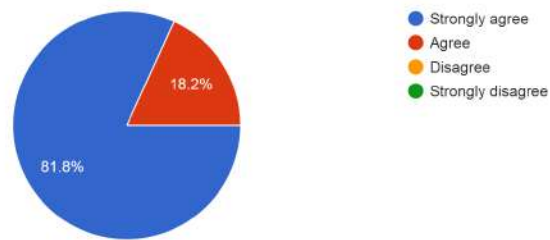
The staff is available and willing to address my child's needs.

11 responses



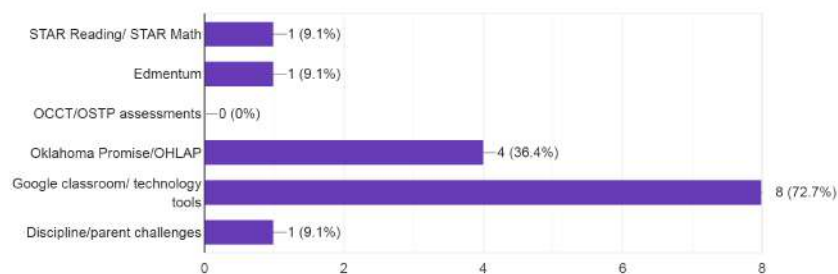
I believe this school works diligently to ensure the safety of my child.

11 responses



What would you like to learn more about?

11 responses



What do you feel our school could improve?

Posting grades wuicker

Virtual learning

overall look of the school updating

Communication about technology

Online support

Virtual options

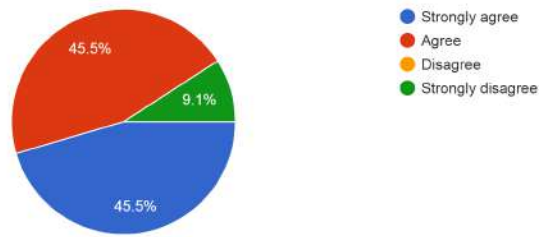
Staffing. It seems that they never have enough staff to meet the needs or interests of the students.

Nothing

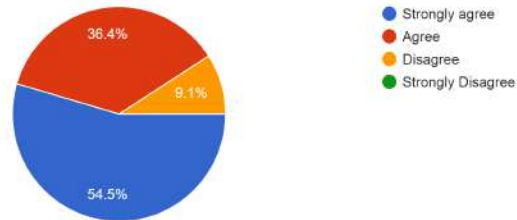
Longer class time

I feel that the teachers are not very interactive with the students in the classroom. Learning from only a textbook is nearly impossible. From what I have noticed in the time that my child has been a student there, is that the teachers don't make learning interesting. I learned a long time ago that learning may not always be fun but the teachers are capable of making it interesting. I don't see or feel any classroom/teacher motivational teaching and/or instruction

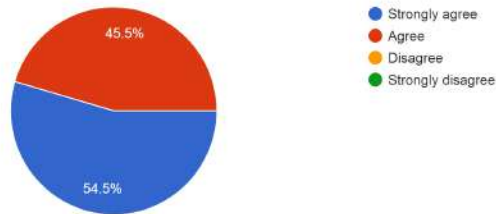
The curriculum is appropriate and challenging.
11 responses



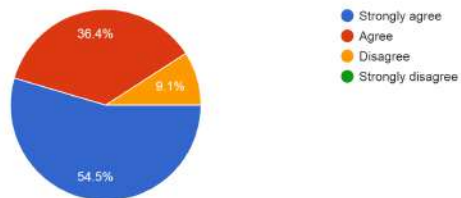
My child enjoys their core classes.
11 responses



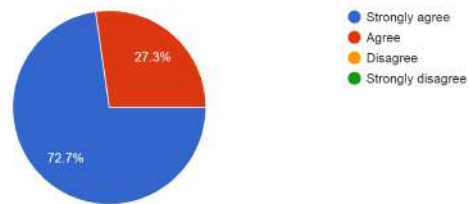
My child enjoys their elective classes.
11 responses



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



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



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

7th grade	ELA Proficient	Math Proficient
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
2018-19	31%	15%	31%
2017-18	21%	5%	25%
2016-17	28%	9%	39%

SCHOOL REPORT CARD- CMS

2018-19	C
2017-18	D

2016-17	D
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