

---

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

---

# ELA

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

## 1. List prioritized needs statements.

Based on PM2 – FY 24 6th Grade 66% of student are not proficient and only 34% are proficient 7th Grade 69% of students are not proficient and only 31% are proficient 8th Grade 70% of students are not proficient and only 30% proficient ESE Students 90% of ESE students are not proficient and only 10% overall are proficient. ELL students 95% are not proficient and only 6% overall proficient.

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

\*Teachers lack the training to unpack the standards \*The increase of English Language Learners with academic and language barriers. \*Lack of education and assistance from parents for students to complete assignments at home. \*Lack of fundamental reading skills \*Teachers lack the skills to teach language learners. \*Resources/Training to support professional growth is needed. \*Parent are illiterate on their language.

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

\*Academic tutors to support students \*Tutoring before, after school & Saturdays \*Promote AVID strategies in content area classes \*Provide professional development focusing on reading strategies for differentiated instruction, data analyses, and cross curriculum planning, and initiatives for school wide reading programs for Language Arts \*Classroom libraries \*Materials to support standards-based instruction \*Academic Coach \*Single School Culture Coordinator

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

### • Communication

\*Monthly Newsletter in English and Spanish, call outs, school website, emails and text messages

### • Parent Training

Provide Math/Science/ELA/Algebra/Civics family night/Saturday workshops. Gateway (SIS) trainings Mental Health training

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

- School

•School will continue to train parents to understand the transitioning to Middle School. Provide training on how to use SIS Gateway and on social Emotional Learning for better communication with children at home.

- Students

•Students will continue to check their grades and attend tutoring

- Parents

•Parents will continue to update their profile, attend workshops and communicate with teachers when needed.

- Staff Training

Okeeheelee will continue to provide Talking Points and Google Voice training for teachers.

- Accessibility

Monthly Newsletter in English and Spanish, call outs, emails and text messages. Provide a translator for English Language Learners's parents. Provide handicap space for parking.

## Math

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

1. List prioritized needs statements.

Based on PM2 FY24 6th Grade 71% of student are not proficient and only 29% are proficient 7th Grade 95% of students are not proficient and only 5% are proficient 8th Grade 61% of students are not proficient and only 39% are proficient ESE 1537% Proficient ELL 9.4% Proficient

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

\*Students have deficiencies in foundational skills on all grade levels, including Algebra students. \*Consistency in all teachers embedding mathematical standards in daily lessons to increase reasoning skills. \*Level of rigor in teaching students vary from class to class within the same PLC. \*Students lack organizational skills that hinders their academic success. \*Students are not able to master skills and concepts in allotted time. \*Additional targeted interventions are needed to increase proficiency

3. Share possible solutions that address the root causes.

\*Provide support for the lowest 25%. \*Provide support for the English Language Learners \*Provide tutoring Monday-Friday before and after school \*Provide tutoring on Saturdays \*use integrative technology to remediate and support learning (IXL) \*AVID professional development and technology training \* Math Coach \* Academic Tutors to support instruction \*Materials to support academic & organizational skills \*Single School Culture Coordinator

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

• Communication

Monthly Newsletter in English and Spanish, call outs, school website, emails and text messages

• Parent Training

\*Provide Math/Science/ELA/Algebra/Civics family night/Saturday workshops. Gateway (SIS) and mental health trainings

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

- **School**

•School will continue to train parents to understand the transitioning to Middle School. Provide training on how to use SIS Gateway and on social Emotional Learning for better communication with children at home.

- **Students**

•Students will continue to check their grades and attend tutoring

- **Parents**

•Parents will continue to update their profile, attend workshops and communicate with teachers when needed.

- **Staff Training**

to increase parent involvement school will provide trainings on Talking Points and Google Voice.

- **Accessibility**

Monthly Newsletter in English and Spanish, call outs, emails and text messages. Provide a translator for English Language Learners's parents. Provide handicap space for parking.

## **Science**

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

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

Based on Winter Diagnostics 8th Grade FY 65% of students are not proficient and only 36% are proficient ESE 70% are not proficient and 30% are proficient ELL 67% are not proficient and 33% are proficient

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

\*Increase of English Language Learners in our classes \*Truancy \*Limited instructional to support accommodations of ELL/ESE students \*Students lack of fundamental reading skills \*Students need support on mental and emotional needs

3. Share possible solutions that address the root causes.

\*Train teachers on how to analyze data \*Provide support though all grade levels to facilitate behavioral/social intervention, counseling, mentoring and check ins. \*Provide Professional Development for teachers to work together with other coaches to implement activities. \*Provide mental health supports \*Science tutorials \*Academic tutors \*Software to support science standards instruction \*Single School Culture Coordinator

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

• Communication

Monthly Newsletter in English and Spanish, call outs, school website, emails and text messages

• Parent Training

•Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Provide Math/Science/ELA/Algebra/Civics family night/Saturday workshops. Gateway (SIS) trainings

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

• School

•School will continue to train parents to understand the transitioning to Middle School. Provide training on how to use SIS Gateway and on social Emotional Learning for better communication with children at home.

• Students

•Students will continue to check their grades and attend tutoring

- **Parents**

•Parents will continue to update their profile, attend workshops and communicate with teachers when needed.

- **Staff Training**

•Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) Talking Points and Google Voice

- **Accessibility**

Monthly Newsletter in English and Spanish, call outs, emails and text messages. Provide a translator for English Language Learners's parents. Provide handicap space for parking.

## **Social Studies**

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

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

Based on Winter Diagnostics FY24 (Civics) 53% of students are not proficient and 47% are proficient ESE students 65% of students are not proficient 35% are proficient ELL 55% are not proficient overall (6-8) and 45% are proficient

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

\*Cultural differences between teachers to students, students to teachers, and students to students. \*Increase of students not attending school \*Students are not able to use higher level of thinking because of lack of background knowledge and academic language. \*Students are illiterate in their own language. \*Levels of rigor in teaching students vary from class to class. \*Social Economics needs \*Parents are not able to help them with academics because of level of education.

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

\*Offer professional development focused on best practices for teaching concepts with a focus on strategies for differentiation of instruction, data analyses and cross curriculum planning. \*Tutoring during the mornings, afternoon and Saturdays to help ELL and ESE students \*Push in and Pull out to focus on the lowest 25% \*Co-teach and model instructional strategies for new and veterans teachers. \*Focus on scope and sequence across all subjects. \*Software to support student engagement & standards instruction \* Materials for increased student engagement \* \*Single School Culture Coordinator

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

#### • Communication

Monthly Newsletter in English and Spanish, call outs, school website, emails and text messages

#### • Parent Training

•Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Provide Math/Science/ELA/Algebra/Civics family night/Saturday workshops. Gateway (SIS) trainings

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

#### • School

\*School will continue to train parents to understand the transitioning to Middle School. Provide training on how to use SIS Gateway and on social Emotional Learning for better communication with children at home.

#### • Students

•Students will continue to check their grades and attend tutoring

- Parents

•Parents will continue to update their profile, attend workshops and communicate with teachers when needed.

- Staff Training

Talking Points and Google Voice training for teachers to increase parent involvement.

- Accessibility

Monthly Newsletter in English and Spanish, call outs, emails and text messages. Provide a translator for English Language Learners's parents. Provide handicap space for parking.

## Acceleration Success

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

### 1. List prioritized needs statements.

170 students in Algebra 21 Geometry 157 students using Mental Health Services 259 students on set for Academic and/or behavior, truancy, foster care. 47 students homeless FY24 – 02/24 5+ Absences 57% 11+ Absences 25% 15+ Absences 14%

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

\*Lack of skills and concepts \*Deficit on foundational skills \*Increase of Absenteeism \*Increase in SBT referrals for academic, mental health, foster care, and truancy \*Parent lack the foundational skills and knowledge to help their child at home

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

\*Check ins \*Invite parents for parent conferences \*Provide additional learning opportunities for all grade levels on weekday's, Saturday's and during the summer. \* SBT Coordinator to support interventions & tracking \* Social Service Facilitator to support families for truancy, parent workshops, home visits, community resources

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

- Communication

Monthly Newsletter in English and Spanish, call outs, school website, emails and text messages

- Parent Training

•Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Provide Math/Science/ELA/Algebra/Civics family night/Saturday workshops. Gateway (SIS) trainings

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

- School

•School will continue to train parents to understand the transitioning to Middle School. Provide training on how to use SIS Gateway and on social Emotional Learning for better communication with children at home.

- Students

•Students will continue to check their grades and attend tutoring

- Parents

•Parents will continue to update their profile, attend workshops and communicate with teachers when needed.

- Staff Training

•Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) Talking Points and Google Voice

- Accessibility

Monthly Newsletter in English and Spanish, call outs, emails and text messages. Provide a translator for English Language Learners's parents. Provide handicap space for parking.

## Action Step: Classroom Instruction

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

**Budget Total: \$435,802.05**

Acct Description	Description								
Tutorial	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Non-Certified Bilingual Staff to work with non-English speaking students to support their understanding of concepts, to begin September 2024.	3	\$15.00	4	1.5	28	Non-Certified	Original	\$7,560.00
	[Saturday Tutorials] -Certified Teacher Tutors to provide academic support on Saturdays to remediate classroom concepts in Math, Language Arts, Science and Civics to begin in September 2024	8	\$37.00	1	4	25	Certified	Original	\$29,600.00
	[After School Tutorial-Daily] Certified Teacher Tutors providing academic support for Math, ELA, Science, Civics to teach before, and after	8	\$37.00	4	1	26	Certified	Original	\$30,784.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	school to begin in September 2024. Targeting the lowest 25%, ESE and ELL students.								
	[Summer Program - June 2025] for incoming 6th grade Academic Camp to help students with the transitioning to Middle School and improve academics	6	\$37.00	4	5	3	Certified	Original	\$13,320.00
	[Saturday Tutorials]- Certified Teacher Tutors to provide academic support on Saturdays to remediate classroom concepts in Math, Language Arts, Science and Civics to begin in September 2024	1	\$37.00	1	4	20	Certified	Original	\$2,960.00
	Amend 31- Reduced 206 hrs from tutorial to add Kami, Penda Science and Study Island and increased classroom supplies already listed (BT 492442)	1	\$37.00	1	-206	1	Certified	Amendment	-\$7,622.00
Resource Teacher	Resource Teacher serving as AVID Elective Teacher will instruct students in organizational, academic, and resiliency skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum.								
Resource Teacher	School Based Team (SBT)/ 504 Resource Teacher to provide tiered instructional support to identified students (through small group, pull-out facilitation), lead School-Based Team (SBT), and monitor students' data to ensure students receive necessary supplemental and intensive support, for all students in sixth (6th) through eighth (8th) grades.								

<b>Acct Description</b>	<b>Description</b>																																
Resource Teacher	Math Resource Teacher will provide push-in support for ELL students and those performing below grade level standards mastery expectations in sixth (6th) through eighth (8th) grades.																																
Social Service Facilitator	Social Service Facilitator to support the needs of the ELL and ESE students in all grade with academic conferencing, social adaptation strategies and using resiliency education standards(Character, Personal Responsibility, Mentorship and Citizenship and Problem Solving).																																
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="422 509 1066 592"><b>Item</b></th> <th data-bbox="1066 509 1241 592"><b>Quantity</b></th> <th data-bbox="1241 509 1375 592"><b>Rate</b></th> <th data-bbox="1375 509 1486 592"><b>Days</b></th> <th data-bbox="1486 509 1619 592"><b>Hours</b></th> <th data-bbox="1619 509 1759 592"><b>Weeks</b></th> <th data-bbox="1759 509 1906 592"><b>Type</b></th> <th data-bbox="1906 509 2030 592"><b>Total</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="422 592 1066 667">AVID Elective Teacher Requires Sub Days</td> <td data-bbox="1066 592 1241 667">1</td> <td data-bbox="1241 592 1375 667">\$16.00</td> <td data-bbox="1375 592 1486 667">1</td> <td data-bbox="1486 592 1619 667">6.5</td> <td data-bbox="1619 592 1759 667">7</td> <td data-bbox="1759 592 1906 667">Original</td> <td data-bbox="1906 592 2030 667">\$728.00</td> </tr> </tbody> </table>								<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 Requires Sub Days	1	\$16.00	1	6.5	7	Original	\$728.00									
	<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 Requires Sub Days	1	\$16.00	1	6.5	7	Original	\$728.00																										
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="422 693 1383 776"><b>Item</b></th> <th data-bbox="1383 693 1530 776"><b>Quantity</b></th> <th data-bbox="1530 693 1705 776"><b>Rate</b></th> <th data-bbox="1705 693 1896 776"><b>Type</b></th> <th data-bbox="1896 693 2030 776"><b>Total</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="422 776 1383 932">IXL Site License (all 1500 students in sixth [6th] through eighth [8th] grades) for remedial intervention and differentiated instruction for all students</td> <td data-bbox="1383 776 1530 932">1</td> <td data-bbox="1530 776 1705 932">\$15,500.00</td> <td data-bbox="1705 776 1896 932">Original</td> <td data-bbox="1896 776 2030 932">\$15,500.00</td> </tr> <tr> <td data-bbox="422 932 1383 1084">Amend 31- Added Kami to be used during the ELA block by 30 teachers with 6th-8th grade students (750) to remediate and provide additional practice opportunities on state standards. (BT 492442)</td> <td data-bbox="1383 932 1530 1084">1</td> <td data-bbox="1530 932 1705 1084">\$2,970.00</td> <td data-bbox="1705 932 1896 1084">Amendment</td> <td data-bbox="1896 932 2030 1084">\$2,970.00</td> </tr> <tr> <td data-bbox="422 1084 1383 1198">Amend 31- Added Penda Science to remediate standards in Science for all students in 6th, 7th, and 8th grade. (BT 492442)</td> <td data-bbox="1383 1084 1530 1198">1</td> <td data-bbox="1530 1084 1705 1198">\$5,000.00</td> <td data-bbox="1705 1084 1896 1198">Amendment</td> <td data-bbox="1896 1084 2030 1198">\$5,000.00</td> </tr> <tr> <td data-bbox="422 1198 1383 1312">Amend 31- Added Study Island to help with remediate Civics for all 7th-grade students (500)- BT 492442</td> <td data-bbox="1383 1198 1530 1312">1</td> <td data-bbox="1530 1198 1705 1312">\$2,250.00</td> <td data-bbox="1705 1198 1896 1312">Amendment</td> <td data-bbox="1896 1198 2030 1312">\$2,250.00</td> </tr> </tbody> </table>								<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	IXL Site License (all 1500 students in sixth [6th] through eighth [8th] grades) for remedial intervention and differentiated instruction for all students	1	\$15,500.00	Original	\$15,500.00	Amend 31- Added Kami to be used during the ELA block by 30 teachers with 6th-8th grade students (750) to remediate and provide additional practice opportunities on state standards. (BT 492442)	1	\$2,970.00	Amendment	\$2,970.00	Amend 31- Added Penda Science to remediate standards in Science for all students in 6th, 7th, and 8th grade. (BT 492442)	1	\$5,000.00	Amendment	\$5,000.00	Amend 31- Added Study Island to help with remediate Civics for all 7th-grade students (500)- BT 492442	1	\$2,250.00	Amendment	\$2,250.00
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>																												
	IXL Site License (all 1500 students in sixth [6th] through eighth [8th] grades) for remedial intervention and differentiated instruction for all students	1	\$15,500.00	Original	\$15,500.00																												
	Amend 31- Added Kami to be used during the ELA block by 30 teachers with 6th-8th grade students (750) to remediate and provide additional practice opportunities on state standards. (BT 492442)	1	\$2,970.00	Amendment	\$2,970.00																												
	Amend 31- Added Penda Science to remediate standards in Science for all students in 6th, 7th, and 8th grade. (BT 492442)	1	\$5,000.00	Amendment	\$5,000.00																												
Amend 31- Added Study Island to help with remediate Civics for all 7th-grade students (500)- BT 492442	1	\$2,250.00	Amendment	\$2,250.00																													

Acct Description	Description						
Educational consultants	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Latinos in Action- LIA will allow students to explore leadership and college/career readiness (8/01/24)			1	\$2,500.00	Original	\$2,500.00
Supplies	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Dry Erase Paddles classroom set of 36 pieces		10	\$70.42	General Supplies	Original	\$704.20
	Colored pencils set of 288		10	\$124.40	General Supplies	Original	\$1,244.00
	Copy Paper (10 reams of paper)		24	\$36.23	General Supplies	Original	\$869.52
	Dry Erase Magnetic Board (9×12) In - erasser and pens class set of 12)		10	\$87.97	General Supplies	Original	\$879.70
	Pencils (2 pack of 72)		40	\$15.83	General Supplies	Original	\$633.20
	Shipping		1	\$25.23	General Supplies	Original	\$25.23
	Colored paper 8.5X11 pack of 500 eco		10	\$24.22	General Supplies	Original	\$242.20
	Added- Geometry Kits		1	\$492.94	Instructional Materials	Other	\$492.94
	Reduced- Dry Erase Paddles (7) to add Geometry Kits		-7	\$70.42	General Supplies	Other	-\$492.94
	(avc) Amend 31- Allocated additional funds to increase classroom supplies already listed (BT 492442)		1	\$43.00	General Supplies	Amendment	\$43.00
Resource Teacher	Reading Resource Teacher will provide push-in support for ELL students and those performing below grade-level standards mastery expectation in sixth (6th) through eighth (8th) grades.						

<b>Acct Description</b>	<b>Description</b>								
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Out of System Tutors to provide pushing /pull out supporting during school and before school, Grades 6-8 , ELA & math - trageting the lowest 25%, ELL and ESE students.	2	\$15.00	4	7	20	Non-Certified	Original	\$16,800.00

## Action Step: Parent and Family Engagement

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

**Budget Total: \$29,271.42**

<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>
	Pens	11	\$6.12	General Supplies	Original	\$67.32
	Colored Paper	10	\$24.22	General Supplies	Original	\$242.20
	Ink (Per Pack), Colored	5	\$235.00	Technology	Original	\$1,175.00
	Copy Paper	30	\$36.23	General Supplies	Original	\$1,086.90

Acct Description	Description
Social Service Facilitator	Social Service Facilitator to conduct home visits, bring food to families, organize parent trainings, connect with 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: **\$240,940.53**

Acct Description	Description	Quantity	Rate	Type	Total
Travel out-of-county	<b>Item</b>				
	Building Expertise Educator Conference - Orlando, FL (June 2025), to improve best practice strategies for supporting teacher practice with student differentiated academic needs (For Each - Registration: \$1,050.00, Transportation: \$264.00, Lodging, \$890.00, Per Diem: \$210.00, TOTAL: \$2,414.00)	4	\$2,414.00	Original	\$9,656.00
	AVID Summer Conference 2025 in Orlando, for leadership and teachers to implement AVID strategies and best practices with students (For Each - Registration: \$1000.00, Transportation: \$100.00, Lodging: \$1,200.00, Per Diem: \$124.00, TOTAL: \$2424.00)	5	\$2,424.00	Original	\$12,120.00
Travel out-of-state	<b>Item</b>				
	NABE Conference (Atlanta. March 2025), to improve and support dual language instructional best practices across the curriculum for	4	\$2,610.00	Original	\$10,440.00

Acct Description	Description						
	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	instructional staff (For Each - Registration: \$1,000.00, Transportation: \$420.00, Lodging: \$900.00, Per Diem: \$290.00, TOTAL: \$2,610.00)						
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.						
Supplies	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Copy Paper (10 packs per box)		11	\$36.23	General Supplies	Original	\$398.53
Single School Culture Coordinator	Single School Culture Coordinator will plan and implement PD alongside of academic coaches, analyze data to inform instructional best practice as well support PLC's.						
Coach	Literacy 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.						

## 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 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 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
Ryan Wells	Assistant Principal - 8th Grade
Terry Livingston	Assistant Principal - 6th 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
Joshua Campo	Business Community Not District
Rodriguez	Assistant Principal -7th Grade

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

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

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

Okeeheelee Middle School values the collaboration between home and school. We believe parents and guardians play a very important role in their child's education; therefore, we at Okeeheelee have a variety of strategic initiatives for parents to be actively involved in our school. These activities are ongoing, and with ample time to give parents the opportunity to participate. Parents are involved in the planning, review, and improvement of Title I Programs including involvement in the decisions how funds for parental involvement will be allocated. The CNA stakeholder meeting will held on January 8th, 2025 and the SAC meeting will be held on February 6, 2025.

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

During the CNA meetings stakeholders are given the opportunity to review and revise the Compact and the current PFEP. In addition meetings, 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, August 29, 2024 @ 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 FY25 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

Talking Points Software Training

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

Teachers will learn to utilize Talking Points software including how to input parents information which includes parents home language. Teacher will be able to utilize the software to communicate with families via text message in their home language.

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

Increase parent communication to better inform them of school activities and student progress.

- What will teachers submit as evidence of implementation?

A log of the different types of communication with parents.

- Month of Training

September 2024

- Responsible Person(s)

Carmen Moreira and Melanie 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

- 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

Google Voice Training

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

Teachers will learn how to create a google VOIP number and how to use that technology to communicate with parents in their home language.

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

Increase communication with parents to keep them abreast of student progress and school events.

- What will teachers submit as evidence of implementation?

A log with messages sent home.

- Month of Training

September 2024

- Responsible Person(s)

Melanie Velazquez and Carmen Moreira

#### 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

- 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

SIS Gateway Training for parents

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

The SIS Gateway for Parents is a web-based tool for parents/guardians to monitor their student's progress throughout the school year and provides the following information: \*Attendance summaries \*Grading and transcript summaries \*Class assignments

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

Parents will have the opportunity to log directly into the school district's Student Information System. Parents will have access to view information for their currently enrolled student(s). This training will provide step-by-step guidance for parents/guardian to set up their Gateway account.

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

Students will achieve high levels of student proficiency is considered essential for their preparation for college and future careers.

- **Date of Training**

September 2024

- **Responsible Person(s)**

Carmen Moreira and Mayra Henry

- **Resources and Materials**

Students' log in information, power point and computers.

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

0

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

- **Name of Training**

Communicating better with your student through a strong home school connection

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

Parents will learn to be good listeners, respect differences, take advantage of support services, and get involved in their child's education.

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

A school counselor will teach the course and will provide parents the opportunity to receive direct instruction in a safe and structured space to learn and practice different resiliency skills and strategies. Parents will practice conversations with students using the skills taught with the counselor as a student.

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

This training is beneficial for parents and children, because it will increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom.

- Date of Training

September 2024

- Responsible Person(s)

TBD

- Resources and Materials

TBD

- Amount (e.g. \$10.00)

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)

0

## 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.**

SAC meeting invitations, 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**

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

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

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

- Description

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

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

Invitation for Title I Annual / IEP and LEP meetings logs / agendas 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.**

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, anspecial presentations on bullying, appropriate use of social media, motivational speakers on self image, and dealing with stress. OMS also provides aftercare to our student population, Monday through Thursday, where students are provided with tutoring and sport participation opportunities. The school connects students to agencies who have cooperative agreements to meet with students on our campus to help with skills for learning and life. (Youth Services Bureau (YSB), Children's Home Society (CHS), Caregiving Youth, and other agencies). Administration and guidance counselors loop with each grade level to build positive relationships with students and families.

## SBT/MTSS Implementation

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 with skills for learning and life. School-Based Team (SBT) members then implement support to students at risk of failing and provide targeted instruction to help students to experience learning gains. The levels of support are Tier 1, 2 and 3. In Tier 1, students receive general education classroom instruction, where students are taught using instruction methods that research has shown to be effective. Students may work in small groups in the classroom as the teacher uses differentiated instruction to target the different skill levels and learning styles. Tier 2 is a small group intervention utilized when students are not making adequate progress in Tier 1. Students in Tier 2 receive lessons in small group two or three times a week, in addition to regular, whole-group classroom instruction. Skill assessments are conducted weekly or every other week to monitor the students' progress. The school updates parents and recommends the parent work on certain skills at home with the child who is in Tier 2. Tier 3 includes intensive interventions for students not making adequate progress in Tier 2. These students receive more intensive instruction in specific skills. Parents receive progress updates. Students participate part of the day in the general education classroom. Students also break off into small groups to receive targeted lessons while the rest of the class is in enrichment or elective classes. If the student does not make adequate progress in Tier 3, the student is referred for an evaluation for special education services. All students' progress is tracked using a validated measurement 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.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- 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);
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- 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.