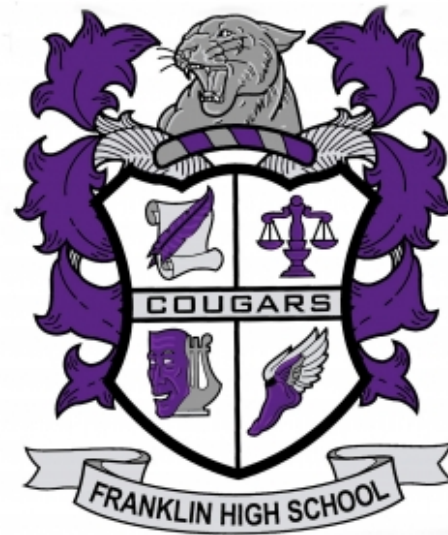


El Paso Independent School District
Franklin High School
2015-2016 Campus Improvement Plan



Mission Statement

Through strong educational foundations, a stable environment, and a community promoting equality of opportunity and moral values, Franklin High School students will be prepared to face and meet the challenges of the future and be productive in an ever-changing society.

Vision

Student learning is a chief priority of this school.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Located in the foothills of the Franklin Mountains on the Westside of El Paso, Franklin High School opened its doors for the first time in the Fall of 1993 with approximately 900 freshmen. Since that time, the school has had a storied tradition for outstanding academics, athletics, and fine arts programs. Franklin has a highly spirited student body who participate in a large variety of extracurricular activities.

Franklin High School has the largest student enrollment of all campuses in EPISD. The 2015-2016 enrollment for the Main Campus is 1942 students and 765 students at the 9th Grade Center with 134 of those being enrolled in Cougar New Tech. The ethnicity composition (PEIMS Snapshot from Oct. 2014) has remained essentially the same for the past ten years (77% Hispanic, 16% White, 3% Black/African American, 3% Asian, 1% Other). The student population is 54% male and 46% female.

As far as special programs, 4.96% of students are ESL (increase from 4.4 in 2013-2014), 13% are Gifted and Talented (same from 13% from 2013-2014), 7.62% are Special Education (increase from 7% for 2013-2014), and less than 1% are dyslexic.

Almost half (54.05%) are at-risk (increase from 45.48% in 2013-2014), 1% are migrant students, 6% are military connected (up from 4% in 2013-2014), less than 1% homeless (9 students=0.33% which is less than the 15 students=.54% in 2013-2014), and 34.79% are economically disadvantaged (down from 37.71% in 2013-2014). Franklin's mobility rate is 12.7%.

A large number of students (56.82% which is an decrease from 60.43% for 2013-2014) take a career and technical course.

For 2013-2014, Franklin had 207.2 staff (2012-2013=215.7) staff members (163.8 teachers; 2012-2013=172 teachers). The ethnic breakdown of the teachers is 46.9% Hispanic, 47.6% White, 3.1% African American, and 2.4% two or more races with a gender composition of 40.5% males and 59.5 females. Teachers have an average of 13.6 years experience.

Demographics Strengths

Franklin has a culturally diverse student population that is accepting of differences. Our goal is to provide an environment that supports all of our students while encouraging them to engage in their education and have a wonderful high school experience. All teachers have attended sensitivity training in the last year, and we hope that each classroom is a safe haven for each and every student.

Demographics Needs

Franklin is not a school-wide Title I school as we have less than 40% (34.79%) economically disadvantaged. If we could reach school-wide status, the funds could be spent on all students and not just those at-risk. Our expenditures per student for 2013-2014 are below district and state. Total operation expenditures were \$5,561 (\$8,360/\$8,276) per student and instruction was \$3,857 per student (\$5,008/\$4,766). Funding is a major issue on our campus.

The enrollment count at Franklin has dwindled over the past ten years. Franklin reached an all time high enrollment of 3200 students and has decreased annually. This fall, Franklin's Cougar New Tech program opened with a hope to attract additional students. We did accept out of district transfer students this fall (93 for 2015-2016; 2014-2015=45 students). The ESL population is growing each year.

Franklin average class sizes are larger (17.1) than the district (14.9) and state (15.4) per our 2013-2014 Texas Academic Performance Report (TAPR).

Franklin's dropout rate has increased from 0.8% (2011-2012) to 1.3% (2012-2013). Economically disadvantaged has increased from 1.1% to 2.2%, ELL has increased from 2.3% to 4.0%, and Hispanic has increased from 0.7% to 1.3%.

Student Achievement

Student Achievement Summary

Franklin High School 'Met Standard' on the TEA 2015 Accountability rating. Franklin is a Tier 1 rated school by EPISD. We earned a distinction in Academic Achievement in Mathematics like last year. On Index 1 - Student Achievement we scored 82 (decrease from 84 previous year -state target score=60), Index 2 - Student Progress was 25 (new measure this year - state target=15) Index 3 - Closing Performance Gaps was 47 (45 previous year-state target score=31), and Index 4 - Postsecondary Readiness was 82 (79 previous year-state target score=57). We missed system safeguards (required 60%) in SPED Social Studies (53%, 91% previous year), SPED Reading (34%, 50% last year), SPED Math (45%, 52% last year), and Current and Monitored ELL Reading (52%, 49% previous year). SPED science was 69% which is a significant increase from 54% the previous year. Franklin met 91% of eligible standards (compared to 85% previous year). The Class of 2014 had a graduation rate of 89.8% for all students (up from 88.7% for Class of 2013).

Franklin remained the same on Level II (Satisfactory) for Algebra I and Biology. English I, English II, and US History all had decreases. For Spring 2015 the passing rates are as follows (with 2014 rates in parenthesis):

Algebra I 87% (87%)

Biology 94% (94%)

English I 77% (79%)

English II 76% (79%)

U.S. History 95% (96%)

Franklin's mean SAT scores are as follows (compared to previous year):

Math 488 (499) - state mean=486

Reading 451 (465) - state mean=470

Writing 439 (461) - state mean=454

Our composite ACT score is 22.2 (21.2) compared to 20.9 for the state. Our students continue to outscore the state scores in all subjects [Subject/FHS (previous year)/State - English 21.5 (20.2)/19.8 (19.8), Math 22.9 (22.1)/21.1(21.5), Reading 22.2 (21.1)/21.1 (21.0), and Science 21.7(21.0)/21.0(20.9). These scores are from 2012-2013 as we have not received 2013-2014 scores to date.

Student Achievement Strengths

Franklin scored above the district, region, and state in our scores in all areas.

CAMPUS	Algebra I		Biology		English I		English II		US History	
	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
Franklin (all students)	82	84	93	91	70	74	71	74	94	96
Franklin 1st time	87	87	94	94	77	79	76	79	95	96
District Avg.	85/81	86/81	92/89	92/89	66/56	68/58	68/60	69/62	88/87	90/90
State	85	86	94	93	71	72	73	73	92	92

District average = first time tested/all students

Franklin's Math SAT score (488) is slightly above the state average of 486 but below the national average of 511.

Student Achievement Needs

- Among the first time testers, there are minimal differences in the scores of different ethnicity groups. There are larger gaps in some subject areas among the subpopulations of Economically Disadvantaged, Special Education, and English Language Learners. Retesters are still not successful; after school intervention classes will be offered for them as well as for first time testers who did not meet Level II.
- Few students score at the advanced level

% Phase In/ % Advanced	All Students	African American	Hispanic	White	Asian	Special Education	Econ Disadv	ELL
Reading	74	76	71	83	88	34	65	45
		11	4	12	15		2	
Math	82	88	80	87	100	45	76	60
		6	10	21	20		5	
Science	92	95	91	97	100	69	87	72
		14	15	37	23		10	

Social Studies	94	93	93	98	95	53	91	73
		21	32	44	38		24	

Franklin High School
EOC Results - Spring 2015

1 st time testers (# tested)	All	White	Hispanic	Asian	Black	Economically Disadvantaged	Special Education	English Language Learners
Algebra I (519)	87	88	86	100	88	80	50	69
Biology (715)	94	98	93	100	95	89	76	80
English I (704)	77	84	75	80	75	63	28	37
English II (633)	76	85	72	89	91	67	18	44
US History (626)	95	98	94	95	93	91	52	71

All Testers (# tested)	All	White	Hispanic	Asian	Black	Economically Disadvantaged	Special Education	English Language Learners
Algebra I (556)	82	87	81	100	88	77	47	60
Biology (737)	93	96	92	100	96	88	69	74
English I (788)	70	82	68	73	68	57	24	31
English II (691)	71	84	68	90	85	63	21	30
US History (649)	94	98	94	95	93	91	53	73

Retesters (# tested)	All	White	Hispanic	Asian	Black	Economically Disadvantaged	Special Education	English Language Learners
Algebra I (37)	24		23			35	27	27
Biology (22)	45		47			54	25	38
English I (84)	18		19			21	14	17

English II (58)	28		24			27	38	13
US History (11)	91		91			100		

* All numbers are percentages.

- There were improvements in some areas and significant drops in ED, SPED and ELL (all testers) from last year. These will be our target groups for the year.

Franklin High School

2014 EOC Scores (All Students)

All Testers (# tested)	All	Hispanic	White	Asian	Black	Economically Disadvantaged	Special Education	English Language Learners
Algebra I (519)	84	83	90	100	91	81	44	53
Biology (695)	91	90	95	100	92	87	56	59
English I (824)	74	70	87	88	88	63	29	19
English II (756)	74	72	84	89	71	66	14	17
US History (627)	96	95	97	100	100	92	90	78

2013 EOC Scores (All Students)

	All	Hispanic	White	Asian	Black	Econ Div	SPED	ELL
Algebra I	85	83	95	78	70	81	51	64
Biology	88	87	97	89	87	83	51	68
English I	73/53 (63)	70/49 (59.5)	90/70 (80)	85/75 (80)	59/53 (56)	83	51	63
English II	85/59 (72)	82/55 (68.5)	97/75 (86)	100/80 (90)	79/61 (70)	75/49 (62)	58/7 (32.5)	40/13 (21.5)

* All numbers are percentages.

Distinction Designation Summary:

Reading/ELA, Math, Science, and Social Studies all meet Quartile 1 for attendance (96.2%).

Franklin only received one distinction (out of 7).

2015 Distinction Designation Summary Quartiles

(2014 in parenthesis)

Franklin High School

Indicator	Indicator Score				Quartile			
	Eng	Math	Sci	SS	Eng	Math	Sci	SS
Attendance Rate	96.2%	96.2%	96.2%	96.2%	Q1	Q1	Q1	Q1
Greater than Expected Growth/ or Performance Level III	0%(6%)	9%(10%)			Q4	Q2		
EOC Level III	Eng I 7%	Alg I 12%	Bio 19% (9%)	US Hist 33% (22%)	Q3	Q2	Q4	Q3
	Eng II 4%				Q3			
AP/IB Participation	7% (7%)	2% (4%)	4%	8% (9%)	Q4	Q4	Q4	Q4
AP/IB Performance	63% (43%)	92% (82%)	49%	51% (39%)	Q2	Q1	Q3	Q2

SAT/ACT Participation	85%	85% (83%)			Q1	Q1		
SAT Performance	914 (922)	499 (500)			Q4	Q3		
ACT Performance	20.9 (20.6)	22.4 (22.1)	20.9 (21.0)		Q3	Q2	Q4	
Advanced/Dual Enrollment Course Completion	43.9%	31.0%	9.6%	20.1%	Q1	Q4	Q4	Q4
Total Indicators					3/10	3/9	1/6	1/5
					30% (needed 33%)	33% (needed 33%)	17% (needed 33%)	20% (needed 33%)
Distinction Earned					No	Yes	No	No

Top 25% in Student Progress – Franklin #14 (out of 40 campuses) with an Index Score of 25 (had to have 26 and be in Top 13 campuses).

Top 25% in Closing Performance Gaps – In our comparison group, Franklin was rated #26 (out of 40 campuses) with an Index Score of 47 (had to have 50 and be in Top 15 campuses).

Postsecondary Readiness (PSR)

Indicator	Indicator Score	Quartile
Index 4 – Percent at STAAR PSR Standard	61% (57%)	Q3
4 year longitudinal grad rate	90% (89%)	Q4
4 year longitudinal RHSP/DAP Rate	97% (98%)	Q1
College-Ready Graduates	57% (60%)	Q3
AP/DC Course Completion Rate	55.6% (35.2%)	Q3
AP Performance	65% (58%)	Q2
SAT/ACT Participation	85% (83%)	Q1
SAT/ACT Performance	22% (20%)	Q4

CTE-Coherent Sequence Graduates	13%	Q4
		2/9
		22% (needed 33%)
Distinction Earned		No

89% of Class of 2013 graduated in four years which is down from 90.1% for the Class of 2012 and 2011. Only 61.8% of Special Education students graduated and 78.5% of English Language Learners.

95.3 % of Class of 2012 graduated within five years which is higher than Class of 2011 (95%) and Class of 2010 (93.7%).

The Dropout Rate for 2012-2013 was 1.3% which is up from 0.8% for 2011-2012 and 1.1% for 2010-2011 but lower than the state rate of 2.4% and district rate of 3.1%. The dropout rate for African Americans was 3.1%, SPED was 3%, and ELL was 4%.

Again SPED and ELL need to be the focus for graduation and dropout recovery. Send-in assistance and inclusion should help both populations.

We currently have 41 seniors who are on the retester list and need to master one or more EOC to meet graduation requirements (down from 51 last year). The breakdown is as follows:

English 1: 15 (20) students
 Algebra 1: 5 (2) students
 Biology: 5 (6) students
 English 2: 25 (34) students

US History: 16 (21) students

Number of tests needed by students:

1 test: 23 (28) students
 2 tests: 11 (16) students
 3 tests: 7 (5) students
 4 tests: 0 (2) students
 5 tests: None

() are last year numbers

These students will also be targeted for intervention classes.

Franklin's SAT score for reading (451) is below the state average of 470 and national average of 495.

Franklin's SAT score for writing (439) is below the state average of 454 and national average of 484.

- Franklin only met one distinction. We need to get more students to challenge more rigorous courses (AP and Dual Credit), take the AP exams, and score better.
- Franklin previously offered dual credit speech, but our certified teacher retired.

School Culture and Climate

School Culture and Climate Summary

Franklin High School has a clear mission/vision statement which is highly displayed and generally understood. It is regularly reviewed and adjusted to meet our needs.

Franklin provides a safe learning environment for students to succeed. Disciplinary policies and practices are proactive. Discipline is taken care of right away, and teachers feel supported by the administration. The largest number of discipline referrals were for 'insubordination' (259) and 'excessive tardy' (158). Franklin approaches discipline as an extension of the classroom and guides the student through thinking about options that were available to them and weighing if the consequence of the incident to action taken was worth the misdeed. If students learn and do not have a repeat occurrence, we have been successful in this realm. Franklin had 874 discipline referrals for 2014-2015 with 577 students be referred to OSS, ISS, or DAEP.

Franklin promotes a sense of professional unity, and teachers work together in Professional Learning Communities to plan lessons, develop common assessments, and address student needs. Core teachers this year are doing 'send-ins' to provide additional support to struggling students. The Franklin Leadership Team (administrators, counselors, academic coaches, testing coordinators, and At-Risk Coordinator) also meet weekly to address the needs of the campus and students and plan school-wide trainings.

School Culture and Climate Strengths

- Students feel supported, respected, safe, and comfortable at school
- There are many clubs/teams/activities for students to join and participate in
- Franklin has 978 students involved in Athletics
- Faculty and staff feel supported and treated as professionals
- Sense of collaboration and cohesiveness
- School pride and large amount of student involvement
- Anti-bullying hotline is publicized to students and parents to use
- Active Gay Straight Alliance fosters acceptance
- All juniors were given CPR training last spring
- Police Officer presence on campus daily is a big help
- High expectations for all

- Staff motto of 'Customer Service 212°'
- Decisions made by CIT (budget approval, discipline plan approval, schedule input, etc.)
- Open to comments and suggestions (Leadership Advisory Council and CIT)
- Promote fairness and consistency in enforcement of policies
- Campus safety taken seriously and Crisis Plan is updated constantly and drills performed. Code Blue drills are done on a regular basis
- At-Risk Coordinator is in place on campus to assist with any student in need

School Culture and Climate Needs

- Consistency among staff regarding the enforcement of campus and district policies (tardies and enforcement of dress code)
- Students do not feel all classes, although the same course, are taught the same nor have the same level of difficulty
- Build upon communication, so everyone is on the same page
- Solicit more Partners in Education to support our programs
- Implement Positive Behavior Intervention Support to reduce the number of referrals. Franklin received only one point on the tier system due to the number of referrals.
- Need a transition program for students returning from Raymond Telles Academy
- Not enough district wide competition in some areas (many don't have same clubs/activities)
- Reward students for their behavior by allowing extra privileges or acknowledgement of their great behavior
- Share discipline data with teachers quarterly

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and paraprofessionals are highly qualified. Teachers in a core content area have a common preparation period to allow for PLC activities such as common planning, common assessment development, data analysis, review of student work, and sharing of best practices (five periods every ten days).

Staff Quality, Recruitment, and Retention Strengths

- 100% highly qualified
- Most teachers SIOP trained
- Writing Across the Curriculum - teachers trained and support provided
- All departments have PLC meetings a minimum of once a week and collaborate on activities and labs
- Campus mentors provided to all new teachers
- Continue to hire best candidates that meet the school's mission and vision
- ALL and Campus Teaching Coach provide professional assistance to new and struggling teachers
- Teacher attendance rate is high
- Teacher retention is very good
- Numerous opportunities are provided by the district for professional development
- Teachers surveyed by administration to find out needs

Staff Quality, Recruitment, and Retention Needs

- Very difficult to find paraprofessionals. The job fair for paraprofessionals/substitutes generated a nice applicant pool. Unfortunately, many of these have college degrees and will be leaving when they find jobs.
- Additional training is needed in technology, active learning, and new initiatives as well as addressing the needs of special populations specifically for SPED and ELL
- Teachers have been surplussed annually leading to larger classes

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Franklin High School promotes a rigorous curriculum with built in interventions for struggling students. All teachers tutor before and after school with the extended time added to the teacher work day. Franklin teachers are rigorous in their expectations and instruction.

A wide variety of academic courses are provided to students to include AP, Pre-AP and Dual Credit. Each student sits down individually with his/her counselor in the spring to select courses for the following school year, update his/her personal graduation plan, and discuss post-secondary aspirations. Beginning with the freshmen class of 2014-2015, students will also select an endorsement. Students have academic freedom to challenge any course they wish.

The district standards based curriculum which is aligned to the TEKS is followed for all core courses. Non-core classes have worked to develop a common curriculum based upon TEKS. Common staff development is provided to teachers during beginning of the year staff development sessions as well as throughout the year. Teachers were all trained in writing across the curriculum, differentiated instruction, and active learning.

Teachers meet to develop common lessons and assessments, analyze test results, and plan reteaching and interventions. Evaluation of data drives the curriculum and instruction based upon students' needs.

Curriculum, Instruction, and Assessment Strengths

- A large number of our students take Pre-AP/AP classes (2617 students are taking a Pre-AP/AP course this year; 2014-2015=2184 enrolled in AP/Pre-AP Course) and do well on the AP Exams (51% score a three or higher; same as previous year).
- More students are enrolled in Dual Credit course offerings (195 for 2015-2016; 162 for 2014-2015).
- 87% of students were college bound (Class of 2013), and our students are successful in college.
- Princeton Review courses are highly requested, and student make great gains on SAT (average 1416.8 on mock test) and ACT (average 20.7 on mock test) test scores.
- Teachers surveyed on staff development needs.
- Administration present at all PLCs.
- Class of 2015 awarded over \$12.4 million in scholarship funds (up from \$10.5 for the Class of 2014)
- Maintain Tier 1 EPISD status
- Teacher lesson plans checked weekly by administration
- Teacher webpages are updated to provide up to date class information to students and parents

- Uniform grading policy for 9th Grade Center and each department with agreed upon weights per category
- With CIT approval, Student Council initiated Drop Everything and Read (DEAR) once a month last year. At their request, it has been expanded to every Friday for the first ten minutes of each class.
- Teachers trained on active learning to lead to a more engaged learning experience for students.
- Students are constantly expected to engage in authentic work and solve complex problems based upon the students' needs
- Various teaching styles are used from teach teaching to pairing, interaction and graphing are used
- Formal and informal assessment strategies are employed (use of rubrics, critiques, conferences, self-evaluation, and portfolio review)
- Teachers follow IEPs and best practices to meet the needs of SPED, ESL, and GT students
- Teachers use Edmodo, Schoology, Sharp School, and tutoring to help struggling students
- PLCs are an efficient way not only to receive new strategies but develop team building in the department
- Students and parents monitor grades on Parent/Student Portal
- All teachers tutor before and after school with the extended time added
- Evaluation of data drives the curriculum and instruction.

Curriculum, Instruction, and Assessment Needs

- Ensure actual writing in all subject areas is graded for content and mechanics
- Closely monitor all ELL students
- Achieve higher participation in after school intervention programs
- Expand elective offerings to meet all endorsements
- Recruit more teachers to become certified to teach Dual Credit courses
- Educate parents and students on HB 5 requirements after we have been trained
- Increase number of students participating in AP and Dual Credit courses
- Increase number of students taking AP exams
- Updated district curriculum
- Teachers need to input grades in a timely manner which is difficult with limited amount of preparation time
- Core content teachers need to attend professional conferences
- Class sizes are too large

Family and Community Involvement

Family and Community Involvement Summary

Families and Community members are involved in meaningful activities to support Franklin through participation in numerous activities.

Franklin has a strong PTSA that is very involved on campus and on the local and state level. PTSA sponsors our annual Project Graduation (an all night alcohol and drug free event) for seniors on graduation night as well as coordinating our Prom. Six PTSA scholarships are given to Franklin students each year by PTSA through an application process. The PTSA works with the school to sponsor an Annual Open House in September for parents to learn about the opportunities for involvement, hear the campus plans for the year, and meet the teachers and staff. PTSA hosts their own website on the state PTSA browser as well as linking important information to the campus web site.

Community and parental attendance at extracurricular activities, sporting events, and performances is evident and highly encouraged. Almost every student performance group and athletic team has a Booster Club which affords parents the opportunity to volunteer to help with events and trips as well as assist in fund-raising for the individual group/team. These groups are active in supporting our students. All parents of student athletes must attend a Parent Orientation annually prior to the start of the season.

Franklin reaches out to the community by providing student volunteers for their events, providing treats to first responders on 9/11, and doing activities at retirement homes in our area. We have a strong vertical team, and Franklin students volunteer for events at our elementary and middle school feeder schools. We work hard to instill in the younger students the strong desire to someday be a Cougar. Additionally, Franklin wants to be a good presence in our neighborhood, so administrators reach out to all the businesses around us. We give them contact information and ask that they contact us if there are any issues with our students. In return, these businesses often will donate items, money, or volunteers to support our students.

Communication is essential. A weekly Principal School Messenger call/text is sent to all households as well as posting information on the campus website. Parents are highly encouraged to sign up for Parent Portal to keep on top of students grades and attendance.

Family and Community Involvement Strengths

- 100% faculty membership in PTSA the past 10 years
- Annual Homecoming Parade which garners a strong community turnout
- Parent Nights to educate parents on bullying, teen dating, drug awareness, curriculum, and college and career readiness information, and any other topics requested by parents
- Large number of VIPS hours (awarded for most hours at the high school level last year)
- Parent/Teacher Conferences are held each semester as well as at request of parent or teacher
- Parent Involvement Assistant provides numerous sessions for parents of at-risk students

- With the 15 hours per semester community service graduation requirement for freshmen and sophomores, even more of our students will be contributing to our campus and community
- 'Paws' are seen on many vehicles in the neighborhood
- Local businesses support school on their marquees
- Parents feel the school is positive and welcoming
- The school marquee, School Messenger calls, PTSA Website, school website, and school newspaper keep community current on campus happenings
- Parents, businesses and community members are part of CIT
- Students encouraged at home to have good grades to achieve academic goals and eligibility
- Teachers expect support from parents when it comes to discipline issues and attendance
- Community service opportunities afforded to students
- Parents are happy with the quality of education their children receive at Franklin (per AdvancED accreditation report)
- Campus Improvement Team affords buy-in and feedback from parents and community
- Appointments and conferences with administrators and/or teachers can be made at front desk
- Parents are very involved with Booster Clubs
- Teachers have websites that are checked by administration
- Parents can reach out to teachers via emails and phone calls
- Open House is held at beginning of school year, and all calls are sent weekly
- PTSA sponsors Open House, makes homecoming mums, and coordinates prom and Project Graduation
- Parents attend extracurricular events in large numbers
- Continue providing computer access to parents who do not have access at home as well as software training

Family and Community Involvement Needs

- More PTSA involvement from Lincoln parents
- Get more parents to apply for Free and Reduced meals
- Correspondence only translated in English and Spanish
- Lack of knowledge of school resources
- Parent step up too much when the student should be the one asking questions and for help
- Many parents work and can't be as involved as they would like
- Continue to try to get more businesses and organizations to be Partners in Education and contribute financially to our campus
- Not all bullying is identified; parents and students need to feel comfortable enough to report
- Funding for programs to maximize instructional needs
- Put messages on the marquee in Spanish as well as send School Messenger calls in Spanish

School Context and Organization

School Context and Organization Summary

Franklin High School is regarded by students, teachers, staff members, and community members as a top-notch educational institution. Our focus on excellence does not go unnoticed, and we are fortunate to have a good amount of parental support and engagement. Franklin is regarded as a safe campus where individual differences are accepted. There are a large number of pupil transfer requests each year which are reviewed per district policy. We hope to increase our enrollment by continuing to attract out of district students.

Franklin operates on a traditional A/B block schedule which helps prepare our students for college by teaching time management. These large, focused amounts of instructional time allow our teachers to plan and execute project based assignments as well as labs. Students only have homework for four classes each night, so it allows them to dedicate the time needed for each while still having time for extracurricular activities. Additionally, the block schedule leads to fewer discipline referrals and tardies as students are transitioning less. More time is devoted to instruction.

Franklin has a strong vertical team. All the principals have respect for one another and our campus differences. The Franklin Principal PLC meets monthly to plan and discuss vertical team issues. These meetings have lead to elementary/middle school transition planning with teachers from each campus and middle school/high school curriculum alignment with representation from each core subject area and each campus.

Each department at Franklin has a department chair and a representative on the Leadership Advisory Council. Each department is given a budget allocation to purchase instructional materials deemed necessary after administrative approval. The needs and expertise of the teachers are respected, and teachers enjoy their jobs for the most part.

Each department holds PLC meetings five times every two weeks, and an administrator attends each of these to provide assistance and garner any additional information needed by the departments.

Franklin's Student Activities Manager is a critical cog to our organization. She manages the master calendar for our campus to include all extracurricular events, banquets, and use of building by outside organizations. She works closely with over 60 club sponsors plus the athletic coaches to coordinate events and fundraising efforts. She and her Student Council did over 450 projects last year and over 2,000 community service hours. Franklin has a plethora of clubs, and there is a club for every student based upon their interests.

School Context and Organization Strengths

- Franklin and Brown math and science teachers participated in the UTEP Teacher Quality Grant training this summer and will continue it this fall semester
- Vertical alignment within the feeder pattern is strong

- Principals within the feeder pattern serve as mentors to their colleagues
- Continue to strive for academic excellence and growth
- Continue PLCs to promote cohesiveness and collaboration
- Outstanding Student Council Award the past eleven years from District IX
- National Gold Council of Excellence Award the past eleven years from National Association of Student Councils
- EOC scores are good
- Goals and objectives are communicated to department chairs and in turn to departments
- It is a given at Franklin that we demand the best from students and teachers
- Teachers feel they have a voice with CIT, Leadership Advisory Committee (LAC), and department chairs; there are many avenues to be heard
- Tutoring and Odyssey are available before and after school
- The block schedule is beneficial to students and teachers; it prepares students for postsecondary studies as well as allowing for in-depth coverage of materials
- Goals for campus and district are posted on the website and communicated
- Active communication is achieved through emails, electronic and visual mediums (in classrooms on posters, speeches, or announcements), and through the use of Eduphoria
- There are many after school programs such as interventions, tutoring, athletic training and club/organization meetings
- School's goal is to provide an environment that supports all our students while encouraging them to engage in their education and have a wonderful high school experience
- Benchmarks, STAAR/EOC results, and academic grades are used to monitor progress
- Teachers have a voice in decision making and school practices through numerous campus committees
- Franklin has a fantastic Student Activities Manager/Student Council program
- Student groups seem to be well represented in the many clubs and organizations that are represented on campus
- Student publications are a true representation of the student diversity, freedom and belonging that is encompassed on campus.
- Teachers are trained in how to handle behavioral issues, and they are supported by administration; campus security assists in promoting desired behaviors
- Bullying awareness is offered so that teachers are aware of possible signs
- Franklin will become the campus of choice for teachers, staff, students, and families
- A parental engagement plan that helps parents to understand and support the curriculum and their child's achievement

School Context and Organization Needs

- Continue to coordinate and carry out vertical curriculum alignment and plan transition/bridge activities as funds allow
- Initiate a teacher/student Cougar Pal program for at-risk and economically disadvantaged students
- Continue to empower teachers to make decisions impacting instruction
- Maintain a culture of excellence
- Continue to focus on subpopulations (SPED, LEP and Economically Disadvantaged); trainings from these departments would be beneficial
- Daily demands do sometimes overshadow the greater focus on improvement (surveys, mandatory CPR training, GT trainings, etc)

- More input could be done through surveys and questionnaires
- Instruction is interrupted by announcements
- District goals and campus capabilities don't align due to lack of funding
- Teachers feel as if they are treated as if they have no needs/no feelings/infinite time

Technology

Technology Summary

Technology is an area where our campus has been severely lacking. At the main campus, we have four computer labs for student use and four CTE course labs; at the 9th Grade Center, we have four computer labs and one CTE lab. We have two iPad carts (30 iPads each; one at each campus) available for teacher checkout. With the number of students and classes we have, it is hard to get any significant time in a lab. With the new Power Up initiative, all students have a laptop as of September 14, 2015.

All teachers have a district issued laptop. Almost all of our teachers have a document camera and many have an ELMO projector as well. We have less than ten SMART boards. If more technology were available for use, it would be used more by the teachers. Franklin does not qualify for E-Rate funds, so our infrastructure is old and outdated. If we had more computers, it is possible that the LAN would not allow everyone to be on at the same time.

Technology Strengths

- All teachers have a laptop
- All students have a district issued HP Stream or elected to BYOD
- Teachers trained in iPad usage
- All students may now access the district produced e-textbooks on CK-12
- Some teachers are using 'Flipped Instruction'
- Franklin uses Eduphoria for access to student assessment scores
- Teachers are submitting lesson plans using OneDrive
- Infrastructure (WiFi) has been upgraded with access points in all rooms and common gathering areas
- Students are encouraged to use edmodo, Schoology, and teacher webpages

Technology Needs

- Reach schoolwide Title I funding, so additional technology can be purchased for use by all students and faculty
- More technology training for teachers
- Franklin's STaR Chart shows 'Developing Tech' in all areas (Teaching and Learning, Educator Preparation and Development, Leadership and Administration Instructional Support, and Infrastructure for Technology)

- Printers are needed for students to be able to print work
- More technology training for teachers
- Some teachers lack the knowledge and desire to incorporate technology
- No coherent Technology vision/plan by the district

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- AEIS longitudinal data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

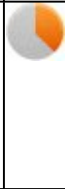
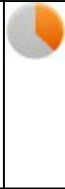




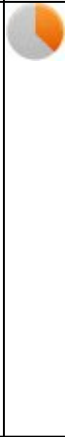
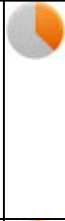

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices










Goals

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 1: Students will meet or exceed satisfactory standard (Level II).








Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>1) STAAR English I and English II EOC - To attain or exceed 80% First Time Tested/75% All Tested</p>		ALLs, Assistant Principals, All Faculty Members	EOC Scores				
<p>State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>2) Enroll students that failed 8th grade EOC reading and/or writing in Reading I and use Achieve 3000.</p>		Assistant Principal 9th Grade Center, 9th Grade Center Counselors, Testing Coordinator 9th Grade Center	Student Schedules, Empower 3000 reports, EOC Scores				
<p>State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors CSF 1</p> <p>3) Familiarize ELL students with academic and testing vocabulary.</p>		English Teachers and ESL Teachers	EOC scores in English I and English II; System Safeguard rating				
<p>State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors CSF 1</p> <p>4) Focus on expository and persuasive writing particularly for special education and ELL students.</p>		English Teachers and ESL Teachers	EOC scores in English I and English II; System Safeguard rating				
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2</p> <p>5) Provide quality staff development focusing on writing across the curriculum and sharing writing samples from last spring's EOC writing.</p>		ALLs, Assistant Principal, and English Department Chair	Student writing samples, EOC Scores				

<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>6) STAAR Algebra I EOC - To attain or exceed 89% First Time Tested/84% All Tested</p>	<p>Assistant Principals, All Math Teachers</p>	<p>EOC Scores</p>				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>7) STAAR Biology EOC - To attain or exceed 95% First Time Tested/94% All Tested</p>	<p>Campus Teaching Coach, Assistant Principals, All Science Teachers</p>	<p>EOC Scores</p>				
<p>8) Employee a Campus Teaching Coach to work with students below level on state assessments.</p>	<p>Principal</p>	<p>EOC Results, PLC Minutes</p>				
<p align="center">Funding Sources: 185 SCE (Campus) - \$63801.00</p>						
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>9) STAAR U.S. History EOC - To attain or exceed 96% First Time Tested/95% All Tested</p>	<p>Assistant Principals, All Social Studies Teachers</p>	<p>EOC Scores</p>				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 2</p> <p>10) Implement the TAIS to support all students who have not met the standard on STAAR EOC.</p>	<p>Principal, All Assistant Principals, All Core Teachers, ALLs, SPED Coach, and Campus Teaching Coach, and English Department Chairperson, Math Department Chairperson, and Social Studies Department Chairperson</p>	<p>TAIS Intervention in CCRP, TAIS Progress Log</p>				
<p align="center">State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors CSF 1 CSF 2</p> <p>11) Provide differentiated instruction for special education and ELL students in collaboration with special education teachers and ESL teachers.</p>	<p>English Teachers, Math Teachers, Social Studies Teachers, Special Education Teachers, ESL Teachers</p>	<p>EOC scores in English I, English II, Algebra I and US History; System Safeguard rating</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>12) Provide library supplies and materials to enhance student performance.</p>	<p>Principal, Librarians</p>	<p>Purchase Orders</p>				
<p align="center">Funding Sources: 199 General Fund - \$30500.00</p>						

State System Safeguard Strategies Critical Success Factors CSF 1 13) Collaborate to develop course lesson plans that incorporate established curriculum standards and tested standards and identify needed instructional resources.	1, 2, 3	All Administrators All Teachers	Lesson Plans, Budget				
	Funding Sources: 185 SCE (Campus) - \$151748.00, 199 General Fund - \$122669.00, 211 ESEA Title I (Campus) - \$57823.00						
State System Safeguard Strategies Critical Success Factors CSF 2 14) Conduct Professional Learning Communities focusing on learning, data analysis, common planning, collaboration, sharing of best practices, reteaching, interventions, and common assessments. Core PLCs will meet five days every two weeks, and non-core PLCs will meet weekly.		All Administrators All Teachers	PLC Agendas and Minutes, Lesson Plans, Assessment Results				
	Funding Sources: 199 General Fund - \$60775.00						
15) Provide materials, supplies, technology, and furniture for office staff and administration to support the school environment and foster student achievement.		Principal	Purchase Orders, Trip Requests				
	Funding Sources: 185 SCE (Campus) - \$20000.00						
16) Conduct Attendance Appeal Meetings to encourage student attendance and maintain or increase our student ADA of 96.2% to improve student performance.		Principal, All Assistant Principals, Attendance Appeals Committee members	Attendance Rate				
	Funding Sources: 185 SCE (Campus) - \$20000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 2: At least fifteen percent of the students will score Level III on STAAR EOC assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>1) Train all teachers on EOC writing rubrics and use them to grade student writing.</p>		ALLs, English Department Chairperson, All Administrators, All Teachers	Student writing samples, EOC Scores				
<p>State System Safeguard Strategies</p> <p>2) Give regular EOC-style assessments and practice tests and provide time for students to track their own progress.</p>		All Core Teachers	EOC Scores, Common Assessments Scores				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							











Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 3: Facilitate the use of instructional technology in the learning process.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) Meet with teachers during common planning time to help plan and implement lessons using technology as a resource.</p>		Assistant Principals	Lesson plans				
<p>Critical Success Factors CSF 1</p> <p>2) Implement project based learning and problem based activities for students as they integrate technology into their products/projects.</p>		Teachers	Lesson plans, New Tech projects				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Use Renaissance Star 360 to measure student starting point and progress.</p>		All Core Teachers	Star 360 Reports				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.















Performance Objective 4: Improve performance status to 60% or more for all TEA Performance Groups under the System Safeguards to decrease performance gaps for Special Education and English Language Learners subgroups.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategies 1) Use SIOP or best teaching practices for LEP and SPED students to prepare them for STAAR.		Assistant Principal, All Teachers	EOC Scores, SIOP Initial or Refresher Training				
State System Safeguard Strategies 2) Use word walls to improve vocabulary in all subject areas.		All Academic Coaches, All Teachers	Word Walls in each classroom				
State System Safeguard Strategies 3) Provide EOC Intervention classes after school for struggling students.	1, 2	All Administrators, All Counselors, Testing Coordinators, ALLs, Campus Teaching Coach	EOC Scores, Intervention Lesson Plans, Practice tests				
Funding Sources: 211 ESEA Title I (Campus) - \$15000.00							
4) Offer College Readiness classes for English and Math.		Assistant Principal	Class List, TSI Scores of targeted students				
5) Initiate Teacher/Student Cougar Pal program for at-risk, economically disadvantaged, SPED, and ELL students.		At-Risk Coordinator	List of mentors/mentees; Documentation forms				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 5: Increase Postsecondary Readiness by focusing on at-risk students and providing special services to targeted groups.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Promote AP Testing for at-risk students by offering reduced fee tests.</p>	8	Assistant Principal	Increase in number of AP Tests taken in Spring 2016				
Funding Sources: 211 ESEA Title I (Campus) - \$10000.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Encourage students to take more rigorous classes at annual pre-registration session with counselor and prompt GT students to take appropriate courses to include GT Independent Study.</p>		Assistant Principals, All Counselors	Student Schedules, Pre-AP, AP, and Dual Credit Enrollment figures				
<p>3) Recognize outstanding achievement in all subject areas at awards ceremony.</p>		Principal	Award List				
Funding Sources: 199 General Fund - \$1500.00							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 5</p> <p>4) Offer a financial aid night for parents/students to support college readiness.</p>		Assistant Principal, All Counselors	Sign-in at FAFSA, Number of students completing FAFSA				
<p>Critical Success Factors CSF 4</p> <p>5) Offer computer aided instruction and tutoring to help at-risk students recover credits.</p>	3, 4, 5	Assistant Principal, All Counselors	Students on cohort, Credits Earned Report				
Funding Sources: 211 ESEA Title I (Campus) - \$65036.00, 211 ESEA Title I (Campus) - \$32460.00							
<p>6) Offer transportation to at-risk students who stay after school for tutoring/CAI.</p>	1	Assistant Principal	Bus Requests				
Funding Sources: 211 ESEA Title I (Campus) - \$3000.00							
<p>Critical Success Factors CSF 3</p> <p>7) Offer a comprehensive guidance program to all students to ensure a quality education and to reduce our dropout/leaver rate.</p>		Principal	Purchase Orders				
Funding Sources: 199 General Fund - \$1100.00							
<p>Critical Success Factors CSF 5</p> <p>8) Employee a College and Career Readiness Teacher who will assist at-risk students with college applications, scholarship applications, and career exploration.</p>	4, 5, 8	Principal	Number of seniors completing college applications, Amount of scholarship money earned by campus				
Funding Sources: 211 ESEA Title I (Campus) - \$60081.00							

<p align="center">Critical Success Factors CSF 1</p> <p>9) Encourage students to enroll in career education courses to prepare them with knowledge, skills, and competencies necessary for career opportunities and to be ready for a 21st Century Workforce.</p>		Assistant Principals, All Counselors	Master Schedule Enrollment in campus Career Technology Education courses and CCTA classes				
<p>10) Provide assistance to teen parents.</p>		At-Risk Coordinator, All Counselors, Nurse	PRS PEIMS coding Documentation from At-Risk, Counselor, and/or Nurse				
<p align="center">Critical Success Factors CSF 1</p> <p>11) Provide dyslexia identification and a special reading class for those identified.</p>		Assistant Principals	Test results, Enrollment in DRD Class				
<p>12) Identify homeless students and provide assistance.</p>		At-Risk Coordinator, Student Activities Manager	PEIMS Coding, Documentation of distribution of food backpacks for weekends and holidays				
<p>13) Meet individually with students to go over their graduation plan and plan of study to reduce the dropout rate and ensure equal access and full participation of special populations in career concentration/transition programs.</p>		All Counselors, Transition Specialist	Dropout Rate, Leaver Audit				
<p align="center">Critical Success Factors CSF 3</p> <p>14) Reinstate an advisory period to be held monthly (Oct., Nov., Jan., Feb., March, April, and May).</p>		Counselors	Advisory plan				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: El Paso ISD will ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.

Performance Objective 1: Implement strategies to promote a safe and drug free school and eliminate bullying as well as informing students and parents on reporting child abuse.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Review Campus Discipline Plan and district Code of Conduct as well as School Board Policies FFH and FFI with all teachers and students.</p>		Assistant Principals	Number of referrals, Number of repeat offenders (Discipline Incident Summary Report)				
<p>Critical Success Factors CSF 6</p> <p>2) Take disciplinary action on all incidents involving bullying and provide conflict resolution to all involved parties.</p>		All Assistant Principals	Bullying Incident Reports				
<p>Critical Success Factors CSF 6</p> <p>3) Review and update the campus Discipline Plan.</p>		Assistant Principals, Discipline Committee, CIT	CIT Minutes, Updated Discipline Plan				
<p>4) Share discipline data with faculty quarterly.</p>		Principal	Report distribution				
<p>Critical Success Factors CSF 6</p> <p>5) Reward student for their behavior by allowing extra privileges or acknowledgement of their great behavior.</p>		Assistant Principals	List of students acknowledged				
<p>Critical Success Factors CSF 6</p> <p>6) Participate in the Safe and Drug Free Schools Youth Leadership Program.</p>		Assistant Principals	Conference Registration				
<p>Critical Success Factors CSF 6</p> <p>7) Post Child Abuse Hotline posters in English and Spanish showing how to report child abuse.</p>		Principal	Posters displayed				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>8) Provide No Means No (or similar) dating/relationship violence prevention training to all students.</p>		All counselors	Workshop documentation				

9) Review Campus Crisis Plan, modify, and train teachers and students on it and conduct mock drills.	Assistant Principals, EPISD Police Officers	Campus Crisis Plan, Mock Drill Protocol Plan				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						









Goal 3: El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service orientation in all district operations.

Performance Objective 1: Be 100% compliant with district, state, and federal guidelines.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Participate in all district audits and self-audits.		Principal, Registrars, Attendance Clerks, PEIMS Clerks, and Business Agent	Audit Report, PEIMS reports				
2) Use Testing Coordinators to ensure students are taking the appropriate state assessments.		Principal, Testing Coordinators	Test Rosters				
Funding Sources: 185 SCE (Campus) - \$62726.00							
3) All coaches and club sponsors will attend Finance Training to review district policies and the Campus Accounting Manual.		Principal, Business Agent, Club Sponsors, and Athletic Coaches	Training Sign-Ins, Business Office Records				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service orientation in all district operations.

Performance Objective 2: Establish procedures to ensure a safe, clean, and friendly campus for all students, teachers, staff, parents, and visitors.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Maintain and repair physical facility issues.		Principal, Head Custodians, Facilities and Maintenance	Closed work orders in School Dude				
Funding Sources: 199 General Fund - \$14000.00							
Critical Success Factors CSF 3 2) Greet each visitor and offer assistance. Return all phone calls and emails with 24 hours.		Principal, All Teachers, Professional Staff, and Hourly Employees	Training for clerks on 'Customer Service 212', Phone logs, Emails				
Critical Success Factors CSF 6 3) Provide a clean, healthy and safe environment for learning.		Principal, Nurses, Custodial Staff	Purchase Orders, Inspection Reports				
Funding Sources: 199 General Fund - \$2000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

Performance Objective 1: Hire and retain highly qualified teachers and paraprofessionals.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Continue to attract 'highly qualified' teachers (job fairs, recruitment efforts, etc.).</p>	5	Principal	HQ Report				
<p>Critical Success Factors CSF 7</p> <p>2) Hire only 'highly qualified' paraprofessionals.</p>	5	Principal	HQ Report				
<p>Critical Success Factors CSF 7</p> <p>3) Provide mentors to all new teachers and allow them to visit classrooms to observe best practices and be successful classroom teachers.</p>		Assistant Principals	Mentor Lists				
<p>4) Increase teacher attendance from 94.5% 9th Grade Center and 96% Main Campus to 96.5% to support student learning every day.</p>		Principal	Teacher absence reports				
<p>Critical Success Factors CSF 7</p> <p>5) Provide registration fees, travel expenses, and substitutes for teachers attending professional development sessions and conferences.</p>	6	Principal	Registration forms, Attendance Reports, Trip Requests				
				Funding Sources: 255 Title II (Campus) - \$6130.00, 211 ESEA Title I (Campus) - \$48000.00, 185 SCE (Campus) - \$19500.00			
<p>Critical Success Factors CSF 3</p> <p>6) Provide registration fees and travel expenses for counselors and administration to attend professional development sessions and conferences.</p>	6	Principal	Registration Forms, Trip Requests				
				Funding Sources: 211 ESEA Title I (Campus) - \$35000.00, 211 ESEA Title I (Campus) - \$20000.00			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 4: El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

Performance Objective 2: Provide quality professional development.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Provide training on 504/IEP Accommodations and Documentation and SST, SIOP Initial and Refresher, ELPS for content teachers, Technology and Technology Integration, Active Learning, Formative Assessment, Cyberbullying, and PBIS Strategies.</p>		Principal and All Assistant Principals	August Staff Development Agenda, Sign-Ins				
<p>2) Complete all OLE mandatory training modules (sexual harassment, bloodborne pathogens, anti-bullying, copyright, and ethics and fraud) independently.</p>		Principal	PDS transcript showing successful completion, Training Certificates				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide opportunities for teachers to meet and align instruction with campus peers and feeder pattern teachers.</p>	3, 6	Principal	Sign-Ins, Agendas, Substitute lists				
Funding Sources: 211 ESEA Title I (Campus) - \$47730.00							
<p>Critical Success Factors CSF 7</p> <p>4) Provide outside consultants and reading materials to teachers on topics of relevance to campus and feeder pattern.</p>	6	Principal	Sign-ins, Purchase Orders				
Funding Sources: 211 ESEA Title I (Campus) - \$12000.00, 255 Title II (Campus) - \$3000.00							
<p>5) Provide child sexual abuse prevention training to all faculty and staff.</p>		Principal	OLE training documentation				
<p>6) Provide Texas Behavior Support Initiative (TSBI) training to staff.</p>		Assistant Principals	CPI Initial or Renewal Certificates, Reduction in Referrals, Reduction in number of students assigned to AEP				
<p>Critical Success Factors CSF 7</p> <p>7) Provide training on the new laptops students will use to help teachers and administrators prepare for the transition to 'Power Up'.</p>		Principal	Teacher Evaluation of devices, Lesson Plans incorporating technology use by student				
<p>8) Survey staff on training sessions they feel are relevant to doing their job for 2016-2017.</p>		Principal	Survey Results				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 5: Franklin High School will participate in 'No Excuses University' programs.

Performance Objective 1: Increase parent participation in campus activities and student involvement in campus and community events.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Co-host Open House in conjunction with PTSA.</p>		Principal PTSA President	Sign-ins				
<p>Critical Success Factors CSF 5</p> <p>2) Host opportunities for Parent Education.</p>		All Administrators, All Counselors, At-Risk Coordinator	Sign-in sheets, Program agenda and documents				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Conduct a freshmen orientation program during registration to educate students and parents on extracurricular activities, school expectations and policies, and transition to high school.</p>		Principal Assistant Principal	'Commit to Graduate' banner				
<p>Critical Success Factors CSF 5</p> <p>4) Employ a Parent Involvement Assistant to work with parent of at-risk students on educational related issues and awareness. The PIA will attend after hour events to assist parents.</p>	7	Principal Assistant Principal, PIA	Sign-in Sheets, Program Agenda and documents, Time Cards				
Funding Sources: 211 ESEA Title I (Campus) - \$22870.00, 211 ESEA Title I (Campus) - \$8000.00							
<p>Critical Success Factors CSF 5</p> <p>5) Provide computer and internet access to parents who do not have it otherwise as well as provide computer basic training and software training.</p>		PIA	Invitations, Sign-Ins, Agendas				
<p>Critical Success Factors CSF 5</p> <p>6) Provide English classes for non-English speaking parents.</p>	7	Parent Involvement Assistant	Sign-Ins				
Funding Sources: 211 ESEA Title I (Campus) - \$20000.00							
<p>Critical Success Factors CSF 5</p> <p>7) Provide educational sessions for the parents of at-risk students.</p>	7	Principal, Parent Involvement Assistant	Sign-Ins, Agenda				
Funding Sources: 211 ESEA Title I (Campus) - \$16000.00							
<p>8) Communicate to parents and community in English and Spanish.</p>		Principal, Student Activities Manager	Messages on marquee, Copy of School Messenger calls				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>9) Complete fifteen hours of campus and/or community service each semester for all freshmen and sophomores (Class of 2018 and 2019 cohorts).</p>		<p>Student Activities Manager, Principal</p>	<p>Service Portal logged hours</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>10) Hold public performances to highlight Fine Arts groups.</p>		<p>All Fine Arts teachers, Assistant Principal</p>	<p>Programs or posters for Fine Arts performances</p>				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 5: Franklin High School will participate in 'No Excuses University' programs.

Performance Objective 2: Franklin will apply for membership in the 'No Excuses University' network.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Attend 'No Excuses University' conferences and workshops.	6	Principal	Trip Requests, Expense Vouchers				
Funding Sources: 211 ESEA Title I (Campus) - \$10000.00, 185 SCE (Campus) - \$1500.00							
2) Apply for admission to 'No Excuses University' network.		Principal	NEU Application				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	STAAR English I and English II EOC - To attain or exceed 80% First Time Tested/75% All Tested
1	1	2	Enroll students that failed 8th grade EOC reading and/or writing in Reading I and use Achieve 3000.
1	1	3	Familiarize ELL students with academic and testing vocabulary.
1	1	4	Focus on expository and persuasive writing particularly for special education and ELL students.
1	1	5	Provide quality staff development focusing on writing across the curriculum and sharing writing samples from last spring's EOC writing.
1	1	6	STAAR Algebra I EOC - To attain or exceed 89% First Time Tested/84% All Tested
1	1	7	STAAR Biology EOC - To attain or exceed 95% First Time Tested/94% All Tested
1	1	9	STAAR U.S. History EOC - To attain or exceed 96% First Time Tested/95% All Tested
1	1	10	Implement the TAIS to support all students who have not met the standard on STAAR EOC.
1	1	11	Provide differentiated instruction for special education and ELL students in collaboration with special education teachers and ESL teachers.
1	1	13	Collaborate to develop course lesson plans that incorporate established curriculum standards and tested standards and identify needed instructional resources.
1	1	14	Conduct Professional Learning Communities focusing on learning, data analysis, common planning, collaboration, sharing of best practices, reteaching, interventions, and common assessments. Core PLCs will meet five days every two weeks, and non-core PLCs will meet weekly.
1	2	1	Train all teachers on EOC writing rubrics and use them to grade student writing.
1	2	2	Give regular EOC-style assessments and practice tests and provide time for students to track their own progress.
1	4	1	Use SIOP or best teaching practices for LEP and SPED students to prepare them for STAAR.
1	4	2	Use word walls to improve vocabulary in all subject areas.
1	4	3	Provide EOC Intervention classes after school for struggling students.
1	5	1	Promote AP Testing for at-risk students by offering reduced fee tests.
1	5	4	Offer a financial aid night for parents/students to support college readiness.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Familiarize ELL students with academic and testing vocabulary.
1	1	4	Focus on expository and persuasive writing particularly for special education and ELL students.
1	1	11	Provide differentiated instruction for special education and ELL students in collaboration with special education teachers and ESL teachers.

State Compensatory

Budget for Franklin High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.010.24.000.010	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$40,000.00
185.11.6112.010.24.000.010	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
185.11.6119.010.24.000.010	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$105,615.00
185.11.6141.010.24.000.010	6141 Social Security/Medicare	\$2,126.00
185.11.6142.010.24.000.010	6142 Group Health and Life Insurance	\$15,969.00
185.11.6143.010.24.000.010	6143 Workers' Compensation	\$630.00
185.11.6148.010.24.000.010	6148 Employee Benefits - Locally Defined	\$587.00
185.11.6149.010.24.000.010	6149 Employee Benefits	\$1,600.00
6100 Subtotal:		\$167,527.00
6300 Supplies and Services		
185.11.6396.010.24.000.010	6396 Supplies and Materials - Locally Defined	\$10,000.00
185.11.6397.010.24.000.010	6397 Other Equipment - Locally Defined	\$20,721.00
185.11.6399.010.24.000.010	6399 General Supplies	\$121,027.00
6300 Subtotal:		\$151,748.00

Personnel for Franklin High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carol Mendoza	Campus Teaching Coach	SCE	1.0
Charles Angerstein	High School Testing Coordinator/Teacher	SCE	.5
Jennifer Ross	High School Testing Coordinator/Teacher	SCE	.5

Title I

Targeted Assistance Program Plan

Franklin's Title I Program is developed through a systemic planning process that begins with a Comprehensive Needs Assessment (CNA). The academic performance information for all at-risk students on our campus is analyzed in detail by student groups, including economically disadvantaged students; major ethnic and racial groups; students with disabilities and special needs; limited English proficient students; homeless; and migrant students.

The six steps that the school undertakes throughout this process include:

1. Establishing and training our targeted assistance planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data
6. Reporting data findings to the campus planning team and collecting reflections and feedback.

Throughout the planning process, school administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed.

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

Franklin uses our Title I allocation to provide tutoring and intervention classes to our struggling students. Some money is also used to provide bus transportation to these students after the sessions have ended as the regular buses have completed their daily runs. Through assistance from our PTSA and other parents, we send a backpack with food home with the homeless students each week with foods that do not require more than a microwave. Additionally, we provide school supplies purchased with general funds and donated clothing as needed. Extended year services (summer school) is also provided as needed for struggling students.

2: Incorporate Title Planning into Existing School Planning

Franklin's Campus Improvement Team always considers the needs of our Title I students as we plan for the school year. The funding is carefully targeted to meeting their needs. Their progress is monitored and interventions implemented as necessary.

3: Use of Effective Methods and Instructional Strategies

Franklin High School always evaluates the effectiveness of our strategies and makes adjustments as deemed necessary. At-risk students who struggle in a class are afforded the opportunity to repeat classes using Computer Aided Instruction. We have also found that the students will not often ask questions in class, but their attendance at tutoring allows them to receive one-on-one instruction. Franklin will do send-ins this year where another certified teacher goes into the classroom to assist with struggling students; this is paid for by state money and is not specifically geared toward only Title I students.

learning time to help provide an accelerated, high quality curriculum.

The after school program will provide additional time without removing the student from the classroom.

Pull out experiences will be coordinated with classroom learning and designed to extend instruction.

4: Coordinate with and Support Regular Educational Program

Our ESL and Special Education teachers work closely with teachers to provide for each individual student's success. All Title I students are afforded the same education as their non-Title I peers in the same classrooms. Our At-Risk Coordinator makes sure the Title I students have the necessary school supplies. Tutoring is offered for Title I students after school as are intervention classes both of which are designed to develop and reinforce classroom strategies. The Title I students blend in with their classmates, and no one is aware of their status other than their teachers of record. They do receive extra guidance from their school counselor outside of the regular day as well as college and career readiness strategies.

5: Instruction by Highly Qualified Teachers

All students including our Title I identified students are provided instruction by highly qualified teachers certified in the subject matter.

6: Professional Development

Teachers have received specialized training in Title I as well as Ruby Payne 'Understanding Poverty' training. Sensitivity training has been provided as well. Franklin High School will undergo 'No Excuses University' training this year with the hope to make every child believe they can go to college if they desire to. There is a parent component to this training as well. We will be applying for membership to the network after we complete the required trainings. Teachers have received 'Writing to Learn' staff development which they are using in all classes to improve writing skills.

7: Strategies to Increase Parental Involvement

Franklin High School recognizes that parental involvement is a major key to students' success. In addition to the regular procedures for parental involvement and in an attempt to increase our parental involvement, we have employed a Parent Involvement Assistant. After input from counselors, our at-risk coordinator, teachers, and administration, she provides classes for parents addressing educational and parental concerns. These vary and include:

- Basic Computer Classes
- Study Skills Classes/Literacy

- High School Curriculum Requirements
- Nutrition Classes
- Diabetes Class
- Bullying
- Anger Management
- Challenge Academy (An alternative education school for at-risk students)
- HEP – The High School Equivalency Program (For migrant and seasonal farm workers)
- UNO – United Neighborhood Organization (Citizenship Information)
- ESL classes and GED classes
- Postsecondary opportunities for students

If parents have a request for a session, we try to accommodate these requests. There is a high level of interest in these sessions, and parent attendance is getting better each year. Our Parent Involvement Assistant tries to reach each parent to personally invite them as well as having brochures distributed.

8: Coordination with Other Programs

Franklin works with our counselors to encourage Title I students to enroll in more rigorous courses such as AP or Dual Credit Courses. We also offer fee reductions for AP exams for these students. Title I funds are used to supplement resources provided by general fund money. We work closely with Region XIX to provide services for our migrant students to include college visits.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Araceli de la Fuente	Math Teacher CAI	Title I	1.0
Richard Couder	Campus College Readiness Teacher	Title I	1.0
Virginia Richard	Parent Involvement Assistant	Title I	1.0

2015-2016 Campus Improvement Team

Committee Role	Name	Position
Administrator	Carla Gasway	Principal
Administrator	Corina Favela	Assistant Principal
Administrator	Rose Ann Martinez	Assistant Principal
Business Representative	Rick Armendariz	Business Member
Classroom Teacher	Daniel Allen	Band Teacher
Classroom Teacher	Laura Strelzin Bagley	Social Studies Teacher
Classroom Teacher	Vanessa Delgado	Social Studies Teacher
Classroom Teacher	Kim Falco	Speech Teacher
Classroom Teacher	Nickie Harris	Special Education Teacher
Classroom Teacher	Joann Juarez	Social Studies Teacher
Classroom Teacher	Heather Kendrick	Spanish Teacher
Classroom Teacher	Andy Long	Math Teacher
Classroom Teacher	Gwen Mendek	Academic Learning Leader
Classroom Teacher	Erika Ramos	Math Teacher
Classroom Teacher	Carmen Rubio	Science Teacher
Classroom Teacher	Keithley Stanley	English Teacher
Community Representative	Patricia Hughes	Community Member
District-level Professional	Steve Clay	Leadership Support
Non-classroom Professional	Julie Prilliman	Librarian
Paraprofessional	Maria Chavez	Attendance Clerk
Parent	Kyle Elliott	Parent
Parent	Mayra Tercero	PTSA President
Student	Jacquelyn Chavez	Student
Student	Linnae Nahrgang	Student

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$30,500.00
1	1	13			\$122,669.00
1	1	15			\$60,775.00
1	5	3			\$1,500.00
1	5	7			\$1,100.00
3	2	1			\$14,000.00
3	2	3			\$2,000.00
Sub-Total					\$232,544.00
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8		185.11.6119.010.24.000.010	\$63,801.00
1	1	13			\$151,748.00
1	1	16			\$20,000.00
3	1	2		185.11.6119.010.24.000.010	\$62,726.00
4	1	5			\$19,500.00
5	2	1			\$1,500.00
Sub-Total					\$319,275.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$57,823.00
1	4	3			\$15,000.00
1	5	1			\$10,000.00
1	5	5			\$65,036.00
1	5	5			\$32,460.00

1	5	6			\$3,000.00
1	5	8		211.11.6119.010.24.801.010	\$60,081.00
4	1	5			\$48,000.00
4	1	6			\$35,000.00
4	1	6			\$20,000.00
4	2	3			\$47,730.00
4	2	4			\$12,000.00
5	1	4		211.61.6129.010.24.801.010	\$22,870.00
5	1	4			\$8,000.00
5	1	6			\$20,000.00
5	1	7			\$16,000.00
5	2	1			\$10,000.00
Sub-Total					\$483,000.00
255 Title II (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5			\$6,130.00
4	2	4			\$3,000.00
Sub-Total					\$9,130.00
Grand Total					\$1,043,949.00