



**CHICKASHA  
HIGH SCHOOL  
TITLE I PLAN  
2025-2026**

***Oklahoma State Department of Education  
Title I Schoolwide Plan  
School year- 2024-25  
Revised Plan-YES      Date 5-8-2025***

***District Information***

***District Poverty rare- 71.38%***

**District-** Chickasha Public Schools

**Superintendent-** Rick Croslin

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**County/District-** Grady/ 26/I001

**Phone-** 405-222-6500

***School Information***

**School-** Chickasha High School

**Poverty Rate-** 73.9%

**Principal-** Debby Davis

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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, 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.

**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 and the ability to check their student's progress/grades in each class. CPS has added the Remind App this year for all school communications with parents and students.
- 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 to share ways they can get 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, ICAP, and Title I.
- 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 educational 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, ensuring that 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 about our planning process and progress, and were 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 the school website and 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 at any time, including 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's another opportunity for parents to learn about our school and participate in 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 provided 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 various formats: a printed summary form, electronic formats (email, Google Drive, school website link), and a complete 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 start of the next school year.
- Pre-ACT- tests are 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 scores. The state department will send the school year data results sometime before the beginning of the next school year.
- ACT- Fall testing for juniors- This is something that CHS is looking into for next fall, 2025-26 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 that 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 and intervention as needed. Mastery Connect is utilized by all teachers for

data collection to analyze which students will benefit from intervention over each set of essential standards being tested.

### **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 to identify any changes that may need to be made to class selections or offerings.

**WIDA test**—CHS tests students whose parents have indicated on their Home Language Survey that a 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 in 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 that 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. Mastery Connect is utilized by all teachers for data collection to analyze which students will benefit from intervention over each set of essential standards being tested.

**Ineligibility list** - a data collection of those who fail specific 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**—During weeks four through five of each nine-week period, parents receive letters informing them that their student or students are at risk of failing a course, which may result in the loss of credit needed for graduation.

**CCRA** - We collect and evaluate 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's Pre-ACT averages to help plan ACT prep and class selections or 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 data 2019- 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 17.9 compared to state scores 17.6.

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 teachers attended the ACT AIM training this school year. This group included teachers from English, math, and science. CHS hopes to offer the same training again next year, including reading and writing through ACT AIM training.

ACT-Boot Camp for students was offered in the 2024 fall this year to all juniors not just a select number of students. This opportunity will be available to all juniors again next school year.

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 -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 larger school building. The students are in separate parts of the school, accessing only parts of the larger school for certain classes. This helps improve all students' graduation rates, address discipline issues, and enhance their overall well-being.

CHS continues to expand the AP and Pre-AP courses offered.

CHS implemented an advisory time to assist with the RTI process. This time will also build relationships with students to increase the graduation rate by growing relationships with teachers. 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 and attendance at programs and 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- Many teachers will attend an ACT AIM training again this upcoming year, geared towards reading and writing skills through the ACT.

Tardies - CHS has installed a new bell system this year, which has drastically reduced the number of tardy students per class. The main focus is that music plays as soon as there is one minute left before the bell rings to start class. Students all start moving 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.

- \* CPS Focus Goal- all students need to increase their literacy 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 the needs of all students.

- \*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 parents' native language to get more parents involved in their students' achievement/education.

- \*Use the 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.

- \*Mastery Connect- Mastery Connect is utilized by all teachers for data collection to analyze which students will benefit from intervention over each set of essential standards being tested. MC also has a wide range of test questions available to all teachers to utilize while building their own CFAs for their students.

- \*\*PLC/RTI- data team meetings with Dr. Mouse and Stephanie Treadway ensure our techniques continue to grow and evolve through our data collection as needed for student mastery of essential standards, the data team coaches are here to provide new techniques and strategies are being implemented when necessary to help students that struggle with the current essential standards and concepts being taught.

**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 to 12 days, along with unit tests and semester tests.

The PLCs allow teams to discuss the data and determine strategies for reteaching or 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/essential standards provide the framework that supports the scope and sequence of skills for each grade level. For continuity, remediation, and extension, teachers can view standards in previous or subsequent grade levels. Teacher teams create curriculum calendars and adjust them continually according to needs. Mastery Connect is used for tracking data on CFA essential standard testing.
- Students with low math skills will work one-on-one with a tutor 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 create 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/Bootcamp - teachers use ACT AIM trainings and apply the strategies in their classrooms, as well as revamp their CFA questions to resemble ACT questions.
- CHS offers a reading course that covers all aspects of reading, specifically allowing students to become stronger readers. This will assist them in every aspect of their educational career here at CHS and beyond.
- Lexia works with our students who are extremely low and have special education needs 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 due to inclement weather. Many teachers use Google Classroom daily so that students can access work at any time.
- Edgenuity has been implemented to help students in the traditional classroom close gaps in their education. It is the platform for students who chose the virtual learning path for the 2024-25 school year. This virtual path will not be an option next year for CPS students.
- ACT State Summit—Several CHS teachers may attend the ACT summit to improve their strategies for helping their students succeed on the ACT.

**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 who are low-achieving or at risk of not meeting the state student academic achievement standards will receive targeted instructional interventions 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 students most at risk and monitors them to develop a plan to help them 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 who 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 who 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 students with special needs, as per IEP.
- Summer school is an option for students who need additional math and reading help or want to recover credits for high school 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 two full-time counselors and district LPCs.
- Student responsibility is emphasized and recognized through various efforts, such as Academic Assemblies, Awards Assemblies, and field trips.
- LPCs and a social worker are 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 other school personnel to improve instruction and use of data from academic assessments.**

\* PLC DATA COACHES- Dr. Mouse and Stephanie Treadway ensure teachers are utilizing their CFA data effectively as well as exploring other techniques and strategies to develop skills with all students as needed. This aligns with the district goals of CFA data disaggregation. CHS teachers are also using the ACT/CCRA crosswalk to ensure all skills are being developed for our students' success.

**\*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 support 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 of accessing and using data, maximizing the capabilities of online resources, and investigating specific reading skill gaps.

\* New teachers- attend training offered by the state department through the K-20 center.

**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. The OSDE offers the New Teacher Cohort every month. All new teachers to CHS meet regularly with their building principals. First-year teachers are assigned a mentor who meets with them regularly and is available to answer questions and provide 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 build relationships and 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 next school year through the ACT AIM training- specifically those involved in reading and writing skills within their classrooms

\*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 may be paid a stipend from Title I, if funds are available, for their participation in the 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, Edgenuity, Kami) and any technology to support their use.

Teachers attending our family engagement activities may be paid a stipend through Title I, if funding is available, to encourage more involvement with events outside of the regular school day.

Professional development for ACT AIM trainings for teachers.

ACT-Fall testing for juniors - CHS hopes to cover the cost of extra Fall testing for all juniors.

The national dropout conference/Innovative School Summit- may be attended by a building administrator, counselor, and graduation coach if funding is available this upcoming school year.

Mastery Connect- Assessment data, online resources, and the data team meetings help to structure the RTI process as best as possible.

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

Title I- may 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. ACT Prep curriculum for students, if the funding is available for this next school year.



#### **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 viewed as a continuous cycle that continually impacts the future progress of the schoolwide program. A review of the strategies and action steps initially proposed in the plan, an analysis of the 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 that all students have an equal opportunity to achieve at high levels.

The annual program review, supporting documents, and the revised schoolwide plan will be kept on file at the school site and will be 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 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 enhanced performance and re-teaching. At this time, they will also identify students who need immediate intervention and discuss strategies and logistics to provide the help with Title I tutoring or classroom intervention practices.

Classroom teachers give CFAs in their classes. These reports clearly show aligning students with the OAS essential standards based on the CCRA and 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. Data from common assessments and 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 needed to meet the students' needs.

( see attached documentation of parent/community involvement)

**CHICKASHA PUBLIC SCHOOLS**  
**SCHOOL – PARENT – STUDENT COMPACT**  
**ESCOLAR – PADRE – COMPACTO ESTUDIANTE**  
**2025-2026**

**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.

<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/>	<b>Teacher’s</b>
<b>Signature/Firma del profesor</b>	<b>Date/La Fecha</b>	

**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

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**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

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**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 the Oklahoma Academic Standards (OAS), state and local assessments, and participation in Title I. Parents unable to attend orientation will be presented with 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 can be used to inform parents about their child's school progress and 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.

### 1. Student Enrollment by Gender

Year	Total Enrollment	# Male	% Male	# Female	% Female
2024-2025	789	405	51%	384	48.6%
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%

### 2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/ Pacific Islander	% White	% Other
2024-2025	789	11.6%%	15.09%	12%	1.01%	58.6%	0
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%

### 3. Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population
2024-2025	571	73%
2023-2024	449.5	62%
2022-2023	366	50.9%
2021-2022	399	61.76%
2020-2021	373	64%

### 4. Students Participating in Title I Programs

Year	Program Enrollment	Percent of Population
2024-2025	789	100%
2023-2024	725	100%
2022-2023	719	100%
2021-2022	646	100%
2020-2021	578	100%

### 5. Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female
2024-2025	87%	87%	352	87%	334	87%

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%

6. Student Tardy Rate

Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female
2024-2025	34	4.3%	19	2.4%	15	1.9%
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
2024-2025	685	86.8%	104	13.1%
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%

8. Student Truancy Rate

Year	Average Daily Truancy	Percent of Student Population
2024-2025	9	1.1%
2023-2024	8	1.1%
2022-2023	8	1.1%
2021-2022	9	1.3%
2020-2021	10	1%

9. Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population
2024-2025	16	2%

2023-2024	14	2%
2022-2023	16	2%
2021-2022	20	3%
2020-2021	17	3%

#### 10. Student Behavior

Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions
2024-2025	2%	less than 1%	.2%
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
2024-2025	17.9	17.6
2023-2024	18.1	17.8
2022-2023	18.2	17.9
2021-2022	19.5	19.7
2020-2021	18	18.7

#### CHS Dropout rate

Grade	12th	11th	10th	9th
2024-2025	1	6	5	1
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

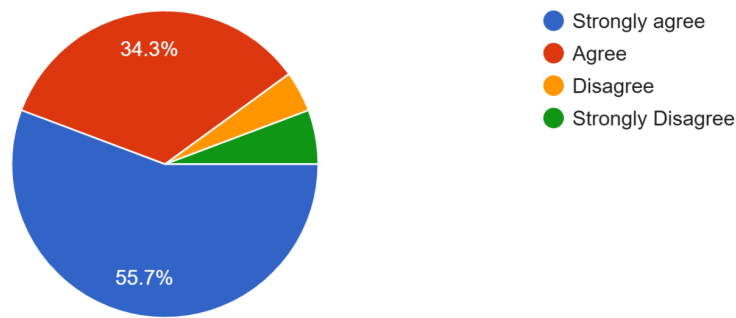
Year	Composite score	Math	Science	English	Reading
2024-2025	15.8	15.8	15.1	14.5	17.2
2023-2024	16.5	16.0	15.4	16.0	18.0
2022-23	16.4	16.0	16.3	14.3	18.7

Pre ACT DATA- Freshmen

Year	Composite score	Math	Science	English	Reading
2024-2025	15.9	16.3	16.4	13.2	17.6
2023-2024	15.6	15.8	15.3	13.0	17.6

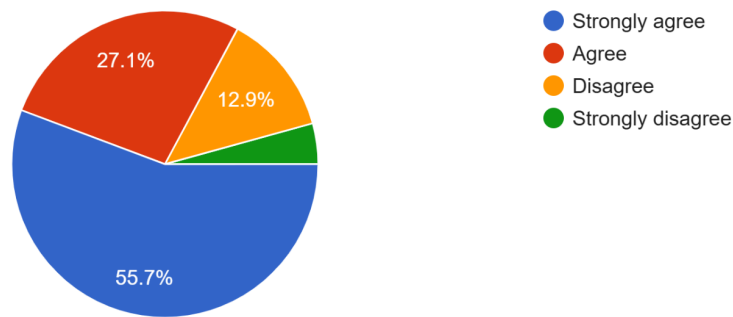
Results from parent surveys 2024-2025

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



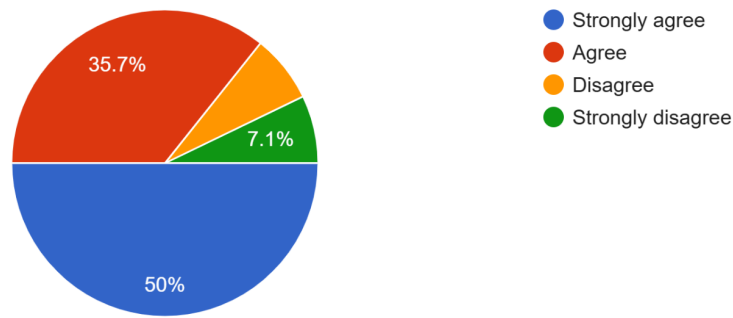
The staff is available and willing to address my child's needs.

70 responses



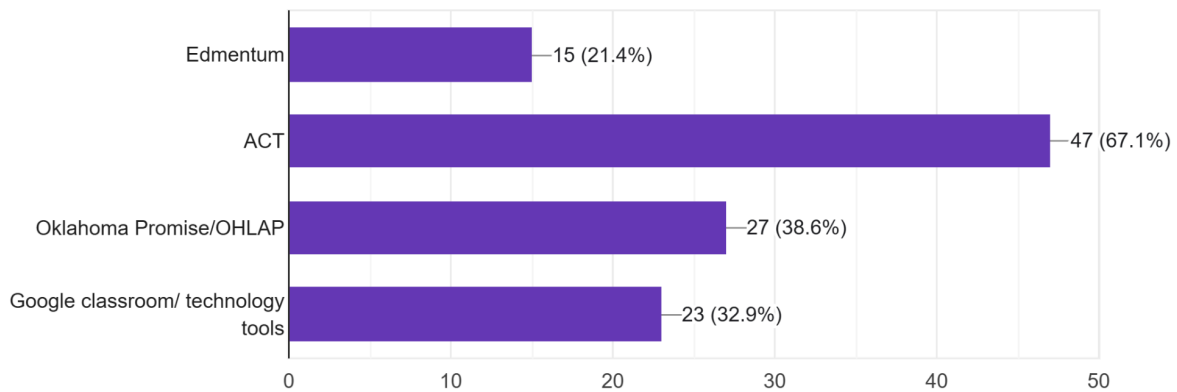
I believe this school works diligently to ensure the safety of my child.

70 responses



### What would you like to learn more about?

70 responses



### What do you consider strengths of the school?

70 responses

Communication

Not sure

Na

Teacher to student ratio

Communication is ok

Community involvement, athletics

nothing

Communication with parents

My children are known. Teachers and staff know their names and engage them.

.

Basketball and wrestling programs

Unity, diversity

School community, faculty, staff, administration. The admin listens to our students needs and go above & beyond to help &

Teachers

Security has improved.

Teachers being available to help when needed

The pride of the school

Ummmm I'm not sure

I think they do well at everything

Administration, very helpful office staff, teachers communication

Mrs. Davis has really turned things around for the better for our students. She has been able to retain teachers bc of the climate and culture she has created. I've had 3 kids go through CHS over the past 8 years and I'm getting more impressed each year.

The admin, staff and opportunities provided for all students

Teachers willing to help students when they fall behind.

Friendly teacher and staff. My kids feel loved and encouraged at school

The school working as a team! Everyone pulls together for the kids.

Variety of extra curricular activities and clubs offered to the students so there is something for everyone

Everyone is friendly

Security

N/a

Teachers and staff care about students.

School climate especially the way the faculty & staff treat the students and parents.

Communication between teachers and students

Academics

**Welcoming staff**

**Tradition**

**Teachers and admin who care about students**

**Good office staff**

**Faculty**

**Attendance phone call—will alert parent when child is not on school.**

**The staff**

**Unwavering compassion and dedication**

**Tradition. Most faculty are engaged and care about students.**

**They try to work with parents to hold the students accountable**

**The staff is responsive via email.**

**Everyone is very helpful. And want the kids to succeed.**

**Teachers**

**Amount of honors & concurrent opportunities**

**Teachers truly care.**

**How living yall are to our kids, they feel safe and us parents feel safe leaving our children with yall**

**Educational opportunities, ease of speaking with admin.**

**The staff goes above and beyond for my child. He's on a 504 plan and they have filled every aspect of my expectations.**

**Nothing**

**Teachers, administration & staff seem to really care about the students. The amount of ways for a student to be involved is great too. From sports to clubs to the selection of electives, I'm impressed with what all we have to offer.**

**NA**

**Communication, transparency and inclusion**

Haven't really seen any strengths. I do like that it's trying.

Friendly office staff, good schedule, great variety of extracurriculars

Unsure

Communication

The strengths of the school is Mrs. Davis is very visible at all events. I appreciate that all students not just athletes are supported by administrators and staff. The school tries to work as unit to provide support for the entire student body.

Experienced staff

Great teachers

School culture

Student leadership

NONE

There are great remodels and good influences.

Administration is amazing

What do you feel our school could improve?<sup>70 responses</sup>

N/A

More elective choices

Nothing

More electives

Na

More communication from faculty

Coming from another school my son says the teachers don't teach well here like the other school he attended. Also I have a couple of times when he was sick and I get a call on the evenings that he didn't attend school when I already called. Need to be better with attendance.

Curriculum

everything

Making sure all students are treated equally

Teachers willing to communicate more with parents

Unsure

No answer

Teachers being held responsible for their actions as they expect it to be done from the students.

Hiring of coaches, alumni is not always the best choice

Curriculum, higher expectations, community involvement,

Increased consequences for those using tobacco/vaping/marijuana products in bathrooms

Communication.

Not telling my child not to tell her parents what happened. Knowing my child is going to tell me EVERYTHING!!!!

Nothing right now

College prep/ACT information to parents. Maybe offer more speakers/classes on mental health, vaping

Continue with strong leadership and teachers who care and hold students accountable.

Wish the high school gets out before the lower grade schools. It would help parent that have teens that can drive pick up younger siblings.

The cafeteria and what is served to our kids for lunch and breakfast

Security, bullying, taking more time to check surveillance cameras when child gets hurt by other students.

Vaping in restrooms.

Getting rid of the weight training coach that doesn't allow the kids to wear sweatpants in class because they make him uncomfortable. Sounds like maybe that coach shouldn't be working around kids.

Some teachers need to approve on adding grades in a timely manner.

Helping communicate with parents when children are struggling especially those on an IEP

Safety- following up on bullying

School board should support the school instead of always looking for and creating problems

Nothing that I'm aware of or son speaks about.

Life skills/shop classes

Athletic department

1. Communication - FB is not a the best platform unless an email or auto call to advise parents when a response is needed..such as this survey. 2.Timely and appropriate weather cancellation - students, teachers, buses do not need to be on ice covered roads!! 3.School closure on Presidents Day holiday. 4.Hire a proficient Spanish teacher. 5. Less confusing printed school calendar, i.e. indicate which specific days are Par/Teach conferences. Colors highlighting days on calander should be distinctly different. 6.Every teacher required to have Remind App and use it. 7.Discontinue linking attendance to mid-term/final testing exemption.

More competent counselor for juniors/seniors

Safety

New school board

Teacher - parent contacts. Conferences are good but hardly any teachers are present. They just leave a note on the door; for 6 years, there have been only 2 teachers how have contacted me. Staff shouldn't be afraid of the parents.

Communication

1. Communication from instructors (e.g. each teacher using Remind for their courses). 2. Have a certified Spanish teacher who is able to teach correct pronunciation. 3. Don't tie absences to requirement to take semester tests.

Get a better band director

Teaching your staff to control themselves (emotions) like you expect kids too. Lead by example. Mainly coaches.

### More homework

I think the school could improve in the Cafeteria. There really does need to be microwaves available for the students if they need their lunches warmed up.

### Students feeling safe to use the bathrooms at school

### Lunches

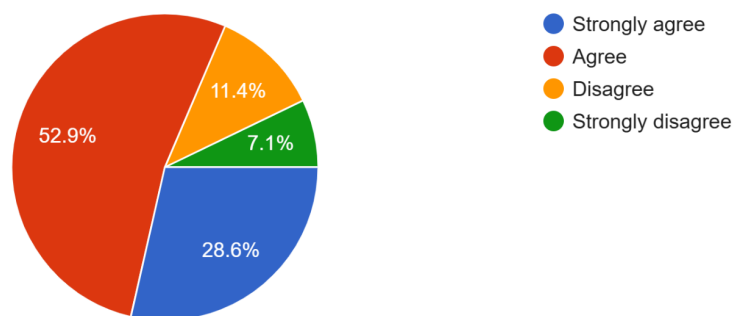
School board members who make our school look like a joke who truly dont care about making our school better. If I was a parent looking at transferring my child into this school and saw how certain board members behaved on social media, I would immediately look at other surrounding schools.

### Preparing student athletes on classes required at D1, 2 schools

I think it takes a village and I feel our community should help our schools strive. It takes a villag

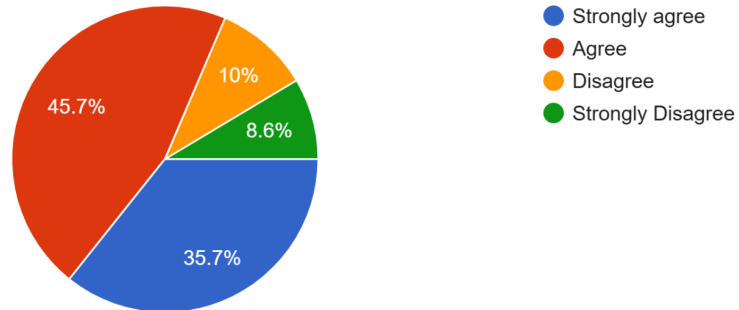
The curriculum is appropriate and challenging.

70 responses



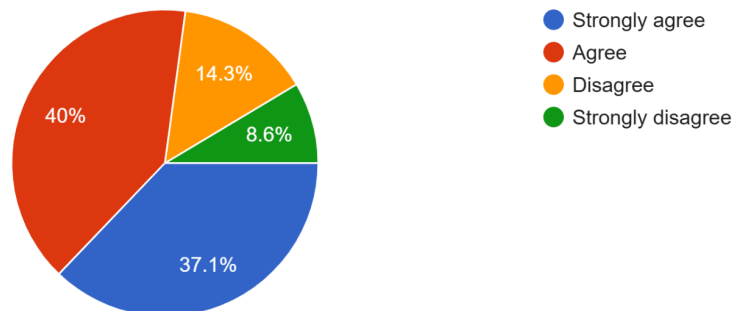
My child enjoys their core classes.

70 responses



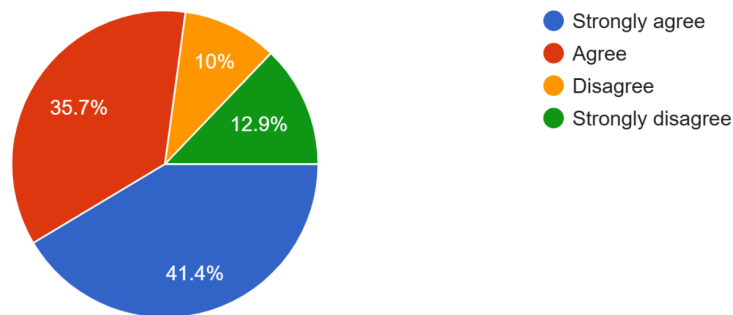
Communication from the school is regular, clear, and concise.

70 responses



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

70 responses



**What can the school do to help your student be more successful?** 70 responses

Nothing

Not sure

N/A

Na

College guidance to be available

Teach not just go over it quickly and then be upset when they ask questions because they did not understand.

Challenge them academically

bring new people in

Support their full needs and not single out kids who are struggling

Keep up the encouragement!

**Listen more to the students, help them with work when they ask**

**Overall satisfied.**

**Give more information on concurrent enrollment in college courses**

**Make resources more accessible for all students to apply for grants, scholarships etc**

**Continue doing what they are doing**

**Offer more improvement in sports/camps/outside collegiate help**

**Improve curriculum, support of curriculum and communicate clear learning standards and expectations to parents, community, and other stakeholders**

**Nothing**

**Involve parents**

**Do not tell my child not to tell us things that have happened at the school!!!**

**Give them the proper advice they seek .**

**I think CHS is doing a great job.**

**Offer more second language classes, offer a class on how to handle your finances after graduating and leaving home. Maybe more college fairs.**

**Continue hiring staff that loves students and want to continue to grow and learn**

**Remove the disruptive behavior from classrooms. It's distracting!**

**Making sure teachers give an appropriate amount of time to get work turned in when students miss school, regardless of the reason.**

**More information on adding college classes to school.**

**Communicate more from teachers when a student has an IEP on their behaviors and schoolwork.**

**Take bullying more seriously, more communication**

**Communication and advanced classes.**

**Nothing they are doing a great job**

**They are currently doing it.**

**Offer financial classes/ Dan Ramsey class**

**Spanish language teacher should be able to pronounce Spanish words correctly.**

**Leadership Class: volunteer opportunities for to students to have "hands on" involvement in at least one "service project" to benefit the community, charity, special cause, etc.**

Require mid terms and finals if there is concern that students are not prepared for post secondary testing.

Nothing that I can think of

Help with school work more.

Keep up the good work

Monthly communication from child's teacher and counselor.

Keep pushing them forward

1. Employ a standard certified, proficient Spanish teacher

2. Require teachers to have and use Remind app

3. Send out weekly updates via the different "Class of 202X" Remind groups. One central point person in administration should do these updates.

These could keep parents and students updated regarding things like school activities, Homecoming activities, weekly digest of what's going on with clubs/games/competitions, updates on testing schedules, closing or delayed start due to weather, etc.

Make sure transcripts are accurate.

Lead by example! Don't expect developing minds to control themselves like the staff clearly can't. Control your emotions like you expect your students too. Not every child responds to yelling or sarcasm like you think.

Less Chromebook

I think they are doing all they can for the kids.

Nothing

Stay up to date on all curriculum

Just continue to adapt to make the curriculum prepare them for the real world.

Yall are doing it all now

Hold accountable and teach how to take lecture notes

My son started CPS in 8th grade he's has strived. I'm so grateful for Chickasha schools. The staff is amazing and he loves attending classes.

**Everything**

**You're doing a great job!**

**Help students create an academic plan starting in 8th grade to include 9th-12th grades. Classes laid out in an easy to understand way for their career path. More communication to parents regarding concurrent enrollment and what that looks like. Possibly a workshop for students and parents to guide us through the concurrent process. A course catalog and checklist for course requirements and expectations for each year of high school, something similar to what Tuttle offers. Also, more engaging extra curricular activities. ACT Prep.**

**Teaching study habits**

**Your teachers and front office staff need more behavioral studies. stop judging and punishing kids that can't do things exactly like YOU expect them to.**

**Check in with them more often, make sure their on track for the goals they have for the future, ie graduation requirements, AP classes, concurrent classes**

**More academic supports and opportunities for development of depth of knowledge**

**Communication via texts / calls / app NOT social media**

**Please continue to support students enrolling in college and attending the tech center. As a tax payer we need students skilled to enter the workforce and/or prepared to continue their education and graduate from a higher institution.**

**More rigorous courses and addressing racism in a more appropriate manner.**

**Not sure**

**Equal playing field regardless if you are a natural born chick or a transfer from another town!**

**Nepotism seems to be a big problem from my view.**

**Change the staff and hold the current staff accountable for their behaviors.**

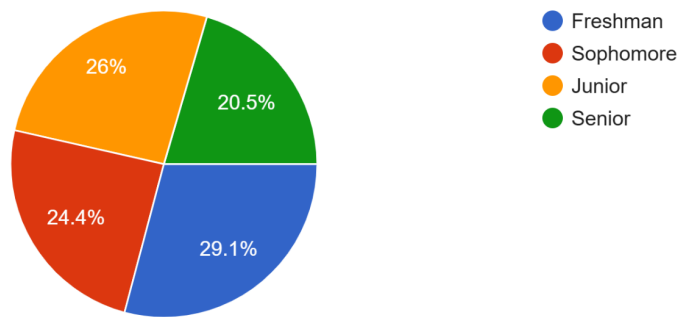
**Just be more steadfast with encouraging our kids.**

**Continue amazing work!**

## **CHS Student Surveys**

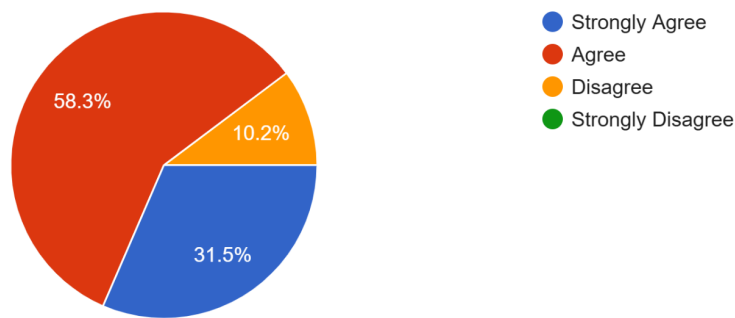
What grade are you currently in at Chickasha High School?

127 responses



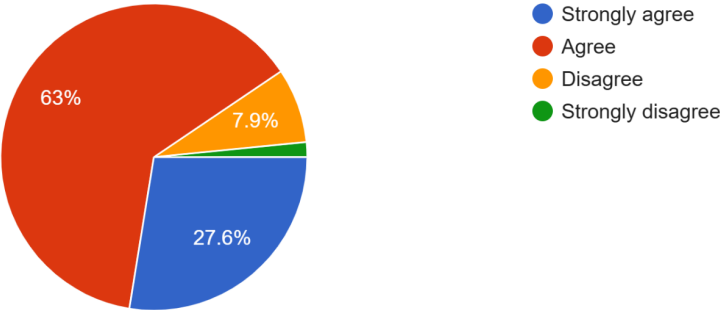
I feel like I do well in school.

127 responses



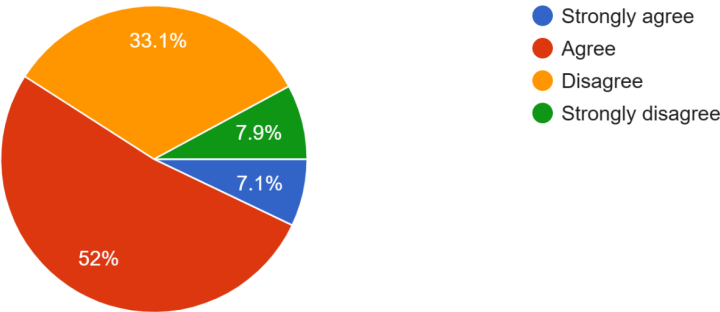
Teachers treat me with respect.

127 responses



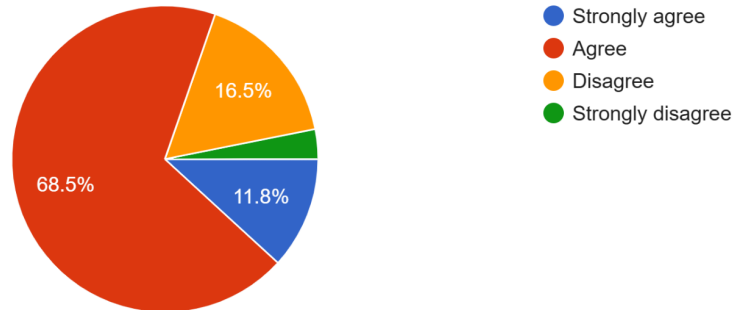
Students treat each other well.

127 responses



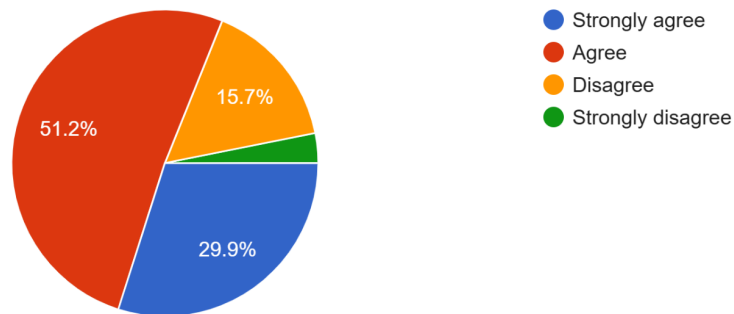
I feel safe in and around the school.

127 responses



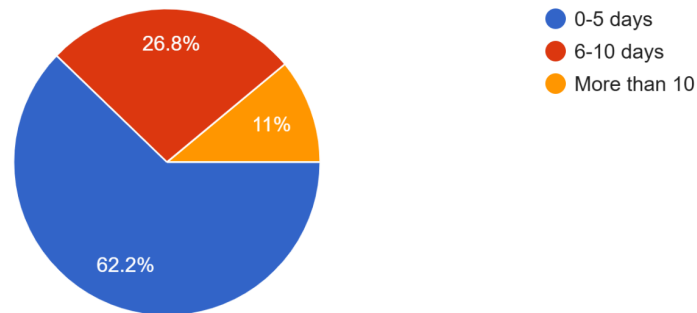
I have someone at school I can tell if I am having a problem with another student or with learning.

127 responses



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

127 responses



What is something that motivates you to learn127 responses

My future

Sports

my mom

my future

my future

Good grades

College

The teachers

Knowing that If I learn, I know more things, so I could get better grades and Graduate. (As Coach james says "The more you learn,the more you earn")

boot camp

Positive energy

Actual help

the opportunities provided by th concurrent, AP, and honors class to grow in my personal knowlegde as well as the ability for more extra curriculars, sports, or programs offered by the school.

**sports**

**basketball**

**Learning new information**

**Being successful in the future.**

**seeing the struggles in my parents life**

**My mom**

**it**

**The teachers to motivate students**

**My future and career.**

**My parents want me to have good grades**

**Rewards**

**To graduate**

**sports**

**Nothing really.**

**going home**

**My motivation for learning strives from the ability to be the best version of myself.**

**Friends**

**Being Valedictorian**

**Keeping my grade up so I don't have to take the semester test.**

**Leaving school**

**That moment when I finally understand something useful that will help me in life.**

**transcript**

**Baseball (keep my grades up)**

**I want become a nurse**

**to graduate**

**my friends.**

**I just enjoy learning more things. I also want to get a job in the medical field so.....**

**graduating and leaving this town.**

**The thing that motivates me to learn is wanting to get a good job.**

**The self motivation to be educated in what I say.**

**the fact that i don't want to fail in life**

**I want to go to college**

**not 50 assignments each week**

**Money**

**My grades**

**Teachers**

**Graduating and moving out**

**hands on projects**

**Collage**

**My teachers**

**Grades**

**goals**

**Mrs Redding**

**Nothing really, nothing in school is really preparing me for what i want to do for my future.**

**Having good grades.**

**Hands on learning**

**Teachers being in good moods**

**I don't know**

**Not being broke**

**Going to a decent college**

**The progress I see at the end when it is finished**

**the bell**

**my teachers motivates me to learn**

**graduation**

**Something that motivates me to learn is keeping my grades up.**

**The teachers give speeches about doing well in school and where it gets you in life.**

**To get a high score on the ACT and SAT**

**Clear instructions and a creative way of completing the assignment such as illustrating it.**

**my family**

**good jobs**

my teachers

Wanting to graduate high school

college

My parents telling me I have to.

Nothing

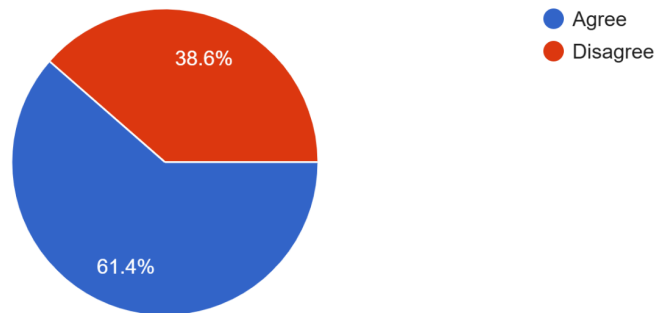
College

Depends on what it is

My life after school

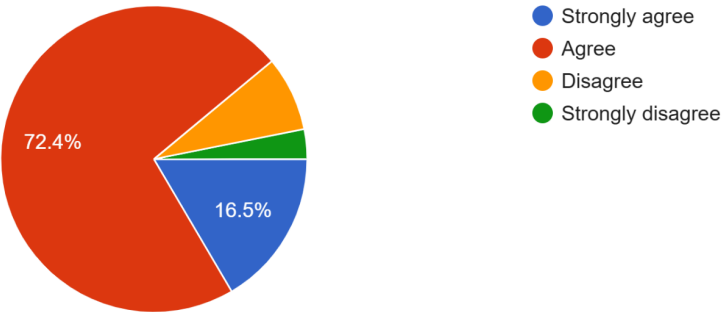
Good behavior is recognized at my school.

127 responses



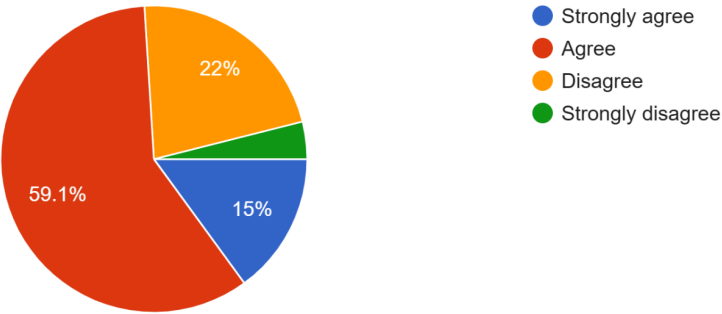
There are clear rules for behavior at my school.

127 responses



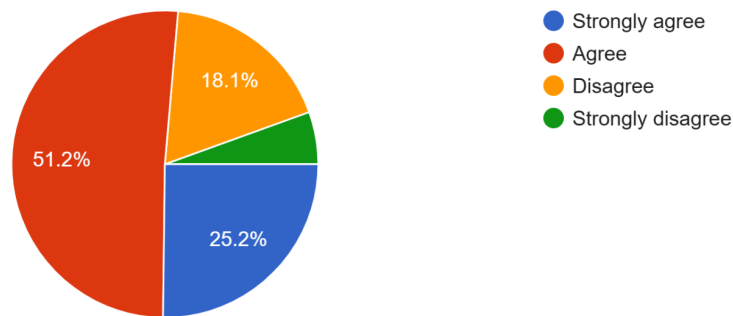
Teachers at my school have high expectations for all students in their classroom.

127 responses



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

127 responses



What class or classes do you feel are the most beneficial to your education at CHS? 127 responses

English

Math

English and Math

None

senior seminar

english

History

Spanish

Advisory, so we can work on our ICAP, and normal courses.

none

I don't know

Mrs. Walsh's has been one of the most beneficial in her ability to find what areas her students struggle in and raise their abilities and knowledge in English. Ms. Noland makes sure to answer any question asked in detail, and has spent a long time growing our understanding of math. all three of the concurrent classes i have taken/ are actively taking have been beneficial in both growing my knowledge in said subjects and preparing me for college classes.

math and science

Honors English 1

Science, Math, History, and English.

all of my core classes.

Math, science

Algebra 1 and honors biology

it miss b she good techer she is good

World history with Mr. Widener, art, and classes that allow you to have some days just for catching up.

zach widener

Art, Algebra 2, Biology 1, Spanish

math

All

ohio

Concurrent classes

english, senior seminar

Concurrent classes

Honors world history- Wideners Honors Biology - Wilkerson Honors Algebra 2 - Noland

Algebra

anatomy and physiology by Mrs molder, and the concurrent USAO classes from Mr. steele and Mr. Widener is the classes i've learned the most in

None so far

Government

AP classes

My USAO US history, Comp 1, and government classes with Mr. Widener, Professor Weems, and Mr. Steele.

Steele, Molder, concurrent classes

What class or classes are the least beneficial to your education at CHS? <sup>127 responses</sup>

none

None

None

Idk

English

Art

weights

Spanish

Health

N/A

n/a

english

Other classes, as in P.E, Ag, Art, etc.

I don't know

the computers classes, both Mr. Peschel and Mr. Raper are amazing teachers, it just doesn't pertain to anything I want to do in the future and I believe my time could be better spent in a different class.

art

enligsh

Honors biology

advisory

Science

ohio

Classes that involve sitting in a classroom taking notes everyday with no face to face interaction with problems concerning the subject. I.e, AP English

.

Freshman leadership

some classes we just sit around and don't do anything which is annoying because i don't want to be at school and be on my phone for two hours straight. i like free time after maybe a conversation with the teacher or after a simple paper but it's getting boring and draining after a while

Theater

Health, theatre.

P.E, Chemistry

i like all my classes so i think they are all helpful

art

Advisory

None that I can think of.

chemistry.

Freshmen leadership

There is not a good way for anyone to answer this question as we have not been able to put what we've learned to actual work, therefore we do not have a way to properly assess what the least or most beneficial class or classes are. We can only make assumptions, which will not help or prove anything.

Sociology

theyre all benefecial, but the amount of work just makes people give up

Art1

Biology by Wilkerson

Science

Algebra 2 and Chemistry

idk

Matg

I dont really know, none of my teachers have been particularly annoying to me. Its mainly just me holding myself back.

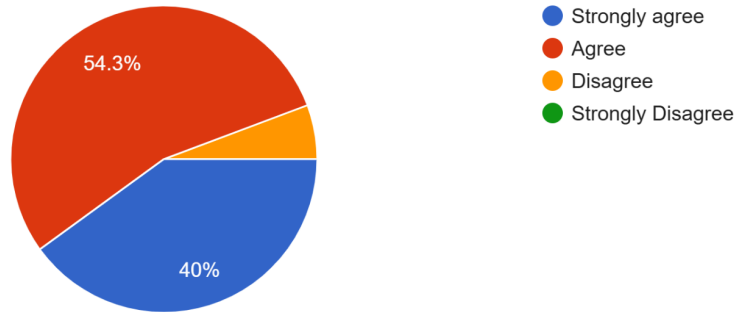
Every single class that doesnt benefit to what you want to be are simply not beneficial, but they are required.

N/A because they all serve a purpose that is beneficial.

## CHS Faculty Survey results

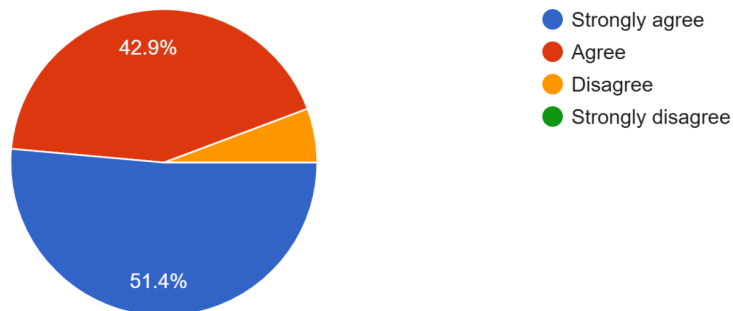
I feel I am an important part of my school.

35 responses



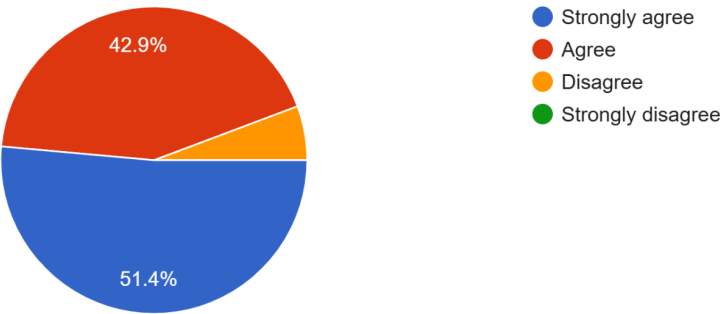
All students are treated fairly by adults at my school regardless of race, ethnicity, culture, or gender identity.

35 responses



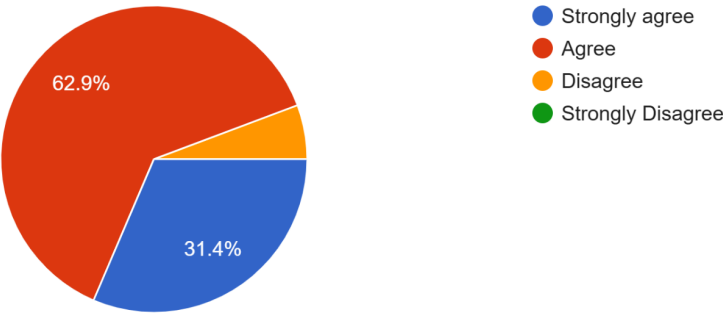
All students are treated fairly by adults at my school regardless of race, ethnicity, culture, or gender identity.

35 responses



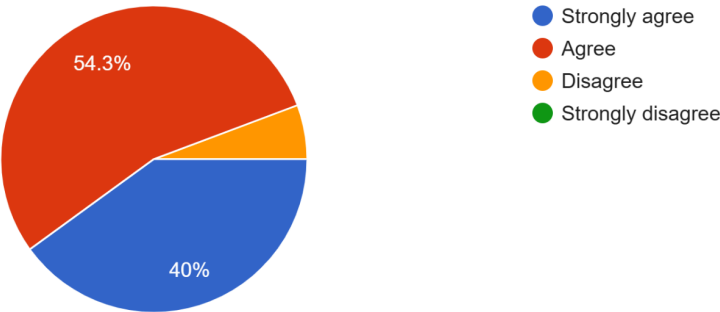
I have access to the tools and training I need to do my job effectively.

35 responses



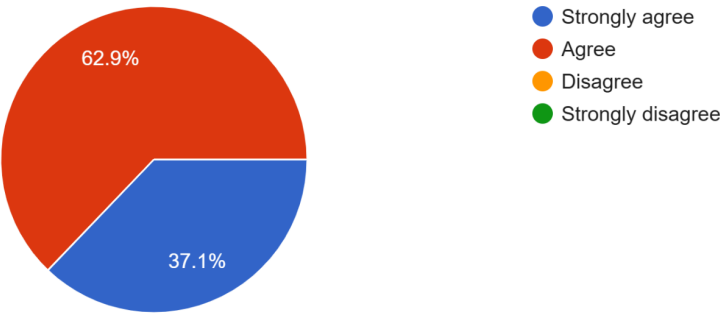
At this school, teachers are treated and respected as educational professionals.

35 responses



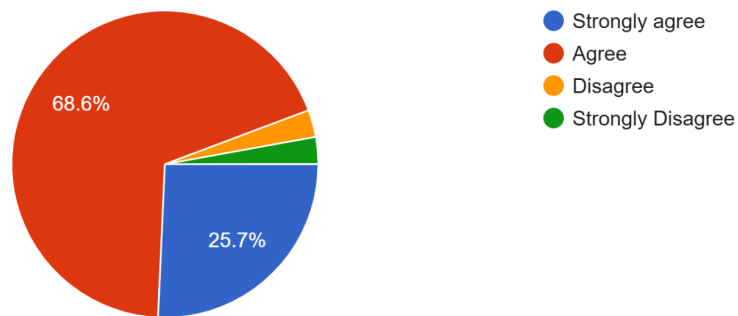
Site leadership and grade level teams work together respectfully and efficiently for the common goal of serving students.

35 responses



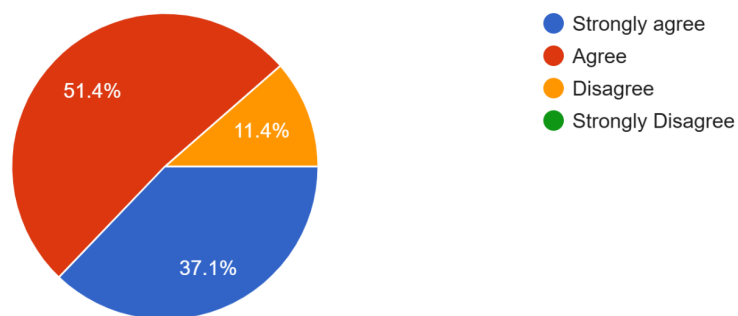
District leadership and this site work together respectfully and efficiently for the common goal of serving students.

35 responses



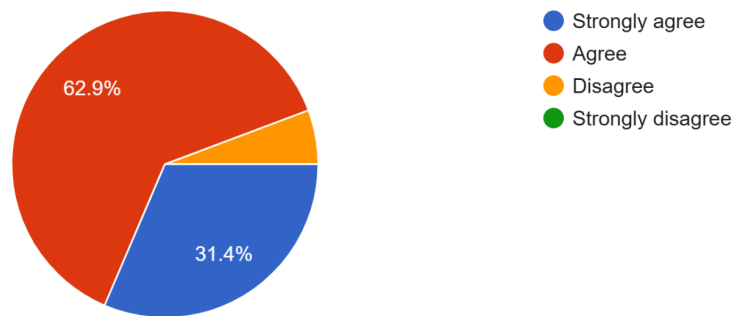
School site administration seeks and considers staff input on important issues, problem solving, professional growth opportunities and planning for improvement.

35 responses



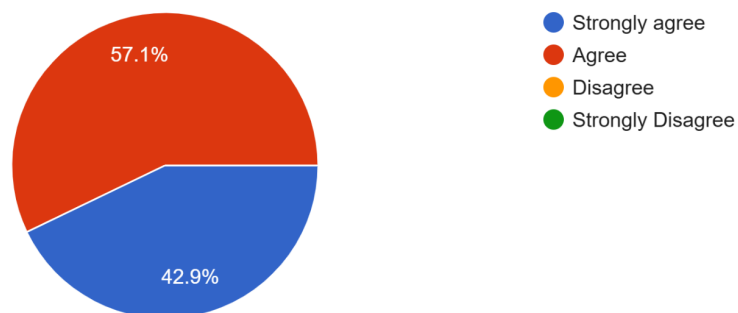
The professional development learning experiences and supports I received this year increased my effectiveness as a teacher within my curriculum area.

35 responses



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

35 responses



**If not, what activities do you suggest we have to involve parents in their student's education?**6 responses

NA

Look at Wengage , make it requirment to check your childrens grades & attendences

N/A

The parents who want to be involved are involved.

None

n/a

**What suggestions or concerns do you have for improving the working environment at CHS?**35 responses

N/A

None

None right now

NA

I'd love it if admin would visit with each of us at least once a year privately. Maybe a lot to ask but it would give an opportunity to express concerns.

I don't have any at the moment. Our admin is wonderful about communicating well of expectations and events going on in the building. We have Goble working hard to engage in some fun team building activities for the staff that are very enjoyable.

More opportunities professional development days that allow continued planning and collaboration between staff.

More staff wide activities

Communication

less cliques among staff

I feel that Upper Admin do not truly have the backs of their teachers. Too often I feel parents have the ear of the admin and they do not support their teachers as much as they should.

n/a

find ways to connect people outside of work setting. ( Christmas dinner etc....)

More communication from the district office about what is going on.

Better team morale between departments

Physical improvements to the classrooms to make them more safe and comfortable to learning for the students. The appearance of mold is disheartening. The faculty bathrooms give the appearance that you don't care about your staff enough to keep a well kept restroom for them.

I am happy with my working environment.

NA

The working environment is great.

The amount of work outside of actually teaching is pretty overwhelming. It would be nice to trim some of that.

Holding students accountable and discipline. Slap on the wrist does t discipline students.

Facilities, they are aging and will be too small in the coming years.

Keep involving teachers in committees for input

What are some professional development items you would like to see offered during teacher in-service this year?<sup>35 responses</sup>

None

NA

N/A

N/a

Professional development opportunities for coaches

Possibly revisit classroom management strategies/ideas

Teach everyone how to apply IEP accommodations in a simple way.

ICAP

I very much enjoyed the ACT professional development that centered on the skills that we need to focus on, so if they have a class that goes deeper, that would be much appreciated.

What we have is sufficient

Incorporating technology (especially for heavy math subjects)/Teaching with/around AI mastery connect

3 dimensional Teaching.

How to make virtual instruction days more effective and meaningful as a district.

n/a

Strategies related to grading and assignments that emphasize test scores instead of daily work with no actual learning occurring.

How to make parents & students accountable,

Classroom management

More money for teachers that look for PD on their own.

How to handle vaping/bullying. Kids get bullied in the bathrooms because they either don't have a vape or they see the wrong person at the wrong time vaping. When those students confide in that with their teachers - training on how to respond would be good. Training on phone usage and how to manage it without escalation from students.

Giving new ideas/methods to teach content might be helpful.

Create goals from admin down and how we will achieve these goals together to help how our school is portrayed by those around us.

Something with how to deal with apathetic students or a demonstration on what administration expects a full class period to look like.

Dealing with technology.

More in depth instruction on assessment.

Classroom management --- Making use of time in clas

How do you prefer to receive your professional development opportunities?

35 responses

