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**Title I Comprehensive Schoolwide Plan**  
**OKEEHLEE MIDDLE SCHOOL (2151)**

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# ELA

## 1. List prioritized needs statements.

Based on PM# 2 - 60% of 6th grades students are not proficient, 37% of 7th Grades are not proficient, and 60% of 8th Graders are not proficient in Language Arts. Based on PM2 the overall of 6-8 demonstrate only 52% non-proficient. In our subgroups 73% of students with disabilities are not proficient and 98% English Language Learners are not proficient in Language Arts.

## 2. List the root causes for the needs assessment statements you prioritized.

\*Cognitive and Learning challenges – some students have difficulty decoding words, comprehending text, or staying focus. Trouble remembering and processing information, reading fluency, and limited vocabulary. \*Family lack the experience of instructional support at home to help their children meet the high academic achievement. \*English Language Learners have limited exposure to English at home, difficulty with academic language, and cultural differences. \*Some students have low confidence in reading and writing. \*High absenteeism \*Overuse of digital media (videos, texting) may reduce exposure to traditional reading and writing. \*New and veterans' teachers face challenges in differentiating instruction to adequately serve the diverse students. \*Students lack the foundational reading skills which hinders their progress. \*Teachers need to analyze student data to identify strengths, weaknesses, and instructional needs of their students.

## 3. Share possible solutions that address the root causes.

\*Provide professional development for teachers on differentiated instruction, literacy and language acquisition techniques to stay updated with the latest educational research. \*Provide a coach for co-teaching and modeling implementation on how to address the lack of foundational skills, cognitive learning challenges and strategies to help English Language Learners. \*Classroom observation and feedback for all teachers \*Ensure that students have access to various resources including class libraries, books for novel studies and online subscriptions. \*Co-teach or plan with content area teachers to implement literacy across subjects \*Implement more English support in the classroom \*Teach teachers how to use the data more effectively so that instruction can be tailored to every student and that the student gets the support they need to succeed. \* Various professional titles for professional library to help build teacher development and capacity. \*Teaching resources to target students with deficiencies in phonics, decoding words and the foundations of reading. \*Academic tutor to support students in classrooms (push in and pull out) \*Provide Training for families to understand educational strategies to support students at home. \*Training to parents to bridge from English to Spanish and from Spanish to English.

## 4. How will school strengthen the PFEP to support ELA?

- **Communication**

Callouts, emails, marquee and flyers

- **Parent Training**

To continue with the same training such as Gateway and Transitioning to Middle School

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Update grades bi-weekly, will enforce safety rules, and will provide workshops for parents on academic and mental health.

- **Students**

check grades, participating in tutoring and follow the three share values

- **Parents**

update their records when there is a change. Will support student to come to school regularly. Have open communication with teachers and students for academic success.

- **Staff Training**

Talking Point and Google has worked well with our teachers and parents.

- **Accessibility**

Our school uses the Social Service coordinator to translate for our English Speaking Parents –

# Math

## 1. List prioritized needs statements.

Based on PM# 2 - 74% of 6th grades students are not proficient, 95% of 7th Grades are not proficient, and 62% 7th grade Advance Math and 8th Graders are not proficient in Math. Based on PM2 the overall of 6-8 demonstrate 77% non-proficient. In our subgroups 75% of students with disabilities are not proficient and 87% English Language Learners are not proficient in Math.

## 2. List the root causes for the needs assessment statements you prioritized.

\*Gaps in foundational knowledge-if students don't understand the basic concepts, more advanced topics is overwhelming. \*Difficulty understanding quantities, relationships and how number works. \*Lack of individualized support for all including, SWD and ELL students. \*Curriculum pacing – some teachers not have strong math backgrounds or effective strategies to teach the subject well. \*Some teachers may not have a strong background or effective strategies to teach it well. \*Learning disabilities and not knowing the language. \*Family lack the experience of instructional support at home to help their children meet the high academic achievement.

## 3. Share possible solutions that address the root causes.

\*Provide teachers with ongoing professional development in effective math instruction \*Ensure that students are using the tools that are available for them to learn such as calculators, manipulatives, and on line platforms. \*Offer tutoring before and after school and Saturdays. During summers offered Math classes for the lowest 25%. \*Offer social services across all grade levels to support interventions, mentoring and regular check ins. \*Academic tutor to support students in classroom (push in and pull out) \*Provide Training for families to understand educational strategies to support students at home. \*Training to parents to bridge from English to Spanish and from Spanish to English.

## 4. How will school strengthen the PFEP to support Math?

### • Communication

Our school uses the Social Service coordinator to translate for our English Speaking Parents -

### • Parent Training

To continue with the same training such as Gateway and Transitioning to Middle School.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

update grades bi-weekly, will enforce safety rules, and will provide workshops for parents on academic and mental health.

- Students

check grades, participating in tutoring and follow the three share values

- Parents

update their records when there is a change. Will support student to come to school regularly. Have open communication with teachers and students for academic success.

- Staff Training

Talking Point and Google has worked well with our teachers and parents.

- Accessibility

Our school uses the Social Service coordinator to translate for our English Speaking Parents

## Science

### 1. List prioritized needs statements.

Based on our FY25 Winter Diagnostic 60% of our 8th Grade students are not proficient. In our subgroups, SWD students 96% Non Proficient and 85% English Language Learners are not proficient in Science.

2. List the root causes for the needs assessment statements you prioritized.

\*Gaps in foundational concepts from earlier grades can make new topics difficult to understand. \*Reading Comprehension challenges \*Science concepts often involves data analysis, equations, and measurement and can be challenging. \*English language learners may struggle with scientific terminology and complex sentence structure \*Family lack the experience of instructional support at home to help their children meet the high academic achievement.\*Inconsistent teaching methods across grades can create confusion. \*Lack of differentiated Instruction that does not accommodate different learning styles. \*Truancy students may have to take care of siblings and doesn't attend school.

3. Share possible solutions that address the root causes.

\*Provide extra support for struggling students before and after school tutoring. \*Teach effective note-taking by using AVID strategies \*Provide Professional Development workshops for teacher where teachers can learn hands-on learning, differentiated instruction and making science relevant and engaging. \*Co-teach with another science teacher. \*Counselors, teachers, social service coordinators should conduct home visits for chronic truancy cases. \*Connect students with mentors, support groups or mental health services. \*Provide parent workshops to strengthen "Attendance Awareness". \*Provide Training for families to understand educational strategies to support students at home. \*Training to parents to bridge from English to Spanish and from Spanish to English.

4. How will school strengthen the PFEP to support Science?

• Communication

Callouts, emails, marquee and flyers

• Parent Training

Gateway, and Transitioning to high school

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

• School

update grades bi-weekly, will enforce safety rules, and will provide workshops for parents on academic and mental health.

- **Students**

check grades, participating in tutoring and follow the three share values

- **Parents**

Update their records when there is a change. Will support student to come to school regularly. Have open communication with teachers and students for academic success

- **Staff Training**

Google Voice and Talking Points

- **Accessibility**

Provide translators for parent workshops and assist parents with any accommodations

## **Social Studies**

### **1. List prioritized needs statements.**

Based on the Winter Diagnostic for Civics (FY25) 55% are non proficient. In our subgroups SWD are 76% non proficient and 72% are non proficient in Civics.

2. List the root causes for the needs assessment statements you prioritized.

\*Teachers may not have enough professional development or resources to make civics lessons engaging. Some teachers might focus on memorization rather than fostering critical thinking. \*Students do not have a solid foundation in understanding government systems, historical events, and their roles as citizens in early ages. \*Language Barriers, students are not able to read and comprehend the material because of lack of academic vocabulary (ELL), makes the students perform well on assessment or in discussions. \*Lack of platform resources that the students can interact and practice. \*Lack of Differentiation in Teaching, teachers need to tailor lessons in different learning style and abilities to reach students with learning disabilities. \*Truancy, students need extra help when they miss schools more than five days. \*Family lack the experience of instructional support at home to help their children meet the high academic achievement.

3. Share possible solutions that address the root causes.

\*Ongoing professional development training for teachers to learn differentiated instruction, appropriate accommodations, hands-on activities, and how to create a supportive classroom environment that addresses both academic and emotional needs. \*Social Service coordinator to check on students who are truant and try to help them emotionally and academically. \*Provide flexible tutoring to help students to clarify concepts that they understand. \*Smaller classes will help to teach analytical skills. \*Family lack the experience of instructional support at home to help their children meet the high academic achievement. \*Provide learning resources to students with software, technology and content specific books. \*Provide Training for families to understand educational strategies to support students at home. \*Training to parents to bridge from English to Spanish and from Spanish to English.

4. How will school strengthen the PFEP to support Social Studies?

• Communication

Call outs, flyers, and emails.

• Parent Training

Provide training to parent understanding to understand the curriculum.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

Provide safety for all students Upgrade grades every two weeks Provide training for parents

- **Students**

Check grades, Attend tutoring Continue to respect the three shares values of the school

- **Parents**

update their personal information on SIS every time there is a change. Check grades

- **Staff Training**

Continue to Talking Points and Google Voice

- **Accessibility**

Call outs, flyers, and emails.

## **Acceleration Success**

### 1. List prioritized needs statements.

Based on student's attendance report 26% of our students are absent 10 days or more. Based on the intervention report 8.7% of our students are being monitored by the School Base Team. Only 13% of our are enrolled in Algebra Honors and 3.3% are enrolled in Geometry. In Algebra 79% of our students are proficient and our goal is to be 85% proficient and in Geometry our students are 63% proficient and our goal 100%.

2. List the root causes for the needs assessment statements you prioritized.

\*Lack of Parental presence in student education \*Lack of support in their child's education. \*Insufficient challenge in regular classes. Students lack the motivation to get them engage and foster their academic growth. \*Student lack the desire to take more complex material and higher level of interactions. \*High level of truancy stops students from being places on Algebra and Geometry \*Family lack the experience of instructional support at home to help their children meet the high academic achievement. \*Provide students with online learning and technological resources. \*Teachers need training on how to differentiate instruction that can better support acceleration through tailored instruction that meets the need of academically advance students. \*Parents don't want their child to be in accelerated classes.

3. Share possible solutions that address the root causes.

\*Offer social services across all grade levels to support interventions, mentoring and regular check-ins. \*Social Service facilitator to help with the guidance to families and community resources, home visits and other family needs. \*School Based Coordinator to monitor cases and provide student support. \*Training for teachers on how to challenge academic success for gifted and talented students who perform beyond the expected level. \*Provide Training for families to understand educational strategies to support students at home. \*Training to parents to bridge from English to Spanish and from Spanish to English. \*Training for parents to better understand the importance of accelerated classes.

4. How will school strengthen the PFEP to support Acceleration Success?

• Communication

Talking Points, Call outs, email, marque and flyers

• Parent Training

Inform how important is to have students in advance course/high school courses

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

• School

Update grades bi-weekly, availability for parent conferences, provide a safety learning environment.

- Students

Check grades, attend tutoring/academic camp, and respect the three share values.

- Parents

Update information when there is change of a phone number or address. Call school to arrange for parent-teacher conferences. And inform the school of any mental need.

- Staff Training

Talking points/google training

- Accessibility

Callouts, marquee, and flyers

## Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standard-based and meaningful instruction.

**Budget Total: \$490,911.00**

<b>Acct Description</b>	<b>Description</b>
Social Service Facilitator	Social Service Facilitator will support non-native speakers and ESE students in all grade with academic conferencing, social adaptation strategies and using resiliency education standards (Character, Personal Responsibility, Mentorship and Citizenship and Problem Solving). (206DD SSF)

Acct Description	Description										
Online subscription	<b>Item</b>							<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	IXL will address learning gaps in math by providing personalized instructional support for 6th - 8th-grade students. (1400 students)							1	\$13,493.00	Original	\$13,493.00
Classroom Teacher	AVID Teacher will be instructing students for organizational academic, and resiliency skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum										
Tutorial	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Starting in September 2025, non-certified bilingual staff will provide tutoring for students in grades 6th - 8th in all core subjects to ensure individualized support and address learning gaps.		3	\$15.00	4	1.5	25	Non-Certified	Original	\$6,750.00	
	Certified teacher tutors (6-8th grade) - Certified Teacher Tutors to provide academic support on Saturdays to remediate classroom concepts in Math, Language Arts, Science and Civics to begin in September 2025		7	\$37.00	4	1	21	Certified	Original	\$21,766.00	
	Starting in June 2026, certified teachers will provide summer tutorial programs for incoming 6th graders to prevent summer slide (learning loss) and maximize learning gains.		4	\$37.00	4	5	2.75	Certified	Original	\$8,140.00	
	Certified teacher tutors will provide academic support on Saturdays for students in grades 6-8 to remediate		6	\$37.00	1	4	20	Certified	Original	\$17,760.00	

Acct Description	Description																	
	<table border="1"> <thead> <tr> <th data-bbox="430 203 993 277">Item</th> <th data-bbox="995 203 1150 277">Quantity</th> <th data-bbox="1152 203 1272 277">Rate</th> <th data-bbox="1274 203 1371 277">Days</th> <th data-bbox="1373 203 1482 277">Hours</th> <th data-bbox="1484 203 1604 277">Weeks</th> <th data-bbox="1606 203 1761 277">Certified</th> <th data-bbox="1764 203 1892 277">Type</th> <th data-bbox="1894 203 2020 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	classroom concepts in Math, Language Arts, Science, and Civics to begin in September 2025.																	
	Certified teacher tutors will provide academic support on Saturdays for students in grades 6-8 to remediate classroom concepts in Math, Language Arts, Science, and Civics to begin in September 2025.	1	\$37.00	1	4	20	Certified	Original	\$2,960.00									
Resource Teacher	Math resource teacher will provide push-in support for Math and non-native speaker students in grades 6-8																	
Resource Teacher	Resource teacher will support students in core academic areas Math, Science, ELA & Social Studies																	
Resource Teacher	Language Arts resource teacher will provide push-in support for language arts and non-native speaker students in grades 6-8																	
Resource Teacher	The resource teacher will provide support for SBT/504 services, attend SBT meetings, and implement individualized plans for students based on their needs.																	
Educational consultants	<table border="1"> <thead> <tr> <th data-bbox="430 1226 1446 1300">Item</th> <th data-bbox="1449 1226 1604 1300">Quantity</th> <th data-bbox="1606 1226 1770 1300">Rate</th> <th data-bbox="1772 1226 1900 1300">Type</th> <th data-bbox="1902 1226 2020 1300">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total					1	\$2,500.00	Original	\$2,500.00				
Item	Quantity	Rate	Type	Total														
	Latinos in Action -To empower youth in grades 6-8 around self-efficacy, self-esteem, and self-identity, and literacy.																	

<b>Acct Description</b>	<b>Description</b>								
Out-of-system Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>	
	AVID Teacher Subs for position # 20001306	1	\$18.00	7	6.5	1	Original	\$796.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>		
	Adjustment - benefits credit and final allocation.	1	\$9,742.00	General Supplies		Other	\$9,742.00		
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Starting in August 2025, academic tutors will provide collaborative support for classroom instruction (push in/pull out) to students in grades 6-8 in all core subjects.	2	\$15.00	3	7	20	Non-Certified	Original	\$12,600.00

## Action Step: Parent and Family Engagement

Engage parents and the community in supporting student success through deliberate parent trainings and community engagement.

**Budget Total: \$27,851.00**

<b>Acct Description</b>	<b>Description</b>
Social Service Facilitator	Social Service Facilitator will conduct home visits, bring food to families, organize parent trainings, connect with families with various resources. (206DD SSF)

## Action Step: Professional Learning

Develop and implement a comprehensive learning plan to support teachers' growth in planning and delivering differentiated instruction.

**Budget Total: \$221,497.00**

Acct Description	Description															
Tch Res Staff Development	Teacher Resource Staff Developer will work with teachers grades 6-8, model instruction, help with collaborative planning, provide Professional Learning across all content areas.															
Tch Res Staff Development	Teacher Resource Staff Developer will work with teachers grades 6-8, model instruction, help with collaborative planning, Professional Learning across all content areas.															
Single School Culture Coordinator	Single School Culture Coordinator will plan and implement Professional Learning alongside of academic coaches, analyze data to inform instructional best practice as well support PLC's for all grades and across content areas.															
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="478 948 1457 1024">Item</th> <th data-bbox="1457 948 1604 1024">Quantity</th> <th data-bbox="1604 948 1772 1024">Rate</th> <th data-bbox="1772 948 1902 1024">Type</th> <th data-bbox="1902 948 2032 1024">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 1024 1457 1182">Building Expertise - To build capacity and expertise within school academic leadership team. Registration: \$1050; Transportation: \$264; Lodging: 900; Per Diem: 210; Number of Participants: 4</td> <td data-bbox="1457 1024 1604 1182">4</td> <td data-bbox="1604 1024 1772 1182">\$2,424.00</td> <td data-bbox="1772 1024 1902 1182">Original</td> <td data-bbox="1902 1024 2032 1182">\$9,696.00</td> </tr> <tr> <td data-bbox="478 1182 1457 1339">AVID Summer Conference - To support and build instructional strategies for teachers and staff. Registration: \$1000; Transportation: \$100; Lodging: 1200; Per Diem: 124; Number of Participants: 4</td> <td data-bbox="1457 1182 1604 1339">4</td> <td data-bbox="1604 1182 1772 1339">\$2,424.00</td> <td data-bbox="1772 1182 1902 1339">Original</td> <td data-bbox="1902 1182 2032 1339">\$9,696.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Building Expertise - To build capacity and expertise within school academic leadership team. Registration: \$1050; Transportation: \$264; Lodging: 900; Per Diem: 210; Number of Participants: 4	4	\$2,424.00	Original	\$9,696.00	AVID Summer Conference - To support and build instructional strategies for teachers and staff. Registration: \$1000; Transportation: \$100; Lodging: 1200; Per Diem: 124; Number of Participants: 4	4	\$2,424.00	Original	\$9,696.00
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## Mission Statement

## 1. Mission Statement

\*Okeeheelee Middle School recognizes the importance of forming a strong partnership with parents and community and strives to empower parents and families to support their children's cognitive and skills for learning and life by strengthening district, school, family and community partnerships through communication via print, resource support, and training. \*Is the purpose of both the faculty and the parents to provide our students with an excellent education that endures the highest academic standards. We want our students to think critically and to function as productive citizens. \*The staff at Okeeheelee Middle School welcomes input from parents and community members and encourages them to join us in the activities outlined in this plan. Working together, students, family members, community agencies will increase and strengthen family and school partnership.

## Involvement of Stakeholders

Name	Title
Elizabeth Morales	Principal
Ryan Wells	Assistant Principal - 8th Grade
Terry Livingston	Assistant Principal - 6th Grade
Jeffrey Shocket	Single School Culture Coordinator
Carmen Moreira	ESOL/Title I Coordinator
Giovani Lebolo	Parent Representative
Mayra Henry	Support Staff
Joshua Campo	Business Community Not District
Rodriguez	Assistant Principal -7th Grade

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Invitations, call outs and are posted in the marquee in English and Spanish.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Okeeheelee Middle School values the collaboration between home and school. We believe parents and guardians play a very important role in their child's education; therefore, we at Okeeheelee have a variety of strategic initiatives for parents to be actively involved in our school. These activities are ongoing, and with ample time to give parents the opportunity to participate. Parents are involved in the planning, review, and improvement of Title I Programs including involvement in the decisions how funds for parental involvement will be allocated. The CNA stakeholder meeting will be held on January 9th, 2025 and the SAC meeting will be held on February 7, 2025.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

During the CNA meetings stakeholders are given the opportunity to review and revise the Compact and the current PFEP. In addition meetings, SAC, Faculty, and leadership and stakeholders mmetings have the opportunity to suggest and give ideas on decision making.

<b>Name</b>	<b>Title</b>
Elizabeth Morales	Principal
Ryan Wells	Title I
Carmen Moreira	SAC Chair/Teacher
Mayra Henry	Education Support Employee

## Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

Thursday, August 28, 2025 @ 5:00 pm; Okeeheelee Middle School Media Center (English) and Cafeteria (Spanish)

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Website; Callouts; and flyers in English and Spanish

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Agendas, sign-in sheets, copies of the FY26 Parent Compact, and Family Engagement Plan Summary, PowerPoint, and evaluation

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Talking Points staff training

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will utilize talking Points software how to input parents and students information which includes home language and cell number. Teachers will be able to utilize the software to communicate with families via text message in their home language.

- What is the expected impact of this training on family engagement?

Increase parent communication too better inform parents of school grades, and school activities.

- What will teachers submit as evidence of implementation?

A log when communicating with parents

- Month of Training

September

- Responsible Person(s)

Carmen Moreira and Melanie Velasquez

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Google Voice Training

- What specific strategy, skill or program will staff learn to implement with families?

Teacher will create a google voice number using that number to communicate with parents and vice versa.

- What is the expected impact of this training on family engagement?

Increase communication with parents faster to keep them abreast of students' progress and school events.

- What will teachers submit as evidence of implementation?

A log with messages sent home.

- Month of Training

September 2025

- Responsible Person(s)

Carmen Moreira and Melanie Velasquez

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Gateway and You!!!

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parent will learn to keep up-to-day with their child's academic performance.

- Describe the interactive hands-on component of the training.

Parents will be informed about their children grades. Learning how to access and downloading Gateway using their phone; parents are able to evaluate their academic performance.

- What is the expected impact of this training on student achievement?

Parents to be aware of their children performance in school and to make measures if necessary to improve grades.

- **Date of Training**

September 2025

- **Responsible Person(s)**

Camen Moreira and Ms. Henry

- **Resources and Materials**

Power Point computer and a hand out on how to download the application and other resources

- **Amount (e.g. \$10.00)**

None

### 3. Parent and Family Capacity Building Training #2

- **Name of Training**

Transitioning to High School

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parent will evaluate the choices that students have when transitioning to high school. Will also learn that courses are required to apply to certain schools.

- **Describe the interactive hands-on component of the training.**

Parents uses a computer to registered their child for the choice program and evaluate what is best for the child's professional career.

- What is the expected impact of this training on student achievement?

Increase opportunities for hispanic student to choose a program of their choice.

- Date of Training

December 11, 2025

- Responsible Person(s)

Carmen Moreira and Ms. Henry

- Resources and Materials

Computer, sign in forms, and forms to create e-mails and passwords.

- Amount (e.g. \$10.00)

N/A

#### 5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

- What specific strategy, skill or program will parents learn to implement with their children at home?

N/A

- Describe the interactive hands-on component of the training.

N/A

- What is the expected impact of this training on student achievement?

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

## Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Migrant Department Staff- Parental Workshops for literacy skills for Parents.

- Describe how agency/organization supports families.

The Migrant Department supports students to be successful in school and be part of the community at large. Migrant staff participates in SBT meetings, parent teacher conference, and in all activities that requires the participation of the migrant students and their families. Migrant Department also provides one one tutors. They also coordinate tours to different colleges and other educational activities for parents and students.

- Based on the description list the documentation you will provide to showcase this partnership.

1 flyer from the Migrant Department, 1 email from Migrant Department, and sample copy of questionnaire.

- Frequency

As needed

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

American Association of Caregiving Youth

- Describe how agency/organization supports families.

Youth Developmental Program that develops and implement strategies on school campuses that effectively improve school culture. Provides social building skills for students and parents who are struggling with academics and behavioral issues.

- Based on the description list the documentation you will provide to showcase this partnership.

1 email, 1 copy of meeting with parent and students, 1 sign in sheet

- Frequency

As needed

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

DATA - Drug Abuse Treatment Association Prevention

- Describe how agency/organization supports families.

The agency supports individual and family on various mental health needs, and drug prevention treatment.

- Based on the description list the documentation you will provide to showcase this partnership.

1 email, 1 copy of meeting with parent and students, 1 sign in sheet

- Frequency

As needed

## Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Parents are invited to monthly SAC meetings, the Title I Annual Meeting, parent trainings, and curriculum nights. Parents are provided copies of the School-Parent Compact, PFEP summary, Parent's Right-to- Know, and out-of-field teachers. Call outs are made for meeting announcements, reminders of extended learning opportunities, and parent trainings. Most meetings will be pre-recorded for parents to log on via YouTube and google meets.

- List evidence that you will upload based on your description.

SAC meeting invitations, flyers of any meetings and workshops on campus and letters to parents on extended learning opportunities.

- Description

During Curriculum Night, SAC meetings, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings.

- List evidence that you will upload based on your description.

Curriculum night presentation / parent-teacher conference notes / flyers

- Description

Parent-Teacher conferences, SAC meetings, IEP/LEP meetings

- List evidence that you will upload based on your description.

Report cards / SAC agendas and sign-in sheets, LEP and IEP meeting sign-in sheets

- Description

Inviting parents and community members to Stakeholder Meeting for CNA, Title I Annual Meeting, SAC meetings, parent-teacher conferences, IEP/LEP meetings.

- List evidence that you will upload based on your description.

Stakeholder Meeting invitations / Title I Annual meeting invitation / parent-teacher conference notes.

- Description

Title I Annual Meeting during the night, SAC meetings in the morning, afternoon or evenings, parent-teacher conferences at times convenient to families, IEP/LEP meetings at times convenient to families, home visits, parent trainings offered at different times (a.m. and p.m.) Information will be pre-recorded for parents to view via You tube and google meet for parents who are not able to attend.

- List evidence that you will upload based on your description.

Invitation for Title I Annual / IEP and LEP meetings logs / agendas at different times.

## Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

Okeeheelee reaches parents in different languages. Flyers go home in English, and Spanish. Parent conferences language facilitators are available. Automated phone calls are in Spanish and English. Facilitators during parent teacher conferences, SAC meetings, parent trainings, IEP/LEP meetings.

- List evidence that you will upload based on your description.

flyers / newsletters / parent-teacher conference notes.

- Description

Language Facilitators are available in Spanish and Creole if needed during Individual Education Plans (IEP), Re-evaluations, Initial placements, parents conferences, notices and phone calls. Adequate facilities are provided for parents and families such as: Handicap parking spaces in front of the school, elevators, ramps inside and outside the cafeteria as well in front and back of the school, headphones, microphones, speech-to-text on the computers, brail on the outside of the classroom, large letters and print as well. Easy access into the building for conferences. Hearing or vision interpreters for meetings, and scheduling home visits.

- List evidence that you will upload based on your description.

1 photo of the handicapped parking, 1 copy of the report from the hearing screening and, an invitation including and offering of accommodations.

- Description

Families receive a welcome packet of information for new families. Home visits are done as needed. Information is available for families who are in need of services.

- List evidence that you will upload based on your description.

home visit notes, a flyer of services offered, and Migrant questionnaire

- Description

A welcome packet is given to the families that are experiencing homelessness in both English and Spanish with a list of resources that they can access . The Parent Liaison, and SEL usually helps the parents and students to access resources such as housing, food, clothing and medical . School supplies and uniforms are given to the student if needed. Reaching out to District or other organizations for support.

- List evidence that you will upload based on your description.

Student Housing Questionnaire (SHQ) form (2479), copy of referral email, 1 McKinney-Vento program flyer of services offered

## Other Activities

### 1. Activity #1

#### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area

- Brief Description

This school has chosen to be exempt from this area

### 2. Activity #2

#### Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area

- Brief Description

This school has chosen to be exempt from this area

### 3. Activity #3

#### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area

- Brief Description

This school has chosen to be exempt from this area

## Building Non-Academic Skills

### 1. Building Students' Non-Academic Skills

Okeeheelee Middle Schools builds non-academic skills by providing counseling support to our students, such as peer mediation by the Guidance Counselors, and special presentations on bullying, appropriate use of social media, motivational speakers on self-image, and dealing with stress. OMS also provides aftercare to our student population, Monday through Thursday, where students are provided with tutoring and sport participation opportunities. The school connects students to agencies that have cooperative agreements to meet with students on our campus to help with skills for learning and life. (Youth Services Bureau (YSB), Children's Home Society (CHS), Caregiving Youth, and other agencies). Administration and guidance counselors loop with each grade level to build positive relationships with students and families.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

Students are identified based upon teachers' recommendations. Referrals are submitted on active cases. Student data is evaluated and discussed using EDW reports, teacher anecdotes, school guidance counselors' observations, discipline referrals and attendance reports. Once students are identified, a team of educators, consisting of the Assistant Principal, Guidance counselor, and a General Education teacher determine appropriate interventions and placement at higher or lower tiers of intervention. Then, the team determines the support that is needed for the student academic, behavioral, and/or with skills for learning and life. School-Based Team (SBT) members then implement support to students at risk of failing and provide targeted instruction to help students to experience learning gains. The levels of support are Tier 1, 2 and 3. In Tier 1, students receive general education classroom instruction, where students are taught using instruction methods that research has shown to be effective. Students may work in small groups in the classroom as the teacher uses differentiated instruction to target the different skill levels and learning styles. Tier 2 is a small group intervention utilized when students are not making adequate progress in Tier 1. Students in Tier 2 receive lessons in small group two or three times a week, in addition to regular, whole-group classroom instruction. Skill assessments are conducted weekly or every other week to monitor the students' progress. The school updates parents and recommends the parent work on certain skills at home with the child who is in Tier 2. Tier 3 includes intensive interventions for students not making adequate progress in Tier 2. These students receive more intensive instruction in specific skills. Parents receive progress updates. Students participate part of the day in the general education classroom. Students also break off into small groups to receive targeted lessons while the rest of the class is in enrichment or elective classes. If the student does not make adequate progress in Tier 3, the student is referred for an evaluation for special education services. All students' progress is tracked using a validated measurement tools such as: Weekly assessments, Achieve 3000, Imagine Learning, Reading+, standard assessments, diagnostics and SRI, Palm Beach Performance assessment, FSQ's and USA's. Parents are informed of the progress of the student by the teacher and the SBT.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Okeeheelee Middle School ensures that all students are provided with a well-rounded education that includes subjects such as reading and/or English Language Arts, writing, science, technology, mathematics, foreign languages (Spanish), civics and government, home economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and other subjects as determined by the State or local educational agency, in order to provide all students access to an enriched curriculum and educational experience [ESSA, section 8101 (52)]. Student instructional needs are identified based upon FSA scores, SRI's, EOC's, grades, and teachers' recommendations. The school ensures that instruction is aligned to standards by following the district's guidelines of the scope and sequence. Teachers also meet in Professional Learning Communities (PLC's) to ensure that instruction is aligned to state standards. A Diversified Arts program is offered to sixth grade students on the wheel, while 7th and 8th graders are offered year long electives that focus on job skills are Construction, Web Design and Marketing. OCMS offers opportunities to extend learning time through extracurricular performance. For example, students perform in concerts, cultural presentations, academic games, choral and band competitions. Students connect classroom learning to real world application by learning about other cultures through technology.

## Post-Secondary Opportunities and Workforce Readiness

### 1. Post-Secondary Opportunities and Workforce Readiness

Okeeheelee offers many postsecondary opportunities for our students and parents. We have High School Awareness Day. Counselors come from different schools and market their specialties to our 8th grade students. We also have Transitioning to High School workshops for parents and students. Parents and students learn about different career opportunities and how to apply for the choice programs. Moreover, we also have workshops and a Summer Enrichment program for our incoming 6th graders to learn about the school and opportunities to accel academically in order to prepare for a career. Throughout the different workshops, we emphasize the importance of parental involvement in the education of their children's education, so that they can help them succeed academically. We also offer accelerated courses in Algebra, Geometry, and Advance Placement in Spanish for our 7th and 8th graders. OCMS also offers AVID (Advancement Via Individual Determination), for 6 -8 graders which focuses on writing, inquiry, and collaboration to accelerate student progress.

## Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

Not Applicable

# Professional Development

## 1. Professional Development

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards remotely. Professional Learning Communities, Departmental monthly meetings and grade level meeting ensure that core instructional programs are implemented. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Teacher mentoring and in-house and district training are afforded to teachers and staff. Our Math and Reading Coaches evaluate the effectiveness of Professional Learning Communities (PLCs) to ensure that teachers utilize data to teach and to re-mediate or enrich their instruction. Single School Culture Coordinators (SSCCs) work with specialists to give the faculty meaningful reading and writing curriculum development. In our Professional Development we will include effective PLC's, Writing and Scoring Workshops, book studies, EDW and Performance Matter Trainings, Reading +, Imagine Learning and Achieve 3000 students scores, i-ready, i-XL, and ESOL Strategies. Specialists from the district provide training on writing and scoring based on the New Florida Standards. Teachers attend AVID and Technology Conferences. The Department of Multicultural train teachers on how to deliver effective instruction to English Language Learners.

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

OCMS Recruits by word of mouth, SDPBC website advertisement, Multicultural Department (Spain and Puerto Rico) and Job Fair. Administrators also focus on growing their own from within by offering Intern Teachers, Interim Teachers, Substitutes, and Academic Tutors opportunities for teachers to work on special assignments. Teacher who are new to OCMS meet bi-monthly with Principal/administrators to discuss school related matters. During these meetings, new teachers have the opportunity to ask questions, discuss solutions and pedagogical best practices. Furthermore, new teachers are mentored through the Educator Support Program (ESP) Model set by SDPBC. New teachers are assigned a Mentoring/Peer Teacher and a Department Chair in their discipline to consult, collaborate, encourage, and share best practices in their respective fields. Mentors and coaches support teachers by modeling teaching strategies and classroom management strategies. New teachers observe other teachers in action, and record their own teaching so that they can then evaluate their teaching style and effectiveness. In order to retain effective teachers, content area teacher meet as a team to collaborate and develop lesson plans with team leaders, department chairs, and coaches. All teachers participate in Professional Development opportunities offered on an ongoing basis by SDPBC, OCMS, and other organizations, in-county, out-of-county, and out-of-state. Opportunities for supplemental part-time pay, such as tutoring, are offered to all teachers of core subjects before and after school, and on Saturdays. OCMS enforces three share values, which are RESPECT, COMMUNITY and RELATIONSHIPS. Our open door policy and the culture of positive relationships among teachers, students and parents allows for a positive environment throughout the school day.