

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 F (5046)	District: Broward
Principal: Jennifer Nadal-Smith	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. <ul style="list-style-type: none"> • 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 data and FSA 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

ELA-English/Language Art 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	
1.A. FSA 2.0: Students scoring at Achievement Level 3 or higher.			1A.1	1A.1	1A.1	
Reading Goal 1A: By June 2021 62% of 6th-8th grade students will score at least a 3 or above on the ELA portion of the FSA (all students are expected to show growth)	Current Level of Performance:* In the Spring 2019 FSA ELA assessment, 58% of 6th-8th grade students scored 3 or above.	Expected Level of Performance:* By June 2021 62% of 6th-8th grade students will score at least a 3 or above on the ELA portion of the FSA.	Students will participate in a weekly mandatory reading program which include school-wide cross-curricular instructional strategies.	HMH Collections 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 State Standards. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats.	Teacher made formatives & summative <ul style="list-style-type: none"> • FSA Proficiency and Learning Gains reports. • i-Ready Reports • i-Ready Diagnostic Assessments • USA Test Prep Progress Monitoring 	
			1A.2	1A.2	1A.2	
			Instruction will be differentiated for students based on students' learning needs and individual differences	Toolbox by iReady 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.	Teacher made formatives & summative <ul style="list-style-type: none"> • FSA Proficiency and Learning Gains reports. • i-Ready Reports • i-Ready Diagnostic Assessments • USA Test Prep Progress Monitoring 	

		1A.3 I-Ready's adaptive Diagnostic pinpoints students' needs down to the subskill level. It allows gifted students to progress as 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 spend a minimum of forty-five minutes on i-Ready weekly daily 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 meetings, professional learning communities, and student data chats.	1A.3 • Teachers monitor the activity and skill level progression of each child by accessing the Diagnostic Growth 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
FSA 2.0: Students scoring below level 3.		1B.1 Students will participate in a weekly mandatory reading program which will include school-wide cross curricular Instructional strategies.	1B.1 HMH Collections 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 State Standards. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats	1B.1 • Teacher made formatives & summative • FSA Proficiency and Learning Gains reports. • i-Ready Reports • i-Ready Diagnostic Assessments • USA Test Prep Progress Monitoring
Reading Goal 1B: By June 2021, only 38% of 6th-8th grade students will score less than a 3 or above on the ELA portion of the FSA.	Current Level of Performance:*	Expected Level of Performance:*		
	In the Spring 2019 FSA ELA assessment, 42% of 6th- 8th grade students scored less than a 3.	By June 2021, only 38% of 6th-8th grade students will score less than a 3 on the ELA portion of the FSA.	1B.2 Students will participate in an Intensive Reading class with RtI Tier 2 & 3 Pull Out	1B.2 RtI Toolkit and Insider remedial resources will be used to meet the needs of students identified. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats
				1B.2 □ Teacher made formatives & summative □ FSA Proficiency and Learning Gains reports. □ i-Ready Reports □ i-Ready Diagnostic Assessments □ USA Test Prep Progress Monitoring □ RtI Data & Charts

		1B.3 I-Ready's adaptive Diagnostic identifies students' needs by the subskill level. It allows gifted students to progress as 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 spend a minimum of forty-five minutes on I-Ready 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 increase student achievement. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats	1B.3 <input type="checkbox"/> Teachers monitor the activity and skill level progression of each child by accessing the Diagnostic Growth Report and other relevant student data. <input type="checkbox"/> 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:	Current Level of Performance:*	Expected Level of Performance:*		
NA	NA	NA		

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. FSA 2.0: Students scoring at Achievement Level 3 or higher.			2A.1 Implement a school-wide writing plan. The writing plan includes the following components: diagnosing student needs, grouping students for instruction, organizing lessons based on an identified framework, planning rigorous mini lessons, teacher modeling, providing students with meaningful feedback, and empowering students to think critically and personally about writing. Writing performance tasks will be assessed weekly allowing students to connect their writing to their reading, think more critically about text, and provide text evidence in their published essays. Students are expected to provide written responses and implement writing across all content areas to increase achievement in reading, writing and math.		2A.1 District Writing Prompts Writing Prompts and Exemplars released from past exams.	2A.1 <input type="checkbox"/> Pre- and Post-Writing assessments <input type="checkbox"/> Rubrics Anchor Papers from FLDOE
Writing Goal 2A:	Current Level of Performance:*	Expected Level of Performance:*				
By June 2021, 62% of 6th-8th grade students will score at least a 3 or above on the FSA ELA score which is a combination of their reading and writing.	In the Spring 2019 FSA ELA assessment, 58% of 6th- 8 th grade students scored 3 or above.	By June 2021 62% of 6th-8th grade students will score at least a 3 or above on the ELA portion of the FSA.				
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
FSA 2.0: Students scoring below level 3.			2B.1 Implement a school-wide writing plan. The writing plan includes the following components: diagnosing student needs, grouping students for instruction, organizing lessons based on an identified framework, planning rigorous mini lessons, teacher modeling, providing students with meaningful feedback, and empowering students to think critically and personally about writing. Writing performance tasks will be assessed weekly allowing students to connect their writing to		2B.1 District Writing Prompts Writing Prompts and Exemplars released from past exams	2B.1 Pre- and Post-Writing assessments • Rubrics • Anchor Papers from FLDOE
Writing Goal 2B:	Current Level of Performance:*	Expected Level of Performance:*				
By June 2021, only 38% of 6th-8th grade students will score less than 3 on the FSA ELA score which is a combination of their reading and writing.	In the Spring 2019 FSA ELA assessment, 42% of 6th- 8 th grade students scored less than a 3.	By June 2021, only 38% of 6th-8th grade students will score less than a 3 on the ELA portion of the FSA.				

			their reading, think more critically about text, and provide text evidence in their published essays. Students are expected to provide written responses and implement writing across all content areas to increase achievement in reading, writing and math.		
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:*			
NA					
	NA	NA			

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. FSA 2.0: Students scoring at Achievement Level 3 or higher.			3A.1	3A.1	3A.1
Math Goal 3A: By June 2021, 62% of 6th-8th grade students will score at least a 3 or above on the FSA Math portion of the FSA.	Current Level of Performance:* Based on the Spring 2019 Math FSA results, 60% of the 6th-8th grade students scored 3 or above.	Expected Level of Performance:* By June 2021, 62% of 6th-8th grade students will score at least a 3 or above on the Math portion of the FSA.	Students will participate in a weekly mandatory mathematics program which include school-wide cross-curricular instructional strategies.	HMH Go 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 State Standards. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats.	3A.1 <input type="checkbox"/> Teacher made formatives & summative <input type="checkbox"/> FSA Proficiency and Learning Gains reports. <input type="checkbox"/> i-Ready Reports <input type="checkbox"/> i-Ready Diagnostic Assessments <input type="checkbox"/> USA Test Prep Progress Monitoring
			3A.2	Instruction will be differentiated for students based on students' learning needs and individual differences	3A.2 Toolbox by iReady 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.3 I-Ready's adaptive Diagnostic pinpoints students' needs down to the subskill level. It allows gifted students to progress as 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 spend a minimum of forty-five minutes on I-Ready weekly daily 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 meetings, professional learning communities, and student data chats	3A.3 Teachers monitor the activity and skill level progression of each child by accessing the Diagnostic Growth 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
FSA 2.0: Students scoring below level 3.		3B.1	3B.1	3B.1
Math Goal 3B:	<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>		
By June 2021, only 38% of 6th-8th grade students will score less than a 3 on the Math portion of the FSA.	Based on the Spring 2019 Math FSA results, 40% of 6th-8th grade students scored below 3.	By June 2021, only 38% of 6th-8th grade students will score less than a 3 on the Math portion of the FSA.	Students will participate in a weekly mandatory mathematics program which include school-wide cross-curricular instructional strategies.	HMH Go 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 State Standards. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats.
				<input type="checkbox"/> Teacher made formatives & summative <input type="checkbox"/> FSA Proficiency and Learning Gains reports. <input type="checkbox"/> i-Ready Reports <input type="checkbox"/> i-Ready Diagnostic Assessments <input type="checkbox"/> USA Test Prep Progress Monitoring

		<p>3B.2</p> <p>Instruction will be differentiated for students based on students' learning needs and individual differences.</p> <p>RTI Tier 2 & 3 Pull Out</p>	<p>3B.2</p> <p>Toolbox by iReady curriculum will be implemented along with performance tasks and cooperative learning activities.</p> <p>Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats.</p>	<p>3B.2</p> <p><input type="checkbox"/> Teacher made formatives & summative</p> <p><input type="checkbox"/> FSA Proficiency and Learning Gains reports.</p> <p><input type="checkbox"/> i-Ready Reports</p> <p><input type="checkbox"/> i-Ready Diagnostic Assessments</p> <p><input type="checkbox"/> USA Test Prep Progress Monitoring</p>	
		<p>3B.3</p> <p>I-Ready's adaptive Diagnostic pinpoints students' needs down to the subskill level. It allows gifted students to progress as 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..</p>	<p>3B.3</p> <p>Students spend a minimum of forty-five minutes on I-Ready weekly daily 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.</p> <p>Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats</p>	<p>3B.3</p> <p>Teachers monitor the activity and skill level progression of each child by accessing the Learning Gains Report and other relevant student data.</p> <p>The reports will be reviewed biweekly and analyzed during data chats.</p> <p>The information will be used to guide instruction.</p>	
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:	Current Level of Performance:*				Expected Level of Performance:*
NA.	NA.				NA.

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	
I.A. Statewide Science Assessment: Students scoring at Achievement Level 3 or higher.			4A.1		4A.1	4A.1	
Science Goal 4A: By June 2021, 50% of 8th grade students will score at least a 3 or above on the FSSA Science.			Current Level of Performance: * Expected Level of Performance: *		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.	HMH Series and Triumph Learning Coach Books 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 State Standards. Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats	<input type="checkbox"/> FSSA Triumph Coach Books <input type="checkbox"/> USA Test Prep Progress Monitoring <input type="checkbox"/> FSSA Assessments <input type="checkbox"/> Florida Science End of Unit Exams <input type="checkbox"/> Study Island Online Platform
Based on the Spring 2019, FSSA Science, 44% of 8th grade students scored 3 or above.			By June 2021, 50% of 8th grade students will score at least a 3 or above on the FSSA Science.		4A.2	4A.2	4A.2
			Students will participate in instruction that incorporates literacy skills allowing them to develop academic literacy.		Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats	<input type="checkbox"/> FSSA Triumph Coach Books <input type="checkbox"/> USA Test Prep Progress Monitoring <input type="checkbox"/> FSSA Assessments <input type="checkbox"/> Florida Science End of Unit Exams <input type="checkbox"/> Study Island Online Platform	
			4A.3		4A.3	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		Lesson plans, observations/post observation meetings, progress monitoring, curriculum meetings, professional learning communities, and student data chats	<input type="checkbox"/> FSSA Triumph Coach Books <input type="checkbox"/> USA Test Prep Progress Monitoring <input type="checkbox"/> FSSA Assessments <input type="checkbox"/> Florida Science End of Unit Exams <input type="checkbox"/> Study Island Online Platform	

			inquiry and optimize learning and develop critical thinking skills.		
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
Statewide Science Assessment: Students scoring below level 3.			4B.1	4B.1	4B.1
Science Goal 4B:	<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>	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.	HMH Series and Triumph Learning Coach Books 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 State Standards. Lesson plans, observations, progress monitoring, curriculum meetings and student data chats.	<input type="checkbox"/> FSSA Triumph Coach Books <input type="checkbox"/> USA Test Prep Progress Monitoring <input type="checkbox"/> FSSA Assessments <input type="checkbox"/> Florida Science End of Unit Exams <input type="checkbox"/> Study Island Online Platform
By June 2021, 50% of 8th grade students will score at least a 3 or above on the FSSA Science.	Based on the Spring 2019, FSSA Science, 44% of 8th grade students scored 3 or above.	By June 2021, 50% of 8th grade students will score at least a 3 or above on the FSSA Science.	Weekday ELO (Tutoring Program) and Saturday Camp- ELO		

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.		4C.1.	4C.1.
Science Goal 4C:	Current Level of Performance:*	Expected Level of Performance:*				
NA						
	NA	NA				

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.
<p><input type="checkbox"/> 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 pull-out interventions (virtual and live); provide tutoring through Academic Camp, ESOL office and individual Teacher Office Hours.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>

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 pull-out services (virtual/live)
- 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 Triumph Learning Coach Books. 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 student 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).

Cajias, Maryanne
Daza, Tiffany
Garwood, Howard
King, Olubunmi
Landeros, Rosalind
Molinares, Gabriela
Plez, Chelsea
Ponce, Lisette
West, Leonard
Batteiger, Desiree
Begoña, Genoveva,
Morgan, Jeremy
Pozo, Sandro

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.

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 school working 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	\$80
iReady Diagnostic and Instruction-on site tailored support sessions	iReady	Fall/Spring	School	
Professional Development Seminars	Professional Development Resources	Spring	Title 1	\$3825
Total:				\$3905.00

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.
<p>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.</p> <p>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.</p>

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- Campus F Pembroke Pines School-Level Parent and Family Engagement Plan (PFEP) 2020-2021

Mission Statement

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

Engagement of Parents and Families

Franklin Academy will engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide 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 [Sections 1116(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.

Coordination and Integration

Franklin Academy will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start; Early Reading First; Even Start; Home Instruction Programs for Preschool Youngsters (HIPPEY); the Parents as Teachers Program; Voluntary Pre-Kindergarten; public preschool; Title I, Part C; Title I, Part D; Title III; Title IV; and Title VI [Section 1116(e)(4)].

Count	Program	Coordination
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1	Meet and Greet & Open House	Leadership Team
2	FSA/EOC Testing Overview	Curriculum Specialist and AP of Academics
3	Parent Academy- Using Technology to Support Learning	Curriculum Specialist, Guidance Counselors and Teachers
4	Coffee with Admin	Administration and Leadership Team meeting

Annual Parent Meeting

Franklin Academy will take the following actions to convene an annual meeting, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents engaged. Include timeline, persons responsible, documentation to be maintained, and steps to ensure that all parents invited and encouraged to attend [Section 1116(c)(1)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Title 1 Annual Parent Meeting	<i>Title 1 Liaison and Administration</i>	September 2020	<i>Completion of School Parent Compact</i>
FSA/EOC Testing Overview	Curriculum Specialist and AP of Academics	January 2021	Parent Survey
IB Night	IB Coordinator	October 2020	Parent Survey

Flexible Parent Meetings

Franklin Academy will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with funds under this part, transportation, childcare, or home visits, as such services relate to parental involvement [Section 1116(c)(2)].

Franklin Academy will provide flexible meetings, trainings, and workshops opportunities for parents to attend in the morning and/or evenings.

Building Capacity

Franklin Academy will implement activities that will build the capacity for effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local educational agency assisted under this part – [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents to work with their child to improve their child’s academic achievement, such as literacy training and using technology [Section 1116(e)(2)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
FSA/EOC Testing Parent Night	Winter and Spring	School- Home Connection	Parent Survey
Monthly Parent Academy	Monthly	School- Home Connection/ Student Health	Parent Survey
Coffee/Charlas with Admin	Monthly	School Home Connection	Parent Survey

Staff Training

Franklin Academy will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools [Section

1116(e)(3)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Targeting Small group instruction in the virtual classroom and in-person	Fall/Winter		Admin/Leadership Walk-throughs and observations
RTI Process/ PMP Monitoring and Progress	Fall- Overview Quarterly- updates/reviews		Student Achievement Data/ Intervention Groups
Data Driven Leadership	Quarterly		Teacher Retention and Student Achievement Data

Other Activities

Franklin Academy will develop appropriate roles for community-based organizations and businesses in parent involvement activities; and conduct other activities, such as parent resource centers, the school will conduct these activities to encourage and support parent participation in the education of their children; and shall provide such other reasonable support for parental involvement activities under this section as parents may request [Sections 1116(e)(4), 1116(e)(13) and 1116(e)(14)].

Franklin Academy will also create opportunities for parents to use the community resources with the support of the school staff.

Communication

Franklin Academy will provide parents of participating children the following [Section 1116(c)(4)]:

- *Timely information about programs under this part [Section 1116(c)(4)(A)];*
- *A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standard; and [Section 1116(c)(4)(B)];*

- *If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible [Section 1116(c)(4)(C)]; and*
- *If the school-wide program plan under Section 1114 (b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local education agency [Section 1116(c)(5)].*
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Parents have access to students' grades in real-time using PowerSchool online and mobile application, student data is shared with parents quarterly with reports cards and interim report cards, quarterly parent conferences, parents are notified through weekly newsletters, display boards, and school website.

Accessibility

Franklin Academy will provide full opportunities for participation in parental involvement activities for all parents and family members (including parents and family members with limited English proficiency, disabilities, and parents and family members of migratory children). Including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand [Section 1116(f)].

Parents have access to students' grades in real-time using PowerSchool online and mobile application, student data is shared with parents quarterly with reports cards and interim report cards, quarterly parent conferences. Most documents are shared in Spanish and Haitian-Creole. Administration also offers assistance in a variety of workshops in Spanish.

School-Parent Compact

As a component of the school-level parent involvement plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact, that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 1116(d)].

Provide the LEA electronically the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

This School Parent Involvement Plan has been developed jointly with, and in agreement with, parents of children participating in Title I, Part A programs, as evidenced by the School Advisory Council's meeting minutes.

This plan was adopted by the school on 09-16-2020 and will be in effect during the 2020-2021 school year. The school will make this plan available to all parents of participating Title I, Part A children on or before September 30, 2020.

Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.

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.

Franklin Academy will provide flexible meetings, trainings, and workshops opportunities for parents to attend in the morning and/or evenings.

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.

Parents have access to student grades in real-time using PowerSchool online and phone application. Student data is shared with parents quarterly with report cards and interim report cards, conferences, weekly newsletters and school website.

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	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Title 1 Annual Parent Meeting	<i>Title 1 Liaison and Administration</i>	September 2020	<i>Completion of School Parent Compact</i>
FSA/EOC Testing Overview	Curriculum Specialist and AP of Academics	January 2021	Parent Survey
IB Night	IB Coordinator	October 2020	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 school partners with local organizations monthly to give back to the community through our MYP Global Citizens Program.

- Career Day
- Parent Academy with Community Guests

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	August	School	\$0
FSA/EOC Testing Promotion Criteria Parent Academy	Curriculum Team/Administration	Spring (February)	School	\$0
Parent Academy- Coping with Virtual Learning as a Parent and Student	Guidance Team	October	School	\$0
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 Florida Kindergarten Readiness Survey (FLKRS) is also administered to the students during their first quarter in school to identify areas of weakness and strength (for live students). 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 utilizing 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.

- Diagnostic and Benchmark 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 i-Ready Program and our RTI framework. Through i-Ready, 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 FSA score and are placed on a Progress Monitoring Plan. These students will receive various interventions including an additional reading block, push in 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 FSA reports as well as benchmark assessments, I-Ready 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.

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 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 Guidance Director 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, 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, 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. This year all students are granted free breakfast and lunch under SSO (Seamless Summer Option) program due to COVID-19 Pandemic.
Housing Program
As parents report a need, they are referred to the resources provided by the district.
Head Start
N/A
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.
<input type="checkbox"/> The school PTA 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 <input type="checkbox"/> The Guidance Counselor will plan for Career Day