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**Title I Comprehensive Schoolwide Plan**  
**FRANKLIN ACADEMY - BOYNTON BEACH (4020)**

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# ELA

## 1. List prioritized needs statements.

To improve ELA achievement based on PM3 data, our school should focus on students in Levels 1 and 2 (49%), providing resources to improve foundational skills, fluency, and comprehension. Additionally, scores in PM3 reflect that 42% of students who have shown no growth need tailored interventions in phonics, comprehension, and vocabulary. For third graders, strategies to maintain or increase proficiency in Levels 3-5 should be implemented through small group instruction or tutoring. Students in the lowest 25% also need specific support for continued growth. Additionally, enhancing reading comprehension, vocabulary, and writing fluency in grades 3–8, particularly for ELLs and students with disabilities, is essential to closing the achievement gap at our campus.

## 2. List the root causes for the needs assessment statements you prioritized.

Root causes for these needs include inconsistent implementation of differentiated instruction strategies, limited targeted intervention during the school day, and insufficient professional development focused on effective literacy instruction. Additionally, data suggests that some students lack access to culturally responsive and engaging texts that support reading growth and language development. There is also a need to strengthen vertical alignment of ELA curriculum and instructional strategies to ensure continuity and skill progression from grade to grade. Lastly, many students require additional support in foundational literacy skills due to learning loss during the pandemic, which continues to impact fluency and comprehension.

### 3. Share possible solutions that address the root causes.

To address the identified root causes in ELA, several targeted strategies can be implemented. First, provide ongoing, high-quality professional development focused on differentiated instruction, the Science of Reading, and evidence-based literacy practices. This should include strategies for scaffolding instruction to meet the needs of English Language Learners and students with disabilities, along with training on how to effectively use data to inform instruction and guide small group interventions. Second, expand access to tiered reading interventions during the school day, ensuring that students receive timely, targeted support based on real-time assessment data. Integrating intervention blocks into the master schedule and utilizing support staff (such as reading interventionists or paraprofessionals) can help meet this need. Third, invest in classroom libraries and instructional materials that include diverse, engaging, and culturally responsive texts. These resources can enhance student motivation and ensure that all learners see themselves reflected in the curriculum, which is shown to improve comprehension and engagement. Fourth, strengthen vertical curriculum alignment by providing collaborative planning time across grade levels. This will help ensure consistent expectations, vocabulary usage, and writing structures, reducing instructional gaps as students progress from one grade to the next. Finally, implement a school-wide literacy initiative, such as a reading challenge, family literacy nights, or mentor reading programs, to foster a culture of reading both at school and at home. Combined with increased communication and collaboration with families about literacy strategies, this approach can reinforce skills beyond the classroom.

### 4. How will school strengthen the PFEP to support ELA?

- Communication

To strengthen the PFEP in support of ELA achievement, the school will enhance communication strategies to ensure that families are informed, empowered, and actively engaged in their child's literacy development. This includes increasing the frequency and accessibility of ELA-related updates through multiple platforms such as Class Dojo, newsletters, school websites, and social media. Bilingual communication will be prioritized to reach all families effectively. The school will host literacy-focused parent workshops, including strategies for reading at home, understanding state standards, and supporting vocabulary and comprehension. Additionally, take-home reading materials and digital tools will be shared regularly to reinforce classroom instruction. Parent-teacher conferences will incorporate actionable ELA data and personalized strategies for home support. By creating clear, consistent, and culturally responsive two-way communication channels, the school aims to build strong partnerships that directly impact student success in reading and writing.

- **Parent Training**

To support ELA achievement, the school will provide a series of parent training sessions designed to equip families with tools and strategies to support literacy at home. These trainings will focus on areas such as building reading fluency, improving comprehension, supporting writing development, and fostering a love of reading. Sessions will be offered in both English and Spanish to ensure accessibility, and flexible scheduling (including evening or virtual options) will be provided to accommodate working families. Parents will also receive hands-on resources, such as grade-level reading guides, vocabulary games, and access to digital platforms like i-Ready or Lexia, so they can reinforce classroom learning at home. The school will track participation and gather feedback to continuously improve the effectiveness of the training sessions. By building parent capacity and confidence, these trainings aim to create a strong home-school connection that directly supports student growth in ELA.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

The school will strengthen the School-Parent Compact by clearly outlining specific strategies it will use to support students' growth in ELA and ensuring that all stakeholders understand their role in the process. The compact will be revised to include school commitments such as providing high-quality, standards-based reading instruction, offering timely and ongoing communication about student progress, and ensuring access to targeted interventions for students who are not meeting grade-level expectations. Additionally, the school will commit to hosting literacy nights, ELA-focused workshops, and providing families with resources to support reading and writing at home. Teachers will discuss the compact during parent conferences and use it as a tool to build shared accountability. The compact will also be revisited mid-year to reflect on progress and adjust support as needed. By making the compact an active and ongoing part of the home-school connection, the school reinforces its role in ensuring every student's success in literacy.

- **Students**

Students will strengthen the School-Parent Compact by taking an active role in their ELA learning and understanding their responsibilities in achieving academic success. The compact will outline student commitments such as reading at home daily, completing ELA assignments and homework with effort and care, using strategies taught in class to improve reading comprehension and writing skills, and asking for help when needed. Students will also be encouraged to set personal ELA goals, monitor their own progress, and participate in classroom discussions and activities that build literacy skills. During conferences, students will review the compact alongside their teachers and families to reflect on their progress and areas for growth. By holding themselves accountable and recognizing their voice in the learning process, students become empowered partners in their own educational journey.

- **Parents**

Parents will strengthen the School-Parent Compact by actively partnering with the school to support their child's ELA development at home and at school. The compact will highlight parent commitments such as reading with or encouraging their child to read daily, monitoring ELA homework, and providing a quiet space and consistent time for literacy activities. Parents will also agree to attend parent-teacher conferences, literacy workshops, and school events when possible to stay informed and engaged in their child's progress. They will maintain regular communication with teachers through tools like Class Dojo, email, or parent portals, and use the feedback provided to reinforce skills at home. By fulfilling their role in the compact, parents contribute to a strong, collaborative foundation that supports consistent growth in reading and writing for their child.

- **Staff Training**

To strengthen staff capacity in engaging families and supporting ELA achievement, the school will provide professional development focused on effective family communication and literacy-based parent engagement strategies. Teachers and staff will be trained on how to share actionable ELA data with families in a clear, supportive manner and offer practical at-home strategies that align with classroom instruction. Training will also include culturally responsive practices to build trust and strengthen relationships with diverse families. Additionally, staff will learn how to incorporate family engagement into their instructional planning, such as assigning meaningful reading activities that encourage family participation. By equipping staff with these skills, the school aims to foster a unified approach to ELA growth that includes teachers, students, and families working together toward shared goals.

- **Accessibility**

To ensure all families can access and participate in ELA-related activities and information, the school will prioritize accessibility in all parent engagement efforts. All ELA communication—such as newsletters, event flyers, progress reports, and instructional resources—will be provided in both English and Spanish, and additional translation services will be available upon request to support families who speak other languages. Parent trainings and literacy events will be offered at varying times (morning, evening, and virtual options) to accommodate diverse work schedules. The school will also provide printed materials, closed-captioned videos, and interpreters during in-person sessions when needed. Materials and resources will be designed to be user-friendly, and staff will receive training to ensure that all family outreach is inclusive and respectful of different cultural, linguistic, and learning needs. These efforts aim to remove barriers and ensure that every family feels welcome and able to support their child's success in ELA.

## **Math**

### 1. List prioritized needs statements.

PM3 data shows that 50% of our students are in Levels 1 and 2, identifying the need for targeted interventions to strengthen foundational math skills. Additionally, 32% of students have shown no growth, indicating a need for focused strategies in problem-solving and fluency. For the 50% of students in Levels 3-5, small group instruction or tutoring should aim to maintain or increase proficiency. To address these challenges, enhancing teacher capacity in differentiated instruction, technology integration, and data-driven practices is crucial, especially for students with learning disabilities and ELLs. Also, offering "Make and Take" workshops for parents to model current math instruction and standards can improve family engagement and increase stakeholder involvement in student success.

### 2. List the root causes for the needs assessment statements you prioritized.

The identified needs in math stem from several underlying root causes. One significant factor is inconsistent implementation of foundational math instruction across grade levels, resulting in gaps in number sense and basic operations skills. Additionally, limited professional development focused on effective math differentiation and the integration of technology tools has left some teachers less equipped to engage diverse learners. Another root cause is insufficient use of formative assessments and data analysis to promptly identify and address student learning gaps, which delays timely interventions. For students with learning disabilities and English Language Learners, a lack of specialized instructional strategies and resources tailored to their unique needs contributes to ongoing achievement challenges. Furthermore, some students struggle with applying math concepts to complex, real-world problems due to limited exposure to higher-order thinking tasks and insufficient scaffolding during instruction.

### 3. Share possible solutions that address the root causes.

To address these root causes, the school will implement targeted professional development focused on foundational math skills, differentiation strategies, and the effective use of technology tools to enhance student engagement and understanding. Teachers will receive training on administering and analyzing formative assessments regularly, enabling timely identification of learning gaps and prompt intervention. The school will expand math intervention programs and provide additional support staff, such as math coaches or instructional aides, to work closely with students needing extra help, especially English Language Learners and students with disabilities. Curriculum planning will incorporate more real-world problem-solving tasks and scaffolded instruction to build students' ability to apply concepts critically and confidently. Additionally, collaborative teacher planning time will be allocated to align instruction vertically across grade levels, ensuring consistency and continuity in math skill development. Family engagement efforts will include math-focused workshops and resources to help parents support math learning at home.

### 4. How will school strengthen the PFEP to support Math?

- **Communication**

To strengthen the PFEP in support of math achievement, the school will enhance communication efforts to keep families informed and engaged in their child's math learning. This will include regular updates through newsletters, school websites, and digital platforms like Class Dojo or Parent Portal that highlight math skills being taught, upcoming assessments, and ways families can support math practice at home. Communication will be bilingual to ensure accessibility for all families, and staff will proactively reach out to families who may need additional support or resources. The school will also share tips, math games, and interactive activities that families can use to make math learning fun and meaningful outside the classroom. By maintaining clear, consistent, and culturally responsive communication, the school aims to build strong family partnerships that foster student success in math.

- **Parent Training**

Franklin Academy will offer a series of parent training sessions focused on empowering families to support their children's math learning at home. These trainings will cover foundational math concepts, problem-solving strategies, and how to use everyday activities to reinforce math skills. Sessions will be offered in multiple languages and at flexible times, including evenings and virtual options, to accommodate working parents. Parents will receive practical tools such as math manipulatives, games, and guides aligned with grade-level expectations. The school will also provide guidance on interpreting student progress reports and supporting homework routines. Feedback from participants will be used to continuously improve the training offerings. Through these efforts, the school aims to strengthen the home-school connection and increase parent confidence in helping their children succeed in math.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Franklin Academy will strengthen the School-Parent Compact by clearly defining and communicating the school's commitment to providing high-quality math instruction aligned with state standards. The school will ensure that teachers deliver engaging, differentiated math lessons and use ongoing assessments to monitor student progress and inform instruction. Franklin Academy will provide families with timely updates on math skills and student achievement, along with resources and opportunities to support math learning at home. The school will also host math workshops and family engagement events to foster collaboration and shared responsibility. By actively involving families and students in goal setting and progress monitoring, Franklin Academy promotes a united partnership aimed at improving student math outcomes.

- **Students**

At Franklin Academy, students will strengthen the School-Parent Compact by taking responsibility for their own math learning. They will commit to attending class prepared, actively participating in math lessons, completing homework and practice assignments, and asking for help when they do not understand a concept. Students will also set personal math goals and track their progress throughout the year. During conferences and family meetings, students will engage in discussions about their strengths and areas for growth, helping to create a shared plan for success. By being active, motivated learners, students contribute to a strong partnership with their families and teachers that supports continuous improvement in math achievement.

- **Parents**

Parents at Franklin Academy will strengthen the School-Parent Compact by actively supporting their child's math learning at home and maintaining open communication with teachers. They will encourage daily practice of math skills, help create a structured environment for completing homework, and utilize resources and strategies provided by the school to reinforce learning. Parents will attend parent-teacher conferences, math workshops, and family engagement events to stay informed about their child's progress and ways to support growth. By partnering with teachers and students, parents play a crucial role in fostering a positive attitude toward math and helping their children achieve academic success.

- **Staff Training**

To enhance family engagement and improve math outcomes, the Franklin Academy will provide professional development for staff focused on effective strategies for communicating with families about math instruction and student progress. Training will include how to explain math concepts in accessible language, share actionable data, and suggest at-home activities that parents can easily implement. Staff will also receive coaching on culturally responsive communication to build stronger relationships with diverse families. Additionally, teachers will be trained on differentiating math instruction and using formative assessment data to tailor support for students with varying needs. Equipping staff with these skills will promote a collaborative partnership among teachers, students, and families, ultimately supporting student growth in math.

- **Accessibility**

Franklin Academy will ensure that all families have equitable access to math-related information, resources, and events by prioritizing accessibility in all parent engagement efforts. Communications and training materials will be provided in multiple languages, primarily English and Spanish, with translation services available for other languages as needed. Math workshops and meetings will be scheduled at varied times—including mornings, evenings, and virtual sessions—to accommodate diverse family schedules. Franklin Academy will also provide accessible formats of materials, such as printed copies, large print, and captioned videos, and ensure that venues for in-person events are ADA-compliant. Staff will receive training to recognize and address accessibility needs, fostering an inclusive environment that enables every family to participate fully in supporting their child's math learning.

## **Science**

### **1. List prioritized needs statements.**

Based on PM3 data, 50% of our tested students achieved proficiency in science. This number indicates a need to strengthen understanding of key scientific concepts, particularly in inquiry, experimentation, and the scientific method. Critical thinking and real-world problem-solving skills are also gaps. With 52% of students at Level 3-5, more targeted support is needed for ELLs and students with disabilities. Teachers require professional development to integrate inquiry-based learning and technology, while vertical alignment and curriculum coherence must be improved for consistent skill development across grade levels. Ensuring that non-tested grades receive opportunities to practice science concepts (ie. field trips, hands-on experiments) will improve student outcomes.

### **2. List the root causes for the needs assessment statements you prioritized.**

The needs identified in science instruction and student achievement are linked to several root causes. One key cause is limited teacher training and experience in delivering inquiry-based and hands-on science instruction, resulting in fewer opportunities for students to engage deeply with scientific practices. Additionally, there is inconsistent use of formative assessments and data to identify student misconceptions and guide targeted interventions. English Language Learners and students with disabilities often lack access to appropriately scaffolded materials and supports that address their unique language and learning needs in science. Another root cause is the lack of consistent vertical alignment within the science curriculum, which creates gaps and redundancies that hinder students' mastery of complex concepts over time. Finally, insufficient integration of technology and scientific tools reduces opportunities for students to develop practical skills and engage with science content in interactive ways

### 3. Share possible solutions that address the root causes.

To address the root causes identified in science instruction, the school will implement targeted professional development focused on inquiry-based teaching methods, hands-on experimentation, and effective integration of technology and scientific tools. Teachers will be trained to use formative assessments consistently to identify student misconceptions and tailor instruction accordingly. The school will develop and provide scaffolded science materials and strategies to better support English Language Learners and students with disabilities, ensuring they can access grade-level content. Vertical alignment of the science curriculum will be strengthened through collaborative planning across grade levels to ensure a coherent progression of concepts and skills. Additionally, the school will increase opportunities for students to engage in real-world science investigations and problem-solving activities, fostering critical thinking and application of the scientific method. Family engagement efforts will include workshops and resources to encourage science exploration at home.

### 4. How will school strengthen the PFEP to support Science?

- **Communication**

Franklin Academy will enhance its communication strategies to actively engage families in supporting science learning at home and in school. This will include regular updates through newsletters, emails, and digital platforms like Class Dojo and the school website that highlight current science topics, upcoming assessments, and family-friendly science activities. Communications will be provided in both English and Spanish to ensure accessibility for all families. The school will also offer tips and resources to help parents facilitate hands-on science experiences and encourage curiosity and inquiry outside the classroom. By maintaining clear, consistent, and culturally responsive communication, Franklin Academy aims to build strong partnerships that promote student success in science.

- **Parent Training**

Franklin Academy will provide a series of parent training sessions focused on empowering families to support their children's science learning at home. These trainings will cover foundational science concepts, inquiry-based learning strategies, and ways to encourage scientific thinking and experimentation outside of school. Sessions will be offered in both English and Spanish, with flexible scheduling including evening and virtual options to accommodate diverse family needs. Parents will receive hands-on materials, activity guides, and access to digital resources to make science exploration engaging and accessible. The school will gather feedback from participants to continuously improve training effectiveness. Through these efforts, Franklin Academy aims to foster a strong home-school connection that enhances student engagement and achievement in science.

### 5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Franklin Academy will strengthen the School-Parent Compact by clearly communicating the school's commitment to providing engaging, standards-based science instruction that promotes inquiry, critical thinking, and hands-on learning. The school will ensure that teachers regularly share student progress and science learning goals with families, and provide resources and opportunities for families to support science exploration at home. Franklin Academy will host science nights, family workshops, and events that encourage collaboration among students, parents, and staff. The compact will be reviewed annually to reflect shared responsibilities and updated strategies, fostering a partnership focused on continuous improvement in science achievement.

- **Students**

At Franklin Academy, students will strengthen the School-Parent Compact by taking ownership of their science learning. They will actively participate in classroom investigations, complete assignments with care, and apply scientific inquiry and critical thinking skills. Students will set personal goals related to science achievement and reflect on their progress regularly. They will communicate openly with their teachers and families about their learning needs and successes. By embracing their role as active learners, students contribute to a strong partnership that supports their growth and enthusiasm for science.

- **Parents**

Parents at Franklin Academy will strengthen the School-Parent Compact by actively supporting their child's science learning at home and maintaining open communication with teachers. They will encourage curiosity by engaging in science-related activities, discussions, and experiments with their children. Parents will provide a supportive environment for completing homework and projects, and participate in school events such as science nights and workshops to stay informed and involved. By partnering with teachers and students, parents help foster a positive attitude toward science and contribute to their child's academic success.

- **Staff Training**

Franklin Academy will provide professional development for staff focused on effective family engagement strategies specific to science instruction. Training will include how to communicate complex scientific concepts to families in an accessible and engaging way, share student progress and assessment data clearly, and suggest meaningful at-home science activities. Staff will also be trained in culturally responsive practices to build strong partnerships with diverse families. Additionally, teachers will receive ongoing support in inquiry-based instructional strategies and the integration of technology and hands-on experiments to enhance student learning. By equipping staff with these skills, Franklin Academy aims to foster collaboration among teachers, students, and families to support student success in science.

- **Accessibility**

Franklin Academy is committed to ensuring all families have equitable access to science-related information, resources, and events by prioritizing accessibility in all engagement efforts. Communications and training materials will be provided in English and Spanish, with translation services available for additional languages as needed. Science workshops and meetings will be offered at various times—including mornings, evenings, and virtual options—to accommodate diverse family schedules. Staff will be trained to identify and address accessibility needs, creating an inclusive environment where every family can actively participate in supporting their child’s science education.

## **Social Studies**

### **1. List prioritized needs statements.**

The 78% proficiency rate on the EOY Civics test shows moderate success but highlights the need for continued improvement, especially in elementary grades to broaden global perspectives. Key areas for growth in social studies include analyzing primary and secondary sources, understanding geography’s link to history, and improving written responses with critical thinking. ELLs and students with disabilities need more tailored support. Professional development in literacy strategies and technology integration will enhance engagement and comprehension. Focus should also be placed on improving proficiency for students in Levels 1 and 2 to raise overall achievement.

### **2. List the root causes for the needs assessment statements you prioritized.**

The identified needs in social studies stem from several root causes. One significant factor is the limited use of instructional strategies that explicitly teach students how to analyze primary and secondary sources, resulting in underdeveloped historical thinking skills. Additionally, there is inconsistent integration of geography concepts within social studies lessons, which affects students’ ability to connect geographic knowledge to historical events. Many teachers lack sufficient professional development on incorporating writing and literacy strategies specific to social studies, leading to students’ struggles with constructing evidence-based written responses. English Language Learners and students with disabilities often do not receive adequate scaffolding or differentiated instruction tailored to their language and learning needs. Lastly, the inconsistent use of technology tools to support engagement and comprehension limits opportunities for interactive and meaningful social studies learning experiences.

### 3. Share possible solutions that address the root causes.

To address the root causes identified, the school will provide targeted professional development focused on teaching students how to analyze primary and secondary sources effectively and integrating geography concepts into social studies instruction. Teachers will receive training on embedding literacy strategies, such as close reading and structured writing frameworks, to help students develop critical thinking and evidence-based writing skills. Differentiated instructional approaches and scaffolding techniques will be emphasized to better support English Language Learners and students with disabilities in accessing grade-level content. The school will also increase the use of technology tools and interactive resources to engage students and deepen their understanding of social studies concepts. Collaborative planning time will be provided to ensure vertical alignment of the curriculum and consistent instructional practices across grade levels. Family engagement initiatives will include workshops and materials designed to help parents support social studies learning at home.

### 4. How will school strengthen the PFEP to support Social Studies?

- **Communication**

Franklin Academy will enhance communication efforts to engage families in supporting social studies learning at home and school. Regular updates will be shared through newsletters, emails, and digital platforms like Class Dojo and the school website, highlighting current social studies topics, key vocabulary, upcoming projects, and ways families can reinforce learning. Communication will be provided in English and Spanish to ensure accessibility for all families. Franklin Academy will also provide parents with tips and resources for discussing historical events, geography, and civic concepts in everyday contexts. By maintaining consistent, clear, and culturally responsive communication, Franklin Academy aims to build strong family partnerships that encourage student curiosity and achievement in social studies.

- **Parent Training**

Franklin Academy will offer parent training sessions designed to empower families to support their children's social studies learning at home. These sessions will focus on strategies for discussing historical events, understanding geography, and encouraging civic engagement. Trainings will be offered in both English and Spanish, with flexible scheduling including evening and virtual options to accommodate diverse family needs. Parents will receive resources such as guides for exploring social studies topics, interactive activities, and tips for supporting evidence-based writing. Feedback from participants will be collected to improve future sessions. Through these trainings, Franklin Academy aims to build strong home-school partnerships that foster student success in social studies.

### 5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

Franklin Academy will strengthen the School-Parent Compact by clearly outlining the school's commitment to providing engaging, standards-based social studies instruction that promotes critical thinking, analysis of historical sources, and civic understanding. The school will ensure that teachers communicate student progress regularly and provide families with resources and strategies to support social studies learning at home. Franklin Academy will host family events such as history nights and civics workshops to foster collaboration among students, parents, and staff. The compact will be reviewed annually to reflect shared goals and responsibilities, promoting a strong partnership focused on continuous improvement in social studies achievement.

- **Students**

At Franklin Academy, students will strengthen the School-Parent Compact by taking an active role in their social studies learning. They will engage thoughtfully with historical texts and sources, participate in class discussions, complete assignments diligently, and apply critical thinking skills to analyze social studies content. Students will set personal goals for understanding key concepts in history, geography, and civics, and communicate their learning needs and progress with teachers and families. By being responsible and motivated learners, students contribute to a strong partnership that supports their academic growth and enthusiasm for social studies.

- **Parents**

Parents at Franklin Academy will strengthen the School-Parent Compact by actively supporting their child's social studies education at home and maintaining open communication with teachers. They will encourage their children to explore history, geography, and civics through discussions, reading, and related activities. Parents will provide a supportive environment for completing homework and projects, attend school events such as history nights and workshops, and stay informed about their child's progress. By partnering with teachers and students, parents play a vital role in fostering a positive attitude toward social studies and contributing to their child's academic success.

- **Staff Training**

Franklin Academy will provide professional development for staff focused on effective family engagement strategies specific to social studies instruction. Training will include ways to communicate social studies content and student progress clearly and in an accessible manner to families. Staff will learn how to recommend meaningful at-home activities that promote historical thinking, geography skills, and civic awareness. Additionally, teachers will receive ongoing support in integrating literacy strategies and technology tools into social studies lessons to enhance student engagement. Staff will also be trained in culturally responsive practices to build strong partnerships with diverse families. Equipping staff with these skills will help foster collaboration among teachers, students, and families to improve student achievement in social studies.

- **Accessibility**

Franklin Academy is committed to ensuring all families have equitable access to social studies information, resources, and events by prioritizing accessibility in all engagement efforts. Communications and training materials will be provided in English and Spanish, with translation services available for other languages as needed. Social studies workshops and meetings will be offered at varied times—including mornings, evenings, and virtual options—to accommodate diverse family schedules. Staff will be trained to recognize and address accessibility needs, creating an inclusive environment where every family can actively participate in supporting their child’s social studies education.

## **Acceleration Success**

### **1. List prioritized needs statements.**

While students in accelerated middle school courses (Algebra, Biology) achieved an average score of 80%, proficiency in EOC assessments, there is a need to prioritize the earlier identification of potential diverse participants and provide earlier learning opportunities in earlier grades. This will increase the number of students enrolling in accelerated classes. It’s essential to inform families about these opportunities and ensure educators receive professional development in differentiated instruction. Additionally, resources and materials must be current and aligned to better meet the diverse needs of accelerated learners.

### **2. List the root causes for the needs assessment statements you prioritized.**

The root causes contributing to the challenges in acceleration success at Franklin Academy stem from several key areas. First, the early identification of students suited for acceleration is inconsistent due to limited use of data-driven tools and universal screening practices. Additionally, there is a lack of structured support systems and intervention plans specifically tailored for accelerated students, which often results in learning gaps or student frustration. Teachers may not have received sufficient training in differentiating instruction for high-achieving learners or in managing mixed-ability classrooms. Communication between stakeholders—teachers, parents, and students—is sometimes fragmented, leading to unclear expectations and inconsistent reinforcement at home. Furthermore, outdated or mismatched instructional resources may not adequately challenge or support accelerated learners, thereby limiting student engagement and growth.

### 3. Share possible solutions that address the root causes.

To address the inconsistent identification of students ready for acceleration, Franklin Academy can implement a more robust universal screening process using multiple data points such as state assessments, i-Ready diagnostic data, classroom performance, and teacher recommendations. A formalized criteria matrix would ensure equitable and consistent selection. To close instructional gaps and provide adequate support, the school can establish acceleration plans that include academic coaching, flexible grouping, and personalized learning pathways. Professional development for teachers should focus on differentiated instruction, curriculum compacting, and strategies for engaging advanced learners. Providing access to advanced-level curricular materials, digital platforms, and enrichment opportunities will also ensure students remain challenged and motivated. Improved communication between teachers and parents—through regular progress updates, parent workshops, and goal-setting conferences—can reinforce support at home. Finally, mentorship programs pairing accelerated students with faculty or peers can offer academic and social-emotional support, helping students stay on track and thrive in an advanced learning environment.

### 4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

To strengthen the Parent and Family Engagement Plan (PFEP) and support acceleration success in Algebra, Geometry, Biology, and Spanish 1 & 2, Franklin Academy will implement a comprehensive communication plan focused on transparency, consistency, and accessibility. Parents will receive timely and clear notifications when their child is identified for an accelerated course, including the criteria, course expectations, and support structures available. The school will host course-specific informational sessions, both virtually and in person, to ensure families understand the academic rigor and requirements of each subject. Regular progress updates will be shared through parent portals, progress reports, and direct communication from teachers, ensuring that parents can actively monitor and support their child's performance. Digital platforms such as Remind and Google Classroom will be used to provide real-time updates, assignments, and reminders, encouraging two-way communication between home and school. In addition, goal-setting conferences will be offered early in the year and at the mid-point to align expectations and address any academic or emotional challenges. To further engage families and motivate students, the school will highlight and celebrate student achievements in newsletters and on social media platforms, creating a culture of recognition and encouragement around academic success in accelerated pathways.

- **Parent Training**

To support acceleration success in Algebra, Geometry, Biology, and Spanish 1 & 2, Franklin Academy will strengthen the PFEP through targeted parent training initiatives. The school will offer workshops and webinars specifically designed to help parents understand the curriculum, pacing, and expectations of each accelerated course. These sessions will equip parents with strategies to support their child's study habits, time management, and stress management, which are critical for success in rigorous academic programs. Parents will also receive guidance on navigating digital platforms such as Edmodo, iReady, and online textbook resources that their children use regularly. Bilingual training sessions will be provided to ensure accessibility for all families, along with printed guides and video tutorials for families unable to attend live events. By educating parents on how to monitor academic progress, interpret assessment data, and collaborate effectively with teachers, Franklin Academy empowers families to become active partners in their child's accelerated academic journey.

#### 5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

Franklin Academy will ensure accelerated course offerings are clearly communicated and supported through high-quality instruction, tutoring opportunities, and ongoing progress monitoring. Teachers will provide consistent feedback to both students and parents regarding academic performance and expectations. The school will also host informational sessions to help families understand course rigor, grading, and pathways for continued academic advancement.

- **Students**

Students will commit to taking ownership of their learning by attending class regularly, completing assignments with integrity, and actively seeking help when needed. They will participate in enrichment opportunities and take responsibility for understanding the expectations of acceleration courses. Students will also reflect on their progress and set personal academic goals in collaboration with their teachers and families.

- **Parents**

Parents will support their child's success by maintaining open communication with teachers, attending parent-teacher conferences and training sessions, and providing a structured environment at home for study and homework completion. They will also monitor their child's progress using the school's parent portal and encourage participation in tutoring or intervention if needed. Together, these collaborative efforts will ensure that the compact is a living document that actively supports student achievement and equity in accelerated academic programs.

- **Staff Training**

To support acceleration success in Algebra, Geometry, Biology, and Spanish 1 & 2, Franklin Academy will strengthen the PFEP by providing targeted staff training that equips educators with strategies to meet the needs of advanced learners. Teachers will engage in ongoing professional development focused on differentiated instruction, culturally responsive teaching, and data-driven decision-making to ensure all students in accelerated courses are challenged appropriately. Training will also include the use of formative assessments to monitor student progress and identify areas for enrichment or support, as well as instructional practices that promote critical thinking, collaboration, and problem-solving. Additionally, staff will receive guidance on fostering strong home-school communication, including effective ways to share expectations and progress with parents of students in advanced courses. Through these focused trainings, staff will be better prepared to create rigorous, engaging, and supportive learning environments that drive student success in acceleration pathways.

- **Accessibility**

To support accessibility in acceleration courses such as Algebra, Geometry, Biology, and Spanish 1 & 2, Franklin Academy will ensure that all students and families have equitable access to information, instruction, and resources. The school will provide materials in multiple languages and formats to meet the needs of diverse learners, including those with disabilities or English language learners. Digital platforms used for accelerated coursework will be reviewed for compliance with accessibility standards, and accommodations will be implemented as needed. Additionally, families will be offered translation services during meetings and training sessions to ensure clear understanding and engagement. Transportation, flexible scheduling, and virtual participation options will be made available for parent meetings and academic events related to acceleration. By addressing potential barriers and providing inclusive access, Franklin Academy will create a supportive environment where every student has the opportunity to thrive in advanced academic pathways.

## **Action Step: Classroom**

Empowering all students to reach and surpass their full potential and achieve academic excellence through targeted and effective instructional support.

**Budget Total: \$235,809.35**

Acct Description	Description																																				
Supplies	<table border="1"> <thead> <tr> <th data-bbox="470 168 852 250">Item</th> <th data-bbox="852 168 1073 250">Quantity</th> <th data-bbox="1073 168 1283 250">Rate</th> <th colspan="4" data-bbox="1283 168 1656 250">Supply Type</th> <th data-bbox="1656 168 1856 250">Type</th> <th data-bbox="1856 168 2024 250">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 250 852 323">Paper</td> <td data-bbox="852 250 1073 323">1</td> <td data-bbox="1073 250 1283 323">\$376.00</td> <td colspan="4" data-bbox="1283 250 1656 323">General Supplies</td> <td data-bbox="1656 250 1856 323">Original</td> <td data-bbox="1856 250 2024 323">\$376.00</td> </tr> <tr> <td data-bbox="470 323 852 396">markers, pencils</td> <td data-bbox="852 323 1073 396">1</td> <td data-bbox="1073 323 1283 396">\$11.36</td> <td colspan="4" data-bbox="1283 323 1656 396">General Supplies</td> <td data-bbox="1656 323 1856 396">Original</td> <td data-bbox="1856 323 2024 396">\$11.36</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type				Type	Total	Paper	1	\$376.00	General Supplies				Original	\$376.00	markers, pencils	1	\$11.36	General Supplies				Original	\$11.36
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Tutorial	<table border="1"> <thead> <tr> <th data-bbox="470 553 989 634">Item</th> <th data-bbox="989 553 1136 634">Quantity</th> <th data-bbox="1136 553 1262 634">Rate</th> <th data-bbox="1262 553 1356 634">Days</th> <th data-bbox="1356 553 1472 634">Hours</th> <th data-bbox="1472 553 1598 634">Weeks</th> <th data-bbox="1598 553 1745 634">Certified</th> <th data-bbox="1745 553 1871 634">Type</th> <th data-bbox="1871 553 2024 634">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 634 989 862">Certified teachers to conduct extended learning opportunities in mathematics and reading for grades 3-8 or K-8 before and afterschool. Approximate Start: September.</td> <td data-bbox="989 634 1136 862">20</td> <td data-bbox="1136 634 1262 862">\$50.00</td> <td data-bbox="1262 634 1356 862">4</td> <td data-bbox="1356 634 1472 862">1.5</td> <td data-bbox="1472 634 1598 862">25</td> <td data-bbox="1598 634 1745 862">Certified</td> <td data-bbox="1745 634 1871 862">Original</td> <td data-bbox="1871 634 2024 862">\$150,000.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers to conduct extended learning opportunities in mathematics and reading for grades 3-8 or K-8 before and afterschool. Approximate Start: September.	20	\$50.00	4	1.5	25	Certified	Original	\$150,000.00									
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Acct Description	Description
Paraprofessional	Assists during literacy and math centers by supporting small groups, reinforcing instructional goals, and helping students stay engaged and on task for grades K-2.

## Action Step: Parent Engagement

A strong partnership between home and school is essential for student success. The Franklin Academy K-8 - Boynton Beach is committed to actively engaging parents as valued collaborators in their children's education, fostering a supportive and connected learning environment for all.

**Budget Total: \$7,555.15**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Sharpies	1	\$83.97	General Supplies	Original	\$83.97
	Chart Paper	1	\$119.18	General Supplies	Original	\$119.18
	Academic Games (Math and ELA board games)	1	\$1,198.50	Manipulatives	Original	\$1,198.50
	Manipulatives - flashcards, books	1	\$448.50	Manipulatives	Original	\$448.50
	Refreshments for Parent Engagement Trainings (150 parents each parent night)	450	\$3.00	Program Supplies	Original	\$1,350.00

<b>Acct Description</b>	<b>Description</b>									
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Certified Teachers to provide parent support at ELL Parent Night	10	\$50.00	1	2	1	Certified	Original	\$1,000.00	
	Certified Teachers to provide parent support at PM FAST Parent Night Engagement Training	10	\$50.00	1	2	1	Certified	Original	\$1,000.00	
	Certified Teachers to provide parent support at Using Tech. at Home Parent Engagement Training	10	\$50.00	1	2	1	Certified	Original	\$1,000.00	
Printing	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Training packets for parent events printed in color for 3 events/trainings. 150 copies per training.					450	\$2.50	Original	\$1,125.00	

## Action Step: Professional Learning

Conduct ongoing job-embedded professional learning opportunities that will build expertise in standards, curricula, implementation of best practices, and utilization of data to drive instruction.

**Budget Total: \$249,495.00**

Acct Description	Description										
LTF	School is calling this position an RTI Coordinator. Coordinates academic and behavioral interventions, monitors student progress, supports teachers with Tiered instruction, and ensures compliance with MTSS help close achievement gaps for students in grades K-8.										
Coach	Supports teachers in delivering effective reading instruction, models best practices, analyzes literacy data and ensures alignment with reading standards to enhance student achievement for grades K-8.										
Coach	Provides support to teachers in math instruction, models effective strategies, analyzes student data, and helps align math curriculum standards to improve student achievement for grades K-8.										
Tch Res Staff Development	School's calling this position a Curriculum Specialist. Supports instructional planning, ensures curriculum alignment with standards, analyzes student data, and provides coaching to improve teaching practices and student outcomes for students in grades K-8.										
Coach	Provides support to teachers in math instruction, models effective strategies, analyzes student data, and helps align math curriculum with standards to improve student achievement for grades K-8.										
Consultants	<table border="1"> <thead> <tr> <th data-bbox="478 889 1457 966">Item</th> <th data-bbox="1457 889 1604 966">Quantity</th> <th data-bbox="1604 889 1772 966">Rate</th> <th data-bbox="1772 889 1902 966">Type</th> <th data-bbox="1902 889 2022 966">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 966 1457 1284">Consultant Contract: Orange Sparrow, LLC. This full-day professional development experience is designed to equip educators with the strategies, tools, and mindset necessary to better support students who struggle behaviorally, emotionally, or academically. Rooted in the Science of Kindness, generational research on Gen Z and Gen Alpha, and relationship-centered teaching practices, the session combines research-driven insights with practical, classroom-ready applications.</td> <td data-bbox="1457 966 1604 1284">1</td> <td data-bbox="1604 966 1772 1284">\$3,000.00</td> <td data-bbox="1772 966 1902 1284">Original</td> <td data-bbox="1902 966 2022 1284">\$3,000.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Consultant Contract: Orange Sparrow, LLC. This full-day professional development experience is designed to equip educators with the strategies, tools, and mindset necessary to better support students who struggle behaviorally, emotionally, or academically. Rooted in the Science of Kindness, generational research on Gen Z and Gen Alpha, and relationship-centered teaching practices, the session combines research-driven insights with practical, classroom-ready applications.	1	\$3,000.00	Original	\$3,000.00
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# Mission Statement

## 1. Mission Statement

Utilizing an intercultural-mindedness model and a standards-based curriculum, the mission of Franklin Academy is to create compassionate, engaged, life-long learners by promoting a culture of collaboration, high expectations, and strong parent partnerships. We emphasize character development through active service in the local, national, and international community, while adhering to the principle that all children can learn.

## Involvement of Stakeholders

Name	Title
Karen Chennell	PTO President
Alison L'Etoile	Principal
Claudia Yurick	Assistant Principal
Dr. Michael Watts	Director of Instructional Technology
Dr. Daniel Sandberg	Superindent
Tina Huelsman	Director of Operations
Kori Post	Parent
Yamile Francese	Assistant Principal
Achile Georges	Parent
Ally Wittig	Nurse

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.**

The process for selecting PTO (Parent-Teacher Organization) members who represent all stakeholders should be inclusive, transparent, and structured to ensure fair representation of the entire school community. The selection process begins with a school-wide announcement informing families and staff of open PTO positions. This communication includes a description of each role, the responsibilities involved, the length of the term, and any eligibility requirements. A nomination period follows, during which parents, guardians, teachers, and staff are invited to either nominate themselves or others for the available roles. A nomination form is typically used to collect basic information, a statement of interest, and any relevant experience. Once the nomination window closes, a selection committee—often composed of current PTO officers and school administrators—reviews all submissions to confirm eligibility and to encourage diverse representation across grade levels, special populations, and school staff. To ensure transparency, the names and brief biographies of nominees are shared with the school community in advance of the election. Voting is then conducted anonymously, with each parent/guardian and staff member entitled to one vote per position. A neutral party or school administrator typically oversees the election to ensure fairness and confidentiality. After voting concludes, results are communicated to the school community in a timely manner, and all candidates are thanked for their interest in serving. Newly elected members participate in a transition period where outgoing officers help orient them to their roles. Elections are typically held annually, with a goal of achieving balanced representation and fostering open communication between families, teachers, and school leaders.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

Stakeholders will be actively involved in the joint development, review, and revision of the Schoolwide Plan, which includes the Comprehensive Needs Assessment (CNA), the Schoolwide Plan (SWP), and the Parent and Family Engagement Plan (PFEP). To ensure broad and meaningful participation, the school will host four virtual meetings during the 2025–2026 school year: September 2025, December 2025, March 2026, and June 2026. These meetings will take place from 6:00 PM to 7:00 PM to accommodate families and community members. All stakeholders—including parents, guardians, teachers, staff, students (as appropriate), and community partners—will be invited through multiple channels such as newsletters, email, the school website, and messaging apps like ClassDojo or Remind. During these meetings, participants will review school data, discuss current strategies, provide input on parent involvement efforts, and help guide the use of Title I funds. Translation services for Spanish and Creole will be available to ensure accessibility for all families. Feedback gathered during these sessions will be documented and used to inform plan revisions, which will then be shared publicly on the school's website. This collaborative process ensures that the Schoolwide Plan reflects the diverse needs and perspectives of the entire school community.

**4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.**

Stakeholders provided input at our March 6, 2025, Board of Directors Meeting. Our PTO meetings, CNA Stakeholder meetings, and other meetings which are all described above will be used throughout the FY26 school year to ensure appropriate stakeholder input moving forward.

Name	Title
Claudia Yurick	Assistant Principal
Alison L'Etoile	Principal
Yamile Francese	Assistant Principal
Tina Huelsman	Director of Operations
Aysheh Atway	Business Manager

## Annual Parent Meeting

### 1. What is the actual date, time and location of the Annual Meeting?

The Annual Parent Meeting will take place on Thursday, September 18, 2025. The time will be from 6:00-7:30pm in our school's cafeteria.

### 2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

We will notify our parents, teachers, and the community of the Annual Meeting as follows: BrightArrow, our internal school communication system, which includes email, text, and voice messages. A flyer will be posted on our school website to ensure all stakeholders are aware of the event. Details about the meeting will also be shared in the principal's weekly newsletters to parents and staff (2 separate newsletters). All information will be provided in English, Spanish, and Haitian Creole, the predominant languages spoken within our school community.

### 3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Slide deck presentation, accessible chrome books to help parents with native language needs, and writing tools and paper for notetaking.

## Staff Trainings

### 1. Staff Training for Parent and Family Engagement #1

- Name of Training

Positive Communication with Parents

- What specific strategy, skill or program will staff learn to implement with families?

C. Culver (Orange Sparrow - Consultant) will conduct two training sessions on 8/8. Through the professional development sessions, staff will learn relationship-centered strategies to strengthen family engagement through the Science of Kindness and generational understanding. Educators will gain practical tools to build trust with families, support student motivation, and create compassionate, high-performing classrooms and an overall positive learning community.

- What is the expected impact of this training on family engagement?

Through the training our educators will gain practical tools to build trust with families, support student motivation, and create compassionate, high-performing classrooms and an overall positive learning community.

- What will teachers submit as evidence of implementation?

Training feedback and sample implementation (emails, newsletters, conference notes).

- Month of Training

August

- Responsible Person(s)

Yurick (AP) and L'Etoile (Principal)

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Crack the Code: Learning & Leveling Up with State Test Data

- What specific strategy, skill or program will staff learn to implement with families?

Through data analysis of PM2 and PM3, our staff will be able to build action plans to elevate student growth through targeted interventions. The families will be informed of process and will be given resources to support this growth (including tutoring access).

- What is the expected impact of this training on family engagement?

Franklin staff and families will unite with a shared vision of growth, amazing things happen. Together, we will build a powerful support system where families are not just informed but instead they're empowered, engaged, and essential to every student's success.

- What will teachers submit as evidence of implementation?

Action plans, conference notes, emails.

- Month of Training

January

- Responsible Person(s)

Yurick and L'Etoile

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Parent Tech Night: Learn, Click, Connect

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn about technology resources available through our campus and experience how to navigate those student platforms.

- Describe the interactive hands-on component of the training.

Parents will be provided chrome books to follow along the training.

- What is the expected impact of this training on student achievement?

By gaining a better understanding of the available digital tools, parents will be able to support learning at home and engage in more meaningful conversations with staff and students about their children's education.

- Date of Training

10/8/2025

- Responsible Person(s)

Yurick and L'Etoile

- Resources and Materials

Computers, hand outs, paper, writing materials, parent snacks, door prizes, chart paper

- Amount (e.g. \$10.00)

1400

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Global Families Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

From the lens of an ELL (English Language Learner) family, parents will learn specific strategies and tools that help bridge language barriers and support their child's academic progress at home. One key strategy is learning how to use digital translation tools (such as Google Translate or Microsoft Translator) to better understand classroom materials, communicate with teachers, and assist their children with assignments. Another strategy will be creating vocabulary and language games to engage students in learning.

- Describe the interactive hands-on component of the training.

Parents will design and take home fun, hands-on materials like language games, flashcards, and colorful posters that celebrate the rich diversity of multicultural families.

- What is the expected impact of this training on student achievement?

This training provides parents of K–8 students with engaging, culturally responsive learning tools they can use at home such as language games and visual aids. Those tools reinforce classroom instruction. By strengthening home-school partnerships and affirming students' cultural identities, the training supports greater student motivation, improved language skills, and increased confidence, all of which directly contribute to higher academic achievement across grade levels.

- Date of Training

11/5/25

- Responsible Person(s)

Yurick and L'Etoile

- Resources and Materials

Computers, hand outs, paper, writing materials, parent snacks, door prizes, chart paper, notecards, make and take games

- Amount (e.g. \$10.00)

1400

## 5. Parent and Family Capacity Building Training #3

- Name of Training

Empowering Growth for PM3

- What specific strategy, skill or program will parents learn to implement with their children at home?

By this date, parents will understand the state testing results from PM1 and PM2. They will learn how to navigate the state platform to access practice tests and discover strategies to support their child's growth in key areas assessed like grammar and ELA comprehension (both fiction and nonfiction), using materials aligned to their child's specific needs. Families will have greater capacity which in turn will help the children perform more proficiently in PM3.

- Describe the interactive hands-on component of the training.

Parents will choose targeted materials and create personalized 'learning booklets' that focus on the skills their student needs to improve. They will also develop an action plan that includes a visual learning goal to help their child stay motivated and track progress towards the goal.

- What is the expected impact of this training on student achievement?

Improved performance in PM3

- Date of Training

2/4/26

- Responsible Person(s)

Yurick and Letoile

- Resources and Materials

Computers, hand outs, paper for booklets, writing materials, parent snacks, door prizes, chart paper, notecards, goal tracking tool

- Amount (e.g. \$10.00)

1400

## Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney Vento Program

- Describe how agency/organization supports families.

Franklin Academy will provide several forms of documentation to showcase its partnership with the McKinney-Vento program and its commitment to supporting students experiencing homelessness, as well as their families. This will include a copy of the partnership agreement or Memorandum of Understanding with the MVP (McKinney-Vento Project) team, along with contact information for the District Homeless Liaison and MVP team members, outlining their roles and responsibilities. Referral and intake forms used by school staff to identify and support eligible students and their families will also be included. Additionally, Franklin Academy will submit copies of informational materials—such as McKinney-Vento rights brochures, parent notification letters, and resource guides—that are shared directly with families to ensure they are fully informed of their legal rights and available support. Documentation will also include service logs or distribution records showing the provision of school supplies, uniforms, hygiene kits, that help maintain school stability. Meeting agendas and sign-in sheets from School-Based Team (SBT) meetings where the needs of students and families experiencing homelessness are discussed will demonstrate continuous monitoring and personalized support. Parent and family engagement materials, such as newsletters, communication logs, and event flyers, will reflect efforts to build strong partnerships and involve families in the school community. Evidence of staff training—including agendas, sign-in sheets, and presentation slides—will show how staff are prepared to identify and respond to the needs of both students and their families. Outreach documentation from visits to temporary residences and records of collaboration with community agencies will further illustrate Franklin Academy's comprehensive and family-centered approach.

- Based on the description list the documentation you will provide to showcase this partnership.

Franklin Academy will provide several forms of documentation to showcase its partnership with the McKinney-Vento program and its commitment to supporting students experiencing homelessness. This will include a copy of the partnership agreement or Memorandum of Understanding with the MVP (McKinney-Vento Project) team, as well as contact information for the District Homeless Liaison and MVP team members, outlining their roles and responsibilities. Referral and intake forms used by school staff to identify and support eligible students will also be provided. Additionally, Franklin Academy will submit copies of informational materials shared with families—such as McKinney-Vento rights brochures and parent notification letters—to demonstrate how families are informed of their legal rights and available resources. Documentation will also include service logs or distribution records showing the provision of school supplies, uniforms, hygiene kits, that ensure students maintain school stability. Meeting agendas and sign-in sheets from School-Based Team (SBT) meetings where the needs of homeless students are addressed will be included to demonstrate ongoing monitoring and support. Parent engagement materials, such as newsletters or event flyers, will show efforts to involve families in the school community. Evidence of professional development for staff—including training agendas, sign-in sheets, or slide presentations—will be submitted to show staff preparedness in identifying and assisting homeless students.

- Frequency

Quarterly

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Cins Fins

- Describe how agency/organization supports families.

The Children in Need of Services (CINS) and Families in Need of Services (FINS) programs, supported by the Florida Department of Juvenile Justice (DJJ), offer comprehensive support to families facing challenges with children aged 6 to 17. These programs aim to strengthen family units and prevent youth from entering the juvenile justice system. CINS/FINS provides a range of services tailored to the needs of both youth and their families. These services include intensive crisis counseling, parent training, case management, and referrals to community resources. The programs focus on addressing issues such as truancy, runaway behavior, defiance, and other challenges that may place youth at risk. By offering both residential and non-residential counseling options, CINS/FINS ensures that families receive the appropriate level of support in a setting that best meets their needs. The overarching goal of CINS/FINS is to keep families together and to provide them with the tools and resources necessary to navigate and overcome difficulties. Through a collaborative approach, CINS/FINS empowers families to improve communication, resolve conflicts effectively, and foster positive behaviors, thereby enhancing the overall well-being of both youth and their families.

- Based on the description list the documentation you will provide to showcase this partnership.

To showcase the partnership with the CINS/FINS program, Franklin Academy will provide several key pieces of documentation. This includes a formal partnership agreement or Memorandum of Understanding that outlines the collaboration between the school and the CINS/FINS program. Contact information and descriptions of the roles of CINS/FINS coordinators or liaisons involved in the partnership will be included. Referral and intake forms will demonstrate how families are connected to the program's services, along with records or logs detailing the counseling sessions, parent training workshops, and case management activities provided to families. Informational materials or brochures distributed to families will show how the program's services and eligibility requirements are communicated. Additionally, meeting agendas and sign-in sheets from collaborative meetings or training sessions involving school staff and CINS/FINS personnel will illustrate ongoing coordination. Communication logs or correspondence will document the continuous collaboration between Franklin Academy and CINS/FINS staff. Outcome reports or case studies may be included to highlight the positive impact of services on families. Finally, documentation of staff training on CINS/FINS protocols, as well as feedback surveys or testimonials from families served, will further demonstrate the strength and effectiveness of the partnership.

- Frequency

Quarterly

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

IDEA

- Describe how agency/organization supports families.

Franklin Academy supports families through the Individuals with Disabilities Education Act (IDEA) by ensuring all students with disabilities receive a Free Appropriate Public Education (FAPE). We partner with families in developing and reviewing Individualized Education Plans (IEPs), keeping them informed and involved in decision-making. Students receive access to services such as speech therapy, occupational therapy, and academic support based on their needs. We also offer parent trainings and collaborate with outside agencies to provide comprehensive support. For older students, transition planning is included to prepare for life after school, ensuring families feel supported every step of the way.

- Based on the description list the documentation you will provide to showcase this partnership.

To showcase Franklin Academy's partnership with families under the Individuals with Disabilities Education Act (IDEA), the school can provide a range of documentation that reflects collaboration, communication, and individualized support. This includes meeting invitations, attendance logs, and parent input forms used during the development and review of IEPs. Communication logs, such as emails, phone call notes, and conference summaries, demonstrate ongoing engagement with families regarding their child's services and progress. Documentation of service delivery, including therapy schedules, session logs, and progress reports, highlights the supports provided to students with disabilities. Evidence of family training and support, such as sign-in sheets and agendas from parent workshops, as well as brochures or informational materials, reflect efforts to keep families informed and empowered. Additionally, records of collaboration with external agencies, including consent forms and joint meeting notes, show a commitment to providing wraparound services. For secondary students, documentation of transition planning, such as transition plans, vocational assessments, and related meeting notes, supports the preparation for life beyond school. Lastly, parent surveys and evidence of participation in ESE advisory activities further illustrate the school's dedication to maintaining strong, supportive partnerships with families.

- Frequency

Quarterly

## Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Franklin Academy is committed to providing parents and families with timely and accessible information about Title I programs, meetings, and other activities in formats and languages that meet their needs. To ensure effective communication, the school utilizes multiple methods, including email newsletters, automated phone calls, text messages, and postings on the school website and social media platforms. All communications are translated into the primary languages spoken by our families to guarantee understanding and inclusivity. Information about Title I services—such as tutoring, mentoring, and parent/family training sessions—is shared well in advance, allowing families ample time to plan and participate. Additionally, Franklin Academy offers printed materials and flyers sent home with students and makes these resources available at school events and the front office. Staff members are also available to assist families who may have questions or need support accessing the information. Through these combined efforts, Franklin Academy strives to foster strong family engagement and ensure that every parent and family is well-informed and empowered to support their child's academic success.

- List evidence that you will upload based on your description.

Based on the commitment to providing timely and accessible information to parents and families about Title I programs, Franklin Academy will upload various forms of evidence to demonstrate effective communication and engagement. This evidence will include copies of translated newsletters, flyers, and brochures distributed to families detailing Title I programs such as tutoring, mentoring, and parent training sessions. Documentation of automated phone call and text message scripts, along with logs or reports showing the dates and recipients, will also be provided. Screenshots or archives of posts on the school website and social media platforms announcing upcoming Title I events will be included to show ongoing outreach. Additionally, records of printed materials handed out at school events or sent home with students will be available. Sign-in sheets, agendas, and presentation materials from parent meetings and trainings will demonstrate active family participation. Finally, correspondence and logs of staff interactions with families who requested assistance in accessing or understanding Title I information will further illustrate the school's efforts to ensure clear and effective communication.

- Description

Franklin Academy is dedicated to keeping parents well informed about the curriculum and the proficiency levels students are expected to meet. The school provides clear and comprehensive information about academic standards and curriculum frameworks through multiple communication channels, including newsletters, parent meetings, and the school website. Additionally, parents are given access to their child's academic progress and proficiency levels through the state's parent portal, which offers up-to-date and detailed information on student assessments and achievement. Staff at Franklin Academy also guide parents on how to navigate and understand the state portal, ensuring they can effectively monitor their child's growth and proficiency. By combining direct communication with accessible online resources, Franklin Academy ensures that parents have the knowledge and tools necessary to support their child's academic success.

- List evidence that you will upload based on your description.

Based on the description of how Franklin Academy informs parents about the curriculum and proficiency levels, the evidence uploaded will include copies of newsletters and parent communication materials that explain academic standards and curriculum expectations. Documentation will also include agendas, sign-in sheets, and presentation slides from parent meetings or workshops focused on curriculum and student proficiency. Additionally, guides or instructions provided to parents on how to access and use the state parent portal will be included, along with screenshots or samples of the portal's interface showing proficiency reports. Records of staff communications or support sessions assisting parents with the portal will further demonstrate efforts to ensure parents understand their child's academic progress. Together, this evidence will illustrate Franklin Academy's comprehensive approach to keeping parents informed and engaged.

- **Description**

Franklin Academy will ensure that parents are well informed about the various forms of academic assessments used to measure student progress and achievement in relation to State academic standards. Information will be communicated through multiple channels such as newsletters, parent-teacher conferences, informational meetings, and the school website. During these communications, the school will explain the purpose of each assessment, including formative assessments, standardized state tests, and classroom-based evaluations, and how the results reflect students' mastery of state standards. Additionally, Franklin Academy will provide resources and guidance to help parents understand assessment reports and how to use this information to support their child's learning at home. Staff will be available to answer questions and offer support in navigating assessment data, ensuring parents have a clear understanding of how student achievement is measured and monitored throughout the school year.

- **List evidence that you will upload based on your description.**

Based on the description of how Franklin Academy informs parents about academic assessments, the evidence uploaded will include copies of newsletters and informational flyers that explain the different types of assessments used at the school and their purposes. Documentation will also include agendas, sign-in sheets, and presentation materials from parent meetings or workshops focused on assessment information. Samples of communication sent to parents prior to state testing windows, such as letters or emails, will be provided. Additionally, guides or resource materials designed to help parents interpret assessment results and reports will be included. Records of staff communications, such as emails or notes from parent-teacher conferences discussing assessment outcomes, will further demonstrate the school's efforts to keep parents informed and engaged. Sample evidence may also include progress reports, report cards, assessment results (FSA, NWEA, IXL, RRR, etc.), PTO agendas and sign-in sheets, LEP meeting sign-in sheets, IEP meeting sign-in sheets, and parent-teacher conference notes.

- **Description**

Franklin Academy is committed to actively involving parents in decision-making related to their children's education by providing multiple opportunities for meaningful participation. The school informs parents about these opportunities through various communication channels such as newsletters, emails, phone calls, and postings on the school website and social media. Key events include the Title I Annual Meeting, where parents learn about the Title I program and how they can contribute to planning and improvement efforts. Additionally, the school encourages parent involvement through regular PTO meetings, which provide a forum for families to collaborate with staff and school leadership on school-wide initiatives. Parent-teacher conferences offer another important opportunity for individualized discussions about student progress and to jointly set educational goals. For students with specialized needs, the school ensures parents are fully engaged through IEP and LEP meetings, where families actively participate in developing and reviewing their child's individualized education and language plans. Franklin Academy strives to create a welcoming and inclusive environment that values parent input and fosters a strong partnership between home and school.

- List evidence that you will upload based on your description.

Based on the description of how Franklin Academy informs parents about opportunities to participate in decision-making, the evidence uploaded will include Title I Annual Meeting invitations and sign-in sheets to demonstrate parent outreach and participation. Additionally, PTO meeting invitations and sign-in sheets will be provided to show ongoing family involvement in school activities and decisions. Parent-teacher conference notes will be included to document individual discussions about student progress and collaborative goal-setting. IEP and LEP meeting notes will also be uploaded to illustrate parent engagement in developing and reviewing specialized education and language plans. Together, these documents will reflect Franklin Academy's commitment to fostering strong partnerships with families and encouraging active parent involvement in their children's education.

- Description

Franklin Academy is dedicated to removing barriers to parent participation by offering flexible meeting dates and times for trainings, activities, and events. To accommodate diverse family schedules, the school schedules key events such as the Title I Annual Meeting at both morning and evening times. Opportunities like "Coffee and Dessert with Admin" are offered throughout the day—in the morning, afternoon, and evening—to provide informal settings for parents to engage with school leaders at their convenience. Parent-teacher conferences and IEP/LEP meetings are scheduled at times that best suit individual family needs, including before or after regular school hours when necessary. Additionally, the school conducts home visits to reach families who may face challenges attending on-site meetings. Parent training sessions are also offered at varying times, with options in both the morning and afternoon, to maximize accessibility. Through these flexible scheduling options, Franklin Academy strives to create an inclusive environment that encourages and supports active family involvement.

- List evidence that you will upload based on your description.

Franklin Academy offers flexible meeting dates and times to remove barriers for attendance, the evidence uploaded will include schedules showing staggered times for various meetings and events, such as the Title I Annual Meeting offered at different times, and "Coffee and Dessert with Admin" sessions held in the morning, afternoon, and evening. Documentation will also include letters and sign-up sheets where parents select meeting times most convenient for them, including parent-teacher conferences, IEP meetings, and LEP meetings. Flyers advertising available child care during events will be provided to demonstrate additional support for families. Records of home visits, including notes and logs, will be included to highlight outreach efforts. Invitations and agendas for parent trainings offered at multiple times will also be submitted. Furthermore, screenshots from the school website, social media posts, calendar entries, newsletters, marquee photos, and call-out transmission scripts or reports will showcase the various communication methods used to inform and engage families about these flexible opportunities.

## **Accessibility**

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- **Description**

For parents and families with limited English proficiency, the school ensures equitable access to all school-related information and services by translating all communication into the home language whenever possible. Interpreters are provided during parent-teacher conferences, parent trainings, and IEP/LEP meetings to ensure full understanding and participation. These efforts help build meaningful partnerships with all families, regardless of language barriers.

- **List evidence that you will upload based on your description.**

Evidence of Support for Families with Limited English Proficiency: \* Translated letters, flyers, emails, newsletters, and training materials \* Notes from parent-teacher conferences showing interpreter use \* IEP/LEP meeting notes reflecting interpreter involvement \* Screenshots of website and social media content in multiple languages \* Translated call-out scripts and call logs \* Interpreter service request and usage logs

- **Description**

To ensure equitable access for parents and families with disabilities, Franklin Academy will implement a variety of supports and accommodations. These include offering accessible meeting spaces, providing materials in alternative formats when requested (such as large print or digital text), and ensuring all school communications and events are ADA-compliant. For virtual events, closed captions and screen reader-friendly documents will be made available. The school will also offer individual support as needed, such as assigning staff to assist during meetings accommodations upon request. Through these efforts, Franklin Academy will actively remove barriers and ensure that all parents and families, regardless of ability, can participate fully in their child's education.

- List evidence that you will upload based on your description.

Evidence of Support for Families with Disabilities: \* Photos of accessible entrances and meeting spaces \* Agendas and sign-in sheets from meetings with accommodations provided \* Communication materials in alternative formats (e.g., digital text) \* Notes or logs of individualized support provided at meetings \* Documentation of staff training on ADA compliance and accessibility \* Flyers/invitations stating accommodations available upon request \* School policies outlining accessibility and inclusion measures \* Notes when vision or hearing support was provided

- Description

At this time, Franklin Academy does not have any students identified as engaged in migratory work. However, the school remains committed to supporting all student populations and is prepared to provide services in accordance with the Migrant Education Program should any such students enroll. This includes ensuring immediate enrollment, access to academic and support services, and coordination with the district's migrant liaison. The school will continue to monitor enrollment data and maintain readiness to support migratory families as needed.

- List evidence that you will upload based on your description.

Migrant information from Title I Meeting, Migrant brochure, SIS Migrant Report.

- Description

Franklin Academy is committed to supporting families experiencing homelessness by ensuring equitable access to education and related services. The school provides immediate enrollment for students regardless of missing documents, offers access to free school meals, and works closely with the district liaison to connect families with community resources such as housing assistance, health care, and transportation. Franklin Academy staff receive training on identifying and supporting students facing housing instability, and the school ensures that parents are included in all decision-making processes regarding their child's education, even if they are in transitional living situations. Additionally, the school offers flexible meeting times and provides school supplies, uniforms, and other essential resources to minimize barriers to student success.

- List evidence that you will upload based on your description.

Evidence of Franklin Academy's Commitment to Families Experiencing Homelessness Training & Staff Awareness: \* Training logs showing completion of McKinney-Vento Act training \* Sign-in sheets from McKinney-Vento training sessions Communication & Coordination: \* Communication logs with the district liaison \* Communication logs with social service agencies Family Outreach & Support: \* Letters to families outlining available homeless support services \* Records of distributed school supplies or uniforms \* Documentation of transportation assistance \* Documentation of meal assistance \* Meeting invitations and notes with families experiencing homelessness Public Awareness & Resources: \* Flyers or brochures detailing McKinney-Vento services \* Newsletters informing families of homeless support services \* Screenshots from the school's website or social media promoting services McKinney-Vento Specific Documentation: \* Completed Student Housing Questionnaires \* Copies of McKinney-Vento Services flyers/brochures \* SBT (School-Based Team) meeting notes for McKinney-Vento-identified students

## Other Activities

### 1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

### 2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

### 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

## Building Non-Academic Skills

### 1. Building Students' Non-Academic Skills

At Franklin Academy we build and enhance students' non-academic skills through our IB program. We understand that building students' non-academic skills is key to developing balanced learners. The program fosters resilience, positive behavior, and healthy habits while promoting organization, study skills, and a growth mindset—laying the foundation for lifelong learning and well-being. An example of this practice is our monthly recognition of students who display the IB characteristic of the month (August was caring). The teachers nominate students who are rewarded and highlighted in our publications and who also receive a special visit from the principal.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

We identify our tiered support students by analyzing data during PLC meetings. Our School-Based Team (SBT) meets weekly to review each case, using intervention tracking data to guide decision-making. This process follows the district's decision tree to determine whether to increase, decrease, or adjust interventions as needed. This year, one of our reading-endorsed coaches will provide additional support to the SBT team, complementing their primary role. The goal of this collaboration is to ensure that every student is considered for appropriate intervention, and that each intervention is strategically selected to support increased proficiency.

# Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Our school ensures a well-rounded education by using data to identify student needs and guide instruction. Core instructional decisions are made during PLCs, with interventions like READ 180 and MATH 180 supporting struggling learners, and advanced courses such as High School Spanish, Algebra, and Geometry challenging high-achieving students. All instruction aligns with state standards, while electives such as music, drama, visual arts, PE, and financial literacy, allow for student choice and the development of real-world skills. Extended learning opportunities and extracurricular activities (quarterly clubs) further enrich the academic experience, connecting classroom learning to practical applications and preparing students for future success.

# Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

We help students get ready for life after high school by offering hands-on, project-based learning that builds teamwork and critical thinking which are skills they'll need in college and the workforce. Programs like the IB (International Baccalaureate) lead to responsible learners and create pathways to advanced courses that challenge our students academically and prepare them for future opportunities. Involvement in student government and the National Junior Honor Society gives our scholars real leadership experience, helping them build confidence and responsibility. These experiences connect learning to the real world and open doors for post-secondary success.

# Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

We welcome our Kindergarten students during campus tours through out our school year and increase those opportunities during summer. once admitted, we invite our kindergarten families to them to participate in our Kindergarten Kick-Off event. Before the school year begins, incoming Kindergarteners visit the school to meet their teachers and complete a few skill assessments to help us create balanced and well-suited classes. During this visit, our staff is on hand to introduce families to key services such as food service providers, uniforms, DashPass, and PowerSchool. To support a smooth transition, we offer a staggered start and a "Meet the Teacher" evening, giving parents the opportunity to learn more about their child's upcoming Kindergarten experience.

# Professional Learning

## 1. Professional Learning

Teachers and instructional coaches collaborate weekly through PLCs and curriculum meetings, with ongoing support from district eLearning. We regularly check in with staff to assess morale and professional needs, using that feedback to guide meaningful training. After identifying a need to improve school climate, we brought in a consultant whose session deeply resonated with our team. One 30-year veteran teacher was moved to tears, sharing that it helped her reconnect with the "why" behind her calling to teach. The positive impact of this training has led us to adopt it moving forward, reinforcing our commitment to supporting both academic instruction and the heart of the profession.

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

We recruit and retain effective teachers through a strong support system and positive culture. Our participation in foundation-led job fairs and a 93% staff recommendation rate reflect our strong reputation. New teachers receive structured orientation and are supported by a dedicated mentor, team leaders, and coaching staff. Ongoing collaboration, professional development, and an open-door policy ensure teachers feel valued and heard. We also offer part-time pay opportunities through tutoring and after-school programs, helping educators stay engaged and earn extra income. To promote within, our foundation has a 'LIFT' program which helps our highly effective teachers grow into leadership within our foundation.