

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.
<p>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.</p> <p>This information drives a multitude of data-driven decisions which includes but not limited to:</p> <ul style="list-style-type: none">- 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

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. Statewide Assessment: Students scoring at Achievement Level 3 or higher.			1A.1	1A.1	1A.1	
<u>Reading Goal 1A:</u>	<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>	<ul style="list-style-type: none"> Grades K-5 Houghton Mifflin Harcourt Into Reading Grades 6-8 Houghton Mifflin Harcourt Into Literature K-5th: DI-Group Instruction Fountas & Pinnell Guided Reading Grades K-5 Houghton Mifflin Harcourt Rigby Readers Small Group Instruction 	<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. 	<ol style="list-style-type: none"> FAST Progress Monitoring HMH Growth Measure 3rd Grade Portfolio Formative Assessments Fountas & Pinnell Benchmark Assessment System 	
75% of 3rd - 8th grade students = 704 out of 939 students;	63.5% of 3rd - 8th grade students = 597 students of 939 students total	Enter numerical data for expected level of performance in this box.				
Creating Independence through Student-Centered Strategies <ul style="list-style-type: none"> DI-Group Instruction Small Group Instruction 			1A.2 <ul style="list-style-type: none"> Grades K-5 Houghton Mifflin Harcourt Into Reading Grades 6-8 Houghton Mifflin Harcourt Into Literature K-5th: DI-Group Instruction Fountas & Pinnell Guided Reading Grades K-5 Houghton Mifflin Harcourt Rigby Readers Small Group Instruction 	1A.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 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 	1A.2 <ol style="list-style-type: none"> FAST Progress Monitoring HMH Growth Measure 3rd Grade Portfolio Formative Assessments Fountas & Pinnell Benchmark Assessment System 	

			process has been created to ensure the continued and targeted use of high yield strategies.		
		1A.3 <ul style="list-style-type: none"> Grades K-5 Houghton Mifflin Harcourt Into Reading Grades 6-8 Houghton Mifflin Harcourt Into Literature K-5th: DI-Group Instruction Fountas & Pinnell Guided Reading Grades K-5 Houghton Mifflin Harcourt Rigby Readers 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 <ol style="list-style-type: none"> FAST Progress Monitoring HMH Growth Measure 3rd Grade Portfolio Formative Assessments Fountas & Pinnell Benchmark Assessment System 	
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	
1B. Statewide Assessment: Students scoring below level 3.			1B.1 <ul style="list-style-type: none"> RTI Tier 2 & 3 Pull-out Grades K-5 Fountas & Pinnell Leveled Literacy Intervention Program <ul style="list-style-type: none"> Focus on Phonemic Awareness, Phonics, Word Study Grades 6-8 Intensive Reading Read180 & System 44 Extended Learning Opportunities before and after school iii Block for tier 2 & 3 students 	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 understand how to implement the strategies of record with both accuracy and fidelity. 	1B.1 <ol style="list-style-type: none"> Read180: Reading Inventory & Phonics Inventory Fountas & Pinnell Benchmark Assessment System Tutoring mini assessment Benchmark Data iii Block Progress Monitoring Data 3rd grade Portfolio
Reading Goal	Current Level of Performance:*	Expected Level of Performance:*			
1B:					
25% of 3rd - 8th grade students = 235 out of 939 students;	36.5% of 3rd - 8th grade students = 342 students of 640 students total	<i>Enter numerical data for expected level of performance in this box.</i>			

			<ul style="list-style-type: none"> ○ Targeted Skills: HFW, word study, fluency, vocabulary, and comprehension strategies • Targeted Essential Small Group Instruction Collaborative lesson planning/common planning each week. • Student & Teacher Data Chats 	<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
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. We currently have no students in this category.	1C.1.
Reading Goal	<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>			
1C:					
Enter narrative for the goal in this box.					
	<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>			
			1C.2.	1C.2. We currently have no students in this category	1C.2.

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

ELA - Writing Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2.A. Statewide Assessment: Students scoring at Achievement Level 3 or higher.			2A.1	2A.1	2A.1
<u>Writing Goal</u> <u>2A:</u>	<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>	Please see ELA information above.	Please see ELA information above.	Please see ELA information above.
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.			
			2A.2	2A.2	2A.2

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

	<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>			
			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. Statewide Assessment: Students scoring at Achievement Level 3 or higher.			3A.1	3A.1	3A.1
Math Goal 3A:	<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>	<ul style="list-style-type: none"> Grades K-5 Houghton Mifflin Harcourt Go Math Grades 6-8 Houghton Mifflin Harcourt Ino Math Savvas Algebra I and Geometry DI-Group Instruction School-Wide Cross-Curricular Instruction Strategies Math Workshops Waggle Bell Ringers (Extended Math Practice) Coach Digital 	<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. 	<ol style="list-style-type: none"> FAST Progress Monitoring HMH Growth Measure Progress Learning Coach Digital Formative Assessments Waggle
70% of 3rd - 8th grade students = 688 out of 917 students;	61.6% of 3rd - 8th grade students = 565 students of 917 students total	<i>Enter numerical data for expected level of performance in this box.</i>			

			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
3B. Statewide Assessment: 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>	<ul style="list-style-type: none"> Grades K-5 Houghton Mifflin Harcourt Go Math Grades 6-8 Houghton Mifflin Harcourt Ino Math RTI Tier 2 & 3 Pull-out Savvas Algebra I and Geometry DI-Group Instruction School-Wide Cross-Curricular Instruction Strategies Math Workshops Waggle Bell Ringers (Extended Math Practice) Coach Digital 	<p>The Formative Assessment Process is utilized ongoing to assess student progress.</p> <ul style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> FAST Progress Monitoring HMH Growth Measure Progress Learning Coach Digital iii Block Progress Monitoring Data Benchmark Data Formative Assessments Waggle
30% of 3rd - 8th grade students =275 out of 917 students;	38.4% of 3rd - 8th grade students = 352 students of 917 students total	<i>Enter numerical data for expected level of performance in this box.</i>			

		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.	3C.1. We currently have no students in this category.	3C.1.
Math Goal 3C:	Current Level of Performance:*	Expected Level of Performance:*		
Enter narrative for the goal in this box.	<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.2.	3C.2.	3C.2.
		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	
1.A. Statewide Science Assessment: Students scoring at Achievement Level 3 or higher.			4A.1	4A.1	4A.1	
Science Goal 4A:	Current Level of Performance:*	Expected Level of Performance:*	<ul style="list-style-type: none"> • StemScopes (All grades but 5th grade) • 5th Grade: Florida Science Fusion • Study Island • Newsela • Generation Genius • Brain Pop Jr K-2, Brain Pop 3-5, Brain Pop Science 6-8 • Nearpod • Flocabulary • Virtual Labs • Science Lab • Fifth Grade Science Departmentalized 	<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 	<ol style="list-style-type: none"> 1. Progress Learning Benchmarks 2. Formative Assessments 3. Science Labs 	
60% of 3rd - 8th grade students = 169 of 282 students;						
	57.8% of 3rd - 8th grade students = 163 of 282 students	Enter numerical data for expected level of performance in this box.				

		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.		4B.1	4B.1	4B.1
Science Goal 4B:	Current Level of Performance:*	Expected Level of Performance:*	<ul style="list-style-type: none"> • Progress Learning Green Dot Challenge • Generation Genius • Study Island • Flocabulary • NearPod • Newsela 	<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.
40% of 3rd - 8th grade students = 113 of 282 students	42.2% of 3rd - 8th grade students = 119 of 282 students total	<i>Enter numerical data for expected level of performance in this box.</i>		
		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"> • Progress Learning Benchmark Assessment • Formative Assessments 	

		<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. 		
		4B.3	<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. <p>A Gradual Release lesson planning process has been created to insure the continued and targeted use of high yield strategies.</p>	4B.3 <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.			4C.1.	4C.1. We currently have no students in this category	4C.1.
Science Goal 4C:	Current Level of Performance:*	Expected Level of Performance:*			
Enter narrative for the goal in this box.					
	<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>			
			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 is focused on the students' BAS scores, FAST Progress Monitoring, and/or HMH Growth Measure. Teachers will use the following resources in small group:

1. Fountas & Pinnell Guided Readers
2. Scholastic Leveled Readers

Franklin also encourages students to complete 30 minutes of Waggle lessons a week that are preassigned at the students' academic level.

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.
-
- strengthen the core academic program;
 - Quarterly professional development to learn new curriculum
 - Biweekly curriculum meetings to discuss student data and performance
 - increase the amount of learning time;
 - Scope & Sequence calendars from the
 - Teacher created pacing calendars that include Early Release days, Field Trip Days, Special Event Days, etc.
 - include strategies for serving underserved populations.
 - Detailed mini-lesson plans with instructional focus, strategies, and resources to be provided by the RtI Coordinator
 - Franklin Academy Sunrise implements a iii Intervention Block (iii) for RtI instruction based on BAS, FAST, and/or Growth Measure
 - Waggle

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
 - Teacher aids supporting with centers
 - Reading Coaches modeling small group lessons
 - Fountas & Pinnell Leveled Readers
- Intensive Reading for Grades 6-8
 - Read180 & System44
- Tier 2 Support
 - HMH Respond to Intervention
- Tier 3 Pull out to utilize
 - Fountas & Pinnell LLI System
- Extended Learning Opportunities Before and After School
 - Coach Digital
 - Groups of 5 students or less
- Scaffolding
- Differentiated Instruction
- Waggle
 - 30 minutes weekly
- Student Data Chats to discuss:
 - BAS, FAST Progress Monitoring, and HMH Growth Measure

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,
Advisory period for students 6th through 8th that includes lessons on Social Emotional Health.
College and Career Readiness class for 8th graders (elective) and Career Expo.
Weekly Assemblies for grades 4th-8th

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:

Linares, Sarah J
Rinaldi, Alejandra
Ross, Cheryl L
Hernandez Bonilla, Amelia I
Rizzo, Anthony J
Addeo, Eve A
Martinez, Alexis M
Spruce, Susan G
Egg, Lori A
Berman, Diane M
Amaya, Destiny V
Monge, Yesenia
Craig, Shaquela M
Labarca, Jireh
Rogers, Delvin C

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 BEST Standards
- Writing Across the Curriculum
- Literacy Leadership and Development
- ESE/ELL Accommodations and Strategies
- Peer-Mentoring
- Data Management & Implementation with PLC
- Department Chair 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 FAST Progress Monitoring, HMH Growth Measure, Fountas and Pinnell (Running Records), Waggle, and Progress Learning Benchmark assessments.
- Professional development training is scheduled through HMH and Progress Learning
- Our administrative team will participate and schedule all PDs and we will create an implementation plan for instructional support.

Students' data will be monitored after each diagnostic to create a differentiated plan for each grade level. Students' results will be reviewed and discussed during weekly Curriculum Meetings.

- Effective Behavioral Classroom Management and Communication
- Differentiated Instruction
- Small group intervention
- Promethean 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 Mandatory Trainings A variety of academic resources	August 5 th 2022 to August 18 th 2022	School	\$240
Classroom Management PD	Handouts	September	School	\$30
BAS Training	Running Records for grades K-5 and Intensive Reading 6-8	September	School	
Progress Learning Usage	Digital Platform for grades 3-8 for all subject areas	October	School	
Newsela	Digital Platform for grades 2-8	October	School	
HMH Training	Digital Platform from ELA and Math k-8	October	School	
Read 180	Digital Platform for Intensive Reading	October	School	
Small Group Intervention	Strategies for differentiated instruction	November	School	
Total:				\$270

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.

Franklin Academy has created a new position to support new staff members with the intention of attracting and keeping educators. This position is called Mentor Teacher, and their main goal is supporting our new staff getting acclimated to their new position.

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> <p>In order to disseminate the information and make it available to all parents, paper flyers will be distributed directly to parents via carline.</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.

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.

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 blastemails 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
Progress Monitoring /EOC/3 rd Grade Testing Promotion Criteriafor 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 Concepts3-5 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
Total:				\$520

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.

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 bi-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.

- Data analysis BOY: How to analyze this data and what to do with it: interventions, initiatives,
- Data room: Literacy Coaches are committed to keep up to date.
- Data per classroom: visuals.

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

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

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

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

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

Assessments are administered on a quarterly basis and data chats are conducted during our Admin meeting, Leadership meeting, Team lead meeting, Grade Level Data Chats, RtI 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 earned the lowest 20% are invited to before or after school tutoring Monday through Thursday.

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
FAST STAR Reading Assessment	<ul style="list-style-type: none"> It gives teachers instructional information per reading standard. Data results are used to drive classroom instruction and small group intervention instruction. 	Students are assessed online 3 times yearly: fall, winter, and spring
Kinder through 2 nd grade: Fountas and Pinnell Benchmark Assessment System (BAS)	<ul style="list-style-type: none"> Reading Running Records: One-on-one assessment reliably and systematically matches students' instructional and independent reading abilities Data results used to drive classroom instruction and small group intervention instruction 	Students are assessed 3 times yearly: fall, winter, and spring
2 nd grade: Houghton Mifflin Harcourt (HMH) Growth Measure	<ul style="list-style-type: none"> Students' Growth Measure results will create an instructional learning path on their Waggle based on students' academic needs. Students will use online program Waggle in centers rotation and/or differentiated study skills 	Students are assessed online 3 times yearly: fall, winter, and spring

Grades Third –Fifth

Program	Implementation	Progress Monitoring
FAST STAR Reading Assessment	<ul style="list-style-type: none"> It gives teachers instructional information per reading standard. Data results are used to drive classroom instruction and small group intervention instruction. 	Students are assessed online 3 times yearly: fall, winter, and spring
Fountas and Pinnell Benchmark Assessment System (BAS)	<ul style="list-style-type: none"> Reading Running Records: One-on-one assessment reliably and systematically 	Students are assessed 3 times yearly: fall, winter, and spring

	<ul style="list-style-type: none"> matches students' instructional and independent reading abilities Data results used to drive classroom instruction and small group intervention instruction 	
Houghton Mifflin Harcourt (HMH) Growth Measure	<ul style="list-style-type: none"> Students' Growth Measure results will create an instructional learning path on their Waggle based on students' academic needs. Students will use online program Waggle in centers rotation and/or differentiated study skills 	Students are assessed online 3 times yearly: fall, winter, and spring
Progress Learning	<ul style="list-style-type: none"> Science Benchmark Assessments Data results are used to drive classroom instruction and small group intervention Instruction and to show students' growth. 	Students are assessed 3 times yearly: fall, winter, and spring.

Grades Sixth – Eighth

Program	Implementation	Progress Monitoring
FAST STAR Reading Assessment	<ul style="list-style-type: none"> It gives teachers instructional information per reading standard. Data results are used to drive classroom instruction and small group intervention instruction. 	Students are assessed online 3 times yearly: fall, winter, and spring
Intensive Reading Students ONLY Fountas and Pinnell Benchmark Assessment System (BAS)	<ul style="list-style-type: none"> Reading Running Records: One-on-one assessment reliably and systematically matches students' instructional and independent reading abilities Data results used to drive classroom instruction and small group intervention instruction 	Students are assessed 3 times yearly: fall, winter, and spring
Houghton Mifflin Harcourt (HMH) Growth Measure	<ul style="list-style-type: none"> Students' Growth Measure results will create an instructional learning path on their Waggle based on students' academic needs. Students will use online program Waggle in centers rotation and/or differentiated study skills 	Students are assessed online 3 times yearly: fall, winter, and spring
Read180 & System44	<ul style="list-style-type: none"> Intensive Reading program for middle school students 	Students are assessed online 3 times yearly: fall, winter, and spring

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

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

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

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

N/A or Not applicable are not acceptable. **A statement is required for each section. Ex. "This school does not have a Head Start Program."

Title I, Part A

Title I 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 Campus.

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

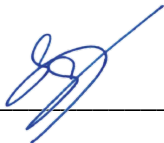
The ESOL Coordinator and Curriculum Departments provides ELL materials and works closely with the teachers to ensure that students are getting needed services.

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
N/A
Describe how the school will utilize services and agencies to promote business and community involvement.
The School will reach out to local businesses and organizations to create and to sustain appropriate partnerships to assist in meeting the many and varied needs of all student learner. The Volunteer /Fundraising Coordinator (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): Sergio Delgado Ibanez _____

Signature of principal:  _____

Title I Liaison (print name): Mildred Ann Watson _____

Signature of Title I Liaison: 
Mildred Watson (Nov 10, 2022 10:22 EST) _____

Board Chairperson (print name): David Thomas, MD _____

Signature of Board Chairperson: 
D. Thomas, MD (Nov 10, 2022 09:58 EST) _____










2022-2023 TITLE I SCHOOLWIDE PLAN FINAL

Final Audit Report

2022-11-10

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By:	Sergio Delgado (delgado.sergio@franklin-academy.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAUOijnfQAiucYFB7nfZMwGzr-2BVzSI7

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