
Title I Comprehensive Schoolwide Plan
FRANKLIN ACADEMY - BOYNTON BEACH (4020)

ELA

1. List prioritized needs statements.

-Increase overall ELA proficiency 42% proficient; 58% below proficiency on state assessment Significant gaps among subgroups (ELL: 25%, Economically Disadvantaged: 38%) -Strengthen foundational reading skills (early grades & struggling readers) 35% of students below benchmark in early literacy screeners Intervention growth (+8%) below expected (+15%) -Improve reading comprehension skills Informational text proficiency: 39% Literary analysis proficiency: 41% Weaknesses in inferencing and use of text evidence -Close achievement gap for English Language Learners (ELLs) 17–20 point gap compared to non-ELL peers Only 30% meeting writing expectations -Improve writing proficiency across grade levels 36% proficient in writing (argumentative) Deficits in organization, elaboration, and grammar -Increase effectiveness of Tier 2 and Tier 3 interventions Only 40% of students meeting growth targets Inconsistent progress monitoring and intervention fidelity -Build teacher capacity in evidence-based ELA instruction Small-group instruction observed in only 45% of classrooms Inconsistent differentiation and data-driven planning -Increase family engagement in literacy Less than 25% participation in literacy events Families report needing strategies to support reading at home

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

Instructional Gaps Low proficiency rates, especially in Grade 4, indicate gaps in standards-aligned instruction, foundational skills, and number sense across K–8. Instruction does not consistently emphasize conceptual understanding or multi-step problem solving, and there are inconsistencies in interventions, enrichment, technology integration, and family support. Professional Development Teachers need ongoing training in standards-based instruction, scaffolding, and data-driven practices, with targeted support in Grade 4 content, foundational math skills, MTSS/interventions, differentiation for ELLs and SWDs, problem-solving strategies, technology integration, and family engagement. Higher-Order Skills Student performance data shows difficulty with reasoning, application, and multi-step problem solving. Weak foundational skills limit access to rigorous tasks, and students need increased opportunities for mathematical discourse, critical thinking, and enrichment to deepen understanding. Team Planning Stronger & common PLC structures are needed to support data-driven instruction, with a focus on Grade 4, vertical alignment across K–8, and consistent monitoring of interventions and small groups. Collaborative planning should also address technology integration and coordinated family engagement efforts. Family Engagement in Learning There is inconsistent family understanding and support of grade-level expectations, particularly in mathematics. Limited communication, resources, and guidance for families on how to support learning at home contribute to gaps in reinforcement of foundational skills, problem-solving, and academic habits outside of the classroom.

3. Share possible solutions that address the root causes.

Instructional Gaps -Strengthen Core ELA Instruction Goal: Increase overall ELA proficiency and close subgroup gaps Solutions: -Implement a guaranteed and viable ELA curriculum aligned to Florida B.E.S.T. standards across K-8 -Establish daily protected literacy blocks (90-120 minutes) with: -Explicit phonics (K-2 & struggling readers) -Vocabulary and language development -Reading comprehension (informational & literary) -Use structured literacy approaches (e.g., phonics + morphology + fluency routines) -Provide explicit instruction in text evidence, inferencing, and writing responses -Implement schoolwide writing framework (RACE/ACE or similar) across all grade levels -Increase use of complex texts and scaffolded instruction Professional Development - Build Teacher Capacity Goal: Improve instructional quality and consistency Solutions: Provide ongoing PD in: - Evidence-based reading instruction (Science of Reading) -Differentiation for ELLs and struggling readers -Writing instruction (organization, elaboration, grammar) -Conduct model lessons and coaching cycles (instructional coaches/admin) -Implement data-driven instruction training: -How to analyze FAST/state data -How to plan targeted small groups Offer targeted PD on: -Scaffolding for ELLs (sentence stems, visuals, academic language) -Intervention strategies for Tier 2/3 students -Use peer observations/learning walks to share best practices Higher-Order Skills - Improve Comprehension & Writing Goal: Increase proficiency in inferencing, analysis, and writing Solutions: -Integrate daily higher-order questioning strategies (Depth of Knowledge levels 2-3) -Use text-dependent questioning protocols -Provide weekly writing across content areas (not just ELA block) Implement: -Close reading routines -Annotation strategies -Accountable talk/discussion protocols -Increase student discourse opportunities (turn & talk, Socratic seminars) -Use exemplar writing models and rubrics aligned to state assessments Family Engagement Solutions -Provide targeted family workshops (in-person and virtual) to build understanding of grade-level expectations and how to support math at home -Offer step-by-step guidance and modeling of problem-solving strategies to strengthen families' ability to support conceptual understanding -Share consistent, easy-to-use resources (games, videos, guides) to reinforce foundational skills and number sense at home -Strengthen communication between school and home through regular updates, clear expectations, and instructional supports -Align family resources with classroom instruction to ensure consistent messaging and support across settings -Increase access for all families by providing translated materials and support for ELL families - Create structured opportunities (family math nights, interactive sessions) to actively engage families in learning -Monitor family participation and feedback to ensure efforts are improving support and student outcomes

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

- Communication

-Provide consistent communication to families about ELA goals, expectations, and student progress through email, text messages, school apps, and newsletters -Share weekly/monthly literacy strategies families can use at home to support: -Foundational reading skills (phonics, fluency) -Reading comprehension (questioning, text evidence) -Writing (organization, elaboration, grammar) -Ensure regular teacher-to-family communication regarding: -Individual student strengths and areas for growth -Progress monitoring for Tier 2 and Tier 3 interventions -Provide family-friendly and translated communication to support ELL families and ensure accessibility for all -Share digital resources and supports, including: -Short video tutorials modeling reading and writing strategies -Tip sheets aligned to grade-level standards -Implement two-way communication opportunities, such as: -Parent-teacher conferences -Surveys and feedback forms -Ongoing communication between families and teachers -Communicate schoolwide ELA goals and expectations and provide clear guidance on how families can support learning at home

- Parent Training

-Provide monthly parent trainings/workshops (in-person and virtual) focused on: -Foundational reading skills (phonics, fluency) -Reading comprehension strategies (inferencing, text evidence) -Writing skills (organization, elaboration, grammar) -Offer hands-on, interactive sessions where families practice literacy strategies they can use at home -Provide modeling of instructional strategies, including: -How to ask higher-order questions during reading -How to support writing using schoolwide strategies (e.g., RACE/ACE) -Develop and distribute parent training materials, such as: -Literacy guides and tip sheets -Recorded workshops and short instructional videos -Provide targeted trainings for families of struggling readers and ELL students to address specific learning needs -Ensure all trainings and materials are accessible and translated to support all families -Offer flexible training times (morning, evening, and virtual options) to increase participation -Collect parent feedback after trainings to improve future sessions and ensure they meet family needs

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

- School

-Provide high-quality, standards-aligned ELA instruction focused on: -Foundational reading skills (phonics, fluency) -Reading comprehension (inferencing, text evidence) -Writing (organization, elaboration, grammar) -Implement data-driven instruction by: -Regularly assessing student progress -Using data to plan targeted small-group instruction and interventions -Ensure effective Tier 2 and Tier 3 interventions with: -Consistent progress monitoring -Adjustments based on student needs -Maintain ongoing communication with families regarding: -Student progress and achievement -ELA expectations and grade-level standards -Strategies to support learning at home -Provide family resources and support, including: -Literacy guides and take-home materials -Access to digital reading and writing tools -Offer parent engagement opportunities, such as: -Literacy nights and workshops -Conferences to discuss student progress -Ensure equitable access by: -Providing translated materials for ELL families -Using family-friendly language in all communication -Build teacher capacity through: -Professional development in evidence-based ELA instruction - Training in effective family engagement practices -Foster a welcoming and supportive environment that encourages family involvement in student learning -Monitor implementation of the compact through: -Feedback from families and staff -Review of student achievement and engagement data

- Students

-Take responsibility for their learning by: -Completing ELA assignments and homework on time -Actively participating in reading and writing activities -Practice daily reading at home and at school to build fluency and comprehension -Apply reading strategies taught in class, including: -Making inferences -Using text evidence to support answers -Engaging with both informational and literary texts -Strengthen writing skills by: -Using appropriate organization, elaboration, and grammar -Revising and editing their work based on feedback -Participate in small-group instruction and interventions with effort and focus -Set personal learning goals in ELA and track their progress -Use available digital tools and resources to support reading and writing development -Ask for help when needed and seek clarification to improve understanding -Communicate with teachers and families about their learning, progress, and needs -Demonstrate positive learning behaviors, including staying engaged, prepared, and motivated

- Parents

-Support their child's learning by: -Ensuring completion of ELA homework and assignments -Encouraging consistent study habits and routines - Promote daily reading at home to build fluency and comprehension -Engage in their child's learning by: -Asking questions about reading - Encouraging use of text evidence and discussion of texts -Support writing development by: -Reviewing written work -Encouraging organization, elaboration, and correct grammar -Maintain ongoing communication with teachers regarding: -Student progress -Academic concerns or questions - Attend and participate in parent-teacher conferences, workshops, and literacy events -Utilize school-provided resources, including: -Literacy guides and take-home materials -Digital platforms and reading tools -Create a positive learning environment at home that supports reading and writing - Encourage their child to set goals and take responsibility for their learning -Provide feedback to the school to help improve family engagement efforts

- **Staff Training**

-Provide professional development for staff on effective family engagement strategies that support ELA achievement -Train teachers on how to communicate ELA expectations clearly to families, including: -Foundational reading skills (phonics, fluency) -Reading comprehension (inferencing, text evidence) -Writing expectations (organization, elaboration, grammar) -Support staff in using family-friendly language and culturally responsive communication to ensure accessibility for all families, including ELL populations -Provide training on sharing student data with families, including: -Explaining assessment results -Communicating progress monitoring for Tier 2 and Tier 3 interventions -Offering actionable strategies for home support -Train teachers to model literacy strategies for families during conferences, workshops, and events -Provide guidance on using multiple communication platforms (email, apps, newsletters, virtual tools) to increase family engagement -Build staff capacity to facilitate parent trainings and literacy events, ensuring alignment to schoolwide ELA goals -Incorporate family engagement expectations into PLCs and coaching cycles, with a focus on: -Sharing best practices -Monitoring implementation -Ensuring consistency across classrooms -Monitor effectiveness through: -Feedback from families -Participation data -Observations of communication practices

- **Accessibility**

-Ensure all family communication and resources are available in multiple languages to support ELL families -Provide family-friendly materials that are clear, simple, and easy to understand, avoiding educational jargon -Offer multiple formats for accessing information, including: -Printed materials -Digital resources (websites, apps, videos) -Virtual and in-person options -Provide flexible meeting and training times (morning, evening, and virtual) to accommodate family schedules -Ensure access to technology and digital literacy resources, including: -Guidance on using school platforms -Support for accessing online reading programs -Offer recorded workshops and tutorials so families can access information at their convenience -Provide literacy materials for home use, such as: -Take-home reading kits -Book lists and grade-level expectations -Ensure accessibility for families of students with diverse needs by providing: -Differentiated resources -Additional support for struggling readers -Use multiple communication channels (text, email, phone calls, apps) to ensure all families receive information -Gather family feedback to identify barriers and adjust supports to improve access

Math

1. List prioritized needs statements.

-Increase overall math proficiency (Grades 3–8) 63% of students performing in Levels 1–2 (below proficiency), aligned with district trends Only 37% in Levels 3–5, below the district target of 65% proficiency -Address critical gaps in Grade 4 performance (highest priority) Only 25% proficiency in Grade 4 81% did not meet proficiency on PM2 (district: 84%) 35-point gap between current performance and last year's final outcomes -Strengthen foundational math skills and number sense (K–5 and Middle School) 30% of Grade 3 students scored Level 1 after PM2 33% of middle school students struggle with number sense Data indicates gaps in computational fluency and basic skills progression -Improve multi-step problem solving and mathematical reasoning Large percentage of students in Levels 1–2 indicates difficulty with higher-order problem solving Performance trends suggest challenges applying math concepts in complex tasks -Increase effectiveness of interventions and targeted support 63% of students require Tier 2/Tier 3 support Grade 1 teachers report need for expanded tutoring access Inconsistent support structures across grade levels -Maintain and extend proficiency for Levels 3–5 students 37% of students currently proficient need enrichment to reach district target (65%) Risk of regression without small group instruction or ongoing support -Build teacher capacity in differentiated and data-driven instruction Need to replicate 23-point growth observed in Grade 5 Focus needed on strategies for ELLs and students with disabilities in underperforming subgroups -Improve student access to and familiarity with technology Only 30% of Kindergarten students have access to computers 90% of Grade 2 teachers report lack of student access at school and home 50% of middle school students need increased familiarity with the HMH testing platform -Increase family engagement in math learning Need for parent workshops (e.g., "Make and Take") to support understanding of math standards Family support critical to address large proficiency gaps, especially in Grade 4

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

-Instructional Gaps Low proficiency (63% Levels 1–2) shows core instruction is not meeting grade-level expectations. Significant gaps in Grade 4, foundational skills, and number sense (K–8). Limited focus on multi-step problem solving and conceptual understanding. Inconsistent interventions and lack of structured enrichment for Levels 3–5. Limited technology access and family support impacting learning. -Professional Development Training needed in standards-based instruction, scaffolding, and progress monitoring. Targeted support for Grade 4, foundational math, and interventions (MTSS). PD on problem solving, math discourse, and differentiation (ELLs/SWDs). Support for technology integration and family engagement strategies. -Higher-Order Skills Students struggle with reasoning, application, and multi-step problem solving. Weak foundations limit access to rigorous tasks. Need more opportunities for critical thinking and mathematical discourse, including enrichment for proficient students. -Team Planning Strengthen PLCs with a focus on data-driven instruction and common planning. Prioritize Grade 4 collaboration and vertical alignment (K–8). Regular monitoring of interventions and small groups. Plan for technology use and family engagement activities.

3. Share possible solutions that address the root causes.

Instructional Gaps -Strengthen Core Math Instruction -Implement a standards-aligned, guaranteed and viable math curriculum (K–8) with clear pacing and expectations -Prioritize Grade 4 instructional support, including: Daily small-group instruction Additional math blocks/intervention time -Increase focus on conceptual understanding and number sense through: Hands-on learning (manipulatives, models) Daily number talks and math routines - Explicitly teach multi-step problem solving strategies using: Modeling (I Do, We Do, You Do) Problem-solving frameworks (e.g., CUBES, UPS Check) - Provide structured enrichment opportunities for Levels 3–5 students to prevent regression -Ensure consistent use of spiral review to strengthen foundational skills Professional Development - Build Teacher Capacity -Provide ongoing PD in: Standards-based math instruction (Florida B.E.S.T.) Teaching conceptual understanding vs. procedural only -Train teachers on: Differentiation strategies for ELLs and SWDs Scaffolding multi-step problem solving -Implement coaching cycles and model classrooms to replicate successful practices (e.g., Grade 5 growth) -Provide PD on: Effective MTSS/intervention strategies Progress monitoring and data analysis -Train staff on technology integration (HMH platform, digital tools) -Provide guidance on family engagement strategies in math Higher-Order Skills - Improve Problem Solving & Reasoning -Incorporate daily problem-solving tasks requiring higher-order thinking (DOK 2–3) -Increase use of: Math discourse (student explanations, peer discussions) Open-ended and real-world problems -Teach students how to: Explain reasoning verbally and in writing Justify answers using mathematical evidence -Use anchor charts and structured strategies for multi-step problems -Provide enrichment tasks to extend thinking for proficient students Technology Access - Improve Student Readiness -Increase student access to devices, especially in K–2 classrooms -Provide scheduled computer lab or device rotation time for math practice -Train students on HMH testing platform and digital tools -Provide home access support, including: Instructions for logging into platforms Alternative resources for families without internet -Integrate technology-based math practice into daily instruction

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

• Communication

-Provide consistent communication to families about: Math standards and grade-level expectations Student progress and areas of need -Offer parent trainings/workshops (in-person and virtual) focused on: Building number sense and fact fluency Supporting multi-step problem solving Understanding math strategies used in the classroom -Host interactive math events (e.g., “Make and Take” nights) where families learn and practice strategies they can use at home -Share family-friendly math resources, including: Step-by-step guides for solving problems Math vocabulary support Activities and games to reinforce skills -Provide access to digital math platforms and support families in: Logging in and navigating programs (e.g., HMH) Using online tools for practice at home -Ensure all communication and materials are accessible and translated for ELL families -Use multiple communication methods (text, email, apps, newsletters) to reach all families -Provide regular updates on student progress, including: Intervention supports (Tier 2/Tier 3) Growth toward proficiency goals -Offer flexible opportunities for engagement (morning, evening, virtual options) -Implement two-way communication opportunities, such as: Parent conferences Surveys and feedback forms to guide support

- Parent Training

-Provide monthly parent trainings/workshops (in-person and virtual) focused on: Building number sense and fact fluency Understanding grade-level math standards Supporting multi-step problem solving and reasoning -Offer hands-on, interactive sessions (e.g., "Make and Take") where families practice math strategies they can use at home -Model problem-solving strategies, including: Breaking down multi-step problems Using visuals, models, and math vocabulary Explaining reasoning and showing work -Provide family-friendly training materials, such as: Step-by-step guides and anchor charts Math vocabulary support Activities and games to reinforce skills -Offer targeted trainings for families of: Struggling students (Tier 2/Tier 3 support) English Language Learners (ELLs) -Provide guidance on using digital math platforms (e.g., HMH), including: Logging in and navigating programs Supporting practice at home -Ensure all trainings and materials are accessible and translated to support all families -Offer flexible training times (morning, evening, and virtual options) to increase participation -Share recorded sessions and resources for families who cannot attend live -Collect parent feedback to improve future trainings and ensure they meet family needs

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

- School

-Provide high-quality, standards-aligned math instruction focused on: Foundational skills and number sense Multi-step problem solving and mathematical reasoning Grade-level expectations across K-8 -Use data-driven instruction by: Regularly analyzing assessment data (FAST/PM) Planning targeted small-group instruction based on student needs -Prioritize Grade 4 support through: Increased intervention time Focused instructional strategies and monitoring -Implement effective Tier 2 and Tier 3 interventions, including: Scheduled intervention blocks Consistent progress monitoring and adjustments -Provide enrichment opportunities for students in Levels 3-5 to maintain and extend proficiency -Maintain ongoing communication with families regarding: Student progress and performance Math expectations and strategies Available supports and resources -Offer family engagement opportunities, such as: Math workshops and "Make and Take" events Parent-teacher conferences -Provide family resources and supports, including: Math guides and practice materials Access to digital platforms (e.g., HMH) -Ensure equitable access by: Providing translated materials for ELL families Using clear, family-friendly communication -Build teacher capacity through: Professional development in math instruction and differentiation Training in effective family engagement practices -Increase student access to technology and provide support for using digital math tools -Monitor implementation of the compact through: Student achievement data Family participation and feedback

- Students

-Take responsibility for their learning by: Completing math assignments and homework on time Actively participating in daily math instruction - Practice math skills regularly at home and at school, including: Fact fluency Number sense and foundational skills -Apply problem-solving strategies taught in class, including: Breaking down multi-step problems Showing work and explaining reasoning -Engage in mathematical thinking and discourse by: Explaining answers verbally and in writing Participating in discussions and collaborative activities -Utilize small-group instruction and interventions with focus and effort -Use available digital tools and platforms (e.g., HMH) to support math practice and skill development -Set personal math goals and monitor progress toward proficiency -Ask questions and seek help when needed to improve understanding -Come to class prepared, engaged, and ready to learn -Communicate with teachers and families about their progress and areas of need

- Parents

-Support their child's learning by: Ensuring completion of math homework and assignments Encouraging consistent study routines and practice - Promote regular math practice at home, including: Fact fluency and number sense activities Real-world math applications (e.g., budgeting, measuring, time) -Engage in their child's learning by: Asking questions about math strategies and problem solving Encouraging their child to explain their thinking and reasoning -Support problem-solving development by: Encouraging students to show work Reinforcing use of strategies taught in class -Maintain ongoing communication with teachers regarding: Student progress and areas of need Questions about math standards or expectations -Attend and participate in parent-teacher conferences, workshops, and math events (e.g., "Make and Take") -Utilize school-provided resources, including: Math guides and practice materials Digital platforms (e.g., HMH) for at-home support -Create a positive learning environment at home that supports math practice and persistence -Encourage their child to set goals and take responsibility for their learning -Provide feedback to the school to help improve family engagement and math support efforts

- **Staff Training**

-Provide professional development for staff on effective family engagement strategies that support math achievement -Train teachers to communicate math expectations clearly to families, including: Number sense and foundational skills Multi-step problem solving and reasoning Grade-level standards and strategies used in class -Support staff in using family-friendly language and culturally responsive communication to ensure accessibility for all families, including ELL populations -Provide training on sharing student data with families, including: Explaining assessment results and proficiency levels Communicating progress monitoring for Tier 2 and Tier 3 interventions Offering clear, actionable strategies for home support -Train teachers to model math strategies for families during: Parent conferences Workshops and family events Classroom communications (videos, newsletters) -Provide guidance on using multiple communication platforms (email, apps, newsletters, virtual tools) to increase family engagement -Build staff capacity to facilitate parent trainings and math events (e.g., "Make and Take"), aligned to schoolwide math goals - Incorporate family engagement expectations into PLCs and coaching cycles, including: Sharing best practices Monitoring implementation Ensuring consistency across classrooms -Provide training on technology integration, including: Supporting students and families with digital math platforms (e.g., HMH) Increasing student familiarity with online testing tools -Monitor effectiveness through: Family feedback and participation data Observations of communication and engagement practices

- **Accessibility**

-Ensure all communication and math resources are available in multiple languages to support ELL families -Provide family-friendly materials that clearly explain math concepts, strategies, and expectations using simple, easy-to-understand language -Offer multiple formats for accessing information, including: Printed materials Digital resources (websites, apps, videos) In-person and virtual options -Provide flexible scheduling for events and trainings (morning, evening, and virtual) to accommodate family availability -Ensure families have access to technology and digital math tools, including: Guidance on logging into and using platforms (e.g., HMH) Support for families with limited technology access -Offer recorded workshops and tutorials so families can access math training at their convenience -Provide take-home math materials, such as: Practice activities and games Math vocabulary guides Step-by-step problem-solving supports -Ensure accessibility for families of students with diverse needs by providing: Differentiated resources Additional support for struggling learners -Use multiple communication channels (text, email, phone calls, apps) to ensure all families receive information -Gather family feedback to identify barriers and improve access to resources and support

Science

1. List prioritized needs statements.

-Increase overall science proficiency and close remaining gaps 65% of students achieved proficiency on PM2, leaving 35% below proficiency 43% of Grade 4 students did not meet proficiency -Strengthen understanding of core scientific concepts Identified gaps in inquiry, experimentation, and the scientific method Students demonstrate limited critical thinking and real-world problem-solving skills -Provide targeted support for ELLs and students with disabilities Subgroups require additional scaffolds to access grade-level science content Need for differentiated supports aligned to language and learning needs -Expand instructional time and depth of science instruction Grade 3 teachers report science instruction is too brief for full content coverage 100% of Grade 5 teachers report significant learning gaps due to prior emphasis on ELA and Math -Increase access to hands-on and experiential learning opportunities 100% of Kindergarten teachers report need for hands-on STEM/science materials Limited field trips and experiential learning opportunities across grade levels Need to ensure non-tested grades engage in science learning experiences -Improve academic vocabulary development in science Grade 1 teachers report students struggle to read and understand science vocabulary Vocabulary gaps impact comprehension of scientific texts and concepts -Strengthen teacher capacity through professional development 90% of Grade 2 teachers request training connecting HMH resources to formative assessments Teachers need support in inquiry-based instruction and integrating technology -Improve vertical alignment and curriculum coherence Inconsistent skill development across grade levels Need for alignment to ensure progression of scientific concepts and skills -Enhance middle school science supports and resources No science coach available to support instruction Limited field trips and enrichment opportunities Tutoring is available but may need expansion and alignment to student needs

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

Differentiation Student achievement in science is inconsistent, with 35% of students below proficiency on PM2 and 43% of Grade 4 students not meeting expectations, indicating that instruction is not consistently differentiated to meet the diverse academic, language, and learning needs of all students, including ELLs and students with disabilities. Professional Development Teacher effectiveness in science instruction is limited by a need for ongoing professional development, as evidenced by gaps in inquiry-based instruction, formative assessment use, and curriculum alignment, along with 90% of Grade 2 teachers requesting additional training and the absence of a dedicated science coach to support instructional growth. Insufficient Integration of Technology, Tools, and Materials Science instruction is constrained by limited access to instructional technology, hands-on materials, and STEM resources, as reflected in Kindergarten teachers reporting a 100% need for hands-on materials and the lack of consistent field experiences and lab-based learning opportunities across grade levels. Real-World Applications Students demonstrate limited ability to apply scientific concepts to real-world contexts, as evidenced by gaps in inquiry, experimentation, scientific reasoning, and critical thinking skills, indicating insufficient opportunities for experiential, problem-based, and real-world learning across grade levels. Family Engagement in Science Learning There is limited family understanding of grade-level science expectations and how to support inquiry-based learning at home. Families have fewer opportunities, resources, and guidance to reinforce scientific thinking, vocabulary, and real-world application outside of school. Inconsistent communication and lack of access to hands-on experiences contribute to gaps in student exposure to science concepts, particularly for ELLs and students requiring additional support.

3. Share possible solutions that address the root causes.

Differentiation- Improve Access for All Learners -Implement differentiated science instruction using: Tiered tasks and flexible grouping Scaffolded supports for ELLs (sentence stems, visuals, vocabulary supports) Accommodations for students with disabilities -Provide small-group instruction focused on: Core concept gaps Vocabulary development Reinforcement of scientific practices -Integrate language objectives into science lessons to support academic vocabulary and comprehension -Use formative assessments to adjust instruction based on student needs Professional Development -Build Teacher Capacity -Provide ongoing PD in: Inquiry-based science instruction (hands-on, student-centered learning) Use of scientific method and experimentation in daily lessons Connecting HMH resources to formative assessments -Offer training on: Differentiation strategies for ELLs and SWDs Integrating science with literacy (reading and writing in science) -Implement coaching cycles and model classrooms to demonstrate best practices -Establish teacher collaboration opportunities (PLCs) focused on: Data analysis Lesson planning Sharing effective strategies -Explore opportunities to designate or develop a science lead/coach to support instruction Technology, Tools, and Materials- Increase Access -Provide hands-on STEM and science materials across all grade levels (especially K-2) -Increase access to: Lab equipment and experiment kits Digital science platforms and simulations -Schedule regular science lab rotations or STEM blocks -Integrate technology tools to support: Virtual labs and simulations Interactive science activities -Expand opportunities for: Field trips Guest speakers STEM-based enrichment activities Middle School Supports- Strengthen Resources -Expand targeted tutoring programs aligned to science standards -Provide additional resources and materials for middle school labs and instruction -Increase enrichment opportunities, including: STEM clubs Competitions and projects -Support teachers through: Collaboration time Access to instructional resources and planning tools Family Engagement Solutions -Provide family workshops (in-person and virtual) focused on understanding grade-level science expectations and inquiry-based learning -Share simple, hands-on science activities families can do at home to reinforce concepts and experimentation -Offer resources and guides to help families support scientific vocabulary development and comprehension -Increase consistent communication with families about current science units, concepts, and ways to support at home -Provide translated materials and targeted supports for ELL families to ensure access to science content -Create family science nights and interactive events to model real-world applications and build engagement -Partner with community organizations to expand access to field trips and experiential learning opportunities -Align home resources with classroom instruction to ensure consistency in concepts and skills -Provide guidance on supporting critical thinking and problem-solving through everyday activities -Monitor and increase family participation to ensure engagement efforts are improving student outcomes

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

- Communication

-Provide consistent communication to families about: Science standards and grade-level expectations Student progress and areas of need in science
-Share monthly science updates through newsletters, email, text, and school apps that include: Key concepts being taught Vocabulary and topics for reinforcement at home
-Provide family-friendly explanations of scientific concepts, including: Inquiry-based learning The scientific method Real-world applications of science
-Communicate student performance data with families, including: Assessment results Progress monitoring for students receiving additional support
-Share strategies families can use at home to support science learning, such as: Simple experiments Discussion questions Vocabulary practice
-Use multiple communication platforms (email, phone calls, apps, newsletters) to ensure all families receive information
-Ensure all communication is translated and accessible for ELL families
-Provide digital resources and links to support science learning at home (videos, simulations, activities)
-Encourage two-way communication through: Parent-teacher conferences Surveys and feedback opportunities
-Share information about science events and opportunities, including: STEM nights Field trips Enrichment programs

- Parent Training

-Provide parent trainings/workshops (in-person and virtual) focused on: Understanding grade-level science standards and concepts Supporting inquiry-based learning and the scientific method Building science vocabulary at home
-Offer hands-on, interactive sessions (e.g., STEM/Science "Make and Take") where families engage in simple experiments and activities they can replicate at home
-Model inquiry-based strategies, including: Asking questions and making predictions Observing, recording, and analyzing results Connecting learning to real-world applications
-Provide family-friendly training materials, such as: Step-by-step experiment guides Science vocabulary supports At-home STEM activity kits
-Offer targeted trainings for families of: English Language Learners (ELLs) Students needing additional academic support
-Provide guidance on using digital science resources and tools, including: Online simulations and videos Educational platforms that support science learning
-Ensure all trainings and materials are accessible and translated to support all families
-Offer flexible training times (morning, evening, and virtual options) to increase participation
-Share recorded sessions and resources for families unable to attend live
-Collect parent feedback to improve future trainings and ensure alignment to family needs

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

- School

-Provide high-quality, standards-aligned science instruction focused on: Core scientific concepts and content knowledge Inquiry-based learning and the scientific method Real-world applications and problem solving -Increase hands-on and experiential learning opportunities, including: Lab activities and experiments STEM projects and investigations Field trips and enrichment experiences -Use data-driven instruction by: Regularly analyzing assessment data Identifying gaps and providing targeted support -Implement differentiated instruction to meet the needs of all learners, including: ELLs and students with disabilities Small-group instruction and scaffolds -Expand instructional time and depth of science instruction across grade levels -Provide targeted interventions and support, including: Tutoring programs Additional resources for struggling students -Strengthen academic vocabulary instruction in science across all grade levels -Maintain ongoing communication with families regarding: Student progress and achievement Science expectations and learning goals Strategies to support science learning at home -Offer family engagement opportunities, such as: STEM nights and science workshops Parent-teacher conferences -Provide family resources and supports, including: At-home science activities and experiment guides Access to digital science tools and platforms -Ensure equitable access by: Providing translated materials for ELL families Using clear, family-friendly communication -Build teacher capacity through: Professional development in inquiry-based instruction Training in differentiation and technology integration -Improve vertical alignment and curriculum coherence (K–8) to ensure progression of skills and concepts - Monitor implementation of the compact through: Student achievement data Family participation and feedback

- Students

-Take responsibility for their learning by: Completing science assignments and projects on time Actively participating in science lessons and activities -Engage in hands-on learning and inquiry, including: Conducting experiments and investigations Making observations and recording data -Apply the scientific method by: Asking questions and making predictions Testing ideas and analyzing results Drawing conclusions based on evidence -Build and use science vocabulary in speaking, reading, and writing -Participate in scientific discussions and collaboration by: Explaining thinking and reasoning Listening to and learning from peers -Utilize small-group instruction and interventions with focus and effort -Use available digital tools and resources (e.g., simulations, videos) to support science learning -Make real-world connections by relating science concepts to everyday life -Set personal learning goals in science and monitor progress -Ask questions and seek help when needed to improve understanding -Come to class prepared, engaged, and ready to learn -Communicate with teachers and families about their progress and areas of need

- Parents

-Support their child's learning by: Ensuring completion of science assignments and projects Encouraging consistent study habits and curiosity about science -Promote science learning at home by: Engaging in simple experiments and hands-on activities Discussing real-world science concepts (e.g., weather, environment, health) -Build science vocabulary and comprehension by: Encouraging reading of science-related texts Asking questions and discussing scientific ideas -Support inquiry and critical thinking by: Encouraging children to ask questions, make predictions, and explain their reasoning Reinforcing the use of the scientific method -Maintain ongoing communication with teachers regarding: Student progress and areas of need Questions about science content or expectations -Attend and participate in parent-teacher conferences, workshops, and STEM events -Utilize school-provided resources, including: At-home science activities and experiment guides Digital tools and online science resources -Create a positive learning environment at home that supports exploration and curiosity -Encourage their child to set goals and take responsibility for their learning - Provide feedback to the school to help improve family engagement and science support efforts

- Staff Training

-Provide professional development for staff on effective family engagement strategies that support science achievement -Train teachers to communicate science expectations clearly to families, including: Core scientific concepts and standards Inquiry-based learning and the scientific method Real-world applications of science -Support staff in using family-friendly and culturally responsive communication to ensure accessibility for all families, including ELL populations -Provide training on sharing student data with families, including: Explaining science assessment results Communicating progress for students receiving additional support Offering clear strategies families can use at home -Train teachers to model science strategies for families during: Parent conferences Workshops and STEM events Classroom communications (videos, newsletters) -Provide guidance on using multiple communication platforms (email, apps, newsletters, virtual tools) to increase family engagement -Build staff capacity to facilitate family science events, such as: STEM nights Hands-on science workshops -Incorporate family engagement practices into PLCs and coaching cycles, including: Sharing best practices Monitoring implementation Ensuring consistency across classrooms -Provide training on integrating technology and digital tools to support science learning and communication with families -Monitor effectiveness through: Family feedback and participation data Observations of communication and engagement practices

- **Accessibility**

-Ensure all communication and science resources are available in multiple languages to support ELL families -Provide family-friendly materials that clearly explain scientific concepts, vocabulary, and expectations using simple, easy-to-understand language -Offer multiple formats for accessing information, including: Printed materials Digital resources (websites, apps, videos, simulations) In-person and virtual options -Provide flexible scheduling for events and trainings (morning, evening, and virtual) to accommodate family availability -Ensure families have access to technology and digital science tools, including: Guidance on accessing online platforms and resources Support for families with limited technology access -Offer recorded workshops and tutorials so families can access science training at their convenience -Provide take-home science materials, such as: Simple experiment kits STEM activity guides Science vocabulary supports -Ensure accessibility for families of students with diverse needs by providing: Differentiated resources Additional supports for struggling learners -Use multiple communication channels (text, email, phone calls, apps) to ensure all families receive information -Gather family feedback to identify barriers and improve access to science resources and support

Social Studies

1. List prioritized needs statements.

-Increase overall social studies proficiency (middle school focus) PM2 data shows 72% proficiency, with performance remaining in the low 70s Goal is to accelerate growth beyond current levels -Target students just below proficiency 15% of 6th and 8th grade students have course averages of 69% or lower Indicates a need for focused support on near-proficient students to move them to mastery -Strengthen critical thinking and higher-order skills Need to increase use of higher-level Depth of Knowledge (DOK) questions Students require more opportunities for analysis, evaluation, and application of content -Implement effective small-group instruction Use small groups to reteach standards and address gaps Incorporate secondary standards to both remediate struggling students and extend advanced learners -Improve literacy integration within social studies (elementary focus) Students need support with reading comprehension and content-based literacy Emphasis on vocabulary, text analysis, and written responses in social studies contexts -Increase use of engagement strategies to build student agency Need for instructional strategies that promote active learning and student ownership Higher engagement linked to improved content retention and understanding -Expand data tracking and progress monitoring Need for more consistent use of data to inform instruction Limited tracking of student mastery across standards

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

-Instructional Strategies Need to increase use of higher-level Depth of Knowledge (DOK) questions to strengthen critical thinking Need for more engagement strategies that promote active learning and student agency Limited differentiation to target students just below proficiency (e.g., 6th and 8th graders with ~69% averages) -Integration (Literacy & Data Use) Need to improve literacy integration within social studies (elementary focus):Reading comprehension gaps Weak vocabulary development Inconsistent and limited data and data tracking to progress monitoring - Professional Development Effective small-group instruction practices for remediation and enrichment Using data to drive instruction and monitor student progress Strategies for integrating literacy into social studies content -Culturally Responsive Projects and Celebrations Need for more engaging, student-centered learning experiences that build ownership Limited opportunities for projects that connect social studies content to students' cultural backgrounds and real-world contexts Need to incorporate relevant, culturally meaningful activities that increase engagement and deepen understanding -Family Engagement There is limited family awareness of social studies expectations and the importance of content-based literacy, critical thinking, and discussion at home. Families are not consistently provided with resources or strategies to support reading, vocabulary development, and analysis of informational texts. Additionally, there are limited opportunities for families to engage students in real-world connections to history, civics, and current events, which impacts student engagement and deeper understanding of content.

3. Share possible solutions that address the root causes.

Instructional Strategies- Increase Rigor & Engagement -Increase use of higher-order (DOK 2–3) questioning in daily instruction -Incorporate student-centered instructional strategies, including: Collaborative learning (think-pair-share, debates, discussions) Inquiry-based learning and analysis of primary/secondary sources -Implement structured small-group instruction to: Reteach key standards for struggling students Extend learning for advanced students -Provide targeted support for students just below proficiency (e.g., ~69%) through: Focused reteach sessions Skill-specific interventions Integration (Literacy & Data Use)- Strengthen Comprehension and Monitoring -Integrate literacy strategies into social studies instruction, including: Close reading of informational texts Text annotation and evidence-based responses Vocabulary development (word walls, content-specific terms) -Provide explicit instruction in academic vocabulary to improve comprehension -Implement writing across social studies, including: Short constructed responses Document-based questions (DBQs) -Strengthen data tracking systems by: Using common formative assessments Tracking student mastery by standard -Use data to: Adjust instruction Identify students needing support or enrichment Professional Development- Build Teacher Capacity -Provide ongoing PD in: Effective small-group instruction for remediation and enrichment Strategies for integrating literacy into content areas Using data to drive instruction and monitor progress -Train teachers on: Developing and using higher-order questions (DOK levels) Differentiation strategies for diverse learners -Implement coaching cycles and model lessons to support best practices -Use PLCs to analyze data, plan instruction, and share strategies Culturally Responsive Projects & Student Engagement -Incorporate project-based learning (PBL) aligned to social studies standards -Design culturally responsive projects and activities that: Connect content to students' backgrounds and experiences Increase relevance and engagement -Provide opportunities for: Student choice and voice in learning activities Real-world connections to historical and civic concepts -Increase use of: Simulations, role-playing, and debates Cross-curricular projects (ELA + Social Studies) -Family Engagement -Provide family workshops (in-person and virtual) to build awareness of social studies expectations and the importance of content-based literacy -Share strategies to support reading comprehension, vocabulary, and analysis of informational texts at home -Offer conversation prompts and discussion guides to help families engage students in current events, history, and civics topics -Provide easy-to-use resources (articles, videos, timelines) that reinforce classroom content and build background knowledge -Increase consistent communication about current units of study and ways families can support learning at home -Create family engagement opportunities such as history nights, civics projects, or interactive events -Support diverse families by providing translated materials and accessible resources for ELL families -Encourage real-world connections through activities such as discussing news, visiting local historical sites, or community involvement -Align home resources with classroom instruction to reinforce key concepts and skills -Monitor family participation and feedback to ensure engagement efforts are improving student understanding and outcomes

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

- Communication

-Provide consistent communication to families about: Social studies standards and grade-level expectations Student progress and areas of need - Share monthly updates through newsletters, email, text, and school apps that include: Key topics and units being taught Important vocabulary and concepts for reinforcement at home -Provide family-friendly explanations of content, including: Historical concepts and civic understanding Skills such as analysis, evaluation, and use of evidence -Communicate student performance data, including: Assessment results and course averages Progress for students just below proficiency -Share strategies families can use at home, such as: Discussing current events and historical topics Supporting reading and writing about social studies content -Use multiple communication platforms (email, phone calls, apps, newsletters) to ensure all families receive information -Ensure all communication is translated and accessible for ELL families -Provide digital resources and links to support learning at home (articles, videos, interactive tools) -Encourage two-way communication through: Parent-teacher conferences Surveys and feedback opportunities -Share information about social studies events and opportunities, including: Projects, presentations, and cultural activities

- Parent Training

-Provide monthly parent trainings/workshops (in-person and virtual) focused on: Understanding grade-level social studies standards and content Supporting critical thinking and higher-order skills (analysis, evaluation, application) Building social studies vocabulary and comprehension -Offer interactive sessions where families learn how to support: Reading and analyzing informational texts Using evidence to answer questions and support ideas Writing responses related to social studies content -Model instructional strategies for families, including: How to discuss historical events and current issues How to ask higher-order questions at home How to support document-based questions (DBQs) and written responses -Provide family-friendly training materials, such as: Vocabulary guides and concept summaries Reading and writing support strategies At-home activities connected to current units of study -Offer targeted trainings for families of: Students just below proficiency English Language Learners (ELLs) -Provide guidance on using digital resources and tools, including: Online articles, videos, and interactive platforms School-supported programs for practice and enrichment -Ensure all trainings and materials are accessible and translated to support all families -Offer flexible training times (morning, evening, and virtual options) to increase participation -Share recorded sessions and resources for families unable to attend live -Collect parent feedback to improve future trainings and ensure alignment to family needs

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

- School

-Provide high-quality, standards-aligned social studies instruction focused on: Key historical, geographic, and civic concepts Critical thinking, analysis, and use of evidence Real-world connections to content -Increase use of higher-order (DOK 2–3) instructional strategies, including: Analysis of primary and secondary sources Inquiry-based learning and discussion -Implement data-driven instruction by: Regularly analyzing assessment data and course performance Identifying and supporting students just below proficiency -Provide targeted small-group instruction to: Reteach key standards and address gaps Extend learning for advanced students -Strengthen literacy integration within social studies, including: Reading comprehension of informational texts Vocabulary development and text analysis Writing using evidence-based responses -Incorporate engaging, student-centered strategies, such as: Project-based learning Simulations, debates, and collaborative activities -Integrate culturally responsive teaching practices by: Connecting content to students' backgrounds and experiences Providing meaningful, real-world learning opportunities - Maintain ongoing communication with families regarding: Student progress and performance Social studies expectations and learning goals Strategies to support learning at home -Offer family engagement opportunities, including: Social studies workshops and curriculum nights Student project showcases and presentations -Provide family resources and supports, such as: Vocabulary guides and content summaries Reading and writing strategies for home use -Ensure equitable access by: Providing translated materials for ELL families Using clear, family-friendly communication -Build teacher capacity through: Professional development in instructional strategies, literacy integration, and differentiation Collaboration through PLCs and coaching cycles -Monitor implementation of the compact through: Student achievement and progress monitoring data Family participation and feedback

- Students

-Take responsibility for their learning by: Completing social studies assignments, projects, and classwork on time Actively participating in lessons and discussions -Engage in critical thinking and higher-order skills by: Analyzing primary and secondary sources Making connections between historical events and real-world issues -Apply evidence-based reasoning by: Using text evidence to support answers Explaining thinking in both written and verbal responses -Build and use academic vocabulary in reading, writing, and discussions -Participate in collaborative learning opportunities, including: Group discussions, debates, and projects Sharing ideas and listening to others' perspectives -Utilize small-group instruction and interventions with focus and effort -Use available digital tools and resources to support research and learning -Make real-world connections by relating social studies concepts to current events and personal experiences -Set personal learning goals and monitor progress toward mastery -Ask questions and seek help when needed to improve understanding -Come to class prepared, engaged, and ready to learn -Communicate with teachers and families about their progress and areas of need

- Parents

-Support their child's learning by: Ensuring completion of social studies assignments and projects Encouraging consistent study habits and organization -Promote learning at home by: Discussing historical events, geography, and current events Encouraging connections between classroom learning and real-world experiences -Support reading and comprehension by: Encouraging reading of informational texts and articles Discussing key ideas, vocabulary, and concepts -Reinforce critical thinking and use of evidence by: Asking questions that require explanation and reasoning Encouraging students to support answers with evidence -Support writing development by: Reviewing written responses and projects Encouraging clear organization and use of details -Maintain ongoing communication with teachers regarding: Student progress and performance Questions about content, expectations, or assignments -Attend and participate in parent-teacher conferences, workshops, and school events -Utilize school-provided resources, including: Vocabulary guides and content summaries Reading and writing strategies for home use -Create a positive learning environment at home that supports discussion, curiosity, and exploration -Encourage their child to set goals and take responsibility for their learning -Provide feedback to the school to improve family engagement and support efforts

- Staff Training

-Provide professional development for staff on effective family engagement strategies that support social studies achievement -Train teachers to communicate social studies expectations clearly to families, including: Key historical concepts and civic understanding Higher-order thinking skills (analysis, evaluation, application) Use of evidence in reading and writing -Support staff in using family-friendly and culturally responsive communication to ensure accessibility for all families, including ELL populations -Provide training on sharing student data with families, including: Explaining assessment results and course performance Communicating progress for students just below proficiency Offering clear strategies for home support -Train teachers to model literacy strategies within social studies for families, including: Close reading of informational texts Vocabulary development and text analysis Supporting written responses and use of evidence -Provide guidance on using multiple communication platforms (email, apps, newsletters, virtual tools) to increase family engagement -Build staff capacity to facilitate family engagement events, such as: Social studies workshops and curriculum nights Student project showcases and presentations -Incorporate family engagement practices into PLCs and coaching cycles, including: Sharing best practices Monitoring implementation Ensuring consistency across classrooms -Provide training on integrating culturally responsive teaching practices, including: Connecting content to students' backgrounds and experiences Designing meaningful, student-centered projects -Monitor effectiveness through: Family feedback and participation data Observations of communication and engagement practices

- Accessibility

-Ensure all communication and social studies resources are available in multiple languages to support ELL families -Provide family-friendly materials that clearly explain historical concepts, vocabulary, and expectations using simple, easy-to-understand language -Offer multiple formats for accessing information, including: Printed materials Digital resources (websites, articles, videos, interactive tools) In-person and virtual options - Provide flexible scheduling for events and trainings (morning, evening, and virtual) to accommodate family availability -Ensure families have access to technology and digital resources, including: Guidance on accessing online platforms and tools Support for families with limited technology access - Offer recorded workshops and tutorials so families can access training at their convenience -Provide take-home social studies materials, such as: Vocabulary guides and concept summaries Reading and writing support activities Project-based learning supports -Ensure accessibility for families of students with diverse needs by providing: Differentiated resources Additional supports for struggling learners -Use multiple communication channels (text, email, phone calls, apps) to ensure all families receive information Gather family feedback to identify barriers and improve access to resources and support

Acceleration Success

1. List prioritized needs statements.

-Strengthen Algebra achievement and foundational readiness 51% of students are in the “red” (need improvement) on Progress Learning 21% of students are in “yellow” (proficient but not yet secure) Need focus on foundational skills, fluency, and conceptual understanding -Urgent support needed in Geometry (highest area of concern) 79% of students are in “red” (need improvement) Only 7% are fully proficient Indicates significant gaps in prerequisite skills and mathematical reasoning -Improve Biology comprehension and mastery 31% of students are in “red” (need improvement) 54% are in “yellow” (proficient but not yet mastery level) Need deeper conceptual understanding and scientific application skills - Increase student fluency and conceptual understanding across acceleration courses Across Algebra and Geometry, students demonstrate weak foundational skills Need emphasis on procedural fluency and conceptual connections -Strengthen Tiered instructional support for acceleration courses High percentage of students in “red” and “yellow” bands indicates need for targeted intervention Requires structured small-group instruction and remediation cycles -Improve instructional scaffolding for near-proficient students Large “yellow” populations (especially Biology at 54%) need enrichment to reach mastery Focus on moving students from proficiency to higher-level application -Expand use of data-driven instruction and progress monitoring Need for consistent monitoring of Progress Learning benchmark data Instruction should be adjusted based on quarterly performance trends

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

-Differentiation High "red" and "yellow" rates (Geometry, Biology) show insufficient tiered instruction and small-group support Limited scaffolding to move near-proficient students to mastery Inconsistent support for both struggling and advanced learners -Professional Development Need training in: Differentiation and small-group instruction including scaffolding for mastery Content-specific strategies (Geometry reasoning, Biology application) Use of Progress Learning data to adjust instruction -Learning Gaps (Math-Specific) Significant prerequisite skill gaps in Geometry (79% "red") Weak procedural fluency and conceptual understanding across Algebra and Geometry Limited ability to apply math concepts to complex problems - Student Selection for Acceleration Misalignment between student readiness and course placement Students entering acceleration without strong foundational skills Need clearer, data-based placement criteria and ongoing review -Family Engagement Families have limited understanding of the rigor and expectations of acceleration courses, including Algebra, Geometry, and Biology. There is a lack of awareness of how to support foundational skills, problem-solving, and conceptual understanding at home. Inconsistent communication and limited access to targeted resources result in minimal reinforcement of learning outside of school, particularly for students who are struggling or near proficiency.

3. Share possible solutions that address the root causes.

Differentiation -Strengthen Tiered Instruction & Support -Implement structured Tier 1, Tier 2, and Tier 3 supports within acceleration courses -Use flexible small-group instruction to: Reteach prerequisite skills for “red” students Provide targeted scaffolding for “yellow” students Extend learning for advanced students -Develop scaffolded learning pathways to move students from: Basic proficiency ? mastery ? application -Provide targeted intervention blocks during or after school for Algebra, Geometry, and Biology -Use reteach/enrichment cycles aligned to assessment data Professional Development- Build Teacher Capacity -Provide ongoing PD in: Differentiation and small-group instruction in accelerated settings Scaffolding strategies to move students from proficiency to mastery -Offer content-specific training in: Geometry reasoning and spatial understanding Algebraic fluency and conceptual understanding Biology application and scientific reasoning -Train teachers to effectively use Progress Learning data to: Identify gaps Adjust instruction Monitor growth -Implement coaching cycles and model classrooms to demonstrate best practices -Use PLCs to: Analyze data trends Share strategies Plan targeted instruction Learning Gaps (Math & Science) Address Foundational Deficits -Provide targeted prerequisite skill remediation, especially for: Geometry (highest priority) Algebra foundational skills -Implement spiral review and daily skill-building routines -Use: Visual models and manipulatives (for Geometry) Step-by-step problem-solving frameworks -Increase focus on: Procedural fluency Conceptual understanding Application of skills to complex problems -Integrate real-world problem solving in math and science instruction Family Engagement -Provide family workshops to build understanding of acceleration course expectations and academic rigor -Share clear guidance on how families can support math and science skills at home, including problem-solving and conceptual understanding Offer targeted resources (videos, practice tools, study guides) aligned to Algebra, Geometry, and Biology standards -Increase consistent communication on student progress, including “red” and “yellow” performance levels and next steps -Provide strategies for supporting foundational skills and study habits at home -Offer virtual and in-person support sessions focused on key concepts and upcoming assessments -Provide translated materials and additional supports for ELL families to ensure access -Encourage use of digital platforms (e.g., Progress Learning) for practice and monitoring -Create opportunities for family engagement such as academic nights focused on math and science -Monitor participation and feedback to ensure family support is improving student performance and movement toward mastery

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

- Communication

-Provide consistent communication to families about: Expectations for acceleration courses (Algebra, Geometry, Biology) Student progress, performance levels ("red," "yellow," "green"), and areas of need -Share regular updates (monthly/quarterly) through email, text, school apps, and newsletters that include: Progress Learning data and growth trends Key skills and concepts students are working on -Communicate individual student performance with families, including: Strengths and areas for improvement Progress toward mastery and readiness for next-level coursework - Provide family-friendly explanations of academic expectations, including: Importance of foundational skills and conceptual understanding Strategies used in class (problem solving, reasoning, scientific application) -Share strategies families can use at home, such as: Supporting math fluency and problem solving Reinforcing science concepts and vocabulary Encouraging study habits and organization -Use multiple communication platforms (email, phone calls, apps, newsletters) to ensure all families receive information -Ensure all communication is accessible and translated for ELL families -Provide digital resources and links to support learning at home (tutorials, practice platforms, videos) Encourage two-way communication through: Parent-teacher conferences Progress check-ins and feedback opportunities -Share information about available supports, including: Tutoring programs and intervention opportunities Enrichment and extension activities

- Parent Training

-Provide regular parent trainings/workshops (in-person and virtual) focused on: Understanding expectations for acceleration courses (Algebra, Geometry, Biology) Interpreting Progress Learning data ("red," "yellow," "green") -Offer content-specific sessions to support families in: Algebra skills (equations, fluency, problem solving) Geometry concepts (reasoning, spatial understanding) Biology concepts (application, vocabulary, scientific reasoning) -Model instructional strategies for families, including: Breaking down multi-step math problems Supporting conceptual understanding and reasoning Reinforcing science vocabulary and concepts -Provide family-friendly training materials, such as: Step-by-step guides and reference sheets Practice problems and examples Study tips and organizational strategies -Offer targeted trainings for families of: Students in the "red" (intervention support needed) Students in the "yellow" (near mastery, need enrichment) -Provide guidance on using digital platforms and tools, including: Accessing Progress Learning and other practice tools Monitoring student performance and growth -Ensure all trainings and materials are accessible and translated to support all families -Offer flexible training times (morning, evening, virtual options) to increase participation -Share recorded sessions and resources for families unable to attend live -Collect parent feedback to improve future trainings and ensure alignment to family needs

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

- School

-Provide high-quality, standards-aligned instruction in Algebra, Geometry, and Biology focused on: Foundational skills and conceptual understanding Problem solving, reasoning, and real-world application -Use data-driven instruction by: Regularly analyzing Progress Learning data Identifying students in “red,” “yellow,” and “green” performance bands Adjusting instruction based on student needs -Implement structured Tier 2 and Tier 3 supports, including: Small-group instruction and targeted remediation Intervention blocks and tutoring opportunities -Provide targeted support for near-proficient (“yellow”) students through: Enrichment activities Scaffolding to move students toward mastery -Address foundational learning gaps by: Incorporating spiral review and prerequisite skill reinforcement Providing additional support in high-need areas (e.g., Geometry reasoning) -Ensure appropriate placement and monitoring of students in acceleration courses by: Using data-based criteria for placement Reviewing student progress regularly and adjusting supports -Maintain ongoing communication with families regarding: Student progress and performance levels Course expectations and academic supports -Provide family engagement opportunities, including: Academic workshops and information sessions Parent-teacher conferences -Offer family resources and supports, such as: Study guides, practice materials, and digital tools Guidance on supporting learning at home -Ensure equitable access by: Providing translated materials and support for ELL families Using clear, family-friendly communication -Build teacher capacity through: Professional development in differentiation, scaffolding, and data use Collaboration through PLCs and coaching cycles -Monitor implementation of the compact through: Student achievement and growth data Family participation and feedback

- Students

-Take responsibility for their learning by: Completing assignments, classwork, and homework on time Actively participating in Algebra, Geometry, and Biology lessons -Practice foundational skills and fluency regularly to strengthen understanding -Apply problem-solving and reasoning strategies by: Breaking down multi-step problems Showing work and explaining thinking -Engage in higher-order thinking by: Applying concepts to real-world situations Analyzing and evaluating solutions -Utilize small-group instruction and interventions with focus and effort -Use available digital tools and platforms (e.g., Progress Learning) to: Practice skills Monitor progress -Set personal academic goals and track progress toward mastery -Ask questions and seek help when needed to improve understanding -Stay organized and maintain effective study habits -Communicate with teachers and families about: Academic progress Areas of need or concern -Take ownership of their course placement and performance, demonstrating effort and persistence

- Parents

-Support their child's learning by: Ensuring completion of assignments, homework, and projects Encouraging consistent study routines and time management -Monitor academic progress and performance, including: Reviewing Progress Learning data ("red," "yellow," "green") Tracking grades and teacher feedback -Reinforce foundational skills and concepts at home by: Encouraging practice in math fluency and problem solving Supporting understanding of science concepts and vocabulary -Promote critical thinking and perseverance by: Encouraging students to explain their reasoning Supporting effort on challenging tasks -Maintain ongoing communication with teachers regarding: Student progress and areas of need Questions about course expectations or placement -Attend and participate in parent-teacher conferences, workshops, and academic support sessions -Utilize school-provided resources, including: Study guides, practice materials, and digital tools Tutorials and instructional supports -Create a structured and supportive learning environment at home -Encourage their child to set goals, stay organized, and take responsibility for their learning -Support appropriate course placement decisions and collaborate with the school to ensure student readiness -Provide feedback to the school to improve family engagement and academic support efforts

- Staff Training

-Provide professional development for staff on effective family engagement strategies that support success in acceleration courses -Train teachers to communicate expectations clearly for Algebra, Geometry, and Biology, including: Foundational skills and conceptual understanding Problem solving, reasoning, and application -Support staff in using family-friendly and culturally responsive communication to ensure accessibility for all families, including ELL populations -Provide training on sharing student data with families, including: Interpreting Progress Learning data ("red," "yellow," "green") Communicating strengths, gaps, and next steps Offering actionable strategies for home support -Train teachers to model instructional strategies for families, including: Breaking down multi-step math problems Supporting conceptual understanding and reasoning Reinforcing science concepts and vocabulary -Provide guidance on using multiple communication platforms (email, apps, newsletters, virtual tools) to increase family engagement -Build staff capacity to facilitate parent trainings and academic workshops aligned to acceleration course needs - Incorporate family engagement practices into PLCs and coaching cycles, including: Sharing best practices Monitoring implementation Ensuring consistency across classrooms -Provide training on differentiation and scaffolding strategies to support both struggling and near-proficient students -Monitor effectiveness through: Family feedback and participation data Observations of communication and engagement practices

• Accessibility

-Ensure all communication and resources are available in multiple languages to support ELL families -Provide family-friendly materials that clearly explain: Acceleration course expectations (Algebra, Geometry, Biology) Progress Learning data ("red," "yellow," "green") Strategies to support learning at home -Offer multiple formats for accessing information, including: Printed materials Digital resources (websites, videos, tutorials, practice platforms) In-person and virtual options -Provide flexible scheduling for trainings and meetings (morning, evening, and virtual) to accommodate family availability -Ensure families have access to technology and digital tools, including: Guidance on logging into and using Progress Learning and other platforms Support for families with limited technology access -Offer recorded workshops and tutorials so families can access information at their convenience -Provide targeted resources for diverse learners, including: Differentiated supports for struggling students Enrichment resources for near-proficient students -Use multiple communication channels (text, email, phone calls, apps) to ensure all families receive information -Provide clear guidance and support for course placement and expectations, ensuring families understand acceleration pathways -Gather family feedback to identify barriers and improve access to resources and supports

Action Step: Classroom

Empowering all students to reach and surpass their full potential and achieve academic excellence through targeted and effective instructional support.

Budget Total: \$221,193.00

Acct Description	Description					
Paraprofessional	The paraprofessional assists during literacy and math centers by supporting small groups, reinforcing instructional goals, and helping students stay engaged and on task, grades K-1.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Spire Level 4, 5, & 6 Teacher Sets (1 for each level for a total of 3)	3	\$499.49	Instructional Materials	Original	\$1,498.4

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Spire Kits for Levels 1, 2, & 3	2	\$1,192.99	Instructional Materials			Original	\$2,385.98		
	Kindergarten Readiness Kits	155	\$20.00	Instructional Materials			Original	\$3,100.00		
	Heggerty Phonemic Awareness, and Heggerty Primary Phonemic Awareness (8 of each for a total of 16)	16	\$89.00	Instructional Materials			Original	\$1,424.00		
	Science experiment Supplies Grades 3-8	1	\$1,951.73	Manipulatives			Original	\$1,951.73		
	Spire Books for Levels 1, 2, & 3 (6 for each level, total of 18)	18	\$35.99	Instructional Materials			Original	\$647.82		
	Scientific Calculators for Tutorial and Classroom use.	300	\$12.00	Manipulatives			Original	\$3,600.00		
	AB - Kindergarten Readiness Kits moved to 6152	155	-\$20.00	Program Supplies			Budget Transfer	-\$3,100.00		
Paraprofessional	The paraprofessional assists during literacy and math centers by supporting small groups, reinforcing instructional goals, and helping students stay engaged and on task, grades K-1.									
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified teachers will provide extended learning opportunities afterschool in reading and mathematics for grades 2-8 beginning in September.	20	\$50.00	4	1.5	27	Certified	Original	\$162,000.00	

Action Step: Parent Engagement

A strong partnership between home and school is essential for student success. The Franklin Academy K-8 - Boynton Beach is committed to actively engaging parents as valued collaborators in their children's education, fostering a supportive and connected learning environment for all.

Budget Total: \$44,547.00

Acct Description	Description									
Parent Liaison - Para Level	The bilingual Parent Liaison serves as a bridge between families and the school, strengthening communication and engagement to support student success. This role includes sharing school updates and events with families, encouraging parent involvement, assisting with outreach or translation when needed, addressing parent questions and concerns, and collaborating with staff to support students' needs.									
Certified Parent Support by School Staff	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers to provide Parent Support at Parent Engagement Trainings listed in the PFEP		10	\$50.00	1	2	3	Certified	Original	\$3,000.00
Parent Liaison - Para Level	The bilingual Parent Liaison serves as a bridge between families and the school, strengthening communication and engagement to support student success. This role includes sharing school updates and events with families, encouraging parent involvement, assisting with outreach or translation when needed, addressing parent questions and concerns, and collaborating with staff to support students' needs.									
Printing	Item						Quantity	Rate	Type	Total
	Printing - Color Parent Training Packets for three Parent Engagement Trainings listed in the PFEP (\$100 X \$3.50 ea X 3 trainings)						300	\$3.50	Original	\$1,050.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Math & ELA Academic Games for parent/family trainings	1	\$1,100.00	Manipulatives	Original	\$1,100.00
	Science Materials for hands on science activities and experiments	1	\$450.00	Manipulatives	Original	\$450.00
	Refreshments for Parent Trainings (based on 100 parents X 3 trainings X \$3 each)	3	\$300.00	Program Supplies	Original	\$900.00
	Agendas/Planners for Parent Communication, K-8.	1250	\$4.50	General Supplies	Original	\$5,625.00
	AB - Kindergarten Readiness Kits	155	\$20.00	Program Supplies	Budget Transfer	\$3,100.00

Action Step: Professional Learning

Conduct ongoing job-embedded professional learning opportunities that will build expertise in standards, curricula, implementation of best practices, and utilization of data to drive instruction.

Budget Total: **\$242,770.00**

Acct Description	Description
Coach	The Math Coach will provide support to teachers in math instruction, model effective strategies, analyze student data, and helps align math curriculum with standards to improve student achievement for grades K-8

Acct Description	Description								
Coach	The Reading Coach will provide support to teachers in Reading instruction, models effective strategies, analyzes student data, and helps align reading curriculum with standards to improve student achievement for grades K-8								
LTF	The Learning Team Facilitator will coordinate academic and behavioral interventions, monitor student progress, support teachers with Tiered instruction, and ensure compliance with MTSS guidelines to help close achievement gaps for students in grades K-8.								
Coach	The Math Coach will provide support to teachers in math instruction, model effective strategies, analyze student data, and helps align math curriculum with standards to improve student achievement for grades K-8								
Teacher Collaboration									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Prior to Contract Days/Preschool in August, K-8 Team Leads (10) and the Leadership Team (3 coaches, 1 curriculum specialist), all of whom are certified teachers will meet for vertical planning purposes. Vertical planning will focus on aligning skills and expectations across grade levels so students build on their learning each year. Teachers will collaborate with the grade above and below to review standards, identify gaps, and ensure consistency in instruction, creating a more seamless learning experience for students.	14	\$50.00	1	4	1	Certified	Original	\$2,800.00
	Early in Quarter 3, K-8 Team Leads (10) and the Leadership Team (3 coaches, 1 curriculum specialist), all of whom are certified teachers will meet for vertical planning purposes. Vertical planning will	14	\$50.00	1	1	1	Certified	Original	\$700.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	focus on aligning skills and expectations across grade levels so students build on their learning each year. Teachers will collaborate with the grade above and below to review standards, identify gaps, and ensure consistency in instruction, creating a more seamless learning experience for students.								
	Early in Quarter 2, K-8 Team Leads (10) and the Leadership Team (3 coaches, 1 curriculum specialist), all of whom are certified teachers will meet for vertical planning purposes. Vertical planning will focus on aligning skills and expectations across grade levels so students build on their learning each year. Teachers will collaborate with the grade above and below to review standards, identify gaps, and ensure consistency in instruction, creating a more seamless learning experience for students.	14	\$50.00	1	1	1	Certified	Original	\$700.00
	Early in Quarter 4, K-8 Team Leads (10) and the Leadership Team (3 coaches, 1 curriculum specialist), all of whom are certified teachers will meet for vertical planning purposes. Vertical planning will focus on aligning skills and expectations across grade levels so students build on their learning each year. Teachers will collaborate with the grade above and	14	\$50.00	1	1	1	Certified	Original	\$700.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	below to review standards, identify gaps, and ensure consistency in instruction, creating a more seamless learning experience for students.									
Tch Res Staff Development	The Staff Development Resource Teacher will support instructional planning, ensure curriculum alignment with standards, analyze student data, and provide coaching to improve teaching practices and student outcomes for students in Grades K-8									

Mission Statement

1. Mission Statement

Utilizing an intercultural-mindedness model and a standards-based curriculum, the mission of Franklin Academy is to create compassionate, engaged, life-long learners by promoting a culture of collaboration, high expectations, and strong parent partnerships. We emphasize character development through active service in the local, national, and international community, while adhering to the principle that all children can learn.

Involvement of Stakeholders

Name	Title
Karen Chennell	PTO President
Alison L'Etoile	Principal
Claudia Yurick	Assistant Principal
Dr. Michael Watts	Director of Instructional Technology
Dr. Daniel Sandberg	Superindent
Tina Huelsman	Director of Operations
Kori Post	Parent
Yamile Francese	Assistant Principal
Achile Georges	Parent
Kacian Banton	Nurse

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

The school used an open and transparent process to select representatives from all stakeholder groups. Staff and Leadership Meeting: April 2026, 8:30 a.m.–1:00 p.m. Staff reviewed committee roles and responsibilities. Interested staff members volunteered or were nominated to serve. PTO Meeting: May 2026, 6:00 p.m. Parents were invited to volunteer or be nominated as representatives. Final committee membership included parents, teachers, administrators, and support staff to ensure broad stakeholder representation in the Title I planning process.

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

Stakeholders jointly participated in the development, review, and revision of the: Comprehensive Needs Assessment (CNA) Schoolwide Plan (SWP) Parent and Family Engagement Plan (PFEP) Staff and Leadership Meeting: April 2026, 8:30 a.m.–1:00 p.m. Reviewed school performance data and identified schoolwide needs. Developed priorities, goals, and evidence-based strategies. PTO Meeting: May 2026, 6:00 p.m. Reviewed proposed Title I activities and parent engagement strategies. Provided feedback on the use of Title I funds and family engagement priorities. Feedback from both meetings was documented and incorporated into the final CNA, SWP, and PFEP. The completed plans will be shared with all stakeholders through the school website, PTO meetings, and the monthly meetings (coffee and dessert with admin.)

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

Stakeholders provided input at our April 13, 2026 Title I Parent Meeting held virtually and in person. Our PTO meetings, CNA Stakeholder meetings, and other meetings which are all described above will be used throughout the FY27 school year to ensure appropriate stakeholder input moving forward.

Name	Title
Claudia Yurick	Assistant Principal
Alison L'Etoile	Principal
Yamile Francese	Assistant Principal
Tina Huelsman	Director of Operations
Aysheh Atway	Business Manager

Annual Parent Meeting

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

The Annual Parent Meeting will take place on Thursday, September 17th. The time will be from 5:00- 6:00 pm in our school's cafeteria.

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 notify our parents, teachers, and the community of the Annual Meeting as follows: BrightArrow, our internal school communication system, which includes email, text, and voice messages. A flyer will be posted on our school website to ensure all stakeholders are aware of the event. Details about the meeting will also be shared in the principal's weekly newsletters to parents and staff (2 separate newsletters). All information will be provided in English, Spanish, and Haitian Creole, the predominant languages spoken within our school community.

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

Slide deck presentation, accessible Parent Liaisons and chrome books to help parents with native language needs, and writing tools and paper for notetaking.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Every Connection Matters

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

The Connection Effect- Use trauma-informed communication that promotes safety, empathy, and trust with students and families. Apply active listening and strengths-based language to build positive relationships and meaningful family partnerships. Engage families through culturally responsive communication that values diverse perspectives and experiences. Implement collaborative, solution-focused strategies that encourage family voice and shared decision-making.

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

The expected impact of this training is increased family engagement, stronger relationships between home and school, and improved communication among staff, students, and families. Families will feel more welcomed, valued, and connected to their child's educational experience, leading to greater participation in school activities, increased confidence in supporting learning at home, and stronger collaboration focused on student success. Through consistent and meaningful communication, we aim to create a positive school culture where every connection matters and every voice is heard.

- What will teachers submit as evidence of implementation?

Teachers will submit presentation materials, family engagement activity artifacts, and written reflections as evidence of implementation. Reflections will include how the strategies were implemented, the impact on communication and family involvement, and next steps for strengthening connections between school and home.

- Month of Training

August

- Responsible Person(s)

Yurick (AP) and L'Etoile (Principal)

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Connected to Success

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

Communicating more effectively with families and place emphasis on: -Communicating Student Progress: Analyze PM1 and PM3 assessment data in ELA and Mathematics to identify student strengths and areas of need (standard based). Use this data to communicate student progress with families through clear, meaningful conversations that build partnerships focused on student achievement. This will be done through conferences and weekly communication (peek of the week) -Explain available Resources: Provide families with standards-based instructional strategies, learning resources, and practical activities they can use at home to reinforce ELA and Mathematics skills. Share information about available academic supports, including tutoring opportunities and digital learning platforms accessible through Clever, to ensure families have the tools needed to support continued learning beyond the classroom.

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

Franklin staff and families will unite with a shared vision of growth, amazing things happen. Together, we will build a powerful support system where families are not just informed but instead they're empowered, engaged, and essential to every student's success.

- What will teachers submit as evidence of implementation?

Action plans, conference notes, emails.

- Month of Training

Seotember

- Responsible Person(s)

Testing Coordinator and Leadership Team

Parent Trainings

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Tech-it to the Next Level

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

Parents will learn about technology resources available through our campus (learning platforms: IXL, Amira, Progress Learning) and experience how to navigate those student platforms.

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

Parents will be provided chrome books a digital guide to follow along the training.

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

By gaining a better understanding of the available digital tools, parents will be able to support learning at home and engage in more meaningful conversations with staff and students about their children's education.

- **Date of Training**

10/15/2026

- **Responsible Person(s)**

Yurick and L'Etoile

- **Resources and Materials**

Computers, hand outs, paper, writing materials, parent snacks, door prizes, chart paper

- Amount (e.g. \$10.00)

1400

3. Parent and Family Capacity Building Training #2

- Name of Training

Every Voice Matters

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

Families will learn to use translation tools and school communication platforms to access classroom information, monitor student progress, and communicate effectively with teachers. They will be taught how to also use the student planners to communicate with staff (when a digital device may not be accessible) Develop strategies to support literacy and language development at home through engaging vocabulary and reading activities. Receive take-home academic resources to reinforce classroom learning and build student confidence. Strengthen home-school partnerships by increasing families' ability to participate in and support their child's education despite language barriers. Highlight our Parent Liason's ability to assist our families to ensure all families are heard and supported

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

Parents will design and take home fun, hands-on materials like language games, flashcards, and colorful posters that celebrate the rich diversity of multicultural families.

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

This training provides parents of K–8 students with engaging, culturally responsive learning tools they can use at home such as language games and visual aids. Those tools reinforce classroom instruction. By strengthening home-school partnerships and affirming students' cultural identities, the training supports greater student motivation, improved language skills, and increased confidence, all of which directly contribute to higher academic achievement across grade levels.

- Date of Training

1/7/27

- Responsible Person(s)

Yurick and L'Etoile

- Resources and Materials

Computers, hand outs, paper, writing materials, parent snacks, door prizes, chart paper, notecards, make and take games.

- Amount (e.g. \$10.00)

1400

5. Parent and Family Capacity Building Training #3

- Name of Training

Helping ALL Learners Rise

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

Use student data to identify academic areas for improvement and select learning materials that address individual needs. Create personalized learning booklets with targeted activities families can use to reinforce skills at home. Develop a home learning action plan with achievable academic goals and strategies for regular practice. Create a visual goal tracker to help students monitor progress, stay motivated, and celebrate growth.

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

Parents will choose targeted materials and create personalized 'learning booklets' that focus on the skills their student needs to improve. They will also develop an action plan that includes a visual learning goal to help their child stay motivated and track progress towards the goal.

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

Improved performance in PM3

- Date of Training

1/7/27

- Responsible Person(s)

Yurick and Letoile

- Resources and Materials

Computers, hand outs, paper for booklets, writing materials, parent snacks, door prizes, chart paper, notecards, goal tracking tool.

- Amount (e.g. \$10.00)

1400

Coordination and Integration

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

- Name of Agency

Homeless-Program (McKinney Vento)

- Describe how agency/organization supports families.

Franklin Academy will provide several forms of documentation to showcase its partnership with the McKinney-Vento program and its commitment to supporting students experiencing homelessness, as well as their families. This will include a copy of the partnership agreement or Memorandum of Understanding with the MVP (McKinney-Vento Project) team, along with contact information for the District Homeless Liaison and MVP team members, outlining their roles and responsibilities. Referral and intake forms used by school staff to identify and support eligible students and their families will also be included. Additionally, Franklin Academy will submit copies of informational materials—such as McKinney-Vento rights brochures, parent notification letters, and resource guides—that are shared directly with families to ensure they are fully informed of their legal rights and available support. Documentation will also include service logs or distribution records showing the provision of school supplies, uniforms, hygiene kits, that help maintain school stability. Meeting agendas and sign-in sheets from School-Based Team (SBT) meetings where the needs of students and families experiencing homelessness are discussed will demonstrate continuous monitoring and personalized support. Parent and family engagement materials, such as newsletters, communication logs, and event flyers, will reflect efforts to build strong partnerships and involve families in the school community. Evidence of staff training—including agendas, sign-in sheets, and presentation slides—will show how staff are prepared to identify and respond to the needs of both students and their families. Outreach documentation from visits to temporary residences and records of collaboration with community agencies will further illustrate Franklin Academy's comprehensive and family-centered approach.

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

Franklin Academy will provide the following documentation to demonstrate implementation of the McKinney-Vento Program: Completed Student Housing Questionnaires Emails or correspondence from the McKinney-Vento Case Manager School-Based Team (SBT) meeting notes documenting discussions and supports for McKinney-Vento students McKinney-Vento Services Flyer and family informational materials Records of services provided (e.g., school supplies, uniforms, hygiene kits, transportation assistance, as applicable) Staff training agendas and sign-in sheets related to McKinney-Vento identification and support

- Frequency

Quarterly

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

- Name of Agency

Cins Fins

- Describe how agency/organization supports families.

The Children in Need of Services (CINS) and Families in Need of Services (FINS) programs, supported by the Florida Department of Juvenile Justice (DJJ), offer comprehensive support to families facing challenges with children aged 6 to 17. These programs aim to strengthen family units and prevent youth from entering the juvenile justice system. CINS/FINS provides a range of services tailored to the needs of both youth and their families. These services include intensive crisis counseling, parent training, case management, and referrals to community resources. The programs focus on addressing issues such as truancy, runaway behavior, defiance, and other challenges that may place youth at risk. By offering both residential and non-residential counseling options, CINS/FINS ensures that families receive the appropriate level of support in a setting that best meets their needs. The overarching goal of CINS/FINS is to keep families together and to provide them with the tools and resources necessary to navigate and overcome difficulties. Through a collaborative approach, CINS/FINS empowers families to improve communication, resolve conflicts effectively, and foster positive behaviors, thereby enhancing the overall well-being of both youth and their families.

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

To showcase the partnership with the CINS/FINS program, Franklin Academy will provide several key pieces of documentation. This includes a formal partnership agreement or Memorandum of Understanding that outlines the collaboration between the school and the CINS/FINS program. Contact information and descriptions of the roles of CINS/FINS coordinators or liaisons involved in the partnership will be included. Referral and intake forms will demonstrate how families are connected to the program's services, along with records or logs detailing the counseling sessions, parent training workshops, and case management activities provided to families. Informational materials or brochures distributed to families will show how the program's services and eligibility requirements are communicated. Additionally, meeting agendas and sign-in sheets from collaborative meetings or training sessions involving school staff and CINS/FINS personnel will illustrate ongoing coordination. Communication logs or correspondence will document the continuous collaboration between Franklin Academy and CINS/FINS staff. Outcome reports or case studies may be included to highlight the positive impact of services on families. Finally, documentation of staff training on CINS/FINS protocols, as well as feedback surveys or testimonials from families served, will further demonstrate the strength and effectiveness of the partnership.

- Frequency

Quarterly

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

- Name of Agency

IDEA

- Describe how agency/organization supports families.

Franklin Academy supports families through the Individuals with Disabilities Education Act (IDEA) by ensuring all students with disabilities receive a Free Appropriate Public Education (FAPE). We partner with families in developing and reviewing Individualized Education Plans (IEPs), keeping them informed and involved in decision-making. Students receive access to services such as speech therapy, occupational therapy, and academic support based on their needs. We also offer parent trainings and collaborate with outside agencies to provide comprehensive support. For older students, transition planning is included to prepare for life after school, ensuring families feel supported every step of the way.

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

To showcase Franklin Academy's partnership with families under the Individuals with Disabilities Education Act (IDEA), the school can provide a range of documentation that reflects collaboration, communication, and individualized support. This includes meeting invitations, attendance logs, and parent input forms used during the development and review of IEPs. Communication logs, such as emails, phone call notes, and conference summaries, demonstrate ongoing engagement with families regarding their child's services and progress. Documentation of service delivery, including therapy schedules, session logs, and progress reports, highlights the supports provided to students with disabilities. Evidence of family training and support, such as sign-in sheets and agendas from parent workshops, as well as brochures or informational materials, reflect efforts to keep families informed and empowered. Additionally, records of collaboration with external agencies, including consent forms and joint meeting notes, show a commitment to providing wraparound services. For secondary students, documentation of transition planning, such as transition plans, vocational assessments, and related meeting notes, supports the preparation for life beyond school. Lastly, parent surveys and evidence of participation in ESE advisory activities further illustrate the school's dedication to maintaining strong, supportive partnerships with families.

- Frequency

Quarterly

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Franklin Academy is committed to providing parents and families with timely and accessible information about Title I programs, meetings, and activities. Information is shared in formats and languages that meet the needs of all families. -Communication methods include: -Email newsletters - Automated phone calls -Text messages -School website postings -Social media platforms -All communications are translated into the primary languages spoken by our families to ensure inclusivity and understanding. Information regarding Title I services, including tutoring, mentoring, and parent/family training sessions, is shared in advance to encourage participation. -Printed materials and flyers are sent home with students and made available at school events and in the front office. -Staff members are available to assist families with questions or support in accessing information.

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

PFEP Summary Title I Annual Meeting Agenda and Sign-in Sheets Title I Program Communication Logs Text/Email Notifications)

- Description

Franklin Academy is dedicated to keeping parents informed about curriculum expectations and student proficiency levels. -The school provides clear and comprehensive information regarding academic standards and curriculum frameworks. -Information is shared through multiple communication channels, including: -Newsletters -Parent meetings -The school website -Parents have access to their child's academic progress and proficiency levels through the state's parent portal. -The parent portal provides up-to-date information on: -Student assessments -Academic achievement - Student growth and progress -Franklin Academy staff assist parents in navigating and understanding the state portal to ensure they can effectively monitor student performance.

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

-Franklin Academy will upload evidence demonstrating how parents are informed about curriculum expectations and student proficiency levels. - Evidence will include copies of: -Newsletters -Parent communication materials -Curriculum and academic standards information -Documentation from parent meetings and workshops will include: -Agendas -Sign-in sheets -Presentation slides/materials -Parent resources explaining how to access and use the state parent portal will be included. -Screenshots or sample reports from the parent portal showing student proficiency and academic progress will be maintained as evidence. -Records of staff communication and support provided to parents regarding portal access and understanding student progress will also be included.

- Description

Franklin Academy will ensure parents are informed about the various academic assessments used to measure student progress and achievement related to State academic standards. -Information will be shared through multiple communication channels, including: -Newsletters -Parent-teacher conferences -Informational meetings -The school website -The school will explain the purpose and use of different assessments, including: - Formative assessments -Standardized state assessments -Classroom-based evaluations -Parents will receive information on how assessment results reflect student mastery of State standards. -Franklin Academy will provide resources and guidance to help families understand assessment reports and student performance data. -Staff members will be available to answer questions and assist parents in interpreting assessment information. -The school will support families in using assessment data to help strengthen learning at home.

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

Franklin Academy will upload evidence demonstrating how parents are informed about academic assessments and student achievement. -Evidence will include copies of: -Newsletters -Informational flyers -Parent communication materials explaining assessments and their purposes - Documentation from parent meetings and workshops will include: -Agendas -Sign-in sheets -Presentation materials -Samples of communication shared prior to state testing windows will be included, such as: -Letters -Emails -Testing reminders -Parent guides and resource materials explaining how to interpret assessment reports and student data will be maintained as evidence. -Records of staff communication regarding assessment outcomes will also be included, such as: -Parent-teacher conference notes -Emails discussing student progress -Additional sample evidence may include: -Progress reports -Report cards -Assessment results (FSA, NWEA, IXL, RRR, etc.) -PTO agendas and sign-in sheets -LEP meeting sign-in sheets -IEP meeting sign-in sheets -Parent-teacher conference documentation

- Description

Franklin Academy is committed to actively involving parents in decision-making related to their children's education. -The school provides multiple opportunities for meaningful parent participation and engagement. -Parents are informed about involvement opportunities through various communication channels, including: -Newsletters -Emails -Phone calls -The school website -Social media platforms -Key family engagement opportunities include the Title I Annual Meeting, where parents: -Learn about the Title I program -Receive information about school improvement efforts -Provide input and feedback -Franklin Academy encourages parent involvement through regular PTO meetings that allow families to collaborate with staff and school leadership on school-wide initiatives. Parent-teacher conferences provide opportunities for individualized discussions regarding: -Student progress -Academic goals -Student support strategies -Parents of students with specialized needs are actively involved through: -IEP meetings -LEP meetings -Families participate in developing and reviewing individualized education and language plans for their children.

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

-Evidence will include: -Title I Annual Meeting invitations -Title I Annual Meeting sign-in sheets -PTO documentation will also be included, such as: - PTO meeting invitations -PTO sign-in sheets -Parent-teacher conference notes will be maintained to document: -Discussions regarding student progress -Collaborative academic goal-setting -IEP and LEP meeting documentation will be uploaded to demonstrate parent participation in developing and reviewing individualized education and language plans. -Additional evidence may include parent communication logs, meeting agendas, and presentation materials related to family engagement activities.

- Description

-Franklin Academy is dedicated to removing barriers to parent participation by offering flexible meeting dates and times for trainings, activities, and events. -Key events, such as the Title I Annual Meeting, are scheduled during both morning and evening hours to accommodate diverse family schedules. -"Coffee and Dessert with Admin" sessions are offered at varying times throughout the day, including: -Morning -Afternoon -Evening - Parent-teacher conferences and IEP/LEP meetings are scheduled based on individual family needs and availability. -Meetings may be held before or after regular school hours when necessary to increase accessibility for families. -Franklin Academy conducts home visits to support families who may experience challenges attending on-campus meetings or events. -Parent training sessions are offered at flexible times, including: -Morning sessions -Afternoon sessions -The school strives to create an inclusive and welcoming environment that encourages active family involvement and participation.

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

-Franklin Academy will upload evidence demonstrating flexible meeting dates and times designed to remove barriers to family participation. - Evidence will include schedules showing staggered meeting and event times, including: -Title I Annual Meetings offered at multiple times -“Coffee and Dessert with Admin” sessions held in the morning, afternoon, and evening -Documentation will include letters and sign-up sheets allowing parents to select meeting times most convenient for them for: -Parent-teacher conferences -IEP meetings -LEP meetings -Flyers advertising available childcare during events will be included to demonstrate additional support for families. -Records of home visits, including notes and communication logs, will be maintained as evidence of family outreach efforts. -Invitations, agendas, and materials from parent trainings offered at varying times will also be uploaded. -Additional evidence may include: -School website screenshots -Social media posts -School calendar entries -Newsletters - Automated call-out scripts and transmission reports

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

For parents and families with limited English proficiency, the school ensures equitable access to all school-related information and services by translating all communication into the home language whenever possible. Interpreters are provided during parent-teacher conferences, parent trainings, and IEP/LEP meetings to ensure full understanding and participation. These efforts help build meaningful partnerships with all families, regardless of language barriers.

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

Evidence of Support for Families with Limited English Proficiency: * Translated letters, flyers, emails, newsletters, and training materials * Notes from parent-teacher conferences showing interpreter use * IEP/LEP meeting notes reflecting interpreter involvement * Screenshots of website and social media content in multiple languages * Translated call-out scripts and call logs * Interpreter service request and usage logs

- Description

- Offer accessible meeting spaces for all school events and meetings - Provide materials in alternative formats upon request, including digital text formats - Provide accommodations for virtual events, including closed captions - Offer individual support for families as needed - Assign staff members (Parent Liasons) to assist during meetings or events when accommodations are requested

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

Evidence of Support for Families with Disabilities: * Photos of accessible entrances and meeting spaces * Agendas and sign-in sheets from meetings with accommodations provided * Communication materials in alternative formats (e.g., digital text) * Flyers/invitations * School policies outlining accessibility and inclusion measures

- Description

Franklin Academy currently has no students identified as engaged in migratory work however, the school remains committed to supporting all student populations and is prepared to implement Migrant Education Program services if needed, including: Immediate student enrollment Access to academic and support services Coordination with the district migrant liaison Will continue to monitor enrollment data

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

Migrant information from Title I Meeting, Migrant brochure, SIS Migrant Report.

- Description

Franklin Academy is committed to supporting families experiencing homelessness by ensuring equitable access to education and related services. The school provides: Supports families experiencing homelessness with equitable access to education and services Provides immediate enrollment Offers free school meals and essential resources (supplies, etc.) Connects families with community resources through the district liaison (school counselor) Trains staff to support students facing housing instability Includes parents in educational decisions and offers flexible meeting times

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

Evidence of Franklin Academy's Commitment to Families Experiencing Homelessness * Sign-in sheets from McKinney-Vento training sessions * Communication emails to/from MVP program * Letters/emails to families outlining available homeless support service * Flyers or brochures detailing McKinney-Vento services * Newsletters informing families of homeless support services * Completed Student Housing Questionnaires

Other Activities

1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

At Franklin Academy we build and enhance students' non-academic skills through our IB program. We understand that building students' non-academic skills is key to developing balanced learners. The program fosters resilience, positive behavior, and healthy habits while promoting organization, study skills, and a growth mindset—laying the foundation for lifelong learning and well-being. An example of this practice is our monthly recognition of students who display the IB characteristic of the month (August was caring). The teachers nominate students who are rewarded and highlighted in our publications and who also receive a special visit from the principal, Mrs. L'Etoile.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

We identify our tiered support students by analyzing data during PLC meetings. Our School-Based Team (SBT) meets weekly to review each case, using intervention tracking data to guide decision-making that supports students. This process follows the district's decision tree to determine whether to increase, decrease, or adjust interventions as needed. This year, one of our reading-endorsed coaches will provide additional support to the SBT team, complementing their primary role. The goal of this collaboration is to ensure that every student is considered for appropriate intervention, and that each intervention is strategically selected to support increased proficiency.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Our school ensures a well-rounded education by using data to identify student needs and guide instruction. Core instructional decisions are made during PLCs, with interventions like READ 180 and MATH 180 supporting struggling learners, and advanced courses such as High School Spanish, Algebra, and Geometry challenging high-achieving students. All instruction aligns with state standards, while electives such as music, drama, chess, visual arts, PE, and financial literacy, allow for student choice and the development of real-world skills. Extended learning opportunities and extracurricular activities (quarterly clubs) further enrich the academic experience, connecting classroom learning to practical applications and preparing students for future success.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

We help students get ready for life after high school by offering hands-on, project-based learning which builds teamwork and critical thinking which are skills they'll need in college and the workforce. Programs like the IB (International Baccalaureate) lead to responsible learners and create pathways to advanced courses that challenge our students academically and prepare them for future opportunities. Involvement in student government and the National Junior Honor Society gives our scholars real leadership experience, helping them build confidence and responsibility. These experiences connect learning to the real world and open doors for post-secondary success.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

We welcome our Kindergarten students during campus tours through out our school year and increase those opportunities during summer. Once admitted, we invite our kindergarten families to them to participate in our Kindergarten Kick-Off event. Before the school year begins, incoming Kindergarteners visit the school to meet their teachers and complete a few skill assessments to help us create balanced and well-suited classes. During this visit, our staff is on hand to introduce families to key services such as food service providers, uniforms, DashPass, and PowerSchool. To support a smooth transition, we offer a staggered start and a “Meet the Teacher” evening, giving parents the opportunity to learn more about their child's upcoming Kindergarten experience.

Professional Learning

1. Professional Learning

Teachers and instructional coaches collaborate weekly through PLCs and curriculum meetings every Tuesday, with ongoing support from district eLearning. We regularly check in with staff to assess morale and professional needs, using that feedback to guide meaningful training. After identifying a need to improve school climate, we brought in a consultant whose session deeply resonated with our team. One 30-year veteran teacher was moved to tears, sharing that it helped her reconnect with the "why" behind her calling to teach. The positive impact of this training has led us to adopt it moving forward, reinforcing our commitment to supporting both academic instruction and the heart of the profession.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

We recruit and retain effective teachers through a strong support system and positive culture. Our participation in foundation-led job fairs and a 93% staff recommendation rate reflect our strong reputation. New teachers receive structured orientation and are supported by a dedicated mentor (Ms. Post), team leaders, and coaching staff. Ongoing collaboration, professional development, and an open-door policy ensure teachers feel valued and heard. We also offer part-time pay opportunities through tutoring and after-school programs, helping educators stay engaged and earn extra income. To promote within, our foundation has a 'LIFT' program which helps our highly effective teachers grow into leadership within our foundation.