

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 Sunrise	District: Broward
Principal: Sergio Delgado	Board Chairperson: Dr. David Thomas

1. A COMPREHENSIVE NEEDS ASSESSMENT of the entire school

A comprehensive needs assessment of the entire school (**including the needs of migrant children**) with information about the academic achievement of children in relation to the state academic content standards.

The comprehensive needs assessment was driven by the aggregate review and close analysis of our student achievement data both formally and informally. The needs were then organized around deficient skill areas as well as the perceived needs of our teaching staff to meet the documented needs of record.

This information drives a multitude of data-driven decisions which include but is limited to:

- Intervention Block Groups (iii Block) Structures
- Material Development
- Material Selection
- Professional Development
- Selection of Teaching Candidates
- Workshop Topics
- Computer-Based Remediation Tools
- Assessment
- School Budget
- Design and Organization of our Academic Program(s).

2. REFORM STRATEGIES

Reading 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 in Reading.		1A.1 K-5 Journeys Reading • 6-8 Collections	1A.1 • The Formative Assessment Process is utilized ongoing to assess student progress. • Teacher Observation is paired with specific feedback to assist teachers in hitting the academic target(s) of record. • Team Teaching Model and Workshops are utilized to model high yield teaching strategies to ensure both teacher and student success. • Professional Learning Communities are conducted to make certain that teachers understand how to implement the strategies of record with both accuracy and fidelity. • A Gradual Release lesson planning process has been created to ensure the continued and targeted use of high yield strategies.	1A.1 • USA Test Prep Benchmark Assessment • 3rd Grade Keystones Assessment • FLKRS (Grade K) • Teacher Made Test-Consistent with Instructional Focus • Adopted Text Assessments • Formative Assessment • i-Ready • Fountas & Pinnell Benchmark assessment System • FSA for grades 3-8
Reading Goal 1A:	Current Level of Performance:*	Expected Level of Performance:*		
70.7% of 3rd - 8th grade students = 618 students; increasing the number of proficient students by 23 students	70.7% of 3rd - 8th grade students = 618 students	72% of 3rd - 8th grade students = 630 students	<ul style="list-style-type: none"> • CRISS (Active Reading Process)- Creating Independence through Student-Centered Strategies • DI-Group Instruction • Small Group Instruction 	
FSA 2.0: Students scoring below level 3 in Reading.		1A.2 • K-5 Journeys Reading • 6-8 Collections • CRISS (Active Reading Process)- Creating Independence through Student-Centered Strategies • DI-Group Instruction • Small Group Instruction	1A.2 • The Formative Assessment Process is utilized ongoing to assess student progress. • Teacher Observation is paired with specific feedback to assist teachers in hitting the academic target(s) of record. • Team Teaching Model and Workshops are utilized to model high yield teaching strategies to ensure both teacher and student success. • Professional Learning Communities are conducted to make certain that teachers understanding the how to implement the strategies of record with both accuracy and fidelity. • A Gradual Release lesson planning process has been created to ensure the continued and targeted use of high yield strategies.	1A.2 • USA Test Prep Benchmark Assessment • 3rd Grade Keystones Assessment • FLKRS (Grade K) • Teacher Made Test-Consistent with Instructional Focus • Adopted Text Assessments • Formative Assessment • i-Ready • Fountas & Pinnell Benchmark Assessment • FSA for grade 3-8

		1A.3 <ul style="list-style-type: none"> •K-5 Journeys Reading • 6-8 Collections • CRISS (Active Reading Process)- Creating Independence through Student-Centered Strategies • DI-Group Instruction • Small Group Instruction 	1A.3 <ul style="list-style-type: none"> • The Formative Assessment Process is utilized ongoing to assess student progress. • Teacher Observation is paired with specific feedback to assist teachers in hitting the academic target(s) of record. • Team Teaching Model and Workshops are utilized to model high yield teaching strategies to ensure both teacher and student success. • Professional Learning Communities are conducted to make certain that teachers understanding the how to implement the strategies of record with both accuracy and fidelity. • A Gradual Release lesson planning process has been created to ensure the continued and targeted use of high yield strategies. 	1A.3 <ul style="list-style-type: none"> • USA Test Prep Benchmark Assessment • 3rd Grade Keystones Assessment • FLKRS (Grade K) • Teacher Made Test-Consistent with Instructional Focus • Adopted Text Assessments • Formative Assessment • i-Ready • Fountas & Pinnell Benchmark Assessment • FSA for grade 3-8
Reading 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 in Reading.		1B.1 Fountas & Pinnell Leveled Literacy Intervention Program: Focus on Phonemic awareness, Phonics/ word study, High frequency word study, Reading fluency, Vocabulary and Comprehension strategies <ul style="list-style-type: none"> • Tutoring before/after school • iii Block • RTI Tier 3 Pull-out & Push In • Intensive Reading in MS & Grades 1-5 • Targeted Essential Small Group Instruction 	1B.1 <ul style="list-style-type: none"> • The Formative Assessment Process is utilized ongoing to assess student progress. • Teacher Observation is paired with specific feedback to assist teachers in hitting the academic target(s) of record. • Team Teaching Model and Workshops are utilized to model high yield teaching strategies to ensure both teacher and student success. • Professional Learning Communities are conducted to make certain that teachers 	1B.1 <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Tutoring mini-assessment data • i-Ready progress • USA Test Prep • iii Block progress monitoring data • 3rd grade Keystone data • SAT-10
Reading Goal 1B:	<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>		
29.3% of 3rd – 8th grade students = 256; decreasing the number of below proficiency students by 23 students.	29.3% of 3rd – 8th grade students = 256 students	28% of 3rd – 8th grade students = 230		

		<ul style="list-style-type: none"> • Collaborative lesson planning/common planning each week • Data Chats 	<p>understand how to implement the strategies of record with both accuracy and fidelity.</p> <ul style="list-style-type: none"> • A Gradual Release lesson planning process has been created to ensure the continued and targeted use of high yield strategies. 	
		1B.2	1B.2	1B.2
		1B.3	1B.3	1B.3
Reading 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. We currently have no students in this category.	1C.1.

Reading Goal 1C: We currently have no students in this category.	Current Level of Performance:*	Expected Level of Performance:*	We currently have no students in this category.		We currently have no students in this category.
	We currently have no students in this category.	We currently have no students in this category.			
			1C.2. We currently have no students in this category.	1C.2. We currently have no students in this category.	1C.2. We currently have no students in this category.
1C.3. We currently have no students in this category.			1C.3. We currently have no students in this category.	1C.3. We currently have no students in this category.	

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 in Writing.			2A.1 Please see ELA information above.	2A.1 Please see ELA information above.	2A.1 Please see ELA information above.
Writing Goal 2A: Enter narrative for the goal in this box.	Current Level of Performance:*	Expected Level of Performance:*			
	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
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 in Writing.			2B.1	2B.1	2B.1

Writing Goal 2B: <i>Enter narrative for the goal in this box.</i>	Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>	Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i>	Please see ELA information above.	Please see ELA information above.	Please see ELA information above.
<div style="background-color: #cccccc; width: 100%; height: 100%;"></div>			2B.2	2B.2	2B.2
			2B.3	2B.3	2B.3
Writing Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

2C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.			2C.1. We currently have no students in this category.	2C.1. We currently have no students in this category.	2C.1. We currently have no students in this category.
<u>Writing Goal 2C:</u> We currently have no students in this category.	Current Level of Performance:*	Expected Level of Performance:*			
	We currently have no students in this category. <i>performance in this box.</i>	We currently have no students in this category. <i>performance in this box.</i>	2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.3.

Mathematics Goals		Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3.A. FSA 2.0: Students scoring at Achievement Level 3 or higher in mathematics.		3A. 1 <ul style="list-style-type: none"> • K-8 Go Math • McGraw-Hill Pre-Algebra, Algebra I, Geometry • DI-Group Instruction • School-Wide Cross-Curricular Instruction Strategies • Math Workshops • i-Ready Teacher Toolbox • Bell Ringers (Extended Math Practice) 	3A.1 <ul style="list-style-type: none"> • The Formative Assessment Process is utilized ongoing to assess student progress. • Teacher Observation is paired with specific feedback to assist teachers in hitting the academic target(s) of record. • Team Teaching Model and Workshops are utilized to model high yield teaching strategies to ensure both teacher and student success. • Professional Learning Communities are conducted to make certain that teachers understanding the how to implement the strategies of record with both accuracy and fidelity. • A Gradual Release lesson planning process has been created to ensure the continued and targeted use of high yield strategies. 	3A.1 <ul style="list-style-type: none"> • USA Test Prep Benchmark Assessment • Teacher Made Test-Consistent with Instructional Focus • Adopted Text Assessments • Formative Assessment • Reflex Math • i-Ready • Mock Assessments (Math) • Math Workshops 	
Math Goal 3A:	Current Level of Performance:*				Expected Level of Performance:*
74.8% of 3 rd – 8 th grade students = 653; decreasing the number of below proficiency by 20 students.	74.8% of 3 rd – 8 th grade students = 653 students				76% of 3 rd – 8 th grade students = 670; decreasing the number of below proficiency students by 17
		3A.2	3A.2	3A.2	
		3A.3	3A.3	3A.3	

Mathematics Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
FSA 2.0: Students scoring below level 3 in mathematics.			3B.1	3B.1	3B.1	
Math Goal 3B: 25.2% of 3rd – 8th grade students = 219; decreasing the number of below proficiency students by 17	Current Level of Performance:* 25.2% of 3rd – 8th grade students = 219	Expected Level of Performance:* 26% of 3rd – 8th grade students = 254; decreasing the number of below proficiency students by 17	<ul style="list-style-type: none"> • K-8 Go Math • McGraw-Hill Pre-Algebra, Algebra I, Geometry • DI-Group Instruction • School-Wide Cross-Curricular Instruction Strategies • Math Workshops • i-Ready Teacher Toolbox • Bell Ringers (Extended Math Practice) 	<ul style="list-style-type: none"> • The Formative Assessment Process is utilized ongoing to assess student progress. • Teacher Observation is paired with specific feedback to assist teachers in hitting the academic target(s) of record. • Team Teaching Model and Workshops are utilized to model high yield teaching strategies to ensure both teacher and student success. • Professional Learning Communities are conducted to make certain that teachers understanding the how to implement the strategies of record with both accuracy and fidelity. • A Gradual Release lesson planning process has been created to ensure the continued and targeted use of high yield strategies. 	<ul style="list-style-type: none"> • USA Test Prep Benchmark Assessment • Teacher Made Test-Consistent with Instructional Focus • Adopted Text Assessments • Formative Assessment • Reflex Math • i-Ready • Mock Assessments (Math) • Math Workshops 	
				3B.2	3B.2	3B.2
				3B.3	3B.3	3B.3

Mathematics Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.			3C.1. We currently have no students in this category.	3C.1. We currently have no students in this category.	3C.1. We currently have no students in this category.
Math Goal 3C: Enter narrative for the goal in this box.	Current Level of Performance:*	Expected Level of Performance:*	3C.2. We currently have no students in this category.	3C.2. We currently have no students in this category.	3C.2. We currently have no students in this category.
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>			
			3C.3.	3C.3.	3C.3.

Science Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I.A. Statewide Science Assessment: Students scoring at Achievement Level 3 or higher in science.			4A.1		4A.1	4A.1
Science Goal 4A:			<ul style="list-style-type: none"> Florida Science Fusion I Science Virtual Labs Science Lab Consumable Text for Active Learning Process. Science Immersion CRISS (Active Reading Process)- Creating Independence through Student-Centered Strategies 		<ul style="list-style-type: none"> The Formative Assessment Process is utilized ongoing to assess student progress. Teacher Observation is paired with specific feedback to assist teachers in hitting the academic target(s) of record. Team Teaching Model and Workshops are utilized to model high yield teaching strategies to insure both teacher and student success. Professional Learning Communities are conducted to make certain that teachers understanding the how to implement the strategies of record with both accuracy and fidelity. A Gradual Release lesson planning process has been created to insure the continued and targeted use of high yield strategies. 	<ul style="list-style-type: none"> NWEA Benchmark Assessment Teacher Made Test-Consistent with Instructional Focus Adopted Text Assessments Formative Assessment Plato Science
64% of 3rd - 8th grade students = 955 students; increasing the number of proficient students by 58 students	Current Level of Performance:*	Expected Level of Performance:*				
47% of 3rd - 8th grade students = 449 students	64% of 3rd - 8th grade students = 955 students; increasing the number of proficient students by 58 students					
			4A.2		4A.2	4A.2
			4A.3		4A.3	4A.3

Science Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Statewide Science Assessment: Students scoring below level 3 in science.			4B.1		4B.1	4B.1
Science Goal 4B: 42.9% of 5th and 8th grade students = 134 decreasing the number of below proficiency students by 9	Current Level of Performance:* 42.9% of 5th and 8th grade students	Expected Level of Performance:* 	<ul style="list-style-type: none"> Florida Science Coach Study Island Afterschool tutoring Saturday Tutoring 		<ul style="list-style-type: none"> The Formative Assessment Process is utilized ongoing to assess student progress. Teacher Observation is paired with specific feedback to assist teachers in hitting the academic target(s) of record Team Teaching Model and Workshops are utilized to model high yield teaching strategies to ensure both teacher and student success. Professional Learning Communities are conducted to make certain that teachers understanding the how to implement the strategies of record with both accuracy and fidelity. A Gradual Release lesson planning process has been created to ensure the continued and targeted use of high yield strategies. 	<ul style="list-style-type: none"> USA Test Prep Benchmark Assessment Teacher Made Test-Consistent with Instructional Focus Adopted Text Assessments Formative Assessment
		40% of 5th and 8th grade students =125				
			4B.2		4B.2	4B.2
			<ul style="list-style-type: none"> The Formative Assessment Process is utilized ongoing to assess student progress. Teacher Observation is paired with specific feedback to assist teachers in hitting the academic target(s) of record. Team Teaching Model and Workshops are utilized to model high yield teaching strategies to insure both teacher and student success. Professional Learning Communities are conducted to make certain that 		<ul style="list-style-type: none"> NWEA Benchmark Assessment Teacher Made Test-Consistent with Instructional Focus Adopted Text Assessments Formative Assessment Plato Science 	

		<p>teachers understanding the how to implement the strategies of record with both accuracy and fidelity.</p> <ul style="list-style-type: none"> • A Gradual Release lesson planning process has been created to ensure the continued and targeted use of high yield strategies. 		
		<p>4B.3</p>	<p>4B.3</p> <ul style="list-style-type: none"> • The Formative Assessment Process is utilized ongoing to assess student progress. • Teacher Observation is paired with specific feedback to assist teachers in hitting the academic target(s) of record. • Team Teaching Model and Workshops are utilized to model high yield teaching strategies to insure both teacher and student success. • Professional Learning Communities are conducted to make certain that teachers understanding the how to implement the strategies of record with both accuracy and fidelity. • A Gradual Release lesson planning process has been created to insure the continued and targeted use of high yield strategies. 	<p>4B.3</p> <ul style="list-style-type: none"> • Teacher Made Test-Consistent with Instructional Focus • Adopted Text Assessments • Formative Assessments

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. Science Goal 4C: . We currently have no students in this category			4C.1. We currently have no students in this category	4C.1. We currently have no students in this category	4C.1. We currently have no students in this category
	Current Level of Performance:*	Expected Level of Performance:*			
	We currently have no students in this category	We currently have no students in this category			
	We currently have no students in this category	We currently have no students in this category	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.

Franklin Academy Sunrise implements Essential Targeted Small Group Instruction that are focused on:

- * Grades 1– 8 Intensive Reading for 90 minute blocks Monday-Friday utilizing the Fountas & Pinnell Leveled Literacy Intervention Program with Small Group Rotations every day
- * Intervention Block Groups based on BAS Data, FSA & USA Test Prep with an instructional focus on standards that students performed below grade level in.
- * RTI Tier 3 Pull-out using Title 1 Intervention Specialists members (Monday – Thursday) (iii block)
- * K – 8 Before & After School tutoring groups based on USA Test Prep & FSA Data

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

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

Franklin Academy Sunrise implements a iii Intervention Block (iii) & RTI instruction based on USA Test Prep and/or BAS data Skills/Standards that includes:

- * Interactive Notebooks to be used during instruction
- * Clear expectations, procedures and schedules to be provided
- * Modified schedules to be provided for Early Release days, Field Trip Days, Special Event Days, etc.
- * Detailed mini-lesson plan with instructional focus, strategies and resources to be provided by the Rtl Coordinator

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

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

- Small group instruction & centers with the Support team members pushing into classrooms
- Intensive Reading Block
- Tier 2 Support
- Tier 3 Pull out to utilize the reading Toolkits
- Before and After school tutoring
- Scaffolding
- Differentiated Instruction

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.

HUDL Mentor Program for MS students (Highlight Successes, Utilize Support, Develop Solutions, Listen to ideas). Students meet monthly in a small group with a teacher as their mentor, College and Career Readiness class for 8th graders (elective) and Career Expo.

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).
The following teachers currently have a Statement of Status of Eligibility and are working towards their certification: Amoedo, Isabel Arby-Katia, Shumaila Calaluca, Anthony Calaluca, Brittany De Ronde, Heather Duclos, Vicky Escar, Elizabeth Gonzalez, Nicole Harris, Rebecca Jones, Allison Katz, Michael Labarca, Jireh Lam, Tai Luna, Orietta Montero Serrano, Gustavo Morrison, Rahalia Noriega, Nixida Ostroff, Lindsay Turco-Rivas, Nieves
Describe the support and professional development being planned and provided for these professionals
Effective Behavioral Classroom Management and Communication • Differentiated Instruction/ Small Group • The Unpacking of the FSA Standards • High Yield Instructional Strategies • Writing Across the Curriculum • Literacy Leadership and Development • ESE/ELL Accommodations and Strategies • Peer-Mentoring • Data Management & Implementation with PLC • Teacher Lead PD

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

Describe how the school will implement high quality and ongoing professional development for teachers, principals and paraprofessionals to enable all children in the school to meet state academic content standards.

- Franklin Academy Sunrise will provide schoolwide PD on the implementation of all instructional materials, reading programs, and strategies based on scientifically-based research, including early intervention, classroom reading materials, and accelerated programs.
- Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing difficulties. Resources used are Florida Kindergarten Readiness Screener (FLKRS), Fountas and Pinnell (Running Records), i-Ready Diagnostics and USA Test Prep Benchmark assessments.
- Professional development training is scheduled through HMH (Journeys), National Geographic (Inside Phonics), Curriculum Associates (i-Ready)
- Our administrative team will participate and schedule all PDs and will create an implementation plan for instructional support. Student's data will be monitored after each diagnostic to create differentiated plan for each grade level. Students' results will be reviewed and discussed during weekly Curriculum Meetings.
- Effective Behavioral Classroom Management and Communication
- Differentiated Instruction
- Virtual Learning
- Google Educator Training
- High Yield Instructional Strategies
- Writing Across the Curriculum
- Literacy Leadership and Development
- ESE/ELL Accommodations and Strategies
- PLC (Professional Learning Communities)
- Teachers are given the opportunity to attend PD through Broward County (LAB)

Describe how the school will implement high quality and ongoing professional development for pupil services personnel, parents, and other staff to enable all children in the school to meet state academic content standards (if applicable).

Through the Professional Development Opportunities, we are focused on improving Teacher Effectiveness ratings which will increase workforce engagement through the following:

- * Curriculum Team provides Curriculum meetings every week on topics
- * PD sessions to present Curriculum topics to faculty (K-8 whole-group and/or small groups)
- * Curriculum Team & PD Committee to create and implement the annual PD calendar
- * PLC meetings for in-service points (during team meetings)
- * Grade level teams will meet once per month during planning to review and discuss data as aligned to the PLC structure)
- * Primary grades instructional framework ELA/Math
- * Primary grades ELA Small Group
- * Primary grade Math High Yield Strategies
- * Team Leader Meetings will include opportunities for Team Leads to discuss Key Initiatives and progress monitoring check points.

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
Pre-Planning School PD	Teacher Data Binders Employee Handbook Broward Discipline Matrix A variety of academic resources	August 5 th 2020 to August 18 th 2020	School	\$240
Classroom Management PD	Handouts	September	School	\$30
Increasing Parental Involvement PD	Handouts	August and January	School	\$120
Total:				\$390

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

Describe strategies that will be used to attract high quality, highly qualified teachers.

Franklin Academy provides web site advertisements, university recruitment, and individual contacts. Franklin Academy offers teachers competitive salaries, employee benefits, advanced degree stipends, mentoring, training/support, and pay for performance.

It is the goal of our Leadership Team to create a “positive school culture” and a “collegial learning environment” to attract a highly-qualified workforce and to keep salaries as competitive as possible to attract exceptional teaching candidates.

Describe the school’s working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.

Teachers are cultivated and nurtured at Franklin Academy Sunrise to grow professionally. We retain highly qualified, certified-in-field, effective teachers in our school by utilizing the New Educator Mentor Program, New to Franklin Mentor Program, Professional Learning Communities (Support Staff), District Trainings (District Personnel), School-Based Professional Development (Coaches/ Team Leaders), Teacher Recognition and Incentives (Administration). It is the goal of our Leadership Team to create a “positive school culture” and a “collegial learning environment” to attract a highly-qualified workforce.

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).**

Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.
<p>Franklin Academy believes that the involvement of parents in the education of a child is essential.</p> <p>Franklin Academy provides 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.</p> <p>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:</p> <ul style="list-style-type: none">• 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. <p>School Advisory Council (SAC)</p> <p>The main purpose of the SAC is to assist in the development of the School Improvement Plan (SIP) and to monitor the implementation of the SIP. The membership of the SAC is representative of the school and community and includes the principal, teachers, community partners, parents and students.</p> <p>The SAC meets on a monthly basis to hear update reports the strategic priorities of the school and make decisions as to whether SIP plan modifications need to be made.</p>
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.
<p>Parents have access to student's grades in real-time using PowerSchool online and phone application, student data is shared with parents quarterly with report cards and interim report cards, quarterly parent conference, parents are notified through Parent Link, SAC Meetings, newsletter, display board, and school website.</p>

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.)

Parents will receive formal training coordinated with and provided by the Title I Office on the topics of “Family Involvement” and “Active and Effective Parenting”. Parents receive monthly training through our Parent Academy Nights, updates in biweekly new letters, as well as blast emails for communication.

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 schoolwide programs. The leadership team will seek out the assistance of the Title I Office to make certain that our parents are involved in the evaluation of schoolwide programs as their value-added assistance is needed in the creation of an inclusive learning community.

Describe volunteer and business community partnership programs.

Franklin Academy currently has several anchor events through the school year where our community partners have an opportunity to attend and present. These events are our Career Day, for Elementary students (February) and our Career Expo, for Middle School students (May). Some of our partners are: Sunrise Police Department, Sunrise Fire Department, private businesses (Chiropractors, Dental Offices, Real Estate Office, Veterinarians, etc.)

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
FSA/EOC/3 rd Grade Testing Promotion Criteria for K-8/ Parent Night	Curriculum Team/Administration	Winter and Spring	School	\$60
Kindergarten Night (Information about academics)	Curriculum Team and Teachers from a Kindergarten team Handouts	February	School	
Understanding Mathematical Concepts 3-5 th Grade / Parent Night	Curriculum Team and Teachers from a Variety of Grade Levels Handouts	March	School	\$120
Parent Academy (Mental Health, Setting Goals)	Guidance Counselor	November	Title I	\$60
Annual Parent Seminar: Parent and Family Engagement	Title I Office	February	Title I	\$280

8. Plans for assisting preschool children in the TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs 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
- 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.

To ensure a smooth transition into Kindergarten, the following opportunities are provided to assist and welcome incoming Kindergarten students to Franklin Academy Sunrise. Students who are scheduled to enter the school starting at the Kindergarten level are invited to the Kindergarten Round Up at the start of the new school year. This event is held in the summer of every year and welcomes new families to Franklin Academy. Parents are able to preview our curriculum, meet the Kindergarten teachers and ask questions to get ready for the next school year. Packets are sent home for parents to work with their children on basic Kindergarten readiness skills. Then parents have the summer to put into place strategies learned to ready students for the upcoming school year. Prior to students starting Kindergarten, they attend a Meet & Greet before school starts. This event allows parents and students to see their new classroom, meet the teacher, and learn Kindergarten expectations and procedures.

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

Describe how administration and staff will collaborate to analyze data frequently to inform them of student needs.

Data chats are conducted during our weekly Curriculum meetings to ensure that teachers are aware of the students' current performance, student achievement data, both formally and informally as well as its' impact on the teaching and learning process. The data is then graphed and disaggregated to inform individual and aggregate student instruction and decision making.

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

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

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

Data chats are conducted during our Admin meeting, Leadership meeting, Team lead meeting, Grade Level Data Chats, Rtl Meetings, PLCs and weekly Curriculum meetings to ensure that the focus in placed on the students' current performance, student achievement data, as well as review and provide feedback on lesson plans to facilitate the planning and implementation of appropriate teaching and learning practices aligned to the needs of the diverse student population of Franklin Academy.

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

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

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

Describe how the school provides effective and timely assistance to students having difficulty mastering proficiency.

Students in grades K-8 that earn below the 50th percentile are invited to before or after school tutoring 2 days weekly. Students in grades 3-8 that are between the 50th percentile and 70th percentile are invited to Saturday tutoring from 8am to 11am.

Describe how the school provides effective and timely assistance to students having difficulty mastering proficiency.

Program Implementation and Progress Monitoring

Grades Kinder – Second

Program	Implementation	Progress monitoring
Kinder: Florida Kindergarten Readiness Screener (FLKRS)	Give Kindergarten teachers instructional information about children who are entering kindergarten	Screening information from the FLKRS used for planning classroom and small group instruction and in conferencing with parents at the start of the school year.
Kinder -2nd: Fountas & Pinnell Benchmark Assessment System (BAS) (Not applicable for ELearning students)	Reading Running Records: One-on-one assessment reliably and systematically matches students' instructional and independent reading abilities	Students are assessed 4 times yearly: each quarter. Data results used to drive classroom instruction and small group intervention instruction
Kinder -2nd: i-Ready	Administer online diagnostic, students will use online program in centers rotation and/or differentiated homework.	Students are assessed 3 times yearly: fall, winter, and spring. Data results used to plan differentiated instruction based on students' needs.

Grades Third –Fifth

Program	Implementation	Progress monitoring
i-Ready	Administer online diagnostic, students will use online program in centers rotation and/or differentiated homework. Students will be provided with a minimum of 45 minutes of online instruction each week.	Students are assessed 3 times yearly: fall, winter, and spring. Data results used to plan differentiated instruction based on students' needs.
USA Test Prep Benchmark	Grade level online benchmark assessment.	Students are assessed 3 times yearly: fall, winter, and spring. Data results used to drive classroom instruction and small group intervention Instruction and to show students' growth.
Fountas & Pinnell Benchmark Assessment System (BAS) (Not applicable for ELearning students)	Reading Running Records: One-on-one assessment reliably and systematically matches students' instructional and independent	Students are assessed beginning of year and end of year unless the student is on a PMP then they are assessed each quarter. Data results used to drive

	reading abilities	classroom instruction and small group intervention instruction
Journeys	First 15-20 minutes of the ELA block daily with direct/explicit instruction, guided practice and individual practice/small group	Assessment to monitor progress and mastery through daily use. Foundational Skills Assessments given every six weeks, used to plan future intervention lessons, provide feedback on specific skills, and address deficits

Sixth – Eighth

Program	Implementation	Progress monitoring
i-Ready	Administer online diagnostic, students will use online program in centers rotation.	Students are assessed 3 times yearly: fall, winter, and spring. Data results used to plan differentiated instruction based on students' needs.
USA Test Prep	Grade level online benchmark assessment.	Students are assessed 3 times yearly: fall, winter, and spring. Data results used to drive classroom instruction and small group intervention instruction and to show students' growth.
Inside	Students first take the Phonics Test. If they do not show mastery of phonics and decoding skills, they are placed in either Level A or Level B of the program. Students are placed in small groups to receive explicit, systematic instruction in phonemic awareness, phonics and decoding, spelling, and high frequency words throughout the instructional plan.	The program's Placement Test includes a Phonics Test and a Reading Level Lexile® test. Teachers monitor during each reading and provide corrective feedback and other support, including discussion of hard words, teaching text features and genre, summarizing, and practice with phrasing. After several practice sessions, students do a timed reading of the text. The teacher notes misreads and calculates words correct per minute. Students graph their performance and set a personal goal for improvement in subsequent timed readings.

Describe how students are identified in a timely way to provide information on which to base effective assistance.

Students are identified in grades K-3 through their Fall BAS results and/or grades in the areas on Math and Reading. Students in grades 4-8 are identified based on previous years FSA score, BAS and grades. Progress Monitoring Plan (PMP) Letters are put into place by the teacher and a PMP letter goes home to the parent. For parents, this letter indicates that their child is not meeting grade level proficiency in the area(s) described. The PMP letter serves as a reminder, that children learn at different rates and that it is expected that with the appropriate intervention a student will overcome these deficiencies with time. It is important for them to understand their child's academic progress and work along with you the teacher to provide their child with at home help in their area(s) of weakness. Upon receiving the PMP, parents are encouraged to schedule a conference with their child's teacher to further discuss the identified needs as well as the plan to address his/her deficiencies. The goal is to work in collaboration to ensure that their child reaches his/her full academic potential.

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

Describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title 1 funds provide additional teachers to assist students, particularly low performing 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 I and adjusted prescriptively to the needs of Franklin Academy Sunrise.
Title I, Part D – Neglected and Delinquent
Students identified as neglected and delinquent will be connected to the Student Services Coordinator who will provide support and community resources.
Title II – Professional Development (District)
Teachers participate in district-developed workshops in Florida Core Standards Training, ELA Reading and Writing Standards Training.
Title III – ESOL
The ESOL Coordinator and Curriculum Departments provides ELL materials and works closely with the teachers to ensure that students are getting needed services.
Title X- Homeless
Franklin Academy has a plan in place to identify and support our homeless students through our school counselors. We have posters with “Homeless Program” information in visible areas at the school.
Supplemental Academic Instruction (SAI)
SAI funds, if available, will be used to provide additional before and after school tutoring for fragile students.

Violence Prevention Programs
Franklin Academy Sunrise implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Responsive Classroom, Development Design, student assemblies, contests, and various activities.
Nutrition Programs
Nutritional Programs and health education are an integral part of our meal program (SLA) specifically through the Physical Educational curriculum. Information and contests are also supported by the Cafeteria manager at the school site.
Housing Program
Program implementation will be consistent with the tenets of Title I and adjusted prescriptively to the needs of Franklin Academy Sunrise.
Head Start
Program implementation will be consistent with the tenets of Title I and adjusted prescriptively to the needs of Franklin Academy Sunrise.
Adult Education
Program implementation will be consistent with the tenets of Title I and adjusted prescriptively to the needs of Franklin Academy Sunrise.
Career and Technical Education
Program implementation will be consistent with the tenets of Title I and adjusted prescriptively to the needs of Franklin Academy Sunrise.
Job Training
Program implementation will be consistent with the tenets of Title I and adjusted prescriptively to the needs of Franklin Academy Sunrise.
Other
Describe how the school will utilize services and agencies to promote business and community involvement.
The School will reach out to local businesses and organizations to create and to sustain appropriate partnerships to assist in meeting the many and varied needs of all student learner. The Volunteer /Fundraising Coordinator (Mrs. Ockman) will organize and to operationalize Franklin Academy Sunrise goals of promoting business and community involvement to assist in preparing our students for college, career and life readiness.

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: _____