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

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

\*Based on PM#2 FY23 6th Grade is 35.4% 7th Grade is 27.7% 8th Grade is 19.4% Overall 28% ESE: 27% ELL: 1.3% Goal 33%

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

\*Teachers struggle to implement effective strategies for differentiating instructions for challenged readers. \*New teachers are inexperienced in providing effective differentiated instruction for ELL/ESE students. \*Classroom engagement strategies are under-utilized across content areas. \*Increase of mental health, truancy and behavioral referrals \*Student lack of organizational skills is evident in all grades. \*Students not coming to school prepared to learn. \*Teachers require support to implement instructional strategies and improve instruction. \*Teachers have limited ability to utilize technology.

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

\*Teachers will be provided additional opportunities to develop capacity in providing differentiated instruction (reading coach and ESOL coordinator will share strategies during PLCs and model effective practices for teachers and teachers will be invited to participate in PD outside the regular school day and receive stipends for their participation). \*Continue to have PD with academic coaches, analyze data to inform instructional best practices as well as support PLCs. Focus on scope and sequence across all subjects. \*Continue to provide professional development focusing on reading/literacy strategies \*implement co-teaching and model instructional strategies for targeted skills. \*AVID professional development and technology training \*Ron Clark Institute to help teachers increase student engagement and gain teaching strategies to close the gap on reading. \*National Association for Bilingual Educator Conference to help teachers and admin gain and apply strategies for bilingual education \*Building Expertise Conference for Admin team to grow practices \*Provide push-in /tutors to support academic instruction to the lowest 25%, ELL and ESE students. \*Continue to build class libraries (including bilingual dictionaries) to support reading at school and home. \*Teachers will be invited to participate in a book study on the science of reading (text TBD). \*Continue to offer additional learning opportunities for students on weekdays, Saturdays and during Summer. \*Software to support reading for all students \*Standards Targeted workbooks to assist with students in tutorial \*Classroom library books to offer students choices and support reading \*Professional Library books to increase reading strategies \*Professional Book Study to improve pedagogy \*Single School Culture Coordinator to facilitate and help teacher with \*Provide Academic tutors and tutors to help the lowest 25%, ESE and English Language Learners. \*Develop teachers' knowledge of AVID strategies and implement strategies for differentiation of instruction.

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

\*Continue to update marquee and website for school's related events. \*Create a quarterly newsletter

##### • Parent Training

\*Technology Training for parents \*Parent Training on SEL

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

##### • School

\*Will offer tutoring to all students. \*Will provide Academic Tutors and Tutoring to the lowest 25%, ELL and ESE

##### • Students

\*Will participate in the tutoring programs before, during and after school.

##### • Parents

\*Parents will encourage their child to participate in the Academic and Tutoring programs available in the school.

##### • Staff Training

\*Continue to provide training to teachers on Talking Points and Google Voice

##### • Accessibility

\*Continue to provide translators to help parents understand the school climate during conferences, meetings and workshops.

# Math

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

Based on PM#2 FY23 6th Grade is 27.9% 7th Grade is 10.7% 8th Grade is 35.6% ESE: 25% ELL: 13% Overall 25% Goal 30% Algebra 44% (Goal 90%) Geometry 63% (Goal 100%)

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

\*Consistency in all teachers embedding mathematical standards in daily lessons to increase reasoning skills. \*Levels of rigor in teaching students vary from class to class within the same PLC. \*Transitioning from grade level to algebra, continue to show weaknesses at current content due to gaps of prior knowledge. \*Parents lack academic skills to help students at home with assignment completion and mathematical concepts. \*Large class sizes are hard to differentiate instruction and individual instruction. \*Teachers have limited ability to utilize technology. \*Teachers need training to understand and apply data to address students and department needs. \*Teachers lack the skills and strategies to support the unique educational needs of English language Learners and SWD based on assessment scores and course grades. \*ELL students are not performing at the same level as their non-migratory peers on State Math assessments. \*Teachers require support to implement instructional strategies and improve instruction. \*Provide more opportunities for culturally responsive teaching so teachers can better suit the needs of their diverse students.

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

\*Offer professional development focused on best practices for teaching math concepts with a focus on strategies for differentiation of instruction, data analysis and cross curriculum planning by the Math Coach. \*Integrate adaptive technology, software to reinforce and practice math skills. (IXL) \*Provide Gateway, Talking Points and Google Voice workshops for parents and teachers \*Offer additional learning opportunities for all grade levels on weekdays, Saturdays and during the Summer to the lowest 25% and subgroups. \*Provide social services throughout all grade levels to facilitate interventions, mentoring, and check-ins. \*AVID professional development and technology training \* Ron Clark Institute to help teachers increase student engagement and gain teaching strategies \* National Association for Bilingual Educator Conference to help teachers and administrators to gain strategies and apply concepts in the dual language and English Language Learners classes. \*Building Expertise Conference for Administration team to grow practices

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

- **Communication**

\*Continue to update marquee and website for school's related events. \*Create a quarterly newsletter

- **Parent Training**

\*Technology Training for parents \*Parent Training on SEL

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

- **School**

\*Will offer tutoring to all students. \*Will provide Academic Tutors and Tutoring to the lowest 25%, ELL and ESE

- **Students**

\*Will participate in the tutoring programs before, during and after school.

- **Parents**

\*Parents will encourage their child to participate in the Academic and Tutoring programs available in the school.

- **Staff Training**

\*Continue to provide training to teachers on Talking Points and Google Voice

- **Accessibility**

\*Continue to provide translators to help parents understand the school climate during conferences, meetings and workshops.

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

\*Based on FY23 Midterm Exam 8th Grade Science is 36% Goal 41%

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

\*retention of skills from previous grades aren't retained from year to year. \*increase hands-on learning opportunities to help students master science concepts, evaluate and synthesize content \*Parents lack training to assist students at home with academics and understanding the opportunities their child has for higher education. \*Students lack organizational skills, adequate role models at home, adequate intervention with academics and basic supplies. \*Teachers have limited ability to utilize technology and data to address student and department needs. \*Teachers require support to implement instructional strategies and improve instruction.

3. Share possible solutions that address the root causes.

\*Implement the coaching cycle planned with Leadership for PD, assist with accessing resources for best instructional practices based on PLC meetings. \*Analyze data to inform instructional best practices as well as support PLCs. \*Provide Professional Development for teachers to work together with other coaches to implement activities. \*Provide support for the lowest 25%, and ELL/ESE. \*Provide support through all grade levels to facilitate interventions, mentoring, and check-ins. \*Online tutorial/practice resources and/or websites.

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

• Communication

\*Continue to update marquee and website for school's related events. \*Continue to send emails, and text message of important events in the school. \*Create a quarterly newsletter

• Parent Training

\*Technology Training for parents \*Parent Training on SEL

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

- School

\*Will offer tutoring to all students. \*Will provide Academic Tutors and Tutoring to the lowest 25%, ELL and ESE

- Students

\*Will participate in the tutoring programs before, during and after school.

- Parents

\*Parents will encourage their child to participate in the Academic and Tutoring programs available in the school.

- Staff Training

\*Continue to provide training to teachers on Talking Points and Google Voice

- Accessibility

\*Continue to provide translators to help parents understand the school climate during conferences, meetings and workshops.

## Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

### 1. List prioritized needs statements.

Based on Winter diagnostic FY 23 – 44% Goal 49%

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

\*Teachers struggle to implement effective strategies for differentiating instructions for ELL and SWD. Because of the difficulty implementing effective strategies, students have a difficult time understanding and applying content-critical concepts. \*Mental/emotional needs \*Parents lack academic training to assist students at home with academics \*Ever-changing technology. \*Cultural differences \*Increase in truancy among the Hispanic population. \*Teachers require support to implement instructional strategies and improve instruction.

3. Share possible solutions that address the root causes.

\*Provide professional development opportunities for teachers to attend the National Council/Social Studies Conference. and work with district support to have additional professional development for content. \*Provide Civics teachers with additional resources including software :Gateway to American Government Test Bank, Teacher's Guides, and Study Island. \*Continue sending teachers to AVID, technology and Social Studies training (TBD). \* Ron Clark Institute to help teachers increase student engagement, gain teaching strategies and infuse them in the classroom. \* National Association for Bilingual Educator Conference to help teachers and admin gain strategies for bilingual education \*Building Expertise Conference for Admin team to grow practices \*SSCC for Literacy to implement the coaching cycle planned with Leadership for PD, assist with accessing resources for best instructional practices based on PLC meetings.

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

• Communication

\*Continue to update marquee and website for school's related events. \*Create a quarterly newsletter

• Parent Training

\*Technology Training for parents \*Parent Training on SEL

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

• School

\*Will offer tutoring to all students. \*Will provide Academic Tutors and Tutoring to the lowest 25%, ELL and ESE



- **Students**

\*Will participate in the tutoring programs before, during and after school.

- **Parents**

\*Parents will encourage their child to participate in the Academic and Tutoring programs available in the school.

- **Staff Training**

\*Continue to provide training to teachers on Talking Points and Google Voice

- **Accessibility**

\*Continue to provide translators to help parents understand the school climate during conferences, meetings and workshops.

## **Acceleration Success**

Using your recording templates from your CNA discussions respond to each item in detailed.

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

\*Algebra (139 students) \*Geometry (25 students) \*School Base Team - (63 students) \*Truancy/Mental Health/Foster Care (50 students)

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

\*Lack of prerequisite skills \*Struggle with Algebra skills involved in doing geometry. \*Increase on absenteeism \*Increase in SBT referrals for academics, mental health and truancy. \*The need to educate parents on youth mental challenges.

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

\*continue home visits \*continue to offer mental health support \*continue to offer additional learning opportunities for all grade levels on weekdays, Saturdays and during the Summer. \*continue to invite parents for parent conferences. \*Send teachers to National technology conference to gain knowledge on latest trends \*School Base Team Coordinator to monitor academics and truancy referrals to re-engage students in school.

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

#### • Communication

\*Continue to update marquee and website for school's related events. \*Create a quarterly newsletter

#### • Parent Training

\*Technology Training for parents \*Parent Training on SEL

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

#### • School

\*Will offer tutoring to all students. \*Will provide Academic Tutors and Tutoring to the lowest 25%, ELL and ESE

#### • Students

\*Will participate in the tutoring programs before, during and after school.

#### • Parents

\*Parents will encourage their child to participate in the Academic and Tutoring programs available in the school.

- Staff Training

\*Continue to provide training to teachers on Talking Points and Google Voice

- Accessibility

\*Continue to provide translators to help parents understand the school climate during conferences, meetings and workshops.

## Action Step: Classroom Instruction

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

**Budget Total: \$346,589.60**

Acct Description	Description									
Resource Teacher	AVID Teacher will be instructing students for organizational, academic, and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum.									
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Bilingual Staff to provide tutoring translation to support English Language Learners at all tutorial program from Sept, - May	1	\$15.00	5	2	28	Non-Certified	Original	\$4,200.00	
Social Service Facilitator	Supports the needs of ELL and ESE students in all grades with academic conferencing, social adaptation using life skills.									

<b>Acct Description</b>	<b>Description</b>																																																									
Resource Teacher	Will provide tiered support to identified students (through small group, pull out support), lead School Base Team, and monitor students' data to ensure students receive the supplemental and intensive support they need in grades 6-8																																																									
Supplies	<table border="1"> <thead> <tr> <th data-bbox="436 394 934 467"><b>Item</b></th> <th data-bbox="934 394 1136 467"><b>Quantity</b></th> <th data-bbox="1136 394 1312 467"><b>Rate</b></th> <th colspan="3" data-bbox="1312 394 1656 467"><b>Supply Type</b></th> <th data-bbox="1656 394 1837 467"><b>Type</b></th> <th data-bbox="1837 394 2026 467"><b>Total</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="436 467 934 540">Reams of colored paper</td> <td data-bbox="934 467 1136 540">22</td> <td data-bbox="1136 467 1312 540">\$5.55</td> <td colspan="3" data-bbox="1312 467 1656 540">General Supplies</td> <td data-bbox="1656 467 1837 540">Original</td> <td data-bbox="1837 467 2026 540">\$122.10</td> </tr> <tr> <td data-bbox="436 540 934 613">Pencils</td> <td data-bbox="934 540 1136 613">31</td> <td data-bbox="1136 540 1312 613">\$19.50</td> <td colspan="3" data-bbox="1312 540 1656 613">General Supplies</td> <td data-bbox="1656 540 1837 613">Original</td> <td data-bbox="1837 540 2026 613">\$604.50</td> </tr> <tr> <td data-bbox="436 613 934 686">Copy Paper</td> <td data-bbox="934 613 1136 686">75</td> <td data-bbox="1136 613 1312 686">\$33.00</td> <td colspan="3" data-bbox="1312 613 1656 686">General Supplies</td> <td data-bbox="1656 613 1837 686">Original</td> <td data-bbox="1837 613 2026 686">\$2,475.00</td> </tr> <tr> <td data-bbox="436 686 934 760">Chart Paper - Line/Graph</td> <td data-bbox="934 686 1136 760">9</td> <td data-bbox="1136 686 1312 760">\$50.00</td> <td colspan="3" data-bbox="1312 686 1656 760">General Supplies</td> <td data-bbox="1656 686 1837 760">Original</td> <td data-bbox="1837 686 2026 760">\$450.00</td> </tr> <tr> <td data-bbox="436 760 934 833">Shipping</td> <td data-bbox="934 760 1136 833">1</td> <td data-bbox="1136 760 1312 833">\$21.00</td> <td colspan="3" data-bbox="1312 760 1656 833">General Supplies</td> <td data-bbox="1656 760 1837 833">Original</td> <td data-bbox="1837 760 2026 833">\$21.00</td> </tr> </tbody> </table>										<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>	Reams of colored paper	22	\$5.55	General Supplies			Original	\$122.10	Pencils	31	\$19.50	General Supplies			Original	\$604.50	Copy Paper	75	\$33.00	General Supplies			Original	\$2,475.00	Chart Paper - Line/Graph	9	\$50.00	General Supplies			Original	\$450.00	Shipping	1	\$21.00	General Supplies			Original	\$21.00
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Shipping	1	\$21.00	General Supplies			Original	\$21.00																																																			
Community Language Facilitator	Will support ELL students in core academic classes																																																									
Resource Teacher	Math resource teacher will provide push-in support in Math for ELL and ESE students in grades 6-8																																																									
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="436 1170 991 1243"><b>Item</b></th> <th data-bbox="991 1170 1136 1243"><b>Quantity</b></th> <th data-bbox="1136 1170 1260 1243"><b>Rate</b></th> <th data-bbox="1260 1170 1356 1243"><b>Days</b></th> <th data-bbox="1356 1170 1467 1243"><b>Hours</b></th> <th data-bbox="1467 1170 1591 1243"><b>Weeks</b></th> <th data-bbox="1591 1170 1757 1243"><b>Certified</b></th> <th data-bbox="1757 1170 1885 1243"><b>Type</b></th> <th data-bbox="1885 1170 2026 1243"><b>Total</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="436 1243 991 1433">Academic Tutor - Push-in/pull-out during school, before school, Grades 6-8, ELA &amp; Math - Targeting lowest 25% and ELL students</td> <td data-bbox="991 1243 1136 1433">3</td> <td data-bbox="1136 1243 1260 1433">\$15.00</td> <td data-bbox="1260 1243 1356 1433">5</td> <td data-bbox="1356 1243 1467 1433">7</td> <td data-bbox="1467 1243 1591 1433">38</td> <td data-bbox="1591 1243 1757 1433">Non-Certified</td> <td data-bbox="1757 1243 1885 1433">Original</td> <td data-bbox="1885 1243 2026 1433">\$59,850.00</td> </tr> </tbody> </table>										<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>	Academic Tutor - Push-in/pull-out during school, before school, Grades 6-8, ELA & Math - Targeting lowest 25% and ELL students	3	\$15.00	5	7	38	Non-Certified	Original	\$59,850.00																														
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<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 Elective Teacher - #20001306	1	\$16.00	7	6.5	1	Original	\$728.00

## Action Step: Parent and Family Engagement

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

**Budget Total: \$31,108.15**

<b>Acct Description</b>	<b>Description</b>					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Student Planners	1500	\$2.05	General Supplies	Original	\$3,075.00
	White copy paper	4	\$33.00	General Supplies	Original	\$132.00
	Colored copy paper/per ream	20	\$5.55	General Supplies	Original	\$111.00
	Composition notebook	100	\$3.75	General Supplies	Original	\$375.00
	Pencils (144 pencils per pack)	25	\$19.40	General Supplies	Original	\$485.00
	Shipping	1	\$1.15	General Supplies	Original	\$1.15

<b>Acct Description</b>	<b>Description</b>
Social Service Facilitator	Will conduct visits, bring food to families, organize parent family trainings, connect the families with various resources.

## Action Step: Professional Development

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

**Budget Total: \$265,441.00**

<b>Acct Description</b>	<b>Description</b>																		
Single School Culture Coordinator	Single School Coordinator will plan and implement PD alongside of academic coaches, analyze data to inform instructional best practice as well support PLC's																		
Coach	Math Coach will implement coaching cycle for grades 6-8 with input from leadership, assist with developing PD and accessing resources for best instructional practices based on PLC meetings																		
Single School Culture Coordinator	Single School Coordinator will plan and implement PD alongside of academic coaches, analyze data to inform instructional best practice as well support PLC's																		
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<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>														
Copy Paper - case	5	\$33.00	General Supplies	Original	\$165.00														
Color Paper - ream	20	\$5.55	General Supplies	Original	\$111.00														

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 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 social-emotional development 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 in the 21st Century 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

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Elizabeth Morales	Principal
Frank Argain	Assistant Principal - 8th Grade
Terry Livingston	Assistant Principal - 7th Grade
Jeffrey Shocket	Single School Culture Coordinator
Carmen Moreira	ESOL/Title I Coordinator
Flor Angel Rojas	PTO President
Giovani Lebolo	Parent Representative
Mayra Henry	Support Staff
Albertina Cabrera	Business Community Not District
Ryan Wells	Assistant Principal -6th 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 was held on 2/24/2023 and the SAC was held on March 11, 2023.



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, such as SAC, Faculty, and leadership stakeholders have the opportunity to suggest and give ideas on decision making.

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

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

Thursday, September 14, 2023 - Cafeteria 5:30 pm - 6:30 pm (English) and Media Center (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; Remind.com; Marquee; flyers; invitations; newsletter; and posters throughout the school in English and Spanish. The Annual meeting this year will be on School Campus.

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 FY24 Parent Compact, and Family Engagement Plan Summary, PowerPoint, and evaluations

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

How to increase parental involvement in school using Talking Points

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

Teacher will learn how to use "Talking Points" to effectively communicate with parents.

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

Increase parent involvement in school.

- What will teachers submit as evidence of implementation?

Agendas Power Point Survey

- Month of Training

September 2023

- Responsible Person(s)

Carmen Moreira, Mayra Henry, Mirta Reyes, Mellanie Velasquez

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

No

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

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

- Name of Training

Increase communication with parents using Google Voice

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

Teacher will learn how to use this tool to communicate with parents

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

Increase academic performance and parent involvement

- What will teachers submit as evidence of implementation?

Agendas Power Point Survey

- Month of Training

September 2023

- Responsible Person(s)

Carmen Moreira, Mayra Henry, Mirta Reyes, Mellanie Velasquez

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

Yes

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

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

- Name of Training

Using Gateway for monitoring student progress

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

This program will help parents to learn how to understand their child's grade and help them with assignment and contact teachers.

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

Parents will download the application on their phones and register their child's name to access grades.

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

Increase academic performance

- Date of Training

September 2023

- Responsible Person(s)

Mayra Henry, Mirtha Reyes, Carmen Moreira

- Resources and Materials

paper computers

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

Yes

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

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

- Name of Training

ELA strategies for parents to support reading at home.



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

Parents will apply the difference between a persuasive and informational piece of writing using a Venn Diagram.

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

Parents will highlight the differences between informational and persuasive writing using a Venn Diagram during the lesson.

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

Increase student performance in reading.

- Date of Training

September 2023

- Responsible Person(s)

Ms. Bonzil, Language Arts coach, and Mayra Henry

- Resources and Materials

Power Point presentation Venn Diagram highlighters Agenda Sign in sheet

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

Yes

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

#### 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

## 6. Reflection/Evaluation of Training #3

- Name of Training

N/A

- Number of Participants

N/A

- What were parents able to do as a result of the training?

N/A

- How do you know?

N/A

- What went well with the training?

N/A

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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.

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

- Description

Curriculum Night, SAC meetings, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings. Information will be pre-recorder for parents to log via YouTube, and google if parents are not able to attend.

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

Curriculum night presentation / parent-teacher conference notes / graduation requirements, invitations.

- **Description**

Curriculum night, SAC meetings, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings, mid-term reports, report cards, assessment results.

- **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**

Stakeholder Meeting for CNA, Title I Annual Meeting, SAC meetings, parent-teacher conferences, IEP/LEP meetings. 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.**

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

- **Description**

Title I Annual Meeting in the morning and evening, 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 different times.

## **Accessibility**

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school



meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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, Spanish and Creole. Parent conferences language facilitators are available. Automated phone calls are in Spanish, English, and Creole. Interpreters during parent teacher conferences, SAC meetings, parent trainings, IEP/LEP meetings.

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

FY24 Compact / 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 photo of staff providing support for the vision and hearing impaired, invitation including an 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, 1 flyer of services offered, 1 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.

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

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these 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

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 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, assemblies 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 who have cooperative agreements to meet with students on our campus to help with social and emotional needs (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**

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 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 social-emotional needs. 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 tool 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

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history,*

*geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 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

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 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 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 7-12 graders which focuses on writing, inquiry, and collaboration to accelerate student progress.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.



## 1. Transition to Elementary School

Not Applicable

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 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

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy

- Opportunities for part-time pay such as tutoring

## 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.