
Title I Comprehensive Schoolwide Plan
OKEEHOLEE MIDDLE SCHOOL (2151)

ELA

1. List prioritized needs statements.

Based on PM# 2 (December 2025) FY26 6th Grade 58% Not Proficient 7th Grade 61% Not Proficient 8th Grade 59% Not Proficient Overall, 59% Not Proficient SWD 80% Not Proficient ELL 94% Not Proficient

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

*Gaps in foundational skills from previous grade levels impact students' readiness for current academic content. *Instructional practices do not consistently allow sufficient time for mastery of grade-level standards. Limited explicit vocabulary instruction affects students' comprehension across content areas. *Insufficient instructional support for all learners, including Students with Disabilities (SWD) and English Language Learners (ELL). *Inconsistent use of mathematical discourse, academic talk, and questioning strategies limits conceptual understanding. *Students' lack of foundational skills makes learning complex, higher-order problems difficult. *ELL students struggle with language development, affecting access to academic content. *Parents lack the educational knowledge and resources needed to support learning at home. *Parents' work schedules and responsibilities limit opportunities to engage with the school and monitor students' academic progress. *Gaps in monitoring and responding to student's climate and engagement plan. *Teachers lack the training in analyzing the student data and effectively implementing data-driven instructional strategies.

3. Share possible solutions that address the root causes.

*Assign an instructional coach to support co-teaching, model effective instructional practices, and build teachers' capacity to strengthen foundational skills. *Implement targeted intervention programs to address foundational skills. *Adjust instructional practices to include dedicated time for reteaching, practice and mastery. *Expand instructional support through co-teaching, push-in/pull-out services, academic tutors, and structured language development strategies. *Offer flexible parent workshops, virtual meetings, translated materials, and extended tutoring opportunities (before/after school). *Increase support from Guidance Counselors, ESE/504 Coordinators, and social services. *Single School Culture Coordinator will implement structured data cycles within PLCs to review student performance and plan targeted instruction. *Material and supplies *Small classrooms *Workshops on differentiating instruction, scaffolding learning, and using data to accelerate students

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

- Communication

*Call outs, e-mails, social media, marquee and flyers, and talking points with information regarding testing, grades, parent workshops, Title One meeting, resources available for students and parents, open house etc.

- Parent Training

*Transitioning to High School *SIS/Gateway *Teach parents Reading strategies to support reading at home.

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

- School

*Provide high quality curriculum and instruction *Provide regular updates on student grade and progress *Offer tutoring before, after school and Saturdays *Teach and reinforce share values *Provide parent workshops on supporting learning and mental health *Ensure consistent support for ELL and SWD students *Provide professional development to teachers

- Students

*Check grades regularly *Participate in tutoring sessions *Follow share values daily *Complete assignments on time *See something and say something

- Parents

*Attend workshops *Make sure student attend school *Communicate with teachers and students to support academic success *Reinforce share values at home *See something and say something

- **Staff Training**

*Talking Points – Teacher and parents build relationships through academic and behavior communication in the parents native language via text messages. *Ellevation – Due to a high number of English Language Learners, Ellevation will help connect teachers and parents around the student, making sure English Learner students get the right support academically, linguistically, and socially. It strengthens PFEP by making student growth visible and actionable for families.

- **Accessibility**

Provide interpreters in English, Spanish and Creole. Provide special accommodations for handicapped parents and children.

Math

1. List prioritized needs statements.

Based on PM#2 FY26 6th Grade – 71% Not Proficient 7th Grade students are taking Pre-algebra 8th Grade – 71% Not Proficient Overall, 77% Not Proficient SWD 79% Not Proficient ELL 90% Not Proficient Algebra Proficient 62% (Goal 85%) Geometry Proficient 75% (Goal 100%)

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

*Gaps in foundational skills from previous grade levels impact students' readiness for current academic content. *Instructional practices do not consistently allow sufficient time for mastery of grade-level standards. Limited explicit vocabulary instruction affects students' comprehension across content areas. *Insufficient instructional support for all learners, including Students with Disabilities (SWD) and English Language Learners (ELL). *Inconsistent use of mathematical discourse, academic talk, and questioning strategies limits conceptual understanding. *Students' lack of foundational skills makes learning complex, higher-order problems difficult. *ELL students struggle with language development, affecting access to academic content. *Parents lack the educational knowledge and resources needed to support learning at home. *Parents' work schedules and responsibilities limit opportunities to engage with the school and monitor students' academic progress. *Gaps in monitoring and responding to student's climate and engagement plan. *Teachers lack the training in analyzing the student data and effectively implementing data-driven instructional strategies.

3. Share possible solutions that address the root causes.

*Assign an instructional coach to support co-teaching, model effective instructional practices, and build teachers' capacity to strengthen foundational skills. *Implement targeted intervention programs to address foundational skills. *Adjust instructional practices to include dedicated time for reteaching, practice and mastery. *Expand instructional support through co-teaching, push-in/pull-out services, academic tutors, and structured language development strategies. *Offer flexible parent workshops, virtual meetings, translated materials, and extended tutoring opportunities (before/after school). *Increase support from Guidance Counselors, ESE/504 Coordinators, and social services. *Single School Culture Coordinator will implement structured data cycles within PLCs to review student performance and plan targeted instruction. *Materials and supplies *Small classrooms

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

• Communication

*Call outs, e-mails, social media, marquee and flyers, and talking points with information regarding testing, grades, parent workshops, Title One meeting, resources available for students and parents, opwn house etc.

• Parent Training

*Transitioning to High School *SIS/Gateway *Train parent on Math strategies to support math at home.

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

• School

*Provide high quality curriculum and instruction *Provide regular updates on student grade and progress *Offer tutoring before, after school and Saturdays *Teach and reinforce share values *Provide parent workshops on supporting learning and mental health *Ensure consistent support for ELL and SWD students *Provide pofessional development to teachers

- **Students**

*Check grades regularly *Participate in tutoring sessions *Follow share values daily *Complete assignments on time *See something and say something

- **Parents**

*Attend workshops *Make sure student attend school *Communicate with teachers and students to support academic success *Reinforce share values at home *See something and say something

- **Staff Training**

*Talking Points – building relationships through academic and behavior communication. *Ellevation – Using Ellevation to support ELL students.

- **Accessibility**

*Provide interpreters in English, Spanish and Creole. *Provide special accommodations for handicapped parents and children.

Science

1. List prioritized needs statements.

FY26 Winter Diagnostics 8th Grade Science 62% is not Proficient ELL: 65% not proficient SWD: 64% not proficient

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

*Science textbooks are not aligned with Florida Science benchmarks, limiting access to grade-level standards. *Provide consistent attendance support and monitoring to reduce chronic absenteeism. *ELL students lack access to language facilitators in science classes, impacting comprehension and participation. *The pace of instruction exceeds students' working memory capacity, leading to cognitive overload. *Students with disabilities (SWD) struggle with organizational skills, affecting learning and retention. *Low retention of material due to insufficient review, scaffolding, and differentiated supports. *Limited parent participation reduces reinforcement of learning at home. *Students have gaps in foundational skills, creating learning gaps in current science content. *Limited high-level reading comprehension hinders understanding of complex science texts and concepts

3. Share possible solutions that address the root causes.

*Update science instructional materials and resources to ensure alignment with Florida Science benchmarks. *Provide attendance Social Service coordinator to monitor and make interventions to reduce chronic absenteeism. *Ensure ELL students have access to language facilitators or co-teaching support in science classes. *Adjust instructional pacing and provide scaffolding to prevent cognitive overload. *Provide organizational support for SWD (checklists, guided notes, graphic organizers). *Implement structured review cycles, differentiated instruction, and formative assessments to improve retention. *Increase parent engagement through workshops, newsletters, and resources to support science learning at home. *Offer targeted interventions to address foundational skill gaps. *Integrate high-level reading comprehension strategies into science instruction (vocabulary support, annotations, discussion). *Material and supplies *Small classrooms *Workshops on differentiating instruction, scaffolding learning, and using data to accelerate students

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

• Communication

*Call outs, e-mails, social media, marquee and flyers, and talking points with information regarding testing, grades, parent workshops, Title One meeting, resources available for students and parents, opwn house etc.

• Parent Training

*Transitioning to High School *SIS/Gateway

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

- **School**

*Provide high quality curriculum and instruction *Provide regular updates on student grade and progress *Offer tutoring before, after school and Saturdays *Teach and reinforce share values *Provide parent workshops on supporting learning and mental health *Ensure consistent support for ELL and SWD students *Provide professional development to teachers

- **Students**

*Check grades regularly *Participate in tutoring sessions *Follow share values daily *Complete assignments on time *See something and say something

- **Parents**

*Attend workshops *Make sure student attend school *Communicate with teachers and students to support academic success *Reinforce share values at home *See something and say something

- **Staff Training**

*Talking Points – building relationships through academic and behavior communication. *Ellevation – Using Ellevation to support ELL students.

- **Accessibility**

Provide interpreters in English, Spanish and Creole. Provide special accommodations for handicapped parents and children.

Social Studies

1. List prioritized needs statements.

Based on the Winter Diagnostic for Civics (FY26) 52% non-proficient ELL: 65% non-proficient SWD: 64% non-proficient

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

*Lack of engaging instructional resources limits the ability to teach critical thinking in history classes. *Language barriers prevent ELL students from fully accessing content and participating in class. *Limited academic vocabulary hinders understanding of assignments and classroom discussions. *Chronic absenteeism and lack of follow-up reduce access to instruction and skill mastery. *Students need additional support to complete and reinforce assignments outside of class (before/after school). *Limited parent participation reduces academic support at home

3. Share possible solutions that address the root causes.

*Provide history teachers with engaging, standards-aligned instructional resources to promote critical thinking. *Ensure ELL students have access to language facilitators or co-teaching support in history classes. *Increase explicit academic vocabulary instruction across history and social studies lessons. *Implement attendance monitoring and timely interventions to address chronic absenteeism. *Offer structured before- and after-school academic support for assignments and reinforcement of skill *Engage families through workshops, newsletters, and resources to strengthen support for history learning at home. *Offer professional learning for teachers.

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

• Communication

*Call outs, e-mails, social media, marquee and flyers, and talking points with information regarding testing, grades, parent workshops, Title One meeting, resources available for students and parents, opwn house etc.

• Parent Training

*Transitioning to High School *SIS/Gateway

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

- School

*Provide high quality curriculum and instruction *Provide regular updates on student grade and progress *Offer tutoring before, after school and Saturdays *Teach and reinforce share values *Provide parent workshops on supporting learning and mental health *Ensure consistent support for ELL and SWD students *Provide professional development to teachers

- Students

*Check grades regularly *Participate in tutoring sessions *Follow share values daily *Complete assignments on time *See something and say something

- Parents

*Attend workshops *Make sure student attend school *Communicate with teachers and students to support academic success *Reinforce share values at home *See something and say something

- Staff Training

*Talking Points – building relationships through academic and behavior communication. *Ellevation – Using Ellevation to support ELL students.

- Accessibility

*Provide interpreters in English, Spanish and Creole. *Provide special accommodations for handicapped parents and children.

Acceleration Success

1. List prioritized needs statements.

*27% of students are enrolled in Algebra courses. *15% of students have accumulated more than ten absences during the school year. *21% of students have received one or more disciplinary referrals. *22% of students are taking Physical Science *16% of students are identified as SWD *6% of students are identified with 504 plans

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

*Instructional practices focus more on remediation than accelerating students toward grade-level standards or higher. *ELL and SWD students lack consistent support to engage in accelerated, standards-based instruction. *Chronic absenteeism disrupts continuity of instruction, contributing to unfinished learning and widened achievement gaps. *Inconsistent use of data prevents timely identification of specific skill deficits that block access to current standards. *Limited awareness among students and families about the importance of Algebra and other rigorous coursework for future academic pathways. *Limited access to or placement in Algebra courses due to foundational skill gaps and insufficient monitoring of at-risk students. *Lack of scaffolds or support for ELL and SWD students reduces their ability to engage with grade-level content. *Students with 504 accommodations may not consistently receive or have monitored the supports needed to access grade-level instruction.

3. Share possible solutions that address the root causes.

*Implement acceleration strategies embedded in grade-level instruction; provide targeted just-in-time supports while maintaining rigor. Train teachers on acceleration best practices. *Expand co-teaching, push-in/pull-out support, and scaffolds (graphic organizers, guided notes, vocabulary supports). Ensure consistent implementation across classrooms. *Monitor attendance data regularly; implement early interventions and follow-up with families. *Provide incentives for improved attendance. Offer before/after-school tutoring to recover missed instruction. *Train teachers in data analysis and progress monitoring; implement structured data cycles in PLCs to inform differentiated instruction and interventions. *Provide academic counseling, workshops, and family engagement sessions to communicate the importance of rigorous coursework. Share student progress and opportunities for acceleration. *Implement early identification systems for at-risk students. Provide targeted foundational skill interventions and structured acceleration pathways to prepare students for Algebra. *Ensure consistent use of instructional scaffolds, language support, and differentiated instruction in all content areas. *Provide professional development for teachers. *Implement systematic monitoring of 504 plans, ensure accommodations are provided, and conduct regular check-ins to track student progress and compliance by the Scholastic Base Team Coordinator.

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

• Communication

*Call outs, e-mails, social media, marquee and flyers, and talking points with information regarding testing, grades, parent workshops, Title One meeting, resources available for students and parents, open house etc.

- Parent Training

*Transitioning to High School addressing parents and students about their concerns associated with the procedural, social, and academic changes and to apply for the choice program. *SIS/Gateway portal or interface connected to the SIS. It's the access point for students, parents, or teachers. It helps parents to check grades, to connect with teachers and teachers to connect with parents, testing scores, and manage grades.

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

- School

*Provide high quality curriculum and instruction *Provide regular updates on student grade and progress *Offer tutoring before, after school and Saturdays *Teach and reinforce share values *Provide parent workshops on supporting learning and mental health *Ensure consistent support for ELL and SWD students *Provide professional development to teachers

- Students

*Check grades regularly *Participate in tutoring sessions *Follow share values daily *Complete assignments on time *See something and say something

- Parents

*Attend workshops *Make sure student attend school *Communicate with teachers and students to support academic success *Reinforce share values at home *See something and say something

- Staff Training

*Talking Points – Teacher and parents build relationships through academic and behavior communication in the parents native language via text messages. *Ellevation – Ellevation connects teachers and parents around the student, making sure English Learner students get the right support academically, linguistically, and socially. It strengthens PFEP by making student growth visible and actionable for families.

• Accessibility

*Provide interpreters in English, Spanish and Creole. *Provide special accommodations for handicapped parents and children.

Action Step: Classroom Instruction

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

Budget Total: \$327,905.00

Acct Description	Description								
Social Service Facilitator	Social Service Facilitator will support the needs of the Homeless, Neglected, Truant, ELL, and ESE students in all grades with academic conferencing, social adaptation strategies, and using resiliency education standards(Character, Personal Responsibility, Mentorship, Citizenship, and Problem Solving).								
Classroom Teacher	The Classroom Teacher will teach Social Studies to grades 6-8 to reduce class sizes.								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will tutor grades 6-8th in all subjects on Monday through Thursday mornings from Sept- May.	2	\$37.00	4	1	16	Certified	Original	\$4,736.00
	Certified teachers will tutor for grades 6-8th in all subjects on Tuesday and Thursday afternoons from August - May.	2	\$37.00	2	1	24	Certified	Original	\$3,552.00
	Certified teachers will tutor in grades 6-8th in all Subjects on Saturdays from Sept-	4	\$37.00	1	4	23	Certified	Original	\$13,616.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	May.								
	Certified teachers will tutor in grades 6-8th in all subjects on Saturdays from Sept-May.	1	\$37.00	1	5	23	Certified	Original	\$4,255.00
	Certified teachers will tutor in grades 6-8th on Saturdays for PM3 Test Prep Bootcamps for Science, Civics, Algebra and Geometry, during the months of March - May.	6	\$37.00	1	4	2	Certified	Original	\$1,776.00
Resource Teacher	Math Resource Teacher will provide push-in support for Math and ELL 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								
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Substitute for the AVID classroom teacher.	1	\$18.00	7	6.5	1	Original	\$796.00	
	Substitute for the Social Studies classroom teacher.	1	\$18.00	7	6.5	1	Original	\$796.00	

Acct Description	Description									
Supplies	Item					Quantity	Rate	Supply Type	Type	Total
	General supplies to support instruction - Paper, folders, pens, pencils, post-its, highlighters, markers, calculators, notebooks, glue sticks, card stock					1	\$29.00	General Supplies	Original	\$29.00
Classroom Teacher	AVID Teacher will be instructing grades 6-8 students for organizational, academic, and resiliency skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum.									
Non-Certified Tutorial	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-certified (with a degree) bilingual staff member will assist with all subjects in grades 6-8th Monday through Thursday mornings from Sept-May.		1	\$18.00	4	1.5	25	Non-Certified w/ Degree	Original	\$2,700.00

Action Step: Parent and Family Engagement

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

Budget Total: \$27,817.00

Acct Description	Description
Social Service Facilitator	Social Service Facilitator will conduct home visits, bring food to families, organize parent trainings, and connect with families with various resources.

Action Step: Professional Learning

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

Budget Total: \$246,778.00

Acct Description	Description																											
Tch Res Staff Development	Professional Learning Staff Resource teacher will work with teachers in grades 6-8, model instruction, help with collaborative planning, and provide professional learning (PL).																											
Single School Culture Coordinator	Single School Culture Coordinator will plan and implement PD alongside academic coaches, analyze data to inform instructional best practices, and support Professional Learning Communities (PLCs).																											
Teacher Collaboration	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>Certified teachers for ELA will create lesson plans, common planning, backward design, and create new resources for grades 6-8.</td><td>9</td><td>\$25.00</td><td>2</td><td>3</td><td>1</td><td>Certified</td><td>Original</td><td>\$1,350.00</td></tr></table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers for ELA will create lesson plans, common planning, backward design, and create new resources for grades 6-8.	9	\$25.00	2	3	1	Certified	Original	\$1,350.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																			
Certified teachers for ELA will create lesson plans, common planning, backward design, and create new resources for grades 6-8.	9	\$25.00	2	3	1	Certified	Original	\$1,350.00																				
Tch Res Staff Development	Professional Learning Staff Resource teacher will work with teachers in grades 6-8, model instruction, help with collaborative planning, and provide professional learning (PL).																											

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 - 7th Grade
Terry Livingston	Assistant Principal - 8th Grade
Jeffrey Shocket	Single School Culture Coordinator
Carmen Moreira	ESOL/Title I Coordinator
Marivelis Torres	Parent Representative
Carlos Segui	Support Staff
Ben Dexter	Business Community Not District
Jose Rodriguez Melendez	Assistant Principal -6th Grade

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

The school invites parents, staff, community members, and other stakeholders to participate in the Parent and Family Engagement Plan (PFEP) committee through school communications and meetings. Efforts are made to ensure representation from all stakeholder groups. When there are more interested participants than available positions, members are elected by their respective stakeholder groups through a fair voting process. Elected members help develop, review, and improve the PFEP throughout the school year.

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 2027 and the SAC meeting will be held on February 2027.

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

Stakeholders, including parents, teachers, school staff, and community members, provided input through surveys, SAC meetings, Title I planning meetings, and parent engagement activities. Feedback indicated a need for a Social Services Facilitator to support the needs of homeless, neglected, truant, English Language Learner (ELL), and Exceptional Student Education (ESE) students across all grade levels. Stakeholders emphasized the importance of academic conferencing, social adaptation strategies, resiliency education, and support for transitioning to high school to address barriers to student success. Additional feedback identified a need for parent workshops focused on academic support, technology training, effective communication with teachers, and understanding student progress. As a result, Title I funds were allocated to support the Social Services Facilitator position, parent workshops, family engagement events, educational materials, translation services, communication tools, and resources that help families actively participate in their children's education and support student achievement.

Name	Title
Elizabeth Morales	Principal
Ryan Wells	Title I
Carmen Moreira	SAC Chair/Teacher
Carlos Segui	Education Support Employee

Annual Parent Meeting

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

Thursday, August 28, 2026 @ 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 TalkingPoints to input parent and student information, including home language and cell phone numbers. This software enables teachers to communicate with families via text message in their preferred home language.

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

The purpose of this training is to ensure that teachers can effectively use TalkingPoints to build strong communication with families. By learning how to input accurate parent and student information—such as home language and contact details—teachers will be able to send clear, timely messages that are automatically translated into families' preferred languages. Ultimately, the training supports increased family engagement, improves communication accessibility, and helps strengthen the connection between home and school to better support student success.

- What will teachers submit as evidence of implementation?

Evidence may include Talking Points message logs/screenshots of communications,/parent responses,/usage reports /records of notifications or reminders sent to families.

- Month of Training

September 2026

- Responsible Person(s)

Ms. Thomas (6th Grade Cousnelor)

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Ellevation Training

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

The purpose of the Ellevation training is to equip teachers with the tools and knowledge needed to effectively communicate with parents of LY (English Language Learner) and LF (former ELL) students. Through this training, teachers will learn how to access student language proficiency data, monitor progress, and share relevant information with families in a clear and meaningful way. The goal is to ensure that parents stay informed about their child's academic progress and language development, while also promoting stronger home-school partnerships to support student achievement.

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

The expected impact of the Ellevation training on family engagement is a significant increase in meaningful, two-way communication between teachers and families of LY and LF students. As teachers become more confident using the platform, they will be able to share clear, accurate updates about students' language development and academic progress. This helps families better understand how to support their child at home. Communication will also become more consistent and accessible, especially when paired with tools like TalkingPoints that allow messages in the family's home language. Overall, families are more likely to feel informed, included, and empowered to participate in their child's education, leading to stronger relationships with the school and improved student outcomes.

- What will teachers submit as evidence of implementation?

Useage report, communication sent to parents, emails regarding ELlevation.

- Month of Training

October 2026

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Gateway Training for Families

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

Parents will become more informed and actively involved in their child's education. By regularly using Gateway, families can communicate more effectively with teachers, address concerns early, and provide better support at home, leading to improved student success.

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

Parents will receive a step-by-step fill in the blank worksheet. As they learn to use the platform, they will be able to regularly monitor grades, attendance, and assignments. This allows for early identification of academic concerns and more timely communication with teachers. Instead of waiting for report cards, families can respond in real time to student needs. Overall, the training strengthens home-school connections, promotes accountability, and supports improved student performance by keeping parents informed and engaged.

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

By learning how to use the platform, parents are expected to check grades, attendance, and assignments regularly, leading to quicker responses to academic concerns and improved communication with teachers. Ultimately, this increased engagement is expected to strengthen the home-school connection, promote student accountability, and contribute to improved academic outcomes.

- Date of Training

September 2026

- Responsible Person(s)

Carmen Moreira

- **Resources and Materials**

Computers, Power Point, and handouts

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Transitioning to High School for all parents

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

Parents will participate in a Transitioning to High School training designed to support student readiness for high school expectations. Through this training, parents will learn specific strategies and skills to implement at home that promote academic success and independence.

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

Parents will receive a step-by-step instruction sheet and practice logging into a Gateway account with support from facilitators. They will learn to navigate the system to view grades, attendance, and assignments, as well as identify missing work and monitor academic progress. Parents will also review sample student schedules and credit progression toward graduation requirements. The session includes guided demonstrations followed by independent practice with support available. In addition, parents will learn how to communicate with teachers, understand high school requirements, and receive information on applying for the Choice program.

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

This training equips parents with the tools to actively guide and support their child's transition into high school. By using the Gateway and reinforcing strong academic habits at home, families will be better prepared to help students stay on track for graduation and long-term academic success.

- **Date of Training**

December 2026

- Responsible Person(s)

Carmen Moreira

- Resources and Materials

Laptops Power Point Sample of students

5. Parent and Family Capacity Building Training #3

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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 list of students .

- 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, flyer for the Title I meeting, and workshops on campus, and letters to parents on extended learning opportunities.

- **Description**

The school will inform parents about the curriculum and expected proficiency levels through multiple structured engagement opportunities, including Curriculum Night, SAC meetings, the Title I Annual Meeting, parent-teacher conferences, and IEP/LEP meetings. During Curriculum Night, teachers present grade-level standards, course expectations, and proficiency levels in accessible language, often providing translated materials or interpretation to ensure families understand key academic goals. In School Advisory Council (SAC) meetings and the Title I Annual Meeting, school leaders share information about curriculum requirements, state standards, assessment expectations, and how student progress is monitored schoolwide. During parent-teacher conferences, teachers provide individualized updates on student performance, explain proficiency levels in each subject, and discuss specific next steps for improvement or enrichment. In IEP and LEP meetings, staff review curriculum access, accommodations, language supports, and individualized academic goals to ensure parents understand how expectations are adjusted and supported for their child. Across all meetings, the school will make communication accessible by providing interpretation, translation, and language support, ensuring families can fully understand curriculum expectations and proficiency levels.

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

Invitations/Flyers to Curriculum Night, SAC, Title I, and conferences (virtual and face-to-face options) Syllabus shared with parents Parent-Teacher conferences

- **Description**

The school will inform parents through Curriculum Night, Title I meeting and SAC meetings, conferences, reports, and online portals about state standards, classroom assessments, benchmarks, and standardized tests used to measure student progress and achievement.

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

Notification parents: Redacted progress report, redacted report card, and upcoming State Test.

- 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.

Meeting invitations (Curriculum Night, SAC, Title I, conferences) showing virtual and face-to-face options Parent communication notices offering flexible scheduling options Parent workshops

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 in all languages.

- 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.

Title I presentation slide referencing migrant services and the SIS report listing identified migrant students (with all personal information appropriately redacted to protect student privacy/, flyers translated in Spanish that details services or workshops.

- 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 School fosters students' social, emotional, and non-academic development by providing a variety of support services and enrichment opportunities. Our Guidance Counselors offer counseling services, including peer mediation, and coordinate presentations on topics such as bullying prevention, responsible use of social media, self-esteem, and stress management. The school also offers an after-school program Monday through Thursday, where students receive academic tutoring and have opportunities to participate in sports and other enrichment activities. In addition, Okeeheelee Middle School partners with community agencies, including the Youth Services Bureau (YSB), Children's Home Society (CHS), Caregiving Youth, and other local organizations, to provide on-campus services that help students develop essential life skills, strengthen their learning strategies, and support their overall well-being. To further promote a supportive school climate, administrators and guidance counselors remain assigned to the same grade levels each year, allowing them to build strong, positive relationships with students and their families while providing consistent academic, social, and emotional support.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Students are identified for additional academic, behavioral, or social-emotional support through teacher recommendations, referrals for active cases, and a comprehensive review of student data. Data sources include the Education Data Warehouse (EDW) reports, teacher observations and anecdotal records, school counselors' input, discipline referrals, attendance records, and academic performance data. Once students are identified, a School-Based Team (SBT) consisting of the Assistant Principal, School Counselor, and General Education Teacher reviews the available data to determine appropriate interventions and the student's level of support within the Multi-Tiered System of Supports (MTSS). The team identifies the academic, behavioral, and/or social-emotional interventions needed to address each student's individual needs and regularly monitors progress to determine the effectiveness of the interventions. School-Based Team members implement targeted interventions designed to support students who are at risk of academic failure or who require additional behavioral or social-emotional assistance. The school utilizes a three-tiered system of support. Tier 1 – Core Instruction All students receive high-quality, standards-based instruction in the general education classroom using research-based instructional practices. Teachers differentiate instruction through flexible grouping, targeted interventions, and varied instructional strategies to address students' diverse learning needs, abilities, and learning styles. Universal screening and ongoing classroom assessments are used to monitor student progress and identify students who may require additional support. Tier 2 – Targeted Intervention Students who do not demonstrate adequate progress in Tier 1 receive supplemental small-group interventions in addition to core classroom instruction. These interventions are provided two to three times per week and focus on specific skill deficits. Student progress is monitored weekly or biweekly using curriculum-based assessments and other progress-monitoring tools. Parents are regularly informed of their child's progress and are provided with strategies and resources to reinforce learning at home. Tier 3 – Intensive Intervention Students who continue to demonstrate insufficient progress after Tier 2 interventions receive intensive, individualized interventions targeting specific academic, behavioral, or social-emotional needs. These students continue participating in the general education setting while receiving additional small-group or individualized instruction during designated intervention periods. Progress is closely monitored, and parents receive frequent updates regarding student performance and intervention outcomes. If a student does not demonstrate adequate progress despite intensive interventions, the School-Based Team may recommend a comprehensive evaluation to determine eligibility for Exceptional Student Education (ESE) services. Student progress is monitored continuously using multiple validated assessment measures, including weekly classroom assessments, district benchmark assessments, diagnostics, Palm Beach Performance Assessments (PBPA), Focused Standards Quizzes (FSQs), Unit Standards Assessments (USAs), Achieve3000, Imagine Learning, Reading Plus, and other district-approved progress-monitoring tools. Teachers and School-Based Team members regularly communicate student progress with parents and collaborate to ensure appropriate supports are implemented both at school and at home.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Okeeheelee Middle School is committed to providing all students with a well-rounded education that includes reading and English Language Arts, writing, mathematics, science, technology, computer science, civics and government, history, geography, world languages (Spanish), career and technical education, health, physical education, the arts, music, and other subjects as determined by the Florida Department of Education and the School District of Palm Beach County. This comprehensive curriculum ensures that all students have access to an enriched educational experience in accordance with the Every Student Succeeds Act (ESSA), Section 8101(52). Student instructional needs are identified through multiple data sources, including FAST assessment results, district benchmark assessments, End-of-Course (EOC) assessments, classroom performance, grades, progress-monitoring data, and teacher recommendations. School leaders and teachers use this information to differentiate instruction and provide targeted interventions that address individual student needs. To ensure high-quality instruction aligned with the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and district curriculum expectations, teachers follow the School District of Palm Beach County's curriculum maps, pacing guides, and scope and sequence. Teachers also collaborate regularly through Professional Learning Communities (PLCs) to analyze student data, share effective instructional practices, monitor student progress, and plan standards-based instruction that promotes academic achievement for all learners. Okeeheelee Middle School offers a variety of elective and enrichment opportunities that support students' academic, creative, and career interests. Sixth-grade students participate in a Diversified Arts rotation, providing exposure to multiple elective areas. Seventh- and eighth-grade students may enroll in year-long electives, including Career and Technical Education (CTE) courses such as Web Design, and Marketing, which help students develop career awareness, technical skills, and workplace readiness. To extend learning beyond the classroom, students participate in numerous extracurricular and enrichment activities, including concerts, cultural performances, academic competitions, choral and band performances, athletics, and clubs. These opportunities foster creativity, collaboration, leadership, and communication skills while allowing students to apply classroom learning in meaningful, real-world contexts. Through the integration of technology and multicultural learning experiences, students explore diverse cultures, develop global awareness, and strengthen the skills necessary for success in college, careers, and civic life.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Okeeheelee Middle School provides a variety of programs and activities designed to prepare students and families for successful transitions to high school, postsecondary education, and future careers. The school hosts an annual High School Awareness Day, during which representatives and counselors from local high schools introduce eighth-grade students to their academic programs, career academies, and specialized Choice programs. This event helps students explore educational pathways and make informed decisions about their high school experience. To further support this transition, Okeeheelee Middle School offers Transitioning to High School workshops for students and parents. During these sessions, families receive information about high school graduation requirements, career pathways, Choice programs, application procedures, and strategies for preparing students for academic success in high school. School staff also emphasize the critical role of family engagement and encourage parents to remain actively involved in their children's education to promote long-term academic achievement. The school also provides orientation workshops and a Summer Enrichment Program for incoming sixth-grade students. These programs familiarize students and their families with middle school expectations, available academic opportunities, extracurricular activities, and support services, helping students make a successful transition while building the skills necessary for future academic and career success. To prepare students for rigorous high school coursework and postsecondary opportunities, Okeeheelee Middle School offers accelerated academic options, including Algebra I, Geometry, and Advanced Placement (AP) Spanish for eligible seventh- and eighth-grade students. In addition, the school offers the Advancement Via Individual Determination (AVID) program for students in grades 6–8. AVID emphasizes writing, inquiry, collaboration, organization, and college and career readiness while equipping students with the academic skills and habits necessary to succeed in advanced coursework and pursue postsecondary education. Through these academic programs, transition activities, and family engagement opportunities, Okeeheelee Middle School prepares students to become confident, college- and career-ready learners who are equipped to succeed in high school and beyond.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Not Applicable

Professional Learning

1. Professional Learning

Okeeheelee Middle School is committed to continuous professional growth by providing ongoing, job-embedded professional learning opportunities that strengthen instructional practices and improve student achievement. Teachers deepen their understanding of the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards through Professional Learning Communities (PLCs), monthly departmental meetings, grade-level meetings, collaborative planning sessions, and district-supported professional development. During these collaborative learning opportunities, teachers analyze academic standards, unpack learning targets, review student achievement data, share best practices, and develop rigorous, standards-aligned lessons that meet the diverse academic needs of all learners. These collaborative structures ensure the consistent implementation of the school's core instructional programs while promoting instructional excellence and increasing student engagement and achievement.

Okeeheelee Middle School also supports educators through teacher mentoring, instructional coaching, school-based professional development, district-sponsored training, and other job-embedded learning experiences. Professional learning focuses on evidence-based instructional practices, differentiated instruction, data-driven decision-making, technology integration, classroom management, and strategies to support English Language Learners (ELLs), students with disabilities, and other diverse student populations. Reading Coaches evaluate the effectiveness of Professional Learning Communities (PLCs) to ensure that teachers use student data to drive instruction, provide timely intervention, and enrich learning opportunities. Single School Culture Coordinators (SSCCs) collaborate with instructional specialists to support teachers in implementing effective reading and writing instructional practices and curriculum development. Professional development opportunities include effective PLC implementation, writing and scoring workshops, book studies, and Performance Matters training, and the effective use of instructional and intervention programs such as Reading Plus, Imagine Learning, Achieve3000, i-Ready, and IXL. Teachers also receive training on analyzing student performance data to guide instructional planning and monitor student progress. District specialists provide ongoing professional learning in standards-based instruction, writing and scoring aligned to the Florida B.E.S.T. Standards, and evidence-based instructional strategies. Teachers also participate in AVID and educational technology conferences to strengthen instructional practices and increase student engagement. In addition, the Department of Multicultural Education provides professional development focused on effective instructional strategies and best practices for supporting English Language Learners (ELLs). By fostering a collaborative culture of continuous improvement, reflection, and shared leadership, Okeeheelee Middle School ensures that teachers remain current with state initiatives, district expectations, and instructional best practices. These ongoing professional learning opportunities enhance teacher effectiveness, strengthen classroom instruction, and ultimately improve academic outcomes for all students.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Okeeheelee Middle School is committed to recruiting, developing, and retaining highly effective educators who support student achievement and contribute to a positive school culture. The school utilizes multiple recruitment strategies, including word-of-mouth referrals, School District of Palm Beach County (SDPBC) website postings, collaboration with the Department of Multicultural Education (including recruitment efforts in Spain and Puerto Rico), and participation in job fairs. School administrators also focus on developing internal talent by providing opportunities for Intern Teachers, Interim Teachers, Substitute Teachers, and Academic Tutors to gain valuable experience and pursue future teaching opportunities. These pathways support the growth of educators within the school community while helping to build a strong pipeline of qualified teachers. New teachers joining Okeeheelee Middle School participate in ongoing support and induction activities. New teachers meet bi-monthly with the Principal and administrators to discuss school procedures, instructional practices, classroom challenges, and solutions. These meetings provide opportunities for teachers to ask questions, collaborate with leadership, and receive guidance on effective pedagogical practices. Additionally, new teachers are supported through the Educator Support Program (ESP) Model established by SDPBC. Each new teacher is assigned a Mentor/Peer Teacher and Department Chair within their content area to provide ongoing guidance, collaboration, encouragement, and opportunities to share best practices. Mentors and instructional coaches support new educators by modeling effective teaching strategies, classroom management techniques, and instructional approaches. Teachers are encouraged to observe colleagues, reflect on their own instructional practices, and use self-evaluation to continuously improve their effectiveness in the classroom. To retain effective educators, content-area teams collaborate regularly with team leaders, department chairs, and instructional coaches to develop lesson plans, analyze student data, share instructional strategies, and strengthen curriculum implementation. All teachers participate in continuous professional development opportunities offered by SDPBC, Okeeheelee Middle School, and other educational organizations through in-county, out-of-county, and out-of-state learning experiences. Okeeheelee Middle School also provides supplemental employment opportunities, including tutoring before and after school and on Saturdays, for teachers in core academic areas. These opportunities allow teachers to provide additional academic support while extending learning opportunities for students. The foundation of Okeeheelee Middle School's culture is built upon three shared values: Respect, Community, and Relationships. Through an open-door policy and a strong commitment to positive relationships among teachers, students, families, and staff, the school fosters a welcoming and supportive environment where all members of the school community feel valued, connected, and empowered to succeed.