Title I Comprehensive Schoolwide Plan
OSCEOLA CREEK MIDDLE SCHOOL (2821)

ELA

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

1. List prioritized needs statements.

SWD students performed significantly lower (specifically SLD students) on PM2 ELA (32% in 6th compared to 58%, 6% in 7th compared to 60%, and 17% in 8th compared to 48%). The statistics represent projected percentages of proficiency. ELL Students performed significantly lower than non ELL students on PM2 ELA (8% in 6th grade compared to 58%, 11% in 7th grade compared to 54% and 20% in 8th compared to 41%). The statistics represent projected percentages of proficiency. ELA Overall Performance (Projected 40% Learning Gains, CP1 - 51% projected Proficiency, CP2 - 52% projected proficiency- both lower than historical and FY23 PM3 of 56%)

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

Scheduling of classes causes large portions of SWD students together and not sufficient ESE/SF support on a regular basis to classes. Teachers struggle to implement effective strategies within the classroom to meet the needs of all learners present. Instructional needs of students are not being met with Instructional materials provided - too advanced for some of our learners. Scheduling of classes causes CLF/ELL support to be spread thin and not able to provide consistent support to all classes needing. Teachers struggle to implement effective strategies within the classroom to meet the needs of all learners present. Instructional needs of students are not being met with instructional materials provided - too advanced for some of our learners. ELA/Reading Staff Burnout from required coverage/planning/grading of ELA classes Instruction delivered does not meet the needs of all students and lacks a variety of instructional techniques within classrooms.

3. Share possible solutions that address the root causes.

OCMS Provide additional support to staff in the form of Reading Coach/Resource Teacher, more consistent visits from ESE/SF staff to assist in meeting the needs of all learners. Provide specific Professional Development for impacted staff to assist in differentiating instruction to meet the needs of all learners. Identify additional academic programs to meet the needs of varying ESE/SWD student levels. Increase technology opportunities to ensure students have devices to access instructional programs Additional tutoring for students (before, during and after school) Summer Programs to assist in preparing students for class and addressing prior areas of opportunity OCMS Provide additional support to staff in the form of Reading Coach/Resource Teacher, more consistent visits from CLF/ELL staff to assist in meeting the needs of all learners. Provide specific Professional Development and additional planning time with CLF/ELL and ELA/Reading department to plan effectively. Identify additional academic programs to meet the needs of varying ELL student levels. Increase technology opportunities to ensure students have devices to access instructional programs Additional tutoring for students (before, during and after school) Summer Programs to assist in preparing students for class and addressing prior areas of opportunity Additional Reading/ELA staff (Coach / Resource Teacher) to assist ELA and Reading staff with planning. class coverage, and small group instruction. Staff Development opportunities specific to incorporating literacy skills in all classrooms. Identify specific resources/strategies/academic programs/instructional materials and provide professional development to use within classrooms to assist in meeting the needs of individual learners. Increase technology opportunities to ensure students have devices to access instructional programs Additional tutoring for students (before, during and after school) Summer Programs to assist in preparing students for class and addressing prior areas of opportunity

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

- Communication

Educational newsletter pre warning the parents what topic is coming up to assist with material being taught.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Parent night that goes over the individual programs used within the ELA Department and any additional supplemental programs used by the ELA or Reading Department. A parent night to help them understand the breakdown of PM Results, how to assist students, and which standards are low. Parent night engaging them in ELA lessons, helping them understand strategies used, standards. Multicultural parent night to assist with our parents of ESOL students.

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

- School

> School will... create a video tutorial for all parents in regards to the ELA or Reading programs used with it being translated into different languages. Placed under the parent tab on website-documents attached with video. have more consistent focused communication with parents (Newsletter weekly/monthly etc) have a Parent night that goes over the individual programs used within the ELA Department and any additional supplemental programs used by the ELA or Reading Department. Explore adjusting time of meetings for families to line up with when they pickup their students.

- Students

> Students will... breakdown their own PM scores to understand the information prior to a parent night and create ownership in their learning.

- Parents

> Parents will... Join a school driven platform for communication and where documents will be posted (Google Classroom for specific content or School) participate in parent nights run by OCMS to learn more individualized information about programs, academics and behavior at OCMS.

- 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 (ELA) Familiarize staff with changing population and cultures.

- Accessibility

> Ensuring that all students have accessibility at home Provide more fun opportunities for students/families to attend and participate. Ex: Parents are given assignments by students and need to complete as extra credit for students Community based opportunities (Ex: Home Depot Service Projects w/ families)

Math

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

1. List prioritized needs statements.

Performance of ESE/SLD students in math compared to non-ese/sld students on PM2 this year (23% in 6th grade math compared to 58%, 8% in 7th grade math compared to 25% , and 28% in 8th grade math compared to 60%) SEQ FY23 student results indicate 78.6% of students look forward to participating in activities at school and 68.5% feel the ideas they are taught in school are used in daily life. Performance of ELL students in math compared to non-ELL students were significantly lower on PM2. In 6th Grade 32% proficient, 7th grade 15% proficient and 8th grade 33% proficient.

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

Instructional staff do not have sufficient time to plan for instruction with ESE staff who assist them within the classroom. Instruction delivered does not meet the needs of all students and lacks a variety of instructional techniques within classrooms. Students and families are not all afforded exposure to non-traditional curriculum areas (band, electives, STEM, etc) due to limited classroom offerings. Scheduling of classes causes CLF/ELL support to be spread thin and not able to provide consistent support to all classes needing. Teachers struggle to implement effective strategies within the classroom to meet the needs of all learners present. Instructional needs of students are not being met with instructional materials provided - too advanced for some of our learners.

3. Share possible solutions that address the root causes.

Examine OCMS structure of day/schedule to afford common time to plan sufficiently with all staff involved. Identify specific resources/strategies and provide professional development to use within classrooms to assist in meeting the needs of individual learners. Identify additional academic programs to meet the needs of varying ESE/SWD student levels. Increase technology opportunities to ensure students have devices to access instructional programs Additional tutoring for students (before, during and after school) Summer Programs to assist in preparing students for class and addressing prior areas of opportunity OCMS can review their school scheduling procedures to attempt to provide more exposure to more students in additional areas. Can consider a rotating schedule by quarter/semester to afford more exposure. OCMS can be more proactive in educating families/parents of the scheduling opportunities and skills required for a variety of academic/employment opportunities. OCMS Provide additional support to staff in the form of another CLF Teacher, more consistent visits from CLF/ELL staff to assist in meeting the needs of all learners. Provide specific Professional Development and additional planning time with CLF/ELL and Math department to plan effectively. Identify additional academic programs to meet the needs of varying ELL student levels. Increase technology opportunities to ensure students have devices to access instructional programs Additional tutoring for students (before, during and after school) Summer Programs to assist in preparing students for class and addressing prior areas of opportunity

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

- Communication

  Educational newsletter pre warning the parents what topic is coming up to assist with material being taught, parent nights that are upcoming or special events at the school to help with educational platforms.

- Parent Training

  Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Parent training on course progression in math starting at the middle school level and where it will take them over the next 7 years. Parent training on high school level courses and how it affects a students GPA once they start in Middle School. Parent training on ways to support students at home with curriculum that may be too advanced. Parent training to help with understanding the breakdown of PM Results, how to assist students, and which standards are low. Multicultural parent night to assist with our parents of ESOL students.

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

- School

  School will... create a video tutorial for all parents in regards to the Math programs used with it being translated into different languages. Placed under the parent tab on website-documents attached with video. have more consistent focused communication with parents (Newsletter weekly/monthly etc) have a Parent night that goes over the individual programs used within the Math Department and any additional supplemental programs used by the Department. Explore adjusting time of meetings for families to line up with when they pickup their students.

- Students

  Students will... breakdown their own PM scores to understand the information prior to a parent night and create ownership in their learning.

- Parents

  Parents will... Join a school driven platform for communication and where documents will be posted (Google Classroom for specific content or School) participate in parent nights run by OCMS to learn more individualized information about programs, academics and behavior at OCMS.

- 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) Familiarize staff with changing population and cultures.

- Accessibility

> Ensuring that all students have accessibility at home Provide more fun opportunities for students/families to attend and participate. Ex: Parents are given assignments by students and need to complete as extra credit for students Community based opportunities (Ex: Home Depot Service Projects w/ families)

Science

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

1. List prioritized needs statements.

> During FY24, 22% of students have received an Office Discipline Referral (ODR), 10% have received In School Suspension (ISS), and 11% have received OSS 6.7% Staff Absent Rate 50% of our 8th grade students are not predicted to be proficient on our 8th Grade Science EOY Assessment. 48 Students predicted to be level 1, 64 students predicted to be level 2 which both fall below proficiency.

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

> Inconsistencies of school policies and students want to avoid class. Students lack individual motivation and both parents and students lack information re: School expectations, academic expectations/impact and student behaviors/consequences. Staff burnout from coverage and not much personal staff recognition by OCMS Instruction delivered does not meet the needs of all students and lacks a variety of instructional techniques within classrooms. Teaching techniques delivered by instructors do not engage students to their full potential. Need for more hands on experimental labs or Project Based Learning chances.

3. Share possible solutions that address the root causes.

Involve staff in reviewing and developing/adjusting disciplinary procedures. Adjust protocols for students to participate in activities during school day (lunch - currently dress code only) and increase parent communication regarding student behaviors. Increase parent information nights at the beginning of the year to inform parents of information. Additional Staff, dean, to assist with disciplinary situations. Used to re-teach behavior students are not meeting. Expand school wide mentor programs and develop small groups for BHP and Guidance to meet and educate students who demonstrate behavior concerns/frequency. Incentivizing positive behavior and attendance on campus. incentivize tutoring opportunities to offset disciplinary consequences. Provide professional development to teachers for classroom management successful strategies. Examine OCMS structure of day/schedule to afford common time to plan sufficiently with all staff involved. Expand instructional positions to include a Reading Coach/Resource teacher to assist staff with planning and class coverage. OCMS provides more specific and sincere staff recognition to all. Potential to reduce duties to all instructional staff. Provide specific Professional Development for impacted staff to assist in differentiating instruction to meet the needs of all learners. Identify additional academic programs to meet the needs of varying ESE/SWD student levels. Increase technology opportunities to ensure students have devices to access instructional programs that create results Provide opportunities for students to complete hands-on lessons with items that can be used, manipulated or demonstrated. Additional tutoring for students (before, during and after school) Summer Programs to assist in preparing students for class and addressing prior areas of opportunity

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

- Communication

Educational newsletter pre warning the parents what topic is coming up to assist with material being taught, parent nights that are upcoming or special events at the school to help with educational platforms.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Parent night that goes over the individual programs used within the Science Department and any additional or supplemental resources other than the textbook that is used. Understanding the breakdown of Diagnostic Results, how to assist students, and which standards are low. Multicultural parent night to assist with our parents of ESOL students.

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

- School

School will... create a video tutorial for all parents in regards to the Science programs used with it being translated into different languages. Placed under the parent tab on website-documents attached with video. have more consistent focused communication with parents (Newsletter weekly/monthly etc) Explore adjusting time of meetings for families to line up with when they pickup their students.

- Students

Students will... breakdown their own Diagnostic scores to understand the information prior to a parent night and create ownership in their learning.

- Parents

Parents will... Join a school driven platform for communication and where documents will be posted (Google Classroom for specific content or School) participate in parent nights run by OCMS to learn more individualized information about programs, academics and behavior at OCMS.

- 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 (Science) Familiarize staff with changing population and cultures.

- Accessibility

Ensuring that all students have accessibility at home Provide more fun opportunities for students/families to attend and participate. Ex: Parents are given assignments by students and need to complete as extra credit for students Community based opportunities (Ex: Home Depot Service Projects w/ families)

Social Studies

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

1. List prioritized needs statements.

Student Attendance: 59% of students missed 5+ days, 23% missed 11+ days and 11% missed 15+ days. 80% projected proficiency in Civics based on Winter Diagnostic Test and lower ELL and SWD performance in ELA.

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

Lack of Student/Parent knowledge or what is required for students to earn HS diploma and skills required for specific trades/jobs. No consequences for lack of attendance and parents/staff not informed of the importance of attendance. Scheduling of students (ELL and SWD combined in class w/ large class sizes) Outdated/Unusable Instructional Materials for Civics Instruction Instructional needs of students are not being met with instructional materials provided - too advanced for some of our learners.

3. Share possible solutions that address the root causes.

OCMS can share/educate more parents/students re: skills necessary for a variety of fields, while highlighting Secondary Opportunities at High School and needs for success. Ex: Math skills needed 4 trades in community/SRCHS. Provide an increased emphasis w/ all families initially about attendance and continue with impacted families throughout the school year (Parent Info Nights and communication) Review scheduling procedures and potentially provide additional sections of classes to lower class size numbers re: ELL and SWD students. Acquire newer instructional materials that can be used consistently by all students. Additional tutoring for students (before, during and after school) Additional technology to ensure programs can be delivered to students. Summer Programs to assist in preparing students for class and addressing prior areas of opportunity

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

• Communication

Educational newsletter pre warning the parents what topic is coming up to assist with material being taught, parent nights that are upcoming or special events at the school to help with educational platforms.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies) Parent night that goes over the individual programs used within the Social Studies Department and any additional or supplemental resources other than the textbook that is used. Understanding the breakdown of Diagnostic Results, how to assist students, and which standards are low. Multicultural parent night to assist with our parents of ESOL students.

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

- School

School will... create a video tutorial for all parents in regards to the Social studies programs used with it being translated into different languages. Placed under the parent tab on website-documents attached with video. have more consistent focused communication with parents (Newsletter weekly/monthly etc) Explore adjusting time of meetings for families to line up with when they pickup their students.

- Students

Students will... breakdown their own Diagnostic scores to understand the information prior to a parent night and create ownership in their learning.

- Parents

Parents will... Join a school driven platform for communication and where documents will be posted (Google Classroom for specific content or School) participate in parent nights run by OCMS to learn more individualized information about programs, academics and behavior at OCMS.

- 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 (Social Studies) Familiarize staff with changing population and cultures.

- Accessibility

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) Ensuring that all students have accessibility at home Provide more fun opportunities for students/families to attend and participate. Ex: Parents are given assignments by students and need to complete as extra credit for students Community based opportunities (Ex: Home Depot Service Projects w/ families)

Acceleration Success

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

1. List prioritized needs statements.

OCMS Students had a 30% pass rate during FY23 for their respective Industry Certification Exam. Over 40 students dropped from Algebra 1 to a lower level math class.

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

Not sufficient time for staff to review/familiarize themselves with the new curriculum and new test that was administered during FY23 and provide targeted instruction/remediate areas of weakness. Some students lacked the prior math skills or appropriate coursework required to be successful in Algebra 1. Parents and stakeholders are not familiar with the potential impact of schedule changes in math and potential coursework available as a result of adjustment.

3. Share possible solutions that address the root causes.

Provide more time and opportunity for Industry Certification instructors to become familiar with the curriculum and attend content specific professional development. Review OCMS scheduling procedures to ensure students are best positioned for success if contributing to Acceleration calculation. Implement a math lab during the school day or outside of school hours to provide assistance to students who require it. This can be done in person or through google meet. OCMS can better inform parents and students of the academic impact of schedule adjustments and the potential future coursework options. OCMS Provide additional support to staff in the form of Math Coach/Resource Teacher to assist in meeting the needs of all learners. OCMS can schedule an Intensive Math class during the school day to provide assistance to students that could potentially struggle in accelerated math classes.

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

• Communication

Educational newsletter pre warning the parents what topic is coming up to assist with material being taught, parent nights that are upcoming or special events at the school to help with educational platforms.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Acceleration) Parent training on PAPER which is a 24/7 access tutoring online. Parent training on ways to support students at home with curriculum that may be too advanced. Understanding the breakdown of PM Results for HS Advanced Coursework, how to assist students, and which standards are low. Multicultural parent night to assist with our parents of ESOL students.

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

• School

School will... have more consistent focused communication with parents (Newsletter weekly/monthly etc) have a Parent night that goes over the individual programs used within the industry certification program for acceleration. Explore adjusting time of meetings for families to line up with when they pickup their students.

• Students

Students will... breakdown their own PM scores to understand the information prior to a parent night and create ownership in their learning. (Algebra 1 and Geometry) access and sign into the online book or program used with our industry certification program

• Parents

Parents will... Join a school driven platform for communication and where documents will be posted (Google Classroom for specific content or School) participate in parent nights run by OCMS to learn more individualized information about programs, academics and behavior at OCMS.

- 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 (Acceleration) Familiarize staff with changing population and cultures.

- Accessibility

Ensuring that all students have accessibility at home Provide more fun opportunities for students/families to attend and participate. Ex: Parents are given assignments by students and need to complete as extra credit for students Community based opportunities (Ex: Home Depot Service Projects w/ families)

Action Step: Parent Engagement

Engage all parents to become informed, active participants in their child's learning community to support students' academic, career, and college goals.

Budget Total: **$4,451.50**

Acct Description	Description				
Computer HW; non-cap	**Item**	**Quantity**	**Rate**	**Type**	**Tot**
	Headphones	1	$2.50	Original	$2.5
	BT 493491- Added a Printer to print informative materials for staff development	$405.00	Budget Transfer		

Acct Description	Description
Supplies	

Item	Quantity	Rate	Supply Type	Type	Total
Printer Ink	1	$1,300.00	Technology	Original	$1,300.0
Pens	5	$6.00	General Supplies	Original	$30.00
Copy Paper	9	$44.00	General Supplies	Original	$396.0C
Markers/Highlighters	5	$5.00	General Supplies	Original	$25.00
Chart Paper	5	$20.00	General Supplies	Original	$100.00
BT 493491- Reduced printer ink to purchase a printer for parent engagement purposes and a printer and ink for staff professional development	$1,060.00	General Supplies	Budget Transfer		

Postage	

Item	Quantity	Rate	Type	Total
Postage used to send information home to families regarding OCMS initiatives, student data reports and communications	2	$75.00	Original	$150.0

Parent Support by School Staff	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Instructional staff - To assist prepare and administer Parent Trainings	5	$25.00	3	4	1	Certified	Original	$1,500.0

Overtime	Overtime for the CLFs (2) to assist prepare and administer Parent Trainings

Action Step: Professional Development

Ongoing professional development opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.

Budget Total: **$49,108.00**

Acct Description	Description
Computer HW; non-cap	**Item** **Rate** **Type** BT 493491- Allocated funds to purchase a printer to print informative materials for staff development $405.00 Budget Transfer
Coach	Reading Coach to assist ELA and Reading teachers in planning instructional lessons, sharing and interpreting student assessment data and lead PLC's.
Out-of-system PD Subs	**Item** / **Quantity** / **Rate** / **Days** / **Hours** / **Weeks** / **Certified** / **Type** / **Total** Provide substitutes for ELA/Reading/CLF, Civics, Math and Science teachers to attend content specific PD to meet needs of all learners / 5 / $16.00 / 1 / 6.5 / 1 / Non-Certified / Original / $520.0
Supplies	**Item** / **Rate** / **Supply Type** / **Type** BT 493491- Allocated funds to purchase ink for the PD printer to print informative materials for staff development / $250.00 / Technology / Budget Transfer

Acct Description	Description								
Teacher Collaboration	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	ELA/Reading, Math, Science, Social Studies, School Counselors/BHP - Lesson planning and remediation plans for students	16	$25.00	1	1	1	Certified	Original	$400.0

Action Step: Classroom Instruction

Enrich, remediate, and supplement classroom instruction with the use of digital tools, including hardware and programs to drive the implementation of standards aligned instructional activities.

Budget Total: **$104,392.00**

Acct Description	Description				
Mobile devices	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	Chromebooks - Assist students in accessing academic programs for tutorial programs (Math, ELA, Reading, Science, Social Studies) to ensure technology is available	15	$300.00	Original	$4,500.0
	BT 491133- Reallocated the remaining balance to purchase Book Taco	-1	$1,069.40	Budget Transfer	-$1,069.4
Online subscription	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	Flocabulary - 6-8 assist students grades 6-8 in vocabulary comprehension for ELA, Reading, Science, Social Studies and Math	1	$3,600.00	Original	$3,600.0

Acct Description	Description					

	Item	Quantity	Rate	Type	Total	
	classes					
	IXL - Additional practice, differentiated instruction and remediation for students in grades 6-8 mathematics	1	$4,000.00	Original	$4,000.0	
	BT 491133-Removed Flocabulary	-1	$3,600.00	Budget Transfer	-$3,600.0	
	BT 491133- Added Book Taco	1	$4,660.00	Budget Transfer	$4,660.0	

Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Hands on Manipulatives for Science Classes - Earth - Sun, Moon Model	8	$14.50	Manipulatives	Original	$116.0

Community Language Facilitator	Community Language Facilitator will provide classroom assistance to ELL students in their core academic classes.

Resource Teacher	0.5 Resource Teacher to provide classroom assistance to ELL students in their core academic classes GR 6-8

Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers; Afterschool/before school/ during school - Civics - Grades 7/8 to remediate classroom concepts. Will begin in January	3	$37.00	1	1	12	Certified	Original	$1,332.0

Acct Description	Description								
	Item	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Certified Teachers; Afterschool/before school/ during school/summer - ELA/Reading - Grades 6-8 to remediate classroom concepts. Will begin in August.	3	$37.00	1	1	22	Certified	Original	$2,442.0
	Certified Teachers; Afterschool/before school/ during school - Science - Grades 6-8 to remediate classroom concepts. Will begin in January.	3	$37.00	1	1	12	Certified	Original	$1,332.0
	Certified Teachers; Afterschool/before school/ during school/summer - Math - Grades 6-8 to remediate classroom concepts. Will begin in September	3	$37.00	1	1	22	Certified	Original	$2,442.0

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

Osceola Creek Middle School strives to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued. OCMS strives to empower all stakeholders to support their children's academic and social-emotional development during their time at OCMS. In order to empower all stakeholders, OCMS will support all stakeholders through effective communication, continuous training opportunities and resources for their support. Osceola Creek will encourage stakeholder engagement by consistent communication in their native language, while providing parent trainings designed to assist students in improving their academic performance.

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
Brian McClellan	Principal / CNA Leadership Committee Member
Denise Lewis	Dept Head - Science / CNA Leadership Committee Member
Derek Kervi	Dept Head - Social Studies / CNA Leadership Committee Member
Michelle McCoy	Assistant Principal / CNA Leadership Committee Member
Erin Sinsley	Dept Head - Counselors/ CNA Leadership Committee Member
Shane Couch Sanderford	Dept Head - Electives / CNA Leadership Committee Member
Judy Nosworthy	Dept Head - Math / CNA Leadership Committee Member
Lyndon Clemons	Assistant Principal / CNA Leadership Committee Member
Judy Decosta	Dept Head - ESE / CNA Leadership Committee Member
Joy Cabot	Administrative Secretary / CNA Leadership Committee Member
Corina Block	Dept Head - ELA / CNA Leadership Committee Member

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

Utilized existing OCMS Leadership Team Members, which included representatives from all academic areas on campus.

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

OCMS conducted CNA meetings with all school employees from 3/7/24 - 3/13/24. OCMS also shared input with stakeholders and provided opportunity for their input at Schoolwide CNA Stakeholder meeting on 3/14/24

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

> Input was provided at 3/14/24 CNA Stakeholder Meeting. Input aligned to existing OCMS staff input, with addition of additional tutoring opportunities for students, possible time adjustment of meetings for increased attendance

Name	Title
Brian McClellan	Principal / CNA Leadership Committee Member
Michelle McCoy	Assistant Principal / CNA Leadership Committee Member
Lyndon Clemons	Dept Head - ESE / CNA Leadership Committee Member

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?

Actual Meeting date will be 8/22/24 @ 4:45 in the Osceola Creek Middle School Media Center

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

We will advertise the meeting through School Website, call-out, email to all stakeholders and social media postings.

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

Information shared will include: What it means to be a Title I School; Current School Grade/Demographics; 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

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

Improving Parent and Teacher Communication for Student Success

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

Increase positive communication methods between stakeholders (parents, teachers, administration) to increase classroom environment support and student achievement.

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

Increase positive communication methods between stakeholders (parents, teachers, administration) to increase classroom environment and student achievement. Instructional Staff will learn how to interpret individual student data and prescribe/identify individual opportunities for students based on their student assessment results. Staff will be able to provide both students and parents with guidance and resources on how to address the areas of opportunity for students following their instructional needs.

- **What will teachers submit as evidence of implementation?**

Teachers will submit conference notes, parent link messages, or other parental communications demonstrating them communicating this information to parents.

- **Month of Training**

August

- **Responsible Person(s)**

School Administration/Assistant Principals

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

Data Driven Instruction - identifying individual opportunities in your classroom

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

Data analysis of student assessment performance data.

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

identify individual opportunities for students based on their student assessment results. Staff should be able to prescribe/address areas of opportunity for students following their instruction and assessment results.

- What will teachers submit as evidence of implementation?

> copies of lesson plans identifying instructional adjustments based on data analysis.

- Month of Training

> November

- Responsible Person(s)

> School Administration/Assistant Principals

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

> Navigating SIS, Monitoring Student Grades and Identifying Additional Academic Resources

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

> Stakeholders will be provided hands on opportunities to navigate SIS, review overall student grades, examine course specific grades, identify class instructor and how to contact instructor/school, and utilize OCMS webpage for additional resources. We will also have staff from academic areas (math, ela/reading, science and social studies) on site to provide an overview of their departments/resources.

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

> Stakeholders will be provided computer device and asked to access their SIS program. Stakeholders will then provide a scavenger hunt activity for parents to navigate SIS and OCMS website. Additionally, stakeholders will be provided printouts to analyze to determine when assignments were assigned, due, graded, interpreting teacher grade categories/percentages.

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

  Improved student achievement in all areas.

- **Date of Training**

  9/5/24

- **Responsible Person(s)**

  Michelle McCoy

- **Resources and Materials**

  we will need to utilize computer devices/chromebooks, SIS printouts, paper, chart paper, markers/pens

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

  $50.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

  Progress Monitoring Results - How to interpret results and use for student growth

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

  Stakeholders will be informed of how to access and interpret PM student results. They will be shown how to compare current performance to historical performance to determine student growth/decline. Stakeholders will be provided scoring information to assist them in determining what areas of opportunity are available to their students based on their individual PM results.

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

Stakeholders will be provided electronic devices/chromebooks to navigate their child's SIS portal and FAST portal to retrieve their childs individual results. Results will be utilized to identify areas of opportunity and growth. Resources will be shared/provided/located to assist in comprehension by respective academic departments.

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

improved understanding of assessment results and resources by stakeholders, which will lead to improved student performance in respective academic areas.

- Date of Training

10/10/24

- Responsible Person(s)

Michelle McCoy

- Resources and Materials

we will need to utilize computer devices/chromebooks, SIS printouts, paper, chart paper, markers/pens

- Amount (e.g. $10.00)

$50.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Using Progress Monitoring Skills to assist in planning for future coursework

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

Assist parents in recognizing academic pathways to future coursework and determine what steps needed to ensure their child has avenue to preferred coursework.

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

Stakeholders will hear course overview/description for future coursework and what academic avenues/performance are available given current academic status of child. Stakeholders will review current academic standing and prior/historical coursework for their child to identify future options through SIS (Parents provided chromebook and navigate through their childs SIS). Additionally, will inquire with local high school to send representatives to assist in explaining future options afforded to their students and criteria needed for coursework.

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

improved student achievement and increased academic opportunities in rigorous coursework.

- Date of Training

1/23/25

- Responsible Person(s)

School Administration and School Counselors

- Resources and Materials

electronic devices/chromebooks, copies of course descriptions for HS and MS coursework, academic pathways aligned to MS and HS coursework, paper, markers, chart paper.

- Amount (e.g. $10.00)

$50.00

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

ESOL/ELL

• Describe how agency/organization supports families.

Stakeholder support is provided by assisting in preparation of meetings and materials, assisting in presenting materials and topics to families and providing community information to school to provide families. Team will also assist with providing professional development to instructional staff members

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

agendas from meetings/PD, copies of materials provided to families and copies of community information provided to families.

• Frequency

twice a year.

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

• Name of Agency

LSIS

- Describe how agency/organization supports families.

Provide trainings to families/stakeholders regarding issues presented to middle school students (hiding in plain sight, drug/vape trends)

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

agenda from meeting and sign in sheets

- Frequency

once a year

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

- Name of Agency

Homeless/Migrant

- Describe how agency/organization supports families.

Provide information to school and stakeholders re: opportunities/benefits available to students/families throughout PBC.

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

agendas from meetings, copies of materials provided to families and copies of community information provided to families.

- Frequency

once a year.

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

> information will be provided to stakeholders by the following means: Parentlink callout/email in native languages, postings in display boxes on campus in multiple languages, postings on OCMS website.

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

> sign in sheets from events, reports from Parentlink identifying recipients/dates/methods.

• Description

> information will be provided to stakeholders by the following means: Parentlink callout/email in native languages, postings in display boxes on campus in multiple languages, postings on OCMS website. Additionally, information will be shared with stakeholders through events at OCMS.

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

sign in sheets from events, reports from Parentlink identifying recipients/dates/methods.

- Description

information will be provided to stakeholders by the following means: Parentlink callout/email in native languages, postings in display boxes on campus in multiple languages, postings on OCMS website. Additionally, information will be shared with stakeholders through events at OCMS.

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sign in sheets from events, reports from Parentlink identifying recipients/dates/methods.

- Description

information will be provided to stakeholders by the following means: Parentlink callout/email in native languages, postings in display boxes on campus in multiple languages, postings on OCMS website. Additionally, information will be shared with stakeholders through events at OCMS.

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

sign in sheets from events, reports from Parentlink identifying recipients/dates/methods.

- Description

school will offer events at various times before and after school.

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

copies of invites and flyers demonstrating varying 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

> we will provide translation services/CLF at events to assist with limited English proficiency. Additionally, we will have documents available in multiple languages.

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

> copies of documents provided and sign in sheets.

- Description

> we will have ese staff represented at meetings as well as accessibility to all meetings.

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

> sign in sheets and copies of documents provided.

- Description

we will provide translation services/CLF at events to assist with limited English proficiency. Additionally, we will have documents available in multiple languages.

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

sign in sheets and copies of documents provided.

- Description

we will have counselors present at meetings

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

sign in sheets and copies of documents provided.

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

- Name of Activity

Breakfast with a Book

- Brief Description

parents will read with their child and receive tips and question stems to monitor their child during and following reading.

2. Activity #2

• Name of Activity

Family Trivia Night

• Brief Description

Activity will be designed using grade level questions regarding math, ela, science and social studies standards.

3. Activity #3

• Name of Activity

Dinner with Dads

• Brief Description

will provide attendees with information and resources to assist their children in math and ela.

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

Students build their non-academic skills through a variety of ways at OCMS. All students participate in the OCMS House System, which affords them an opportunity to interact and plan with other students that are a member of the same house. All Houses sponsor school events that benefit their respective house, school, and outside agency (beneficiary from events). Students are provided an opportunity to earn House Points, which contribute to their house total for the school and positions them for additional recognition. Additionally, OCMS implements a PBIS system (Model School) that recognizes students on a daily/weekly basis. Students are recognized weekly by grade level on an ongoing basis. OCMS offers students AVID, which is designed to build strong study habits, organizational skills and fosters a growth mindset. All OCMS students receive SLL Lessons periodically to assist in developing character, promote positive behavior, teaches resiliency and persistence. Additionally, OCMS offers WOW Wednesday weekly to assist students with their social and emotional needs as well as a sense of belonging.

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

OCMS has an established SBT that identifies students who require additional tiered supports. The team discusses and determines appropriate supports for individual students. The team informs all impacted staff of these actions and assists them in implementing and tracking individual student progress as determined by SBT Team.

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

Osceola Creek MS utilizes all relevant data to appropriately place students in a challenging academic environment. Data used to assist in student academic placement includes teacher recommendations, historical student performance, prior year grades, prior year State testing scores/results, and student/teacher preference. OCMS Monitors classroom instruction and its relevance by conducting classroom walkthroughs, attending professional learning community meetings, reviewing teacher submitted lesson plans and monitoring teacher assessment results. All OCMS Students are afforded an opportunity to select their preferred elective courses for their student schedules. Elective offerings provide a variety of options for students with varying interests and includes the following: Band, Art, Computers, STEM, Pre-Vet, TV Production, Gym, AVID (advancement via individual determination).

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

Post-Secondary opportunities are discussed and shared at OCMS with students and stakeholders. All OCMS Students are taught how to calculate their GPA and informed of the impact that has on future course options. Additionally, OCMS hosts the SRCHS ROTC Program, SRCHS Biotech Program, SRCHS Automotive Program and SRCHS Construction Academy annually to meet and inform interested 8th grade students of the benefits of their programs. OCMS also prioritizes exposing students to advanced coursework in the highest performing area. Currently, OCMS has over 80% of our students in advanced courses. The OCMS AVID Program sponsors annual field trips to Colleges and Universities across the State of Florida. All OCMS staff members are encouraged to implement project based learning opportunities withing their respective coursework. Finally - OCMS offers Industry Certification Exams in our Computer coursework for interested students.

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

> This school has chosen to be exempt from this area.

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

OCMS Affords many Professional Development opportunities to interested staff. We periodically host District Curriculum Support staff on campus to assist our teachers. In recent years, we have hosted Science, ESE, ELL, Math, Reading and English support staff on campus to work directly with our teachers. We have multiple staff members who utilize the PAR Teacher resource provided by PBCSD. Peer Observations are available for interested staff members. All teachers new to OCMS are provided a mentor/buddy teacher to assist them during their transition to OCMS. The OCMS Band program utilizes multiple consultants to assist with specialty areas to ensure our students receive the most appropriate instruction for their respective specialty instrument. OCMS provides conference opportunities to interested staff, including AMLE, AVID, Model Schools, Ron Clark Academy.

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

1. Recruitment and Retention

OCMS utilizes a number of strategies to assist with the recruitment and retention of effective educators. OCMS attends all PBCSD Job Fairs, including international opportunities. We afford all new employees who are hired after the start of the year multiple days of onboarding to ensure they are familiar with school policies/procedures and content prior to providing instruction to students. OCMS staff are also provided additional opportunities to earn compensation (tutoring opportunities, supervision opportunities, planning opportunities). Core teachers are provided PLC options in lieu of duties to assist in the planning and development of teachers. We have hired part time tutors in the past with the hope of them transitioning to full time teachers following their graduation. OCMS utilizes a PBIS program to recognize teacher actions and support. OCMS Administration has an Open Door Policy, making themselves available to staff who may need to access them for professional support.