CHICKASHA HIGH SCHOOL TITLE I PLAN 2024-2025

Oklahoma State Department of Education
Title I Schoolwide Plan
School year- 2023-24
Revised Plan-YES   Date 5-4-2024

District Information
District Poverty rare- 59%

District- Chickasha Public Schools

Superintendent- Rick Croslin

Email- rcroslin@chickasha.k12.ok.us

County/District- Grady/ 26/I001

Phone- 405-222-6500

School Information

School- Chickasha High School

Poverty Rate- 62.5%

Principal- Debby Davis

Phone- 405-222-6550

Email- ddavis@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 TitlThe school creates a Schoolwide Plan, which outlines its vision and mission for student success. This plan is developed collaboratively, taking into account the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students. The Title I Schoolwide Plan, along with all communication related to its development, evaluation, and revision processes, are made available in languages and formats that are accessible to every family and community member.unity stakeholder of the school.

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, the school's Facebook page, website, district websites, calendars, email, phone messages, conferences, and access to parent portals for programs. School/Parent/Student Compacts –– presented to parents with enrollment packets each year. 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 and Activities – scheduled throughout the year. Parents are encouraged to attend, volunteer, or participate in events to involve themselves 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 to be involved and give feedback concerning resources, safety, communication, and the school's culture. All data is summarized and given to the site planning committee.

- Home Language Surveys – conducted and maintained by the coordinator of ELL records. The home language surveys are used as resources to identify parents whose involvement could be enhanced by accessing non-English achievement reports, surveys, or other written communication.

- We also conduct school climate surveys to allow parents to address any concerns and improvements needed. All data is collected and summarized for the planning committee.

- CHS conducts a Freshman preview where students and parents are welcomed to CHS. Upperclassmen give tours around the school, and parents also attend meetings over the Oklahoma Promise and Title I. We have a back-to-school meeting after the first couple of weeks, where we break off and have various meetings involving parents, students, teachers, and staff. Some of these are Title I, Safety Meeting, Graduates Meeting, and Parent/Teacher Meeting. There is a parent representative in each committee meeting.

- Many parents volunteer for staff appreciation week and other family-involved activities.

- CHS hosts an annual Career Day for all students. This event allows students to explore and identify possible jobs and careers they wish to pursue. Colleges and universities also attend, giving students opportunities to meet with and discuss their education careers after high school.
- CHS has a graduation coach on site who meets with students and parents to discuss Oklahoma Promise and other options for students after graduation. The graduation coach also helps students with scholarships and a job mentoring program with many businesses in our community. The graduation coach also meets with students to

complete all parts of the ICAP to ensure graduation and graduation requirements are met and completed promptly.

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

- The core planning team members were selected to represent all groups served by—and charged with implementing—our schoolwide plan. This includes principals, Title I personnel, classroom teachers, student services personnel, and parents. All groups were informed of our planning process/progress and invited to participate or provide feedback. Final approved plans are sent electronically to all planning team members and school personnel. Additionally, printed copies of the plan are always available for review.

- Parent surveys are sent out via social media to allow parents to be involved and give feedback concerning resources, safety, communication, and the school's culture. All data is summarized and given to the site planning committee.
- The schoolwide plan is available for review anytime—with tentative revisions and the final approved copy.
- The school offers a School-Parent-Student Compact and maintains a Parent Participation Policy to act as a guiding force throughout the school year. (See supporting documents.)
- During the year, the high school has a Family Meeting Night to discuss various topics. It is another time that parents can learn about our school and participate 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.
- Upcoming Freshmen are given tours of the high school in the Spring and again in August at Freshman Roundup. Parents are invited and given information about Title I and Oklahoma Promise during the Spring tour and Freshman Roundup.
- The CHS graduation Coach constantly checks grades and ICAP and meets with students as needed throughout the day and year. The coach also often meets with teachers to ensure student success in their careers here at CHS.

- **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 for all students to 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 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. Additionally, the district is securing 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.

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/CCRA data from the spring test are reviewed at the beginning of the next school year. The state department will send the school year data results sometime before the beginning of the next school year.
- Pre-ACT- tests taken by all sophomores and Freshmen. Data is collected from the tests, and CHS scores are compared with all other Oklahoma schools.

- ACTs taken by all juniors—data is collected from the tests, and scores are compared with the state's. The state department will send the school year data results sometime before the beginning of the next school year.

- WIDA data from this assessment helps identify ELL students who need monitoring throughout the year. Wida also helps assess each student's areas of strength and weakness, and that data is given to each teacher at the beginning of each school year. All data comes from the student's ELAP after completing the WIDA ACCESS test.

- *CFA- Common Formative Assessments- CHS aligns all courses to ensure students receive the same information regardless of their teacher for each course. These assessments are given weekly or bi-weekly to ensure students are mastering the essential standards being taught in the classroom. Teachers meet in data teams weekly to discuss and disaggregate the data. This allows them to provide further feedback or instruction/intervention as needed.

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

Demographic Data
*All demographic data is maintained at the high school front and central office in 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 who score above the CCRA proficient level and those below proficient.   The ACT and WIDA data are reviewed annually and discussed with stakeholders regarding any changes that may need to be made to class selections/offerings.

WIDA test—CHS tests students whose parents have indicated on their Home Language Survey that another language other than English is spoken at home. If the students do not pass the placement test access, Screener, called the WAPT, then they are placed in the EL program, and their progress is assessed with the WIDA test, given the second semester of each school year. This test measures a student's reading, writing, listening, and speaking abilities in the English language.

Common Formative Assessments- CHS aligns all courses to ensure students receive the same information regardless of their teacher for each course. These assessments are given weekly or bi-weekly to ensure students understand the essential standards being taught in the classroom. Teachers meet in data teams weekly to discuss and disaggregate the data. This allows them to provide further feedback or instruction/intervention as needed.

Ineligibility list- a data collection for those failing certain subjects throughout the year. Reviewed continually by committee members from each subject to determine any changes that could be made to the courses offered and for those that may need extra resources/ tutoring to help bridge the learning gaps. CHS has now started sending letters home each week for those students who appear on the ineligible list. This is another way to keep parents updated on their student's progress in all classes. Students are also checking their grades in their advisory class each week. Both of these new strategies are helping students to stay off of the ineligible list.

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

Notice of concerns—At weeks four through five of each nine-week period, parents are sent letters informing them that their student or students are in danger of failing a course, which may lead to the loss of credit needed for graduation.

CCRA- We collect and evaluate the scores to help place students in the correct classes. These are reviewed when the state makes the data available.

Pre-ACT- We collect and compare the scores with the state Pre-ACT averages to help plan ACT prep and class selections/offerings. This test is given to all sophomores and freshmen. The data for this is included in the attachment at the end of this plan.

ACT- We collect and compare CHS students' scores with state ACT averages to help plan ACT Prep and tutoring sessions. (no data2019-2020) COVID.

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 school's central offices.   The team reviews changes and trends in the student body and staff makeup. Attendance and discipline are also reviewed, and areas of concern are addressed. We hope to view attendance and discipline data through the subgroup filters as technology advances. (See supporting documents for the Comprehensive Data Profile and Demographic Data).

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

Strengths:
Our average CHS ACT student scores were 18.1 compared to state scores 17.8.

CHS teachers all have a common plan time per subject taught. This allows for consistent data team meetings. These PLCs are a significant focus for continued growth for all teachers at CPS. Many will attend a summer conference by Solution Tree focusing on the PLC and CFA focus. This training is focused on the PLC/RTI.
The CHS administration attends the National Dropout Conference each year to present strategies for reducing the dropout rate at CHS.

CHS has a Freshmen Academy with its own counselor and assistant principal dedicated to meeting the needs of all freshmen during the school year. The academy's purpose is to help students find a sense of belonging and not get lost in the shuffle of a larger school building. The students are in separate parts of the school, accessing only parts of the larger school for certain classes. This helps with all students' graduation rates, discipline issues, and overall well-being.

CHS continues to grow the AP and Pre-AP courses that are offered.

CHS implemented an advisory time to assist with the RTI process. This time will also build relationships with students by looping advisory teachers with students for their entire career at CHS to increase the graduation rate by growing relationships with the same teacher for a four-year process. This class also helps keep up with the ICAP responsibilities as well as foster a teacher mentor relationship with students.

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

CHS has a large percentage of highly qualified teachers who receive training in a growth mindset, and we try to increase rigor within all subject areas.

Professional development- data team training with solution tree to ensure teachers are appropriately trained in organizing and implementing organized learning communities. Many teachers will attend training in the summer of 2024 for this purpose.

Tardies- CHS has installed a new bell system this year that has drastically impacted the number of tardy students per class. The main focus for this is music plays as soon as there is one minute left before the bell rings for class to start. students all start moving a little bit faster when that music starts.

Areas of concern:

Student daily attendance.

Student graduation rate.

Student dropout rates.

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

Parent support- information and resources needed to help their student succeed in the classroom- whether in a traditional or virtual classroom.

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:
*Continue to identify all students' reading and math levels by testing OAS skills monthly in their English and math classes 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 on-site assessments and state tests, concentrating on the freshman and then the very low Sophomores and juniors.

* CHS administration attends the National Dropout Conference and the Innovative Schools Summit each year. Attendance at these conferences has helped meet all students' needs.

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

*Increase reading level for all EL students.

*Utilize a Graduation coach to identify those most AT RISK of not graduating with their peers.

* We want to increase levels and show growth in all students in both math and reading.

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

*Use resource room in language arts and math to help those on an IEP by using small group instruction.

* CFAs- for teachers to appropriately disaggregate the data and promptly provide proper enrichment and remediation to all students.

**PLC/RTI- data team training with solution tree to ensure teachers are properly trained in organizing and implementing organized learning communities. Many teachers will attend training in the summer of 2024 for this purpose.

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

 Teachers perform continuous common formative assessments to track students' growth in all subjects. The assessments are given every 10-12 days, as well as unit tests and semester tests. The PLCs allow the teams to discuss the data and determine strategies for re-teaching /intervention for students who are not progressing toward the OAS essential standards at each grade level.

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

● provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111(c)(2)) to meet the challenging State academic standards;

● use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

● address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. **[ESSA, Section 1114(b)(7)(A)(iii)]**

- provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;
  - be evidence-based as defined in **ESSA, Section 8101(21)(A)**.

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.
4. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.

7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

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

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

- The Oklahoma Academic Standards provide the framework that supports each grade level's scope and sequence of skills. For continuity, remediation, and extension,

teachers can view standards in previous or subsequent grade levels. Teacher teams create curriculum calendars, adjusting them continually according to needs.

- Students with low math skills will work one-on-one with one of our tutors to help improve their 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 who are very low and behind in skill sets. (Tutors are dependent upon funding and availability.)

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

- Students with low reading comprehension and skills will work with their English teacher to identify which skills they need help with.

- ACT Prep: CHS hosted presenters from Cantrell and Waller College Preparatory, who presented ACT strategies/ resources to all of our core teachers.

- CHS offers a reading course that covers all aspects of reading specifically and allows students to become stronger readers, which will assist them in every aspect of their educational careers here at CHS and beyond.

- Lexia- works with our extremely low and special education students to help lower-level readers. Initial pre-assessment tests identify gaps 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.

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

- Edgenuity has been implemented to help students in the traditional classroom close gaps in their education. It is the platform for students who choose the virtual learning path for this school year.

- ACT Summit—Several CHS teachers attended the ACT summit to improve their strategies for ensuring their students' ACT success.

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 significantly improve 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.
* Graduation coach- helps identify those students most AT RISK to monitor and develop a plan to help the student succeed in the classroom.
* Continual monitoring of EL 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 teachers use skill sets to determine where students need the most help. They build on this and give frequent assessments to see where a student still needs help.   Implementing the Advisory time will also assist with the RTI process.
* English teachers work with their students on reading skill sets and help tutor and reteach them where needed. CFAs help identify those not mastering the skill sets of OAS standards.
*Title I- language arts monitoring and tutoring will also be available to teachers and students as needed. This is all involved with helping students perform on the CFAs and state testing.
* Resource room is available for any student on an IEP or 504 that may need additional support in any subject area.

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.
* Discipline plan- a process is followed to address discipline and attendance issues as they may arise.
*Student Handbook outlines all discipline procedures and processes that the principals follow and use as guidelines for reference when dealing with incidents that may occur.
* CHS has a discipline plan that includes all infractions and consequences listed to ensure all students are given consistent consequences for their behavior.

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,CCRA, and OSTP Standards (dependent upon funding Tier I Tier II interventions and other sources).
- Optional Computer/ Resource Lab with various math and reading software, internet access, research software available on the school server, electronic devices and manipulatives(hands-on aids), etc. Inclusion assistance for special needs students per I.E.P.
- Summer school is an option for students who may need additional math and reading help or to recover credits for high graduation requirements. (this is dependent upon funding each year).

- Intensive professional development for continuous improvement
- Disaggregate and analyze data for continuous improvement
- Classroom guidance and individual counseling are provided by 3 full-time counselors- and district LPCs.
- Student responsibility is emphasized and recognized through various efforts- Academic Assemblies, Awards Assemblies, field trips, etc.
- LPCs and a social worker are a part of CPS and can assist any student at any level. This is to ensure that the needs of all students are being met.

7. **Professional development and other activities are offered for teachers, paraprofessionals, and othe rschool personnel to improve instruction and use of data from academic assessments.**
* PLC- Summer institute with Solution tree. This training ensures teachers are properly trained in the organization and implementation of organized learning communities (PLC). Many teachers will be attending this training in the summer of 2022. This training aligns with the district goals of CFA data dissagration.
*Administration- Counselors- Graduation coach- Attend the National Dropout Conference and the Innovative School Summit Conference, which aligns with the district goal of dropout prevention.
 * During district-designated professional development days, learning opportunities will be offered to all district personnel that supports site curriculum, instruction, assessment, and/or technology use.
 *In addition to district-designated days, professional development will be offered within and beyond the school day in response to site needs. The Comprehensive Needs Assessment reveals a need to deepen understanding in accessing/using data, maximizing the capabilities of online resources, and investigating specific reading skill gaps.

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

.*Any teacher new to Chickasha Public Schools is encouraged to attend New Teachers Meetings at the beginning of the school year. New teacher COHORT is offered every month from the OSDE. All new teachers to CHS meet regularly with the Instructional Resource Specialist to guide them as needed. The Instructional Resource Specialist conducts these meetings. First-year teachers are assigned a mentor who meets with them regularly and is always available for questions and support.

*All teachers were given an opportunity by two different universities in the state for discounted tuition for continued college education programs, such as a master's degree in educational leadership for those interested in continuing their educational goals.

*All teachers are involved in their department's Professional Learning Community. Every teacher on campus also joins one of the school's committees and becomes involved in our school's decision-making. Some of the committees are calendar, advisory, negotiations, safety, Title I, and site improvement

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

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

* Many CHS faculty will be attending additional training this summer. This training will align with the primary goal of the team data meetings, CFA's, dropout prevention, and student achievement strategies.

*LPC-   The LPC services students and teachers throughout the school year. This includes any emotional or personal support as needed.   With this addition, CPS believes taking care of its students and faculty will improve success on all levels.

*Social Worker- The district now has its full-time social worker- this social worker is here to help with any issues regarding contact with DHS and any issues or concerns with students in their classrooms.

*Parent Engagement nights- Teachers will be paid a stipend from Title I for their participation in our family engagement activities we host throughout the school year.

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.

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
EL program
Title II
Professional Development

JOM/VI
Tutors, technology, field trips

McKinney Vinto-
 helping with the homeless student population to bridge the gap with resources made available through this act.
Title III -consortium- help with funding for EL students resources

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

 Title I (Part A) - Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Purchasing any resources necessary to the development of the student's academic success.

Title I (Part A)- Professional development- emphasizing student behavior concepts and restorative practices.

Title II (Part A) - Prepare, train, and recruit highly qualified 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 learn about the higher education institutions and what is offered.

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

Title III provides ELL students with access to Lexia, Study Island, and any other necessary resources. Chromebooks were purchased for EL students in 2021 who may need assistance with work. For 2022, curriculum and dictionaries were purchased using Title III funding. 2023 two Title I-III teachers were sent to the National Title I conference in Portland, Oregon.

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 funds online curricular resources (e.g., Renaissance, Study Island, Edmentum) and any technology to support their use. The recent purchase of calculators for this school year will help students succeed in the classroom, and the calculators will also be utilized for state testing. This allows students to be successful with access to the calculators they are more familiar with. This year, more calculators for upper-level math have been purchased, and Smart TVs are replacing SMART boards no longer in service. CHS has also purchased Engage for our parent engagement activities. Title I also purchased Delta math, ACT Prep books for teachers, and ACT BOOT CAMP for students to attend. Teachers attending our family engagement activities will be paid a stipend through Title I to encourage more involvement with events outside of the regular school day.

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

The national dropout conference/Innovative School Summit- will be attended by a building administrator, counselor, and graduation coach.

Assessment data informs or works with online resources and the data team meetings to structure the RTI process as best possible.

All certified personnel (from all funding sources) coordinate efforts to serve struggling learners within and beyond the classroom, helping students with emotional needs as well as educational needs.

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

Title I- will help purchase Chromebooks, calculators, math manipulatives, reading novels, novel study guides, Study Island, Lexia, and Edgenuity, working with online resources such as Mastery Connect for assessment data and remedial help to support teachers in the classroom.

<div style="border:1px solid #4472C4; width:40px; height:30px;"></div>

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.

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 considered a continuous cycle, always affecting the future progress of the schoolwide program. A review of the strategies and action steps initially proposed in the plan, an analysis of data, and input from various stakeholders should inform the revision of the original schoolwide plan and reflect a revitalization of the school's commitment to ensuring all students have equal opportunity to achieve at high levels.
The annual program review, supporting documents, and revised schoolwide plan will be kept on file at the school site and 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 the growth of students and best practices in teaching to help teachers 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 or classroom intervention practices.

Classroom teachers give CFA's in their classes. These reports clearly show aligning students with the OAS essential standards based on the CCRA/ACT. Again, teachers will share data during collaboration meetings while brainstorming strategies and interventions to help students not perform up to the OAS essential standards. The data from common assessments and essential standards-based grading will evaluate the effectiveness of our teaching strategies. Teachers will have continuous, detailed information about each student's progress on each skill and essential 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
2024-2025

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 the 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.

_____**Teacher's**

Signature/*Firma del profesor*   Date/*La Fecha*

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 PUBLIC SCHOOLS

This policy concerns involvement and relationships between teachers, students, and parents. It has been adopted by Chickasha Public Schools. Chickasha parental involvement activities include, but are not limited to:

❖ Through parent orientation, every parent will be provided information concerning Oklahoma Academic Standard
(OAS), state and local assessments, and 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.

❖ Student agendas may be used to inform parents of their child's school progress and/or activities.

❖ Parents will be kept informed of school activities through newsletters, school websites, classroom communication applications, a monthly calendar of events, electronic sign postings, and/or student agendas.

❖ Committee meetings will be scheduled with parents of students who qualify for assistance through special services.

❖ Schoolwide parent activities will be planned at various times to involve parents in their child's

education.

❖ Parents will be encouraged to volunteer in many activities as deemed appropriate at the district and site

level.

❖ Sites will seek to provide reasonable support for parental involvement at a parent's request.

❖ Sites will distribute the site Title I plan (mission, objectives, strategies, and actions) to parents of children served by this school. It will be included in the handbook, on the website, or be distributed separately.

❖ The site Title I plans will be reviewed and revised annually by the sites' Title I team with parent representation.

❖ Sites will distribute the Parent Participation Policy to parents of children served by this school. It will be included in a newsletter, on the website, or be distributed separately.

❖ The Parent Participation Policy will be reviewed and revised annually by the site's Title I team with parent representation.

CHS TITLE I DEMOGRAPHICS
2023-2024

1. Student Enrollment by Gender

Year	Total Enrollment	# Male	% Male	# Female	% Female
2023-2024	725	361	49.39%	363	50.61%
2022-2023	719	338	51.8%	318	48.12%
2021-2022	646	338	52.3%	318	48.2%
2020-2021	578	295	51%	283	49%
2019-2020	678	344	50.7%	275	49.2%

2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/ Pacific Islander	% White	% Other
2023-2024	725	5.52%	9.93%	14.07%	0	68.97%	14.76%
2022-2023	719	12.6%	8.2%	18.2%	.2%	49%	11%
2021-2022	646	9.1%	7.7%	13.6%	.6%	60.3%	8.5%
2020-2021	578	12.6%	9%	13.3%	.7%	57.7%	4%
2019-2020	678	13.7%	12%	14%	1%	55.3%	4%

3. Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population
2023-2024	449.5	62%
2022-2023	366	50.9%
2021-2022	399	61.76%
2020-2021	373	64%
2019-2020	522	76.9%

4. Students Participating in Title I Programs

Year	Program Enrollment	Percent of Population
2023-2024	725	100%
2022-2023	719	100%

2021-2022	646	100%
2020-2021	578	100%
2019-2020	678	100%

5. Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female
2023-2024	93.3%	93.3%	336	93.3%	338	93.3%
2022-2023	89%	89%	283	89%	236	89%
2021-2022	91%	91%	317	91%	299	91%
2020-2021	93%	93%	274	93%	263	93%
2019-2020	92.%	92%	323	92%	253	92%

6. Student Tardy Rate

Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female
2023-2024	17	2.4%	8	1.1%	9	1.2%
2022-2023	49	6.8%	18	2.3%	16	2.4%
2021-2022	31	4.7%	15	2.3%	16	2.4%
2020-2021	29	5%	16	2.7%	15	2.5%
2019-2020	18	2.7%	9	1.3%	9	1.4%

7. Student Mobility Rate

Year	Full Academic Year (FAY)		Non Full Academic Year (NFAY)	
	# Students	% Student Population	# Students	% Student Population
2023-2024	687	97.03%	113	15.9%
2022-2023	641	89%	160	21%
2021-2022	554	85.7%	92	14%
2020-2021	519	90%	59	10%
2019-2020	557	82%	121	18%

8. Student Truancy Rate

Year	Average Daily Truancy	Percent of Student Population
2023-2024	8	1.1%
2022-2023	8	1.1%
2021-2022	9	1.3%
2020-2021	10	1%

2019-2020	16	2.3%

9. Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population
2023-2024	14	2%
2022-2023	16	2%
2021-2022	20	3%
2020-2021	17	3%
2019-2020	29	4.2%

10. Student Behavior

Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions
2023-2024	.2%	less than 1%	less than 1%
2022-2023	.4%	1%	.1%
2021-2022	.3%	1%	.1%
2020-2021	2%	1%	.2%
2019-2020	5%	1%	.5%

CHS DATA for ACT- Average score

Year	School Average	state Average
2023-2024	**18.1**	**17.8**
2022-2023	**18.2**	**17.9**
2021-2022	**19.5**	**19.7**
2020-2021	**18**	**18.7**
2018-19	**17.8**	**18.9**

CHS Dropout rate

Grade	12th	11th	10th	9th
2023-2024	2	6	5	1

2022-2023	3	8	10	8
2021-2022	2	12	7	13
2019-2020 (Covid)	2	6	8	4

PreACT Data -Sophomores

Year	Composite score	Math	Science	English	Reading
2023-2024	16.5	16.0	15.4	16.0	18.0
2022-23	16.4	16.0	16.3	14.3	18.7

Pre ACT DATA- Freshmen

Year	Composite score	Math	Science	English	Reading
2023-2024	15.6	15.8	15.3	13.0	17.6

Results from student surveys

What grade are you currently in at Chickasha High School?
402 responses

- Freshman
- Sophomore
- Junior
- Senior

21.4%
19.7%
28.6%
30.3%
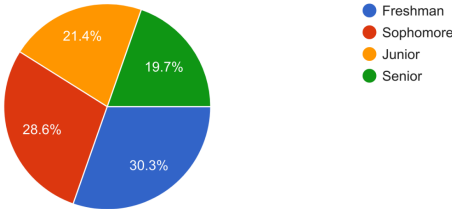
I feel like I do well in school.
402 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

60%
9%
29.4%
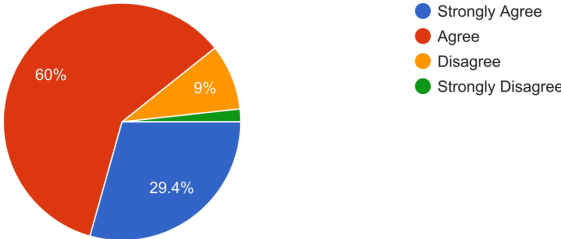
Students treat each other well.
402 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

32.6%
11.9%
49%
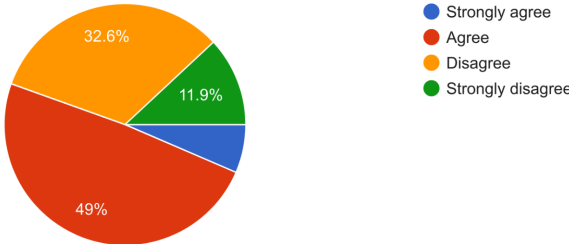
I feel safe in and around the school.
402 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

68.9%
15.7%
10.7%
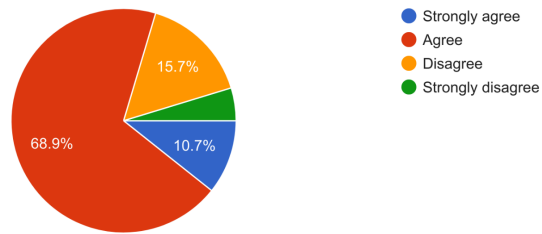
I have someone at school I can tell if I am having a problem with another student or with learning.
402 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

56%
12.2%
26.1%
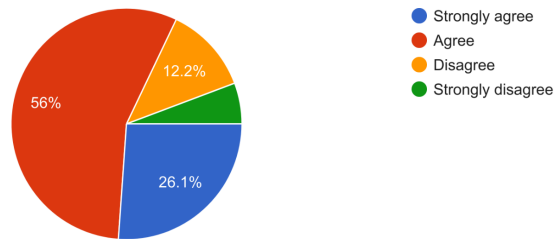
How many days of school would you say you have missed this year?
402 responses

- 0-5 days
- 6-10 days
- More than 10

27.9%
23.9%
48.3%
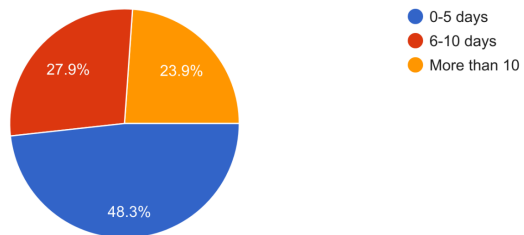
Teachers treat me with respect.
402 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

62.4%

10.9%

24.9%
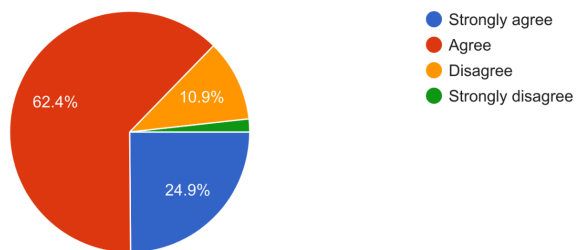
What is something that motivates you to learn?

my future

Nothing

my future

my grades

My family

Nothing

Graduation

nothing

My future

College

Friends

baseball

my parents

my friends

graduating

My grandparents

my friends

My parents.

The way my teachers teach me

When the teacher actually explains well.

I want to be good at whatever I do.

Being eligible for sports

myself and my extra activities like sports

My family and wanting to succeed in my goals

graduating

My future carees

My goals for the future.

Graduating so i can get out and weld

Getting into college

My mom

Sports and future career

snow white

Something that motivates me to learn is the idea of graduating and to be able to do what i wanna do after highschool

Getting the highest score of my ACT & SAT

i don't know

myself.

Wanting to practice how to be a functioning adult the best I can.

my phone

good teacher/teaching

Get a good education so I'm not homeless

Something making the day fun throughout the day.

keeping my grades up

my teachers

Getting good grades and getting paid for said grades.

keeping them up for sports

Emilio

Getting good grades so that I can go to college.

The extra curricular si am a part of

Getting out of here

Good behavior is recognized at my school.

402 responses

Legend:
- Agree
- Disagree

35.8%
64.2%
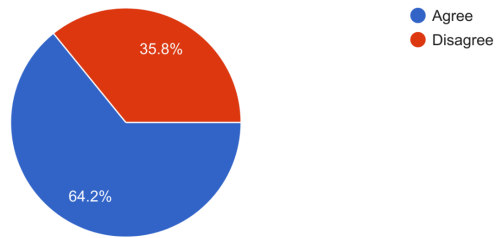
There are clear rules for behavior at my school.

402 responses

Legend:
- Strongly agree
- Agree
- Disagree
- Strongly disagree

68.9%
13.7%
16.9%
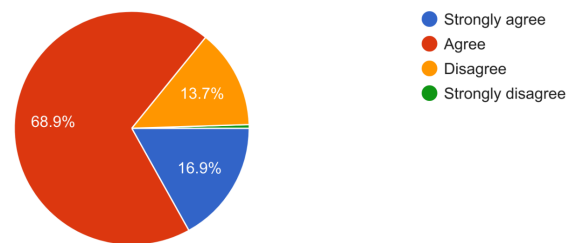
Teachers at my school have high expectations for all students in their classroom.

402 responses
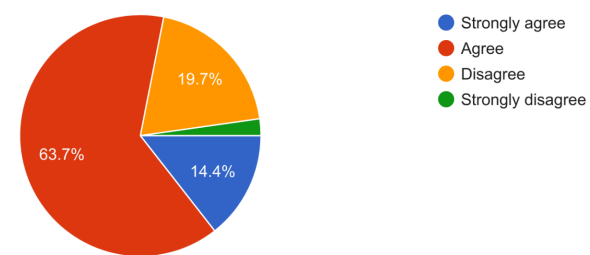
Legend:
- Strongly agree
- Agree
- Disagree
- Strongly disagree

63.7%
19.7%
14.4%

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

402 responses

- Strongly agree
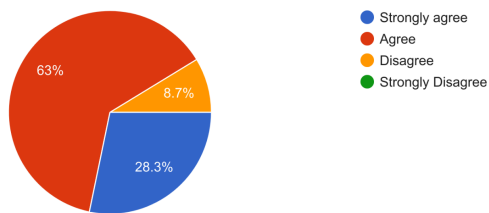- Agree
- Disagree
- Strongly disagree

18.4%

56.2%

18.7%
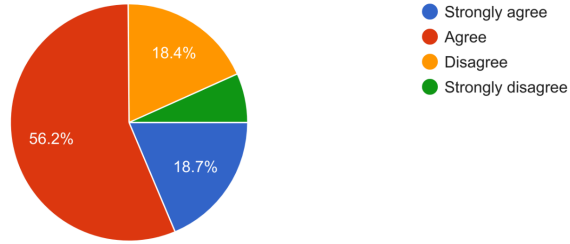
CHS Faculty Survey Results 2023-24

I feel I am an important part of my school.

46 responses
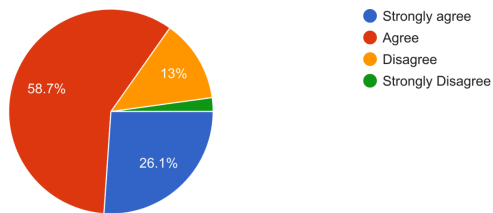
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

58.7%

13%

26.1%

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

- Strongly agree
- Agree
- Disagree
- Strongly disagree

45.7%
13%
39.1%
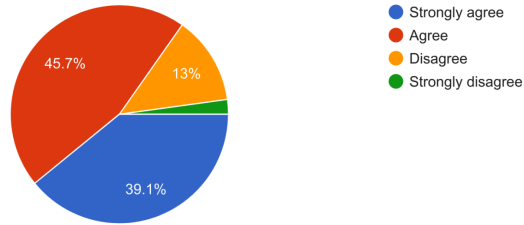
I spend a great deal of time dealing with students' social and emotional challenges.
46 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

23.9%
45.7%
30.4%
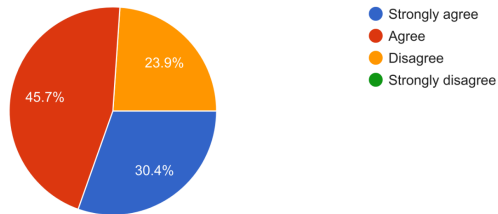
I have access to the tools and training I need to do my job effectively.
46 responses

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

63%
8.7%
28.3%

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

46 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

50%

8.7%

39.1%
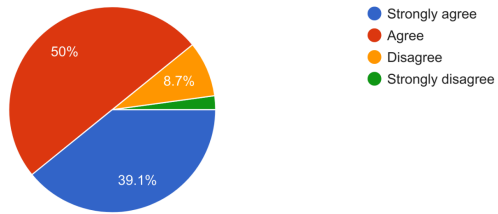
District leadership and this site work together respectfully and efficiently for the common goal of serving students.

46 responses

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

60.9%

8.7%

26.1%
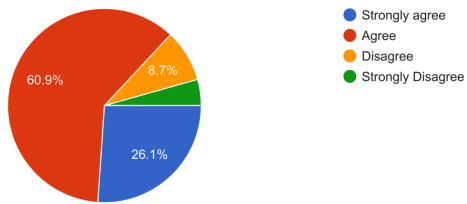
School site administration seeks and considers staff input on important issues, problem solving, professional growth opportunities and planning for improvement.

46 responses

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

63%

32.6%
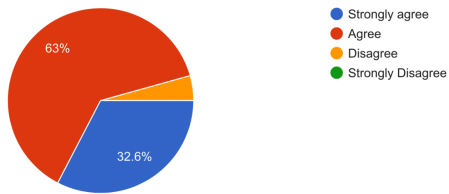
The professional development learning experiences and supports I received this year increased my effectiveness as a teacher within my curriculum area.

46 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

67.4%
8.7%
19.6%
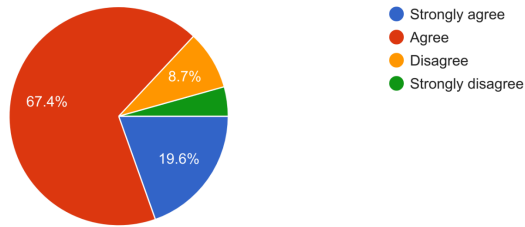
Do you feel there are opportunities for parents/families to be actively involved with their student's education?

46 responses

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

58.7%
39.1%
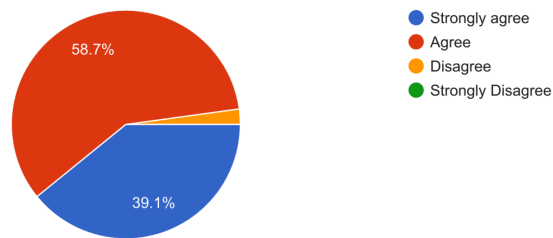
If not, what activities do you suggest we have to involve parents in their student's education? 10 responses

Too many parents do not know how to check grades on the parent portal. Further outreach and reminders may be helpful.

They should have to look at Wengage at least once a week to see theirs child's grade. Parent involvement

None

Idk

na

The ones we have are fine, we just need more participation.

No

What suggestions or concerns do you have for improving the working environment at CHS? 46 responses

None

More luncheons for adults

the teachers

Colleague collegiality. Lack of professional language at the workplace when students are not present.

Be strict at the beginning of the school year on tardies and name badges . That solves alot of the issues the rest of the year

I am at CQA, not HS

Debby, Yvonne, Melissa, and Tom make a very good leadership team, and that reflects onto the rest of the staff at CHS. They have open door policies, are always willing to lend a hand, and are always respectful to us.

N/a

None at this time.

More outside activities

Less required paperwork or online requirements. Even being a millennial, I've had a hard time remembering what site is serving what purpose and what requirements there are to input things or check boxes or communicate through... it's too much.

We need more clubs for kids who are not athletic.

Idk

no cell phones in the classroom ,implement use of lockers again

I feel like the district administration could be more involved with the site.

n/a

n

Even more input from the teachers on certain matters that pertain to the profession.

Not any

Just keep working together for the good of all students

na

Team building exercises

I think the working environment is good at CHS.

Keep high expectations.

Less favoritism, less emails to everyone when only a few need to see.

The work load is not equal . Some have twice as many students and receive no extra time for planning or grading.

new things

I would like to see more time being dedicated to building relationships with fellow teachers and admin.

None

More communication, holding all students accountable for their actions, and enforcing school rules and student dress codes.

Instead of using a Snow day, we should go virtual so we don't have to make it up on a day we thought we would be out. We have prepared the students so we should be able to make this happen.

i don't know

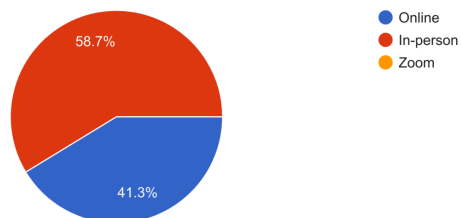**Give teachers more time to complete all training that is required for new systems.**

Keep the positive and connected vibe that we have been trending towards.

Na

Discipline needs to be stronger. Hands are tied to an extent.

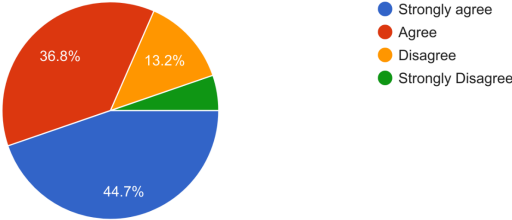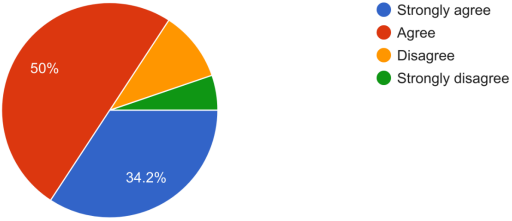How do you prefer to receive your professional development opportunities?
46 responses

- Online
- In-person
- Zoom

58.7%

41.3%

Results of Parent Surveys 2024

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

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

36.8% 13.2% 44.7%

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

- Strongly agree
- Agree
- Disagree
- Strongly disagree

50% 34.2%

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

- Strongly agree
- Agree
- Disagree
- Strongly disagree

42.1% 13.2% 39.5%
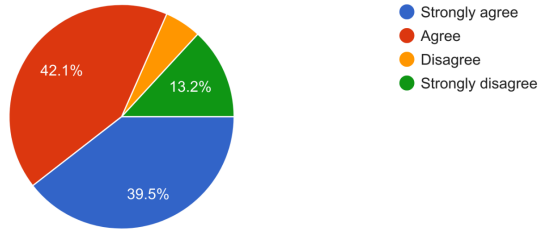
What would you like to learn more about?
38 responses

Option	Count
Edmentum	7 (18.4%)
OCCT/OSTP assessments	11 (28.9%)
Oklahoma Promise/OHLAP	16 (42.1%)
Google classroom/ technology tools	22 (57.9%)
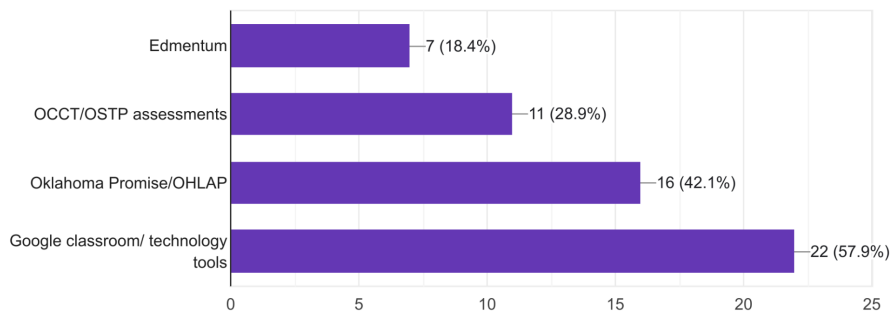
What do you consider strengths of the school - 35 responses

Not sure

Friendly front office. Principals willing to listen to concerns

safety

There are quite a few teachers that go above and beyond

Great teachers

Investment in the students

I like the 9th grade in building by their self.

Relatively small but large enough to offer several opportunities.

It's family. Values.

Instructor/student buy-in

No comment

Extracurricular activities

I like how sports support each other

Opportunities

I work for the school, so it will be different than another persons viewpoint probably, but I feel the school personnel is very personable.

Need new administration

Support staff and principals communication with our students.

n

Unsure ... honors classes?

Safety and communication

Good teachers and staff

Fantastic ag program!

The faculty is always available to meet when needed.

The staff and faculty know my children. I love they have the opportunity to be involved.

Teachers have been great and we like the availability of concurrent courses.

Athetics

Communication to parents

Administration, office staff, graduation preparation
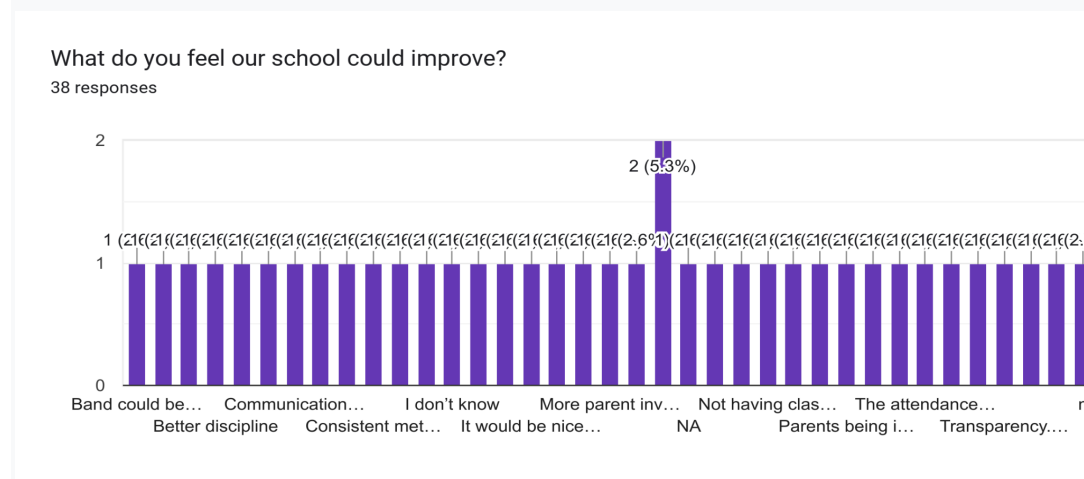
Sports

Communication

NA

N/A

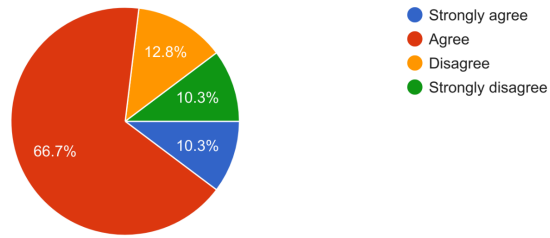**The encouragement of a well-rounded student in academics, athletics, and extra curricular activities.**

Mr Widener, the only teacher who teaches and has high expectations

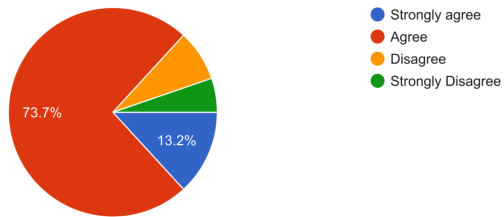**Haven't found a good strength the school**

What do you feel our school could improve?
38 responses

The curriculum is appropriate and challenging.
39 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

66.7% Agree
12.8% Disagree
10.3% Strongly disagree
10.3% Strongly agree

My child enjoys their core classes.
38 responses

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

73.7% Agree
13.2% Strongly agree

My child enjoys their elective classes.
38 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

52.6% Agree
36.8% Strongly agree
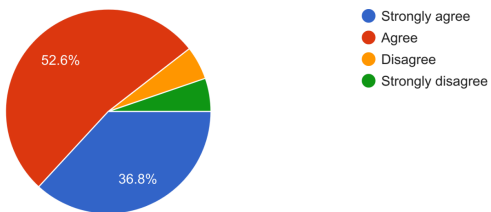
Communication from the school is regular, clear, and concise.
38 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

26.3%
7.9%
42.1%
23.7%
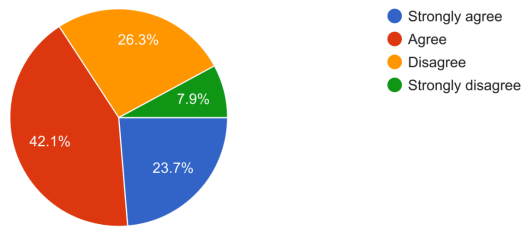
All students are treated fairly by adults at my child's school regardless of race, ethnicity, culture, or gender identity.
38 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

13.2%
10.5%
52.6%
23.7%
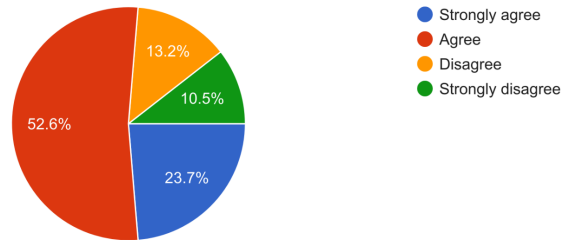
What can the school do to help your student be more successful?

35 responses

N/A

Graduation

offer more electives

more resources

Some students are alienated for various reasons and get left behind

Not much, we are on our way out

Communication through one platform instead of apps, etc.

Keep doing what your doing

Summer classes.

More time to get to class

When looking into issues and asking students about it, the staff needs to talk to all sides involved. Not just one side, or the side that will give them the answers they want.

No comment

Challenge them more

Not sure

Get the schedules out earlier so it's easier to do concurrent enrollment.

Ensure positive relationships are forming between others. Maybe send out questionnaires to faculty and students from time to time and inquire how it's going and if they have any issues and so forth. Let me report anything they think is important and let them feel like we really care about them and what's going on with them.

Need new administration

Accountability in the classroom: more stringent on when assignments are due so they're more prepared for the real world.

n

Tutoring (I know you have it but we don't know when it is, hence my comment about communication)

There isn't anything I can think of right now.

Encourage the students as much as they can to succeed

Her Spanish grade is always hands down completely off compared to her other grades. It's almost random.

No action needed

CHS needs to align their hours with Canadian Valley Technology Center. Having two hours of athletics Is not helping create a workforce.

I think it's good

Focus more on what life is really like in the world. IE better life skills

Nothing

More instructions

Nothing at this timw

Earlier communication to parents, higher expectations for students, more challenging curriculum, emphasis on academics, better leadership in academics and activities, IEP/504 communication between staff that need to know,

Save amount of time during lunch as students who aren't in VoTech, the same amount of time in each class including 4th hour, and the ability to see the counselor for academic needs during free time after assignments are completed rather than an empty 30 minutes each day.

My children are already successful and the school is not doing anything to further prepare them. They all enjoy their classes because they get to talk and visit with their friends but they learn nothing. My children play on their phones in many of their classes. My daughter has not taken a single test in her honors science class all year. Students are frequently tardy but have no consequences, and what does that teach them. And when so many students are eligible for NHS that should tell you that the curriculum and standards are way too easy.

College awareness and scholarship