TITLE I SCHOOLWIDE PLAN FOR CHARTER SCHOOLS

Broward County Public Schools

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 (5046)	District: Broward
Principal: Sergio Delgado	Board Chairperson: Dr. David Thomas, Board Chair

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 Foundation and Administration meet to analyze data, trends in student enrollment, and staffing needs to create an action plan to ensure the school meets the documented needs of record. • The school conducts a Parent Satisfaction Survey annually. This information is reviewed at the school level, Foundation level and at Board Meetings. • Administration reviews FAST data when it is published in the summer. This information is used to develop quarterly focus calendars, intervention groups, material development and selection, professional development and student achievement goals. • The principal meets with teachers to review their data results from the previous year and to establish a goal in each of the following areas: classroom, department, professional and personal. • Subgroup data is analyzed to determine goals for each subgroup identified by the state. • Data chats are held continuously to identify student needs, small groups as well as the instructional focus. Heritage language assistance is provided by the ESOL Coordinator.

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

Students will participate in a weekly mandatory reading program which includes school-wide cross-curricular instructional strategies.</td><td>1A.1

NWEA, IXL, HMH into Reading, and HMH into Literature. Exemplar lessons have been created to provide a model for teachers on how to plan rigorous lessons as required by Florida B.E.S.T. Standards. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meeting, professional learning communities, and student data chats.</td><td>1A.1

Teacher made formatives & summative
• FAST Proficiency and Learning Gains
• NWEA Reports
• NWEA Diagnostic Assessments
• IXL Learning Path
• Progress Learning
• Mini Weekly Benchmarks</td></tr>
<tr><td rowspan="2">Reading Goal 1A:

Enter narrative for the goal in this box.

By June 2027 75% of 3rd-8th grade students will score at least a 3 or above on the ELA portion of the FAST.</td><td>Current Level of Performance:*

In the Spring 2026 FAST ELA assessment, 68% of 3rd-8th grade students scored 3 or above.</td><td>Expected Level of Performance:*

By June 2027 75% of 3rd-8th grade students will score on grade level or above on the ELA portion of the FAST Progress Monitoring 3.</td><td></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td>1A.2
Instruction will be differentiated for students based on students' learning needs and individual differences.</td><td>1A.2

Resources by HMH curriculum will be implemented along with performance tasks and cooperative learning activities. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meeting, professional learning communities, and student data chats</td><td>1A.2

• Teacher made formatives & summative
• FAST Proficiency and Learning Gains
• NWEA Reports
• NWEA Diagnostic Assessments
• IXL Learning Path
• Progress Learning
• Mini Weekly Benchmarks</td></tr>
</table>

		1A.3 NWEA diagnostics syncs to IXL and creates an adaptive learning path for students' needs down to the subskill level. It allows gifted students to progress quickly as they would like while simultaneously ensuring the remedial students get the extra instruction they need. Students will focus on Reading and Mathematical skills.	1A.3 Students complete a minimum of 2 lessons a week on IXL weekly in reading and/or math. The web-based version allows students to access the program from their home, school, local library, or any location with internet access providing more time on task leading to increased student achievement. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meeting, professional learning communities, and student data chats.	1A.3 • Teachers monitor the activity and skill level progression of each child by accessing learning path on IXL Report and other relevant student data. • The reports will be reviewed weekly and analyzed during data chats.

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 Students will participate in a weekly mandatory reading program which includes school-wide cross-curricular instructional strategies.	1B.1 IXL, HMH into Reading, and HMH into Literature. Exemplar lessons have been created to provide a model for teachers on how to plan rigorous lessons as required by Florida B.E.S.T. Standards. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meeting, professional learning communities, and student data chats.	1B.1 • Teacher made formatives & summative • FAST Proficiency and Learning Gains • NWEA Reports • NWEA Diagnostic Assessments • IXL Learning Path • Progress Learning • Mini Weekly Benchmarks
Reading Goal 1B: By June 2027 75% of 3rd-8th grade students will score at least a 3 or above on the ELA portion of the FAST.	Current Level of Performance:* In the Spring 2026 FAST ELA assessment, 68% of 3rd-8th grade students scored 3 or above.	Expected Level of Performance:* By June 2027 75% of 3rd-8th grade students will score on grade level or above on the ELA portion of the FAST Progress Monitoring 3.			

		1B.2 Students will participate in an Intensive Reading class and/or RtI Tier 2 & 3 Push-In or Pull-Out Groups Weekday ELO (Tutoring Program)	1B.2 HMH curriculum Intervention and Reading Horizons resources will be used to meet the needs of students identified. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meeting, professional learning communities, and student data chats.	1B.2 • Teacher made formatives & summative • FAST Proficiency and Learning Gains • NWEA Reports • NWEA Diagnostic Assessments • IXL Learning Path • Progress Learning • RTI Data and Charts
		1B.3 NWEA diagnostics syncs to IXL and creates an adaptive learning path for students' needs down to the subskill level. It allows gifted students to progress quickly as they would like while simultaneously ensuring the remedial students get the extra instruction they need. Students will focus on Reading and Mathematical skills.	1B.3 Students complete a minimum of 2 lessons a week on IXL weekly in reading and/or math. The web-based version allows students to access the program from their home, school, local library, or any location with internet access providing more time on task leading to increased student achievement. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meeting, professional learning communities, and student data chats.	1B.3 • Teachers monitor the activity and skill level progression of each child by accessing learning path on IXL Report and other relevant student data. • The reports will be reviewed weekly and analyzed during data chats.

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
1C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.			1C.1.	1C.1.	1C.1.
Reading Goal 1C: N/A -	Current Level of Performance: **	Expected Level of Performance:*			

			1C.2.	1C.2.	1C.2.
			1C.3.	1C.3.	1C.3.

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.			2A.1	2A.1	2A.1
Writing Goal 2A: N/A	Current Level of Performance:**	Expected Level of Performance:**			

N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.			
			2A.2	2A.2	2A.2
			2A.3	2A.3	2A.3
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.			2B.1	2B.1	2B.1
Writing Goal 2B: N/A	Current Level of Performance: *	Expected Level of Performance:*			

N/A					
			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.	2C.1.	2C.1.
Writing Goal 2C:	Current Level of Performance:**	Expected Level of Performance:**			
N/A					
			2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.3.

<table>
<tr><th colspan="3">Mathematics 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">3.A. Statewide Assessment: Students scoring at Achievement Level 3 or higher.</td><td rowspan="3">3A. 1
Students will participate in a weekly mandatory mathematics program which include school-wide cross-curricular instructional strategies.</td><td rowspan="3">3A.1
HMH Go Math! and into Math will be used for instruction in the classroom. Exemplar lessons have been created to provide a model for teachers on how to plan rigorous lessons as required by Florida B.E.S.T. Standards. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats.</td><td rowspan="3">3A.1
• Teacher made formatives & summative
• FAST Proficiency and Learning Gains
• NWEA Reports
• NWEA Diagnostic Assessments
• IXL Learning Path
• Progress Learning
• Mini Weekly Benchmarks</td></tr>
<tr><td rowspan="2">Math Goal 3A:

By June 2027, only 75% of 3rd-8th grade students will score less than a 3 on the Math portion of the FAST.</td><td>Current Level of Performance:*</td><td>Expected Level of Performance:*</td></tr>
<tr><td>Based on the Spring 2025 Math FSA results, 71% of 3rd-8th grade students scored below 3.</td><td>By June 2027, only 75% of 3rd-8th grade students will score below grade level on the Math portion of the FAST Progress Monitoring 3.</td></tr>
</table>

		3A.2 Instruction will be differentiated for students based on students' learning needs and individual differences	3A.2 Resources by HMH curriculum will be implemented along with performance tasks and cooperative learning activities. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats.	3A.2 • Teacher made formatives & summative • FAST Proficiency and Learning Gains • NWEA Reports • NWEA Diagnostic Assessments • IXL Learning Path • Progress Learning • Mini Weekly Benchmarks
		3A.3 NWEA diagnostics syncs to IXL and creates an adaptive learning path for students' needs down to the subskill level. It allows gifted students to progress quickly as they would like while simultaneously ensuring the remedial students get the extra instruction they need. Students will focus on Reading and Mathematical skills.	3A.3 Students complete a minimum of 2 lessons a week on IXL weekly in reading and/or math. The web-based version allows students to access the program from their home, school, local library, or any location with internet access providing more time on task leading to increased student achievement. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meeting, professional learning communities, and student data chats.	3A.3 • Teachers monitor the activity and skill level progression of each child by accessing the iXl Learning Path Report and other relevant student data. • The reports will be reviewed weekly and analyzed during data chats.

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
3B. Statewide Assessment: Students scoring below level 3.			3B.1 Students will participate in a weekly mandatory mathematics program which include school-wide cross-curricular instructional strategies.	3B.1 HMH Go Math! and into Math will be used for instruction in the classroom. Exemplar lessons have been created to provide a model for	3B.1 • Teacher made formatives & summative • FAST Proficiency and Learning Gains • NWEA Reports
Math Goal 3B: By June 2027,	Current Level of Performance:*	Expected Level of Performance:*			

only 75% of 3rd- 8th grade students will score less than a 3 on the Math portion of the FAST.	Based on the Spring 2025 Math FSA results, 71% of 3rd-8th grade students scored below 3.	By June 2027, only 75% of 3rd- 8th grade students will score below grade level on the Math portion of the FAST Progress Monitoring 3.	Weekday ELO (Tutoring Program)	teachers on how to plan rigorous lessons as required by Florida B.E.S.T. Standards. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats.	• NWEA Diagnostic Assessments • IXL Learning Path • Progress Learning • Mini Weekly Benchmarks
			3B.2 Instruction will be differentiated for students based on students' learning needs and individual differences. RTI Tier 2 & 3 Push-In and Pull Out	3B.2 Resources by HMH curriculum will be implemented along with performance tasks and cooperative learning activities. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats.	3B.2 • FAST Proficiency and Learning Gains • NWEA Reports • NWEA Diagnostic Assessments • IXL Learning Path • Progress Learning • Mini Weekly Benchmarks

		3B.3 Instruction will be differentiated for students based on students' learning needs and individual differences. RTI Tier 2 & 3 Push-In and Pull Out Weekday ELO (Tutoring Program)	3B.3 Resources by HMH curriculum will be implemented along with performance tasks and cooperative learning activities. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats.	3B.3 • FAST Proficiency and Learning Gains • NWEA Reports • NWEA Diagnostic Assessments • IXL Learning Path • Progress Learning • Mini Weekly Benchmarks

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
3C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.			3C.1.	3C.1.	3C.1.
Math Goal 3C: N/a .	Current Level of Performance:**	Expected Level of Performance:**			
			3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.

<table>
<tr><th colspan="3">Science 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">4.A. Statewide Science Assessment: Students scoring at Achievement Level 3 or higher.</td><td rowspan="3">4A.1

Science lessons and activities will be based on content and anchored to science investigations. The use of guided inquiry (student centered approach) that builds on prior knowledge and content will provide opportunities to learn and practice science.</td><td rowspan="3">4A.1

HMH Florida Science & Generation Genius will be used for instruction in the classroom. Exemplar lessons have been created to provide a model for teachers on how to plan rigorous lessons as required by Florida B.E.S.T. Standards.
Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats</td><td rowspan="3">4A.1

• Progress Learning
• FSSA Assessments
• Generation Genius Online Platform
• iXL</td></tr>
<tr><td rowspan="2">Science Goal 4A:

By June 2027, 65% of our 5th and 8th grade students will score at least a 3 or above on the FSSA Science.</td><td>Current Level of Performance:*</td><td>Expected Level of Performance:*</td></tr>
<tr><td>Based on the Spring 2026, FSSA Science, 54% of our 5th & 8th grade students scored 3 or above.</td><td>By June 2027, 65% of our 5th and 8th grade students will score at least a 3 or above on the FSSA Science.</td></tr>
<tr><td colspan="2"></td><td>4A.2

Students will participate in instruction that incorporates literacy skills allowing them to develop academic literacy.
Weekday ELO (Tutoring Program)</td><td>4A.2

Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats</td><td>4A.2

• Progress Learning
• FSSA Assessments
• Generation Genius Online Platform
• iXL</td></tr>
</table>

		4A.3 Literacy will be integrated into Science experiments. Virtual Simulated Hands on science experiments will be implemented to conduct scientific investigations using appropriate tools and technology to increase student achievement in science. Hands on learning allows student to build inquiry and optimize learning and develop critical thinking skills.	4A.3 Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats	4A.3 • Progress Learning • FSSA Assessments • Generation Genius Online Platform • iXL
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. Science Goal 4B: By June 2027, 65% of our 5th and 8th grade students will score at least a 3 or above on the FSSA Science.	Current Level of Performance:* Based on the Spring 2026, FSSA Science, 54% of our 5th & 8th grade students scored 3 or above.	4B.1 Science lessons and activities will be based on content and anchored to science investigations. The use of guided inquiry (student centered approach) that builds on prior knowledge and content will provide opportunities to learn and practice science. Weekday ELO (Tutoring Program)	4B.1 HMH Florida Science & Generation Genius will be used for instruction in the classroom. Exemplar lessons have been created to provide a model for teachers on how to plan rigorous lessons as required by Florida B.E.S.T. Standards. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats	4B.1 • Progress Learning • FSSA Assessments • Platform • Generation Genius Online • iXL
	Expected Level of Performance:* By June 2027, 65% of our 5th and 8th grade students will score at least a 3 or above on the FSSA Science.			

<table>
<tr><td rowspan="2">Science Goal 4A:</td><td rowspan="2">Current Level of Performance:*</td><td>Expected Level of Performance:*</td><td>4B.2</td><td>4B.2</td></tr>
<tr><td>4B.3</td><td>4B.3</td><td>4B.3</td></tr>
<tr><td colspan="2">Science Goals</td><td colspan="3">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td colspan="2">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="2">4C. Florida Alternate Science Assessment: Students not meeting proficiency on an alternative assessment.</td><td>4C.1.</td><td>4C.1.</td><td>4C.1.</td></tr>
<tr><td>Science Goal 4C:

N/A</td><td>Current Level of Performance:*</td><td>Expected Level of Performance:*</td><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td colspan="2"></td></tr>
</table>

		4C.2.	4C	4C.2.
		4C.3.	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.
• Academically, the school will implement mini assessments to determine if students are achieving benchmarks; use diagnostic test results to target instruction through small groups; provide push-in and pull-out interventions; provide tutoring through Academic Camp, ESOL office and individual Teacher Office Hours. • The school will work with the district in developing a Professional Development Plan for administrators and teachers in data analysis, the Florida Educational Accomplished Practices (FEAPs), effective instructional strategies, interpreting local and state reports, and developing a student chat plan. • The school will ensure parents are informed of school's initiatives and student achievement goals through parent workshops and monthly newsletters covering a variety of helpful topics on how parents can ensure student success. Parents will also be provided opportunities to interact with teachers.
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.
• RTI will provide for tiered interventions and push-in and pull-out services • Differentiated instruction with targeted focus based on needs • Additional Intensive Reading class • Teacher evaluations and follow-ups using an approved tool defining the Florida Educator Accomplished Practices (FEAPS) will provide the teachers the training and tools necessary to identify and implement effective strategies in the classroom.
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.

To increase student achievement and skill levels, the school offers Academic Camp (Extended Learning Opportunities in Reading, Math, Science and Civics) as an extension of the school day and Saturdays. The additional time increases opportunities to reinforce instruction to improve academic performance. Students are taught by highly qualified teachers using Florida Measuring Up to Florida's B.E.S.T. Standards Supplemental Curriculum. The approved activities are aligned to state standards.

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.

The counseling department provides academic, counseling, testing personal counseling & support and parent services. Counselor to meet the needs of at-risk students, or students who are on RtI for behavior. The school also partners with Memorial Healthcare.

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 instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only).
Describe the support and professional development being planned and provided for these professionals
All teachers mentioned above are certifiable and working towards certification requirements. All new teachers to the school participate in 3 PLCs in addition to the districts PDs on Effective Behavioral Classroom Management and Communication and participate in the New Teacher Mentor Program under the guidance of the New Teacher Mentor.

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.
• Through a Professional Learning Community (PLC), teachers will observe and engage with colleagues in the ongoing exploration of how to better meet the needs of all learners in all subject areas. The goal of the PLC is to ensure learning for all students by implementing research-based strategies based on the belief that all children can learn (The Growth Mindset). • Through two separate Professional Learning Communities (PLC), new teachers will observe and engage with colleagues in the ongoing exploration of how to better meet the needs of all learners in all subject areas. The goal of the PLCs is to ensure the best environment for learning for all students. • A consultant from Curriculum Associates will work directly with the administrative team and teachers throughout the year to develop programs and train teachers on using effective research-based strategies and best practices that will increase student performance and student achievement and student effectiveness in reading. The consultant will spend a minimum of two, six-hour days each month in the schoolworking with the Principal and teachers. The consultant will also meet with the teachers during their planning period and discuss instructional strategies, analyze data and differentiating instruction to increase student achievement. • Each department is required to write their own measurable Department goal for student growth, approved by the Principal. The intent is for teachers to monitor their own effectiveness and continue to improve their craft/skill in delivering highly effective instructional strategies.
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).
• Staff engages in a Professional Learning Community (PLC) with the goal of providing an optimal learning environment. Parents are provided monthly informational sessions on ensuring student success.

List Professional Development Activities (Title I funds and Non-Title I should be included)

Include only school-based funded activities/materials and exclude district funded activities /materials.				
Professional Development Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity
Curriculum Training/Workshops	HMH, Study Island, Data Analysis, Blooms/DOK/Item Specs, Observation/Evaluation Tools, FEAPS, Online Resources	Ongoing	School	
NWEA Diagnostics	NWEA	Fall/Winter/Spring	School	
Professional Development Seminars	Professional Development Resources	Spring	Title 1	
iXl Instruction-on site tailored support sessions	iXL	Ongoing	School	
			Total:	0

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 believes it has the obligation to employ the best qualified administrative personnel and teachers available regardless of race, color creed, sex, national origin, age or disability. Franklin Academy promotes hiring practices as suggested by the EEOC. Employment opportunities are advertised in Teacher's Teachers and, at times, in the local newspaper. Resumes are emailed to a designated address as specified in the advertisement. Applicants are considered for review if they apply in accordance with the ad and they meet the qualifications for the position. Applicants who meet the minimum standards will be called for an initial phone interview by the department chair, then they will meet with the Assistant Principal and finally the Principal. It is the goal of the leadership team to create a positive school culture and a collegial learning environment. Franklin Academy recognizes the benefit of developmental experiences and encourages employees to talk with the administration about their career plans. Administrators are encouraged to support employees' efforts to gain experience and advance within the organization. Employees are encouraged to discuss job performance and goals with administration on an informal, day-to-day basis. Formal performance evaluations are conducted at the end of an employee's initial period in any new position. This period, known as the introductory period, allows the supervisor and the employee to discuss the job responsibilities, standards, and performance requirements of the new position. Additional formal performance evaluations are conducted to provide both supervisor and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.
Describe the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.
Employees are encouraged to discuss job performance and goals with administration on an informal, day-to-day basis. Formal performance evaluations are conducted at the end of an employee's initial period in any new position. This period, known as the introductory period, allows the supervisor and the employee to discuss the job responsibilities, standards, and performance requirements of the new position. Additional formal performance evaluations are conducted to provide both supervisor and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. The performance of all employees is generally evaluated according to an ongoing 12-month cycle, beginning at the fiscal-year end. After the first year of employment, a merit raise may be awarded based on performance of duties and ability to add value above and beyond the basic requirements. Since "Excellence" is the stated mission of our school, the striving for excellence and achievement of excellence will always be of the highest priority. Excellence may be honored with special merit bonuses should the financial circumstances of the school allow.

7. Strategies to increase **PARENT AND FAMILY ENGAGEMENT**

**Include a copy of the school's Parent and Family Engagement Policy/Plan (PFEP) for this section (The PFEP does not apply for schools new to Title I).

Franklin Academy
School-Level Parent and Family Engagement Plan (PFEP)
2026-2027

Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.
Franklin Academy's Mission Statement: The mission of Franklin Academy is to create life- long learners by developing critical thinking skills and promoting high levels of academic achievement in students, while meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media, with an emphasis on character development
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.
Franklin Academy will engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs in this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school's program is exempt from statutory or regulatory provisions, the school may use that process, if such process includes an adequate representation of parents of participating children [Sections1116(c)(3), 1114(b)(2), and 1116(a)(2)(B)]. This goal of this plan is to describe how Franklin Academy will provide opportunities to improve parent engagement to support student learning. At Franklin Academy we value the contributions and involvement of parents to establish an equal partnership for the common goal of improving student achievement. This plan describes the various ways that Franklin Academy will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home. Franklin Academy believes that parental engagement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring: • That parents play an integral role in assisting their child's learning. • That parents are encouraged to be actively involved in their child's education at school. • That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

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.)

Specific Activity	Frequency and Duration	Evaluation of Implementation and Effectiveness
Title 1 Annual Parent Meeting	*Title 1 Liaison and Administration*	*Completion of School Parent Compact*
FAST/EOC Testing Overview	Curriculum Specialist and AP of Academics	Parent Survey
IB Night	IB Coordinator	Parent Survey

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

The Title I Office educates the school-based liaison on the process, procedures and protocol for the evaluation and support of school-wide programs. The leadership team will seek out the assistance of the Title 1 Office to make certain that our parents are involved in the evaluation of school-wide programs their value-added assistance is needed in the creation of an inclusive learning community.

Describe volunteer and business community partnership programs.

The Title I Office educates the school-based liaison on the process, procedures and protocol for the evaluation and support of school-wide programs. The leadership team will seek out the assistance of the Title 1 Office to make certain that our parents are involved in the evaluation of school-wide programs their value-added assistance is needed in the creation of an inclusive learning community.

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

Include only school-based funded activities/materials and exclude district funded activities /materials.				
Parent and Family Engagement Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity
Using Technology to Support Learning	Curriculum Team/Admin	September	School	$0
FAST/EOC Testing Promotion Criteria Parent Academy	Curriculum Team/Administration	Spring (February)	School	$0
Parent Academy- Coping post pandemic learning as a Parent and Student	Guidance Team/Support Staff	October	School	$0

Parent Academy: FAST Parent Night (Spaghetti Night)	Curriculum Team/Admin/Teachers	January	Title 1	
			Total:	$0

8. Plans for assisting children in the **Transition Early Childhood to Elementary or Transition Elementary to Middle or Transition from Middle school programs to high school.**

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 readiness skills during Kindergarten Round-Up • 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 • Implement a staggered start schedule during the first week of school • Allow classroom visitations for transitioning students and their parents.
Franklin Academy provides parents/guardians of upcoming Kindergarten students the opportunity to meet teachers during orientations in June of the outgoing school year and again in August of the incoming school year. Parents are also informed of school policies and procedures along with literacy standards based on grade levels. The STAR Early Literacy Assessment is also administered to the students during their first quarter in school to identify areas of weakness and strength. Results are shared with parents promptly. Regular communication with parents is key especially during the first quarter of the school year to ensure students are transitioning properly and adapting to the new school environment. The Developmental Reading Assessment (DRA) is also used as a diagnostic and tracking tool to give a baseline for students' print/letter knowledge where phonological awareness will be determined, as well as instructions planned to utilize the resulting data.

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.

During data chats, administrators and teachers meet to review benchmark and classroom level data and to help make decisions about student's intervention services. Data is also analyzed during department meetings, and school improvement meetings to determine needs of individual students, classrooms, grade levels, and building wide strategies to improve student achievement.

Describe how administration and staff will collaborate to record and graph data is to drive instructional plan and group student appropriately.

- Instructional lessons and groups are planned based on the results of the data.
- The staff is provided with a Data Chat form that they use to graph diagnostic and benchmark results with their students. These sheets are used to set individual goals for each student.
- ELL students are provided accommodations based on their language classification; ESE students are provided accommodations based on their IEP.
- Based on the data analysis by the administrative team, students are grouped appropriately and required interventions are put in place to assist low performing students.

Describe how administration and staff will collaborate to plan appropriate instructional lessons for diverse learners.

- Instructional lessons are planned based on the results of the data. If students are making progress, they continue with the interventions: however, if students are not making progress the interventions and lessons are adjusted in time and intensity to provide additional support.
- Data chats are conducted during our Admin meetings, Team Lead meetings, and RtI Meetings to ensure that the focus is placed on the students' current performance as well as its' impact on the teaching and learning process. The data is then disaggregated to inform individual and aggregate student instruction and decision making.
- A student who has been on a progress monitoring plan will continue to receive progress monitoring even after reaching a specific level of Proficiency.

Describe how a variety of assessments are administered and how administration and staff collaborate to examine student growth.

- Progress Monitoring Assessments are used throughout the year to determine students' progress and growth. The classroom teacher graphs
  the data to track students' achievements on the Student Data Chat Form.
- Administration and staff collaborate during data chats to determine student growth and identify students' instructional needs.

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.

Students who have difficulty mastering the State's academic achievement assessment standards are provided with timely, effective, and additional assistance through our iXL Program and our RTI framework. Through FAST, students are assessed 3 times per year and data is used to plan instruction and assign individual work appropriate to that student's need. As part of the RtI framework, students are identified based on previous years' FAST score and are placed on a Progress Monitoring Plan. These students will receive various interventions including an additional reading block, push in or pull-out services provided by an interventionist and extended learning opportunities (Academic Camp) along with an additional hour after school offered by their teachers once a week to re-enforce skills taught during that week. Parent teacher conferences are also held as needed to inform parents of their child's areas of concerns.
Describe how students are identified in a timely way to provide information on which to base effective assistance.
Students who have difficulty mastering the state's academic achievement assessment standards are identified at the beginning of the school year by reviewing FAST reports as well as benchmark assessments, NWEA Diagnostics and Standards Mastery. These students will remain on a Progress Monitoring Plan the entire school year.

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
Franklin Academy uses the funding received from Title 1 to implement additional services to benefit the educational goals of the students. The school has been able to hire academic coaches as well as instructional teachers to support the RTI process and push-in and pull-out groups. The funds have also been used for tutoring program that is available to students in grades 3-8. The school takes the feedback they receive from at home surveys to determine the needs based on the shareholders' options for the additional funds. For example, some stakeholders are unable to pay for the agendas/communication folders for the students, therefore we use some of the funds from the Parental Involvement category to purchase the agendas and provide them for free to the students.
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 prescriptively to the needs of the school.
Title I, Part D – Neglected and Delinquent

Students identified as neglected, and delinquent will be connected to the Counselors who will provide support and community resources.
Title II – Professional Development (District)
Teachers participate in district-developed workshops in Florida B.E.S.T. Standards Training, ELA Reading, ESOL and Classroom Management.
Title III – ESOL
The ESOL Coordinator Provides ELL materials and works closely with the teachers to ensure that students are getting needed services.
Title X- Homeless
As parents report a need, they are referred to the district resources- H.E.A.R.T program.
Supplemental Academic Instruction (SAI)
SAI funds will be used to provide additional before and after school tutoring for students in academic areas including Math, ELA, Science and Civics.
Violence Prevention Programs
Franklin Academy implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school has developed a Global Citizen Program that focusses on character development and service in action for grades 6-8 and KITE Character education in grades K-5.
Nutrition Programs
Franklin Academy participates in the National School Lunch Program which is federally funded by the Department of Agriculture. Our vendor is SLA and we implement their nutritional guidelines. Parents are highly encouraged to apply for the lunch program to determine students that may qualify for free and/or reduced meals and obtain Title 1 funding for upcoming year.
Housing Program
As parents report a need, they are referred to the resources provided by the district.
Head Start
As parent reports need of information, school provides district contact information to where obtain more information.
Adult Education
As parents report a need, they are referred to the resources provided by the district.
Career and Technical Education

As parents report a need, they are referred to the resources provided by the district.
Job Training
As parents report a need, they are referred to the resources provided by the district.
Other
Describe how the school will utilize services and agencies to promote business and community involvement.
• The school PTO 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 the school • The Guidance Counselor will plan for Career Day

REQUIRED SIGNATURES

Principal (print name): _____

Signature of principal: _____

Title I Liaison (print name): _____

Signature of Title I Liaison: _____

Board Chairperson (print name):
_____

Signature of Board Chairperson:
_____