SCHOOLWIDE PLAN FOR CHARTER SCHOOLS

Broward County Public Schools

All Charter Schools must complete the School-Wide Plan or the State Approved SIP (in CIMS) and the Title I Addendum

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

SCHOOL INFORMATION

School Name: Franklin Academy Cooper City	District: Broward
Principal: Alexandra Fox	Board Chairperson: Dr. David Thomas

1. A **COMPREHENSIVE NEEDS ASSESSMENT** of the entire school

A comprehensive needs assessment of the entire school (including the needs of migrant children) with information about the academic achievement of children in relation to the state academic content standards.
Describe the process utilized to conduct the comprehensive needs assessment for this school. The comprehensive needs assessment was driven by the aggregate review and close analysis of our student achievement data both formally and informally. This information drives a multitude of data-driven decisions which includes but not limited to: - Alignment of Core Curriculum Materials to Standards - Standards-based Pacing Guide and Lesson Plans - Emphasis in Tier 1 Instruction and Assessments - Collaborative Inquiry Professional Learning Communities - Leverage use of Digital Supplemental Programs - Engage in ongoing Data Chats - Selection of Teaching Candidates - School Budget Design and Organization of our Academic Program(s)

2. REFORM STRATEGIES

<table>
<tr><th colspan="3">ELA-English/Language Art Goals</th><th colspan="3">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:</td><td>Strategy</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1.A. Statewide Assessment: Students scoring at Achievement Level 3 or higher.</td><td>1A.1
• Grade Level and/or Subject Area teachers participate in weekly team planning days and bi-weekly Professional Learning Communities to collaborate and plan standards-based lessons using HMH Into Reading (K-5) or HMH Into Literature (MYP) curriculum.</td><td>1A.1
• The Curriculum Specialist, Instructional Coaches, and IB Coordinator review pacing guides and provide feedback to standards-based lesson plans documented in Planbook (K-5) and ManageBac (MYP)</td><td>1A.1
• Professional Learning Communities Attendance
• Completion of Quarterly Standards-based Pacing Guides
• Planbook (K-5)
• ManageBac (MYP)
• NWEA-Map Growth Reading (K-8)
• STAR Reading (K-2)
FAST Reading (3-8)</td></tr>
<tr><td rowspan="2">Reading Goal 1A:

By May 2027, 79% of 3rd-8th grade students combined will score at achievement Level 3 or higher as measured by the FAST-Reading PM3</td><td>Current Level of Performance:*</td><td>Expected Level of Performance:*</td><td rowspan="2">1A.2
• Teachers deliver Tier 1 standards-based whole group instruction and facilitate teacher-led skills-based small group differentiated instruction based on students' identified needs using HMH Into Reading (K-5) or Into Literature (MYP) instructional resources.</td><td rowspan="2">1A.2
• The Curriculum Specialist, Instructional Coaches, and IB Coordinator reviews data from HMH assessments to determine need for coaching and support to teachers
• The Administration Team conducts informal and/or formal class teacher observations and provide feedback and assign support from Instructional Coaches as needed</td><td rowspan="2">1A.2
• HMH Curriculum Module classwork, quizzes, and tests
• Progress Learning Study Plan
• IXL Language Arts
• Teacher Classroom Checklist/Evaluati</td></tr>
<tr><td>75% of students in grades 3-8 combined</td><td>79% of 3rd-8th grade students combined</td></tr>
</table>

				on Tool
		1A.3 • Teachers plan, implement, and monitor differentiated learning centers for students to practice and reinforce reading/writing benchmarks using digital supplemental programs at school and for study skills at home.	1A.3 • The Leadership team and Instructional Coaches will review teacher/student data usage reports from technology programs and provide coaching, modeling, and support to teachers with low usage.	1A.3 • HMH AMIRA K-3 • HMH Writable 3-8 • Progress Learning ELA (3-8) • IXL K-8 Language Arts Teacher and Student Engagement
ELA-English/Language Arts Goals		**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1B. Statewide Assessment: Students scoring below level 3.		1B.1 • Teachers use data from formative and summative assessments to identify students performing below grade level expectations and to provide identified students with targeted reading instruction/intervention during Tier 2 block.	1B.1 • The Leadership Team and Instructional Coaches review and monitor data from formative/summative assessments to monitor student growth in reading and to provide coaching and support to teachers where needed.	1B.1 • HMH Module quizzes and tests • NWEA-Map Growth (K-8) • STAR Reading (K-2) • FAST Reading (3-8) • Progress Learning ELA (3-8) IXL Usage (K-8)
Reading Goal 1B:	Current Level of Performance:*	Expected Level of Performance:*		
By May 2027, decrease the number of students scoring below level 3 from 25% to 23%.	25% of students in grades 3-8 scored below Level 3 on FAST Reading.	23% or less of students in grades 3-8 will score below a level 3 on FAST Reading.		

		1B.2 • A Reading Endorsed or Reading Certified teacher delivers whole group and small group reading instruction/intervention using Read 180 to students in grades 6-8 students who scored significantly below proficiency on the FAST Reading (Level 1 or Level 2)	1B.2 • The Curriculum Specialist and Instructional Coach review and monitor student progress in Read 180 to determine teacher/student support • The Administration Team conducts informal and/or formal class teacher observations and provide feedback and assign support from Instructional Coaches as needed	1B.2 • HMH Read 180 Workshop Assessments and Student Application Segments Application • NWEA-Map Growth Reading • FAST Reading (6-8) • Teacher Classroom Checklist/Evaluation Tool •
		1B.3 • The Reading Interventionists provides explicit and systematic reading instruction to K-5 students identified in need of intensive reading (Tier 3) based on data.	1B.3 • The Multi-Tiered System of Support (MTSS) team including reading interventionists and classroom teachers meet regularly to monitor students' progress towards identified reading goals and adjust the intervention plan as needed.	1B.3 • HMH Read 180 Workshop Assessments and Student Application Segments Application • NWEA-Map Growth Reading • FAST Reading (6-8) • Teacher Classroom Checklist/Evaluation Tool
English/Language Arts Goals		**Problem-Solving Process to Increase Student Achievement**		

<table>
<tr><td colspan="3">Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:</td><td>Strategy</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.</td><td>1C.1.

We currently have no students in this category.</td><td>1C.1.</td><td>1C.1.</td></tr>
<tr><td rowspan="3">Reading Goal 1C:

Enter narrative for the goal in this box.
-</td><td>Current Level of Performance:*</td><td>Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
<tr><td colspan="2" rowspan="2"></td><td>1C.2.

We currently have no students in this category.</td><td>1C.2.</td><td>1C.2.</td></tr>
<tr><td>1C.3.

We currently have no students in this category.</td><td>1C.3.</td><td>1C.3.</td></tr>
</table>

ELA - Writing Goals	Problem-Solving Process to Increase Student Achievement

Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2.A. Statewide Assessment: Students scoring at Achievement Level 3 or higher. Writing Goal 2A: By May 2027, increase the number of students in grades 4-8 achieving a score of 7 or higher on the FAST-Writing Assessment based on baseline data. Current Level of Performance:* Expected Level of Performance:*	2A.1 • Teachers in grades 2-8 plan and deliver B.E.S.T. reading and communication standards-based lessons focusing on text-based argumentative and expository writing.	2A.1 • The Curriculum Specialist and Instructional Coaches review usage data from HMH Writable, students' writing scores, and/or informal classroom observations during writing block to provide coaching, modeling, and support to teachers as needed	2A.1 • B.E.S.T. Communication (Writing) Standards • Student Writing Samples
	2A.2 • Language Arts teachers use TopScore Writing resources to support writing instruction. • Language Arts teachers use the grade 4-6 and 7-10 FAST-Writing Rubrics to assess student writing performance and will conduct conferences with students during writing block based on their performance.	2A.2 • The Curriculum Specialist and Instructional Coaches will review data from HMH Writable and informal classroom observations during writing block to provide coaching, modeling, and support to teachers as needed	2A.2 • HMH Writable • B.E.S.T. Communication (Writing) • FAST Writing Rubrics • Student Writing Samples
ELA - Writing Goals	**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2B. Statewide Assessment: Students scoring below level 3. Writing Goal 2B: By May 2027, Current Level of Performance:* Expected Level of Performance:*	2B.1 • Language Arts teachers conduct one on one conferences with students scoring a 1 or 2 on areas of	2B.1 • The Curriculum Specialist and Instructional Coaches will review data from HMH Writable and informal classroom	2B.1 • HMH Writable and FAST Rubrics • FAST B.E.S.T.

the number of students in grades 4-8 achieving scoring below a 7 on the FAST-Writing Assessment.			writing: purpose/structure, development, and/or language during writing block.	observations during writing block to provide coaching, modeling, and support to teachers as needed	Writing (4-8)
			2B.2	2B.2	2B.2
			2B.3	2B.3	2B.3
Writing Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.			2C.1. We currently have no students in this	2C.1.	2C.1.

Writing Goal 2C: **Enter narrative for the goal in this box.**	Current Level of Performance:*	Expected Level of Performance:*	category.		
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*			
			2C.2. We currently have no students in this category.	2C.2.	2C.2.
			2C.3. We currently have no students in this category.	2C.3.	2C.3.

Mathematics Goals	**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3.A. Statewide Assessment: Students scoring at Achievement Level 3 or higher.	3A. 1	3A.1	3A.1

Math Goal 3A: By May 2027, 81% of 3rd-8th grade students combined will score at achievement Level 3 or higher as measured by the FAST Mathematics PM3	Current Level of Performance:*	Expected Level of Performance:*	• Grade Level and/or Subject Area teachers participate in weekly team planning days and bi-weekly Professional Learning Communities to collaborate and plan standards-based lessons using HMH Into Math (K-5) or HMH Go Math/Savvas (MYP) curriculum.		
	78% for students in 3rd through 8th grade.	81% for students in 3rd through 8th grade.			
			3A.2 • Math teachers deliver Tier 1 standards-based whole group instruction and facilitate teacher-led small group differentiated instruction based on students' identified needs using HMH Into Math (K-5) or HMH Go Math/SAVVAS (MYP) instructional resources.	3A.2	3A.2
			3A.3 • Math teachers plan, implement, and monitor differentiated learning centers for students to practice and reinforce mathematics benchmarks using digital supplemental programs at school and recommend study skills for students to practice at home.	3A.3 • The Leadership team and Instructional Coaches will review teacher/student data usage reports from technology programs and provide coaching, modeling, and support to teachers with low usage	3A.3 • HMH/Savvas Curriculum Chapters quizzes and tests • Progress Learning Mathematics Benchmarks IXL Math Usage
Mathematics Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

<table>
<tr><td colspan="3">3B. Statewide Assessment: Students scoring below level 3.</td><td>3B.1

• Math teachers use data from formative and summative assessments to identify students performing below grade level expectations and to provide identified students with targeted reading instruction/intervention block.</td><td>3B.1

• The Leadership Team and Instructional Coaches review and monitor data from formative/summative assessments to monitor student growth in mathematics and to provide coaching and support to teachers where needed.</td><td>3B.1

• HMH Curriculum Chapters quizzes and tests
• NWEA Map Growth
• STAR Math Reading
• FAST Math
• Progress Learning Mathematics Benchmarks
• IXL Math Usage</td></tr>
<tr><td rowspan="2">Math Goal 3B:
By May 2027, 25% or less students in 3rd -8th grade combined will score at achievement Level 2 or below on FAST Mathematics PM 3.</td><td>Current Level of Performance:*</td><td>Expected Level of Performance:*</td><td rowspan="2">3B.2

• Math teachers provide students small group differentiated targeted mathematics instruction/intervention to students in need of additional math support during Tier 2 block (K-5) and small group instruction within block schedule (MYP).</td><td rowspan="2">3B.2

• The Administration Team conducts informal and/or formal class teacher observations and provide feedback and assign support from Instructional Coaches as needed</td><td rowspan="2">3B.2

• HMH Curriculum Module classwork, quizzes, and tests
• Progress Learning Study Plan
• IXL Math
• Teacher Classroom Checklist/Evaluation Tool</td></tr>
<tr><td>28% of students in grades 3rd-8th combined</td><td>25% or less of students in grades 3 to 8 combined</td></tr>
<tr><td colspan="3">Mathematics Goals</td><td colspan="3">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td colspan="3">Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:</td><td>Strategy</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">3C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.</td><td>3C.1.

We currently have no students in this</td><td>3C.1.</td><td>3C.1.</td></tr>
</table>

Math Goal 3C: **Enter narrative for the goal in this box.** -	Current Level of Performance:*	Expected Level of Performance:*	subgroup.		
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*			
			3C.2. We currently have no students in this subgroup	3C.2.	3C.2.
			3C.3. We currently have no students in this sub-group	3C.3.	3C.3.

Science Goals	Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4.A. Statewide Science Assessment: Students scoring at Achievement Level 3 or	4A.1	4A.1	4A.1

higher.			• Grade Level and/or Subject Area teachers participate in weekly team planning days and bi-weekly Professional Learning Communities to collaborate and plan NGSS-based lessons using HMH Science curriculum and digital supplemental resources.	• The Curriculum Specialist, Instructional Coaches, and IB Coordinator review pacing guides and provide feedback to standards-based lesson plans documented in Planbook (K-5) and ManageBac (MYP)	• Professional Learning Communities Attendance • Completion of Quarterly Standards-based Pacing Guides • Planbook (K-5) • ManageBac (MYP) • Progress Learning Quarterly Benchmarks
Science Goal 4A: By May 2027, 61% of students in 5th grade and 8th Grade combined will score at achievement Level 3 or higher on the FAST Science end of year assessment.	Current Level of Performance:* 58% students in grades 5th and 8th Enter numerical data for current level of performance in this box.	Expected Level of Performance:* 61% students in grades 5th and 8th Enter numerical data for expected level of performance in this box.			
			4A.2 • Science teachers deliver Tier 1 NGSS standards-based whole group differentiated instruction using HMH Science instructional resources.	4A.2 • The Curriculum Specialist, Instructional Coaches, and IB Coordinator reviews data from HMH Science and Progress Learning benchmarks to monitor student performance in NGSS standards and to determine teachers' need for coaching and support with science content.	4A.2 • HMH Science Curriculum Chapters quizzes and tests • Progress Learning Science Benchmarks • IXL Science Grade 5 and Grade 8 Usage
Science Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4.B. Statewide Science Assessment: Students scoring below level 3.			4B.1 • Science teachers use data from formative and summative assessments to identify students performing below grade level expectations on science benchmarks and to provide	4B.1 • The Leadership Team and Instructional Coaches review and monitor data from formative/summative assessments to monitor student growth in mathematics and to provide	4B.1 • HMH Curriculum Chapters quizzes and tests • FAST Science Grade 5 and 8 • Progress Learning
Science Goal 4B: By May 2027,	Current Level of Performance:*	Expected Level of Performance:*			

38% or less students in 5th and 8th grade combined will score at achievement Level 2 or below on FAST Science PM 3.	43% of students in grades 5 and 8 combined	38% of students in grades 5 and 8 combined	identified students with additional practice	coaching and support to teachers where needed.	Science Benchmarks • IXL Science Usage
			4B.2 • Science teachers provide students small group differentiated targeted instruction/intervention to students in need of additional.	4B.2 • The Administration Team conducts informal and/or formal class teacher observations and provide feedback and assign support from Instructional Coaches as needed	4B.2 • HMH Curriculum Chapters quizzes and tests • FAST Science Grade 5 and 8 • Progress Learning Science Study plan • IXL Science Usage • Teacher Classroom Checklist/Evaluation Tool

Science Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4C. Florida Alternate Science Assessment: Students not meeting proficiency on an alternative assessment.			4C.1. We currently have no students in this subgroup	4C.1.	4C.1.
Science Goal 4C: **Enter narrative for the goal in this box.**	Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*			

		4C.2. We currently have no students in this subgroup	4C	4C.2.
		4C.3. We currently have no students in this subgroup.	4C.3.	4C.3.

3. Implementation of schoolwide **REFORM STRATEGIES**

Describe how the school will provide opportunities for all children to meet proficient and advanced levels of student academic achievement with information about the academic achievement of children in relation to the state academic content standards.
Franklin Academy Cooper City implements Essential Targeted Small Group Instruction that are focused on: • Students in grades K-5 receive daily reading and/or math interventions Monday-Friday utilizing HMH Intervention resources during Tier 2 block. • Intervention Block Groups are created based on student performance on NWEA Map Growth, FAST, and HMH with an instructional focus on Reading and Mathematics standards/benchmarks that student performed below grade level or lowest achievement levels. • Students identified in need of Tier 3 level of support are provided intensive reading intervention by Title 1 Intervention Specialist and Support (Monday-Friday) during students' intervention block.

Describe how the school will use effective methods and instructional strategies that are based on scientifically based research that:

- strengthen the core academic program;
- increase the amount of learning time;
- include strategies for serving underserved populations.

Franklin Academy Cooper City engages in data-based problem-solving through a Multi-Tiered System of Supports.

- Clear expectations, procedures, and schedules to be provided.
- Schedules to be communicated and changed for Early Release Days, Field Trips or School based events.
- MTSS meetings are held regularly to determine the needs of students.

Describe strategies the school will use to address the needs of all children, but particularly low-achieving children and those at risk of not meeting state standards.

Franklin Academy Cooper City goal in this area is to increase Learning Gains in ELA and Math for students performing in the Lowest 25% using:

- Explicit and Systematic Tier 1 Instruction
- Differentiated Small Group Instruction
- Differentiated Learning centers
- Tier 2 and Tier 3 Intervention Blocks
- Intensive Reading Course

Describe how the school will address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:

- Counseling, pupil services, and mentoring services.
- College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.

• The integration of vocational and technical education programs.
• College and Career Readiness Class for 8th graders (elective) and Career Expo. • Core class teachers conduct data checks and grade checks with students. • JA Financial Park as part of their career ed. Class • Volunteer Programs through IB curriculum Counseling for at risk-students with a guidance counselor.

4. Instruction by **STATE CERTIFIED TEACHERS** in all core content area classes

Provide instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only).

List all instructional staff who are not state-certified and all paraprofessionals who are not highly qualified. For each individual, include their name, position/title, and assigned grade level or subject area. (Instructional staff only.) Example: • Mary Magnificent – Teacher – Grade 3 • Steven Sunshine – Paraprofessional – Grade 6

- Diana Perez- Teacher- Kindergarten
- Cira Periera- Teacher- 2nd Grade
- Isabelle Lucas- Teacher- 3rd Grade
- Reihaneh Rahmamian- Teacher- 4th Grade
- Sana Saif- Teacher- 4th Grade
- Stephanie Manin- Teacher-5th Grade
- Alyssa Geribon- Teacher- 5th Grade
- Daniela Rios- Teacher- 6th Grade
- Nicole Campos- Teacher 7th/8th Grade
- Angela Paloatore-Teacher- 7th Grade
- Walter Lopez- Teacher- 7th Grade

.

Describe the ongoing support and professional development being offered to the instructional staff and paraprofessionals listed.

Franklin Academy Cooper City will provide support and professional development in the following areas.

- Effective Behavioral Classroom Management and Communication (CHAMPS)
- Differentiated Instruction/Small Group
- The Unpacking of State Standards
- High Yield Instructional Strategies
- Literacy Leadership and Development
- ESE/ELL Accommodations and Strategies
- Peer-Mentoring
- Data Management
- Teacher Led P.D.
- Collaborative Inquiry PLC

5. High quality and ongoing **PROFESSIONAL DEVELOPMENT** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Describe how the school will implement high quality and ongoing professional development for teachers, principals and paraprofessionals to enable all children in the school to meet state academic content standards.
Franklin Academy Cooper City will provide schoolwide PD on the implementation of all instructional materials, reading programs, and strategies based on scientifically based research, including early intervention, classroom reading materials, and accelerated programs. Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing difficulties. Student's data will be monitored after each diagnostic to create a differentiated plan for each grade level. Students' results will be reviewed and discussed during weekly Curriculum Meetings. Effective Behavioral Classroom Management and Communication • Differentiated Instruction • Managebac/Planbook/Google Classroom Training • High Yield Instructional Strategies • TopScore Writing • Literacy Leadership and Development • ESE/ELL Accommodations and Strategies • PLC (Professional Learning Communities) • Teachers are given the opportunity to attend PD through Broward County (LAB)

Describe how the school will implement high quality and ongoing professional development for pupil services personnel, parents, and other staff to enable all children in the school to meet state academic content standards (if applicable).
Through the Professional Development Opportunities, we are focused on improving Teacher Effectiveness ratings which will increase workforce engagement through the following: • Grade level teams (K-8) meet once per month during planning to review and discuss data as aligned to the PLC structure) • Curriculum Specialist and Instructional Coaches provide curriculum support to teachers during grade level team planning days • Curriculum Team facilitate standards and data driven Professional Learning Communities every other week • Curriculum Team & PLC Inservice Facilitator create and implement the annual PD calendar • PLC meetings for in-service points (during PLC and team planning days) Team Leader Meetings will include opportunities for Team Leads to discuss Key Initiatives and progress monitoring check points

List Professional Development Activities

Professional Development Activities	Dates of Activity
Pre-Planning School PD	August/September
Classroom Management PD	August
Increasing Parental Involvement PD	August, October, November

6. Strategies to **ATTRACT HIGH-QUALITY, STATE CERTIFIED TEACHERS** to the school

Describe strategies that will be used to attract high quality, highly qualified teachers.
Franklin Academy provides web site advertisements, university recruitment, and individual contacts. Franklin Academy offers teachers competitive salaries, employee benefits, advanced degree stipends, mentoring, training/support, and pay for performance. It is the goal of our Leadership Team to create a "positive school culture" and a "collegial learning environment" to attract a highly qualifiedworkforce and to keep salaries as competitive as possible to attract exceptional teaching candidates.
Describe the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.
Teachers are cultivated and nurtured at Franklin Academy Cooper City to grow professionally. We retain highly qualified, certified-in-field, effective teachers in our school by utilizing the New Educator Mentor Program, New to Franklin Mentor Program, Professional Learning Communities (Support Staff), District Trainings (District Personnel), School-Based Professional Development (Coaches/Team Leaders), Teacher Recognitionand Incentives (Administration). It is the goal of our Leadership Team to create a "positive school culture" and a "collegial learning environment" to attract a highly qualified workforce. We also work to grow future school leaders and allow teachers to lead projects and student organizations to foster their growth.

7. Strategies to increase **PARENT AND FAMILY ENGAGEMENT (Attach the Parent and Family Engagement Plan)**

Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.
See attached Parent and Family Engagement Plan
Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.
See attached Parent and Family Engagement Plan
List specific training activities and decision-making opportunities for parents. (**Include meeting dates for the planning, implementation and evaluation of the Parent and Family Engagement Policy/Plan and School-Parent Compacts.)**

See attached Parent and Family Engagement Plan

Describe the yearly parental evaluation of the schoolwide program and how this information will be used to improve the plan.

See attached Parent and Family Engagement Plan

Describe volunteer and business community partnership programs.

See attached Parent and Family Engagement Plan

List Parent and Family Engagement Activities for Parents (Title I funds and Non-Title I should be included)

Parent and Family Engagement Activities	Dates of Activity
See attached Parent and Family Engagement Plan	See attached Parent and Family Engagement Plan

8. Plans for assisting children in the **Transition from Early Childhood to Elementary ;Transition from Elementary to Middle ; Transition from middle to high school (for 6-12 grade combination schools.**

Describe plans for assisting children in transition from early childhood programs to local elementary school programs or transitioning from elementary to middle school or middle school to high school as applicable. The following should be included: • Inform parents of skills and grade level expectations during Kindergarten Round-Up, 6th grade transition meeting for middle school or 9th grade transition meeting for high school (require for 6-12 combination schools). • Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations. • Offer programs and collaborate with elementary, middle and/or high schools regarding expectations. • Meet with local preschool programs to discuss readiness for transitioning students. • Allow classroom visitations for transitioning students and their parents.
To ensure a smooth transition into Kindergarten, the following opportunities are provided to assist and welcome incoming Kindergarten students to Franklin Academy Cooper City. Students who are scheduled to enter the school starting at the Kindergarten level are invited to the Kindergarten Round Up at the start of the new school year. This event is held in the summer of every year and welcomes new families to Franklin Academy. Parents are able to preview our curriculum, meet the Kindergarten teachers and ask questions to get ready for the next school year. Packets are sent home for parents to work with their children on basic Kindergarten readiness skills. Then parents have the summer to put into place strategies learned to ready students for the upcoming school year. Prior to students starting Kindergarten, they attenda Meet & Greet before school starts. This event allows parents and students to see their new classroom, meet the teacher, and learn Kindergarten expectations and procedures. In order to ensure a smooth transition to 6th grade, our IB Coordinator and Curriculum Team host a transition night event in which students and families are invited to preview the curriculum, bell schedule, elective options, and the expectations as they enter the middle school program years. Handouts are provided explaining the IB curriculum and expectations, as well as course selection process which is completed on a google form for classroom placement and articulation.

9. Describe measures for **TEACHERS TO BE INCLUDED IN THE DECISION MAKING** regarding the use of academic assessments (described in Section 1111[b][3]) to provide information and to improve the achievement of individual students and the overall instructional program.

Describe how administration and staff will collaborate to analyze data frequently to inform them of student needs.
Data chats are conducted during our bi-weekly MTSS meetings to ensure that teachers are aware of the students' current performance, student achievement data, both formally and informally, as well as its' impact on the teaching and learning process. The data is then graphedand disaggregated to inform individual and aggregate student instruction and decision making. - Data analysis BOY: How to analyze this data and what to do with it: interventions, initiatives, - Data room: Literacy Coaches are committed to keep up to date. - Data per classroom: visuals.

Describe how administration and staff will collaborate to record and graph data is to drive instructional plan and group student appropriately.
Data chats are conducted during our Admin meeting, Leadership meeting, Team lead meeting, Grade Level Data Chats, MTSS Meetings, PLCs and weekly Curriculum meetings to ensure that the focus in placed on the students' current performance, student achievement data, both formally and informally as well as its' impact on the teaching and learning process. The data is then graphed and disaggregated to inform individual and aggregate student instruction and decision making.
Describe how administration and staff will collaborate to plan appropriate instructional lessons for diverse learners.
Data chats are conducted during our Admin meeting, Leadership meeting, Team lead meeting, Grade Level Data Chats, RtI Meetings, PLCs and weekly Curriculum meetings to ensure that the focus in placed on the students' current performance, student achievement data, as well asreview and provide feedback on lesson plans to facilitate the planning and implementation of appropriate teaching and learning practices aligned to the needs of the diverse student population of Franklin Academy.
Describe how a variety of assessments are administered and how administration and staff collaborate to examine student growth.

Assessments are administered on a quarterly basis and data chats are conducted during our Admin meeting, Leadership meeting, Team lead meeting, Grade Level Data Chats, MTSS Meetings, PLCs and weekly Curriculum meetings to ensure that the focus in placed on the students' current performance, student achievement data, both formally and informally as well as its' impact on the teaching and learning process. The data is then graphed and disaggregated to inform individual and aggregate student instruction and decision making.

10. Effective, timely assistance for **STUDENTS HAVING DIFFICULTLY MASTERING PROFICIENT** or academic content standards.

Describe how the school provides effective and timely assistance to students having difficulty mastering proficiency.
Franklin Academy Cooper City, follows Broward County Progress Monitoring to ensure that students at risk are being monitor by all stake holders. During MTSS meetings, students who are identified at being at risk, and not meeting proficiency are than placed on Tiers of interventions to ensure that through small group instruction and with monitoring of data student makes growths in the area of weakness and is able to meet proficiency. Students score below the 25% tile in grades 3-8 will be invited to our EOL opportunity in which they will be offered after school tutoring two times a week, during the course of several weeks before PM3.
Describe how students are identified in a timely way to provide information on which to base effective assistance.
Students are identified in grades K-3 through their Fall BAS results and/or grades in the areas on Math and Reading. Students in grades 4-8 are identified based on previous years FSA score, BAS and grades. Progress Monitoring Plan (PMP) Letters are put into place by the teacher and a PMP letter goes home to the parent. For parents, this letter indicates that their child is not meeting grade level proficiency in the area(s) described. The PMP letter serves as a reminder, that children learn at different rates and that it is expected that with the appropriate intervention a student will overcome these deficiencies with time. It is important for them to understand their child's academic progress and work along with you the teacher to provide their child with at home help in their area(s) of weakness. Upon receiving the PMP, parents are encouraged to schedule a conference with their child's teacher to further discuss the identified needs as well as the plan to address his/her deficiencies. The goal is to work in collaboration to ensure that their child reaches his/her full academic potential.

11. COORDINATION OF SERVICES of federal, state and local services and programs/funds.

Describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.
****N/A or Not applicable are not acceptable. A statement is required for each section. Ex. "This school does not have a Head Start Program."**

Title I, Part A
Title 1 funds provide additional teachers to assist students, particularly low performing students. As well as resources to support student learning and proficiency rates.
Title I, Part C- Migrant
If and when migrant students are identified, collaboration with community agencies will take place to ensure that needed services, such as health, and nutrition are provided. Remediation and tutoring services will be provided as needed. Program implementation will be consistent with the tenets of Title 1, and adjusted to the needs of Franklin Academy Cooper City.
Title I, Part D – Neglected and Delinquent
Students identified as neglected, and delinquent will be connected to the Student Services Coordinator who will provide support and community resources.
Title II – Professional Development (District)
Teachers participate in district-developed workshops in Florida Core Standards Training, ELA Reading, Writing Standards Training and Math Training as they feel needed.
Title III – ESOL
The ESOL Coordinator and Curriculum Departments provides ELL materials and works closely with the teachers to ensure that students are getting needed services.

Title X- Homeless
Franklin Academy has a plan in place to identify and support our homeless students through our school counselors. We have posters with "Homeless Program" information in visible areas at the school. The guidance counselor oversees the homeless program
Supplemental Academic Instruction (SAI)
SAI funds, if available, will be used to provide additional before and after school tutoring for fragile students.
Violence Prevention Programs
Franklin Academy implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Responsive Classroom, Development Design, student assemblies, contests, and various activities.
Nutrition Programs
Nutritional Programs and health education are an integral part of our meal program (SLA) specifically through the Physical Educational curriculum Information and contests are also supported by the cafeteria manager at the school site.
Housing Program
This school does not have a Housing Program
Head Start

This school does not have a Head Start Program
Adult Education
This school does not have an Adult Education Program
Career and Technical Education
This school does not have a Career and Technical Education Program.
Job Training
This school does not have a Job Training Program.
Other
N/A
Describe how the school will utilize services and agencies to promote business and community involvement.

The School will reach out to local businesses and organizations to create and to sustain appropriate partnerships to assist in meeting the many and varied needs of all student learner. The Volunteer /Fundraising Coordinator will organize and to operationalize Franklin Academy Cooper City goals of promoting business and community involvement to assist in preparing our students for college, career and life readiness.

REQUIRED SIGNATURES

Principal (print name): Alexandra Fox

Signature of principal: Alexandra E Fox

Title I Liaison (print name): Cassandra Carrizo

Signature of Title I Liaison: C. Cas

Board Chairperson (print name): Dr. David Thomas

Signature of Board Chairperson: