

**2022-2023 Title I Plan
Franklin Elementary**

A. Instructional Program

1. Describe how your Title I program will provide opportunities for all students (if schoolwide program) or targeted Title I students (if targeted program) to meet the state's proficient and advanced levels of academic achievement.

Franklin Elementary will implement Ready Math while continuing to backward plan the ELA program ReadyGen for the 2022/2023 school year. We will also continue our work on Daily 5 and the IRLA and iReady as a diagnostic tool. We will continue to double and triple dose during “What I Need” intervention time. All grades, strategic and intensive students will use the scaffolding piece of ReadyGen, ReadyUp, IRLA Foundational Toolkits, and iReady as an intervention programs for double and triple doses in ELA and math. All classroom teachers and support staff continue to implement and attend training in ReadyGen, Ready Math, and IRLA to grow the proficiency level among teachers for providing an effective reading, writing, and mathematical instruction to increase student achievement.

This framework will drive literacy/math instruction during the 2022-2023 school year.

- The use of data will be an ongoing process in the form of PLC work and data meetings.
- ReadyGen, IRLA, and Ready Math intervention materials will be used as the core reading program in grades K-5th and for a double and triple dose intervention for strategic and intensive students.
- Scientifically researched intervention programs will be used to address the needs of all students.
- The staff will participate in ongoing professional development as well as utilize outside resources as needed such as our in-building half time coach, district level instructional coaches, Ready Math coaches, and Carrie Cole training.
- New staff members will complete learning walks, instructional rounds, and attend new teacher training throughout the year.
- Technology will be used to provide additional intervention support for students. Access to stories being read aloud, online assignments, text to speech, and speech to text accessibility for all students. iReady My Pathways for math along with Google Classrooms and Seesaw.
- The master schedule will allow for an Intervention/Enrichment instructional time in literacy and math where time allows. The ELA schedule will consist of a reading block that includes Common Core

instruction, Writing, and intervention/enrichment. We will utilize the Daily Five to support this. The schedule will also provide 60 minute of math instruction and 15 minutes of iReady for all students.

- We are also utilizing the Arts Integration through SPARK! and Project Lead the Way in K-5 and developing in other grades for the upcoming years in the best way possible with COVID.

2. Describe how your Title I program will use effective methods and instructional strategies that are based on scientifically based research to strengthen the core academic program, increase the amount and quality of learning time that provides an enriched and accelerated curriculum, and works toward high school graduation requirements.

Effective Methods

- The Franklin staff will be using ReadyGen and Ready Math as the core reading and math programs in grades Kindergarten through 5th grade.
- All teachers will continue training in ReadyGen, Daily 5, IRLA, and Ready Math. K-5 teachers will be trained in Science of Reading.
- Franklin intervention specialists and K-5 teachers will be trained in ReadyGen, IRLA, and Ready Math interventions and core.

Instructional Strategies

We will continue to build upon and master the following in the 2022-23 school year.

- ELA instruction will provide
 - provide state-of-the-art tools and methods to help students move up the ladder of text complexity
 - build foundational reading skills and strategies
 - support the teaching of interpretation, synthesis, and main idea
 - offer classroom structures to support inquiry and collaboration
 - provide all the teaching points, mini lessons, conferences, and small-group work needed to teach a comprehensive workshop curriculum
 - include resources to help teachers build and evolve anchor charts across each unit
 - help teachers use learning progressions to assess students' reading work, develop their use of self-monitoring strategies, and set students on trajectories of growth
 - give teachers opportunities to teach and to learn teaching while receiving strong scaffolding and on-the-job guidance.

- STAR and the IRLA program assessment data will be used to group students as well as drive instruction.

Time

- The Franklin schedule will be arranged to maximize literacy time and make the best use of the optimal learning time.

3. IF YOU ARE A SCHOOLWIDE PROGRAM: Describe how your Title I program will include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the state standards and/or graduation requirements who are members of the target population of any programs included in the schoolwide plan, or are members of historically underserved populations.

Needs of Low Achieving Students

Franklin school will continue to adhere to the RTI model of delivering instruction to provide the best academic experience for all students and target the needs of low achieving students.

- Instruction at all grade levels will be delivered with fidelity for the required amount of time and driven by data.
- Students who are intensive in STAR will be progress monitored every 3 weeks and students who are strategic will be progress monitored every 6 weeks by classroom teachers.
- The progress monitoring data, in conjunction with program assessment information, will be used to make sure students are placed in the most academically appropriate group.
- Student data will also be analyzed after progress monitoring and conferencing with IRLA to evaluate student progress and determine whether or not changes need to be made.
- New enrollees will be given the in program assessments to determine reading level. If a student tests into the strategic or intensive range, additional assessments will be administered to determine the appropriate intervention program. If a student falls into the intensive or strategic range, the tier 2/3 team will be notified.
- Intervention specialists will deliver scientifically based intervention programs. These programs will be delivered in small, flexible groups during our “What I Need” time built into the daily schedule. Interventionists will also be in classrooms to support students with their CORE instruction at grade level so students have access to it.
- These groups will be reevaluated on an ongoing basis and students will be moved to more appropriate groups as needed. Intervention specialists will meet with teachers on a regular basis as well as grade level teams.

- The Franklin schedule will be structured to maximize the optimum learning times.

Franklin school will continue to build a strong MTSS program. School expectations will be posted, explicitly taught, and reviewed on a regular basis. Data about behavior will be documented using the Infinite Campus and this data will be used to evaluate the success of MTSS and show what expectations need to be retaught.

Throughout the 2022-2023 School year teachers will be teaching a SEL program titled Character Strong. Students will learn strategies to help them in their Social Emotional Learning.

4. Describe how your Title I program will provide instruction by highly qualified professional staff (see the NCLB definition for highly qualified teachers and para-educators).

Franklin will hire only highly qualified teachers.

- The teachers and paraprofessionals at Franklin will participate in ongoing professional development. They will also serve on various school committees such as the MTSS Tier 1/2/3, Guiding Coalition, and grade level PLC.
- The Title 1 teachers will be trained to become experts in helping teachers become more effective reading instructors.
- The Title 1 teachers will keep in communication with other teaching staff to ensure that the needs of all students are being met.
- The Title 1 staff will also utilize district teaching and learning coaches for assessment administration and interpretation.
- Franklin's K-5 staff will have the opportunity to receive training from Carrie Cole on instructional practices for teaching reading.

5. Describe how your Title I program will provide timely, effective assistance to students who experience difficulty in meeting the state's standards, including taking specific steps to involve parents in helping their children meet the standards.

Provide timely, effective assistance to students who experience difficulty in meeting the state's standards

- Franklin teachers will use scientifically researched intervention programs to address the needs of intensive students.
- The Title 1 staff will participate in STAR benchmark testing as well as progress monitoring along with the IRLA and iReady diagnostic tools.
- Title 1 teachers will provide interventions for all grades throughout the day.
- Title teachers will also hold data meetings at each grade level. In addition, Title 1 teachers will hold regular communication meetings to meet with paraprofessionals and resource staff to discuss groupings of students and questions about administration of the intervention programs.
- Data will be used to create groups and drive instruction.

Involve parents in helping their children meet the standards

- The Title 1 teachers will participate in parent/teacher conferences.
- The Franklin Family Resource Center (FRC) will play a key role in creating a new parent compact that focuses on academic achievement.
- The FRC will also sponsor a number of activities designed to foster parent participation in their child's learning. Some of these activities might be: family fun nights, backpack foods, food and nutrition night, Guardian Academic Night, and special committees and Title 1 planning meetings.

Principal: *Greg Harrison*

Date: 9/1/2022

Title I Federal Coordinator: Date:

Federal Program Director:

Date