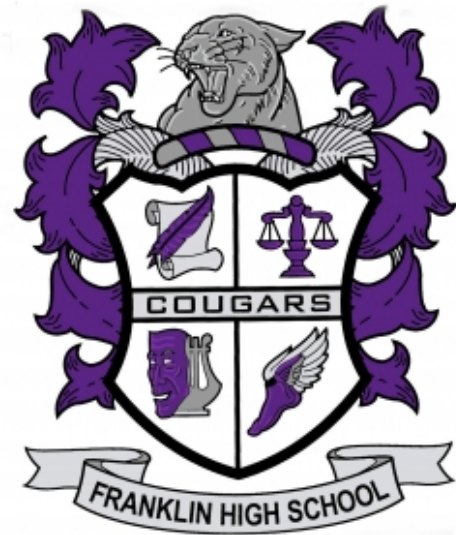


El Paso Independent School District
Franklin High School
2023-2024 Campus Improvement Plan



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 the chief priority of this school.

Value Statement

Do what is best for kids every day!

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Comprehensive Needs Assessment

Revised/Approved: September 25, 2023

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Franklin High School has been viewed as a quality institution; however, many families view parental involvement as a thing for elementary schools only. Parents as a group are represented as they are involved in booster clubs, organizations, and activities; however, it is the parents representing individual students that have not been as involved. They do not know who to go to with questions about their students' academics, attendance, etc. Many perceive administration as unapproachable. Even though this is changing, there are many parents who struggle with the perception that our school is not welcoming to disadvantaged families, families with limited English proficiency and/or limited academic knowledge of jargon, curriculum, etc.

L1 Whole Child (Culture & Climate) Strengths

Strong relationship with our Partners in Education

Active PTSA

Support from administrative team

Parents are getting more involved, and we are stressing the fact that we want them on campus. They are encouraged volunteer and share solutions.

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): PBIS Refresh **Root Cause:** Teachers and students both need to be introduced/refreshed on PBIS systems after covid.

Prioritized Need 2 (Prioritized): Increased Parental Involvement beyond extracurricular. **Root Cause:** Parents are working and busy. They don't know how to get involved.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

Instruction is aligned with TEKS, ELPS, and CCRS to provide rigorous instruction and emphasize student achievement. Schoology provides an online extension of our in-person classrooms, which allows teachers to individually assign students material and assessments based on their needs. Teachers receive professional development through our campus and can continue to apply their learnings in their PLCs. Our campus puts a high emphasis on improving student academic achievement. Administration and teachers alike are dedicated to the priority of student improvement. Administration pushes rigor and expectations as part of their non-negotiables for teachers. The expectations for instructional planning are for teachers to collaborate by designing lessons, backwards planning, data digs and uploading a monthly calendar with lessons that include goals, objectives, and standards.

Trainings and professional development are included in our weekly PLCs to supplement the lessons that are planned for higher student achievement. Learning platforms such as Schoology, Edgenuity, and Nearpod are used as supplemental support to help facilitate and guide daily instruction using class agendas, bell ringers, activities, labs, quizzes, and exit tickets.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Department PLCs/Instructional Planning

Instructional Leadership Team

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): Training on New Curriculum **Root Cause:** Received late, New, Unknown

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

Franklin High School is a top-tier school recognized in the community for its excellence in academics, extracurricular activities, and sports programs. FHS is widely viewed as a campus that sets high academic goals and standards for all students and offers opportunities for new academic pursuits. FHS has seen an increase in STAAR scores for all categories in the last couple of years, out performing the district and in most areas the region.

L2 Academic Excellence (Student Achievement) Strengths

Graduation Rate of 97.6%

EOC performance

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): Increase Meets and Masters **Root Cause:** Lack of rigor

Prioritized Need 2 (Prioritized): Low CCMR Accountability **Root Cause:** TSI success rate, English 4 vs. College Prep

L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 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 of outstanding academics, athletics, and fine arts programs. Franklin has a highly spirited student body who participates in a large variety of extracurricular activities.

Franklin High School has the largest student enrollment and faculty and staff of all campuses in EPISD and has a Magnet program that offers programs that attract students and families from throughout the city.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Strengths

Enrollment this year was 3,044.

Large offering of College and Career opportunities - Dual Credit, AP courses, and industry based certifications

Franklin High School is located in a well-established community with supporting middle schools: Hornedo, Brown, and Don Haskins.

Home of Westside PTECH Medical Site along with other Magnet programs

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Needs

Prioritized Need 1 (Prioritized): Build Magnet programs: Engineering, Legal Studies, PTECH, and Music and Media production **Root Cause:** Staffing reduction/changes.

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

Franklin High School has the largest student enrollment and faculty and staff of all campuses in EPISD and has a Magnet program that offers programs that attract students and families from throughout the city.

We continue to build and offer multiple post-secondary opportunities and prepare students to be college and career ready.

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

Enrollment this year was 3,044.

Large number of transfer students 297, almost 10% of the population.

Large offering of College and Career opportunities - Dual Credit, AP courses, and industry based certifications

Franklin High School is located in a well-established community with supporting middle schools: Hornedo, Brown, and Don Haskins.

Home of Westside PTECH Medical Site along with other Magnet programs

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

Historically, Franklin has had a healthy attendance rate. Although Franklin saw an increase in attendance last school year from 89% to 90.4% and received the highest attendance rate of all high school campuses during the 2022-23 school year, we need to continue to push for more. Factors that impacted this decrease in attendance were COVID shut down and movement towards district of innovation with no 90% rule for LOC.

Franklin takes pride in ensuring excellent communication and customer service to our parents and community. We offer multiple platforms and ways to stay connected and informed.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

Highest attendance rate for high school at 90.8% 2022-23 school year.

Strong PTSA

PEL and Military Liaison involvement with parents.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1 (Prioritized): Increase attendance **Root Cause:** Bad habits during COVID, Ability to complete assignments online

L5 Equity by Design (Demographics)

L5 Equity by Design (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 of outstanding academics, athletics, and fine arts programs. Franklin has a highly spirited student body who participates in a large variety of extracurricular activities.

The enrollment for Franklin High School has increased the past several years. We currently sit at 3,044.

Female 50.24%, Male 49.76%

The ethnicity make-up is 83.23% Hispanic, 11.91% White, 2% African American, 1.52% Asian, 1.34% other

Special pops: 19.85% of students are EB, 14.2% are Gifted and Talented, 9.24% are Special Education, 1.4% are dyslexic.

At-risk and 56.43%

Economically disadvantaged 53.67%

L5 Equity by Design (Demographics) Strengths

Largest enrollment in EPISD and surrounds districts.

Low mobility.

Large number of transfer students 297, almost 10% of the population

PTECH medical

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1: Equal opportunities for all students **Root Cause:** Focus on high achievers, lack of awareness

Prioritized Needs

Prioritized Need 1: PBIS Refresh

Root Cause 1: Teachers and students both need to be introduced/refreshed on PBIS systems after covid.

Prioritized Need 1 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 2: Increased Parental Involvement beyond extracurricular.

Root Cause 2: Parents are working and busy. They don't know how to get involved.

Prioritized Need 2 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 3: Training on New Curriculum

Root Cause 3: Received late, New, Unknown

Prioritized Need 3 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 4: Increase Meets and Masters

Root Cause 4: Lack of rigor

Prioritized Need 4 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 5: Low CCMR Accountability

Root Cause 5: TSI success rate, English 4 vs. College Prep

Prioritized Need 5 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 6: Build Magnet programs: Engineering, Legal Studies, PTECH, and Music and Media production

Root Cause 6: Staffing reduction/changes.

Prioritized Need 6 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 7: Increase attendance

Root Cause 7: Bad habits during COVID, Ability to complete assignments online

Prioritized Need 7 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Franklin will create a culture where each student is supported by caring adults, as measured by an employee, student, and parent culture climate survey.

High Priority

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with the Principal meetings - use survey data and follow-up surveys that give parents input into future meeting's agenda.</p> <p>Strategy's Expected Result/Impact: More parent participation</p> <p>Staff Responsible for Monitoring: Principal, PEL</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote SEL, Intervention, Preparation, and Enrichment opportunities through WIN/Advisory.</p> <p>Strategy's Expected Result/Impact: Build rapport, Purposeful scheduling to meet individual needs</p> <p>Staff Responsible for Monitoring: G&I, Teachers, CTCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Work with SAM and PEL to create yearly calendar that outlines at least 2 community events per month.</p> <p>Strategy's Expected Result/Impact: Provide opportunities to welcome and engage families.</p> <p>Staff Responsible for Monitoring: PEL, SAM, Principal, APs</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<p>Prioritized Need 2: Increased Parental Involvement beyond extracurricular. Root Cause: Parents are working and busy. They don't know how to get involved.</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 1: Increase Meets and Masters Root Cause: Lack of rigor</p>
<p>Prioritized Need 2: Low CCMR Accountability Root Cause: TSI success rate, English 4 vs. College Prep</p>

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Franklin will increase 9-12th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5% from 2,977 to 3,126.

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: National Honor Society inductions for 10th grade students. Strategy's Expected Result/Impact: Increase number of students in NHS. Staff Responsible for Monitoring: NHS sponsor, Admin</p> <p>Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Outreach: Coaches go to middle school and academic outreach through classroom Strategy's Expected Result/Impact: Create a bridge between MS and HS and increase excitement for continued extracurricular participation. Staff Responsible for Monitoring: Coaches, Teachers</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers sponsor club based on student interest Strategy's Expected Result/Impact: More student participation with focus on student interest Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June

Title I:

2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Franklin will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for school-wide behavior expectations, classrooms procedures and instruction, and student and staff awareness in 70% of all classrooms.

High Priority

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Development on PBIS to include campus core values R.A.I.S.E. Strategy's Expected Result/Impact: Teacher implementation in classrooms. Staff Responsible for Monitoring: Admin, Teachers</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student rollout of behavior expectations and core values R.A.I.S.E. Strategy's Expected Result/Impact: Less discipline referrals in the classroom. Staff Responsible for Monitoring: Admin, Teachers</p> <p>Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Prioritized Needs:





L1 Whole Child (Culture & Climate)
<p>Prioritized Need 1: PBIS Refresh Root Cause: Teachers and students both need to be introduced/refreshed on PBIS systems after covid.</p>

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Franklin will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 14% to 12.5% and reduce the overall number of disciplinary removals from 458 to 400.

Evaluation Data Sources: OnPoint Discipline Action Summary Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Disciplinary Flowchart Strategy's Expected Result/Impact: Consistent, structured discipline. Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PBIS refresh with teachers and students Strategy's Expected Result/Impact: Compliance, less referrals Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Alternative Incentive Point System Strategy's Expected Result/Impact: Improved behavior, more students exiting during review. Staff Responsible for Monitoring: Teachers, Admin Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Remediation Training & Counseling Strategy's Expected Result/Impact: Less second offenses. Staff Responsible for Monitoring: Counselors, Teachers, Admin, Emergence. Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: PBIS Refresh Root Cause: Teachers and students both need to be introduced/refreshed on PBIS systems after covid.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Increase attendance Root Cause: Bad habits during COVID, Ability to complete assignments online

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.





Performance Objective 5: By June 2024, Franklin will provide relevant and challenging coursework through multiple pathways as measured by an increase percent of students in grades 9-12 who earn college credit by 40% of population completing an Advanced Placement (AP), On Ramps, or dual credit course.

High Priority

HB3 Goal

Evaluation Data Sources: TEAL TEA Data File (Accountability), TAPR (final)
District Created Tableau dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Magnet Recruitment, Preregistration and Enrollment Strategy's Expected Result/Impact: Increase numbers in AP and DC courses Staff Responsible for Monitoring: G&I, Counselors, Admin</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Prioritized Needs:





L2 Academic Excellence (Student Achievement)
Prioritized Need 2: Low CCMR Accountability Root Cause: TSI success rate, English 4 vs. College Prep
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Build Magnet programs: Engineering, Legal Studies, PTECH, and Music and Media production Root Cause: Staffing reduction/changes.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Franklin will be implementing a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in 70% of all classrooms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain authentic Professional Learning Communities focusing on learning, data analysis, common planning, backward design, interventions, differentiation and common assessments.</p> <p>Strategy's Expected Result/Impact: EOC scores, AP scores, grades, SAT, graduation rate, Staff Responsible for Monitoring: CTCs, Dept Chair, ILTs, APs, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Professional development for all teachers through PLC's, district training, on-campus professional development and additional training through outside entities. Provide resources for teachers to attend conferences with the intent to build teacher instructional practices.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores, passing rates and college and career readiness for all students Staff Responsible for Monitoring: Teachers, CCMR Advisor, AP</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administrators and Leadership Teams will conduct weekly walk-throughs of their departments to determine the instructional practices and provide feedback.</p> <p>Strategy's Expected Result/Impact: Improved Teacher practices.</p> <p>Staff Responsible for Monitoring: Admin, CTCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Training on New Curriculum Root Cause: Received late, New, Unknown
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Increase Meets and Masters Root Cause: Lack of rigor

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Franklin will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition in 70% of all dual language classrooms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of 50/50 model is being implemented to support Emergent Bilingual students. Strategy's Expected Result/Impact: Increased success in EB population Staff Responsible for Monitoring: LPAC committee, Adin</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Training on New Curriculum Root Cause: Received late, New, Unknown
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Increase Meets and Masters Root Cause: Lack of rigor

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Franklin will increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 50% to 55%





Strategy 1 Details	Reviews			
<p>Strategy 1: Focus on Tier 1 instruction through strong PLC structure to target standards and alignment. Each cores area will show increase in Meets and Masters.</p> <p>English 1 will maintain Meets at 65% to 67% and Masters from 17% to 20% English 2 will increase Meets from 68% to 70% and increase Masters from 11% to 15% Algebra 1 will increase Meets from 46% to 50% and Masters from 19% to 21% Biology will increase Meets from 60% to 62% and Masters from 17% to 20% US History will increase Meets from 77% to 80% and Masters from 44% to 46%</p> <p>Strategy's Expected Result/Impact: EOC Scores Staff Responsible for Monitoring: Principal, APs, teachers, CTCs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Prescription charts will be created for all students in the five testing areas. Each student will be evaluated based on TEKS mastery through the use of exit tickets/formative assessments.. Students who do not master the TEKS will be required to attend Homework Haven and/or Accelerated Instruction before or after school for remediation.</p> <p>Strategy's Expected Result/Impact: EOC scores, content mastery</p> <p>Staff Responsible for Monitoring: Teachers, Department Chairs, ILT's, CTC's students, AP in charge of subject area</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: During freeze days (SAT Testing, EOC testing) boot camps will be established to address student needs for EOC content mastery. The camps will be organized by CTC's, Dept Chairs, and ILT's specific to their subject area.</p> <p>Strategy's Expected Result/Impact: EOC Scores</p> <p>Staff Responsible for Monitoring: Teachers, Department Chairs, ILT's, CTC, All students, AP in charge of subject areas.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Employee campus teaching coaches will work with teachers who need coaching to build instructional capacity and with students below level on state assessments in all classrooms.</p> <p>Strategy's Expected Result/Impact: EOC scores and walk-through assessments</p> <p>Staff Responsible for Monitoring: CTCs, AP's ILT's, Department Chairs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide differentiated instruction for special education and EL/EB students in collaboration with special education teachers and EL teachers.</p> <p>Strategy's Expected Result/Impact: EOC results, grades</p> <p>Staff Responsible for Monitoring: APs, teachers, Dept Chair, Sped Coach</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide technology, furniture, equipment, reading materials, software, and necessary supplies to supplement the instructional needs of all students to include costumes, makeup, musical instruments, uniforms, and props. This will also include purchasing laptops and furniture for the leadership team to include administrators, counselors, ALL and Campus Teaching Coach so they can create and provide professional development through PLCs.</p> <p>Provide graduation stole for every graduating Senior.</p> <p>Strategy's Expected Result/Impact: Grades, EOC scores, AP scores, graduation rate</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Technology Equipment - 211 ESEA Title I Part A (Campus) - 50000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide opportunities and cover the cost for administrators, teachers/students to attend professional development within the district and/or outside the district to enhance instructional practices in the classroom. This will include covering the cost of substitutes on the campus. Teachers will receive training on instructional delivery that will improve teacher insight into connecting with traditionally low performing students who may be at risk of not meeting academic or State performance standards.</p> <p>Strategy's Expected Result/Impact: EOC results, grades, SAT, AP scores Staff Responsible for Monitoring: Principal, AP, Teachers</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide necessary books, magazine and additional reading materials to supplement the instruction for all classes.</p> <p>Strategy's Expected Result/Impact: Increase overall reading development Staff Responsible for Monitoring: Librarian</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1, 2 Funding Sources: Reading Materials - 211 ESEA Title I Part A (Campus) - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Hire and train tutors to close gaps due to learning loss. Homework Haven</p> <p>Strategy's Expected Result/Impact: Closed learning gaps, Student will meet or master grade level EOC</p> <p>Staff Responsible for Monitoring: CTCs, Admin, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutorring - 211 ESEA Title I Part A (Campus) - \$211,723.68</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide necessary supplies and resources to teachers so they are able to work with students and teach effectively. This will include supplies, ink for printers and a laminator for core classes.</p> <p>Strategy's Expected Result/Impact: Teachers have needed materials to execute effective lessons</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1, 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p> <p>Funding Sources: Supplies - 211 ESEA Title I Part A (Campus) - \$107,461</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Collaborative PLC focus on Co-Teach model to support special education students in the classroom. Collaborative PLC effort with ESOL and L sections that incorporate strategies that connect students to the learning.</p> <p>Strategy's Expected Result/Impact: Increased scores in SPED and EB population.</p> <p>Staff Responsible for Monitoring: SPED Coach, Classroom teacher, SPED teacher AP, ESOL and L section teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Training on New Curriculum Root Cause: Received late, New, Unknown
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Increase Meets and Masters Root Cause: Lack of rigor
Prioritized Need 2: Low CCMR Accountability Root Cause: TSI success rate, English 4 vs. College Prep
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Build Magnet programs: Engineering, Legal Studies, PTECH, and Music and Media production Root Cause: Staffing reduction/changes.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Franklin will increase 4-year graduation rate from 92.7% to 95% with SPED student group increasing from 76.9% to 79% and Emer. Bil student group increasing from 85% to 87%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue developing and building AVID program. Develop AVID library and purchase necessary technology/equipment to sustain the program to include a digital library. Attend AVID convention and workshops throughout the year to increase capacity of the program. Provide monies for instructional tutors for AVID students. Implement AVID instructional tools and strategies across the curriculum. Any additional travel will be provided to support the instructional needs of the students.</p> <p>Strategy's Expected Result/Impact: EOC Scores, graduation rates, grades</p> <p>Staff Responsible for Monitoring: AVID coordinator, AP, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 2</p> <p>Funding Sources: AVID Travel - 185 SCE (Campus) - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Credit Recovery courses scheduled during 0/9, intersession and summer and/or reduction of class size teaching 7/8.</p> <p>Strategy's Expected Result/Impact: Students recovering credit to remain on cohort</p> <p>Staff Responsible for Monitoring: G&I, Teachers, Counselors, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2</p> <p>Funding Sources: - 185 SCE (Campus) - \$87,291</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support for at-risk students through conferencing, home visits by the graduation coach employed at the campus. There will be a prescriptive response to intervention and will be implemented for all students who are not on cohort.</p> <p>Strategy's Expected Result/Impact: Decrease drop out rate Staff Responsible for Monitoring: Graduation coach, Alpha initiative, APs</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2 - L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Work collaboratively as a SPED and LPAC team to ensure students have appropriate level of support and accommodations/modifications to be successful in each course and remain on cohort.</p> <p>Strategy's Expected Result/Impact: SPED and EB population graduate on cohort Staff Responsible for Monitoring: Classroom teacher, inclusion support, case manager, diagnostician, AP, SPED coach.</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: LPAC committee ensures students have appropriate accommodations. ESOL and L sections teachers work collaboratively incorporating strategies that support EB learners in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased performance in EB population</p> <p>Staff Responsible for Monitoring: LPAC committee members, AP, ESOL and L teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: Training on New Curriculum Root Cause: Received late, New, Unknown</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 1: Increase Meets and Masters Root Cause: Lack of rigor</p>
<p>Prioritized Need 2: Low CCMR Accountability Root Cause: TSI success rate, English 4 vs. College Prep</p>
L4 Culture of Accountability (Parent & Community Engagement)
<p>Prioritized Need 1: Increase attendance Root Cause: Bad habits during COVID, Ability to complete assignments online</p>

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June 2024, Franklin will increase the number of students who earn at least one College, Career and Readiness (CCR) Focus measure from 64% to 71% with all student groups meeting board approved metrics.

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with CTE to strengthen partnership with EPCC for Dual Credit, Associate Degree an work-based learning opportunities for students.</p> <p>Strategy's Expected Result/Impact: Increased number of students enrolling and successfully completing DC courses.</p> <p>Staff Responsible for Monitoring: PTECH and Magnet programs, AP, PTECH coordinator, Principal</p> <p>Title I: 2.4, 2.5, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Enrollment in college prep senior year for students have not met CCMR indicator</p> <p>Strategy's Expected Result/Impact: Increase CCMR accountability</p> <p>Staff Responsible for Monitoring: G&I, Counselors, Principal, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Student Achievement)

Prioritized Need 2: Low CCMR Accountability **Root Cause:** TSI success rate, English 4 vs. College Prep





L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 1: Build Magnet programs: Engineering, Legal Studies, PTECH, and Music and Media production **Root Cause:** Staffing reduction/changes.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 6: By June 2024, Franklin will ensure all students graduate prepared for college as measured by increase in the percent of 9th-12th grade students completing TSIA2 from 60% to 90% (Academics-College Career Readiness)

Strategy 1 Details	Reviews			
<p>Strategy 1: Create TSI testing schedule. Students who pass will be eligible to be placed in Dual Credit classes. Students who fail will receive remediation and retest. Student will be placed in English and Math college readiness classes senior year if not on track for CCMR.</p> <p>Strategy's Expected Result/Impact: Increases number of students taking and passing the TSI.</p> <p>Staff Responsible for Monitoring: CCMR Advisor, G&I, CTCs, Testing Coordinator</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Seniors are only eligible for an out if they have met the CCMR indicator.</p> <p>Strategy's Expected Result/Impact: Increases number of students taking and passing the TSI.</p> <p>Staff Responsible for Monitoring: CCMR Advisor, G&I, CTCs, Testing Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 2</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Purposeful scheduling during WIN time to prepare and remediate students to take TSI. Strategy's Expected Result/Impact: Increases number of students taking and passing the TSI. Staff Responsible for Monitoring: CCMR Advisor, G&I, CTCs, Testing Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Increase Meets and Masters Root Cause: Lack of rigor
Prioritized Need 2: Low CCMR Accountability Root Cause: TSI success rate, English 4 vs. College Prep
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Build Magnet programs: Engineering, Legal Studies, PTECH, and Music and Media production Root Cause: Staffing reduction/changes.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Increase attendance Root Cause: Bad habits during COVID, Ability to complete assignments online

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 7: By June 2024, Franklin will ensure all students graduate prepared for college as measured by increase students average SAT score from 971 to 990 (Academics-College Career Readiness)

Strategy 1 Details	Reviews			
<p>Strategy 1: SAT Prep through WIN/Advisory Strategy's Expected Result/Impact: Improved SAT scores Staff Responsible for Monitoring: CCMR advisor, G&I</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Focus on Tier 1 high quality instructional practices. Strategy's Expected Result/Impact: High rigor, Bell to Bell instruction Staff Responsible for Monitoring: Teachers, CTCs, Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 7 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 1: Training on New Curriculum **Root Cause:** Received late, New, Unknown

L2 Academic Excellence (Student Achievement)





Prioritized Need 1: Increase Meets and Masters **Root Cause:** Lack of rigor

Prioritized Need 2: Low CCMR Accountability **Root Cause:** TSI success rate, English 4 vs. College Prep

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 8: By June 2024, Franklin will ensure all students graduate prepared for college and/or career as measured by an increase in the number of students that meet criteria for CCMR Outcome Bonus by 5% [from 114 students (Econ Dis), 182 students (Non-Econ Dis), 7 (SPED) to 120 students (Econ Dis) , 192 (Non-Econ Dis), 8 SPED [HB3] (Academics-College Career Readiness)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Training opportunities for OnRamps courses, and AP Courses. Set expectation that any student taking an AP course will take the AP exam. Identify and provide targeted goals and interventions to ensure at-risk students are meeting CCMR requirements.</p> <p>Strategy's Expected Result/Impact: Increased number of students who are enrolled and successful in these courses and AP exams</p> <p>Staff Responsible for Monitoring: AP, teacher, CTCs, Grade Coach, CCMR Advisor</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Offer On Ramps courses in Pre Cal, Geo Science, English III and Physics 1 & 2. Provide resources and materials needed for students in these courses to include technology, supplies, professional development.</p> <p>Strategy's Expected Result/Impact: Increase number of college courses completed.</p> <p>Staff Responsible for Monitoring: Teachers, AP, Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement AVID strategies across the curriculum. Provide resources and professional development for teachers to build instructional capacity in classrooms</p> <p>Strategy's Expected Result/Impact: Increase college readiness across the curriculum.</p> <p>Staff Responsible for Monitoring: AVID leads, Teachers, AP</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 8 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: Training on New Curriculum Root Cause: Received late, New, Unknown</p>

L2 Academic Excellence (Student Achievement)





Prioritized Need 1: Increase Meets and Masters **Root Cause:** Lack of rigor

Prioritized Need 2: Low CCMR Accountability **Root Cause:** TSI success rate, English 4 vs. College Prep

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 9: By June 2024, Franklin will ensure all students graduate prepared for college and/or career as measured by an increase percent of students in grades 9-12 who earn post-secondary credentials beyond high school diploma by completing an associates degree from 4% to 5%, Level 1 certificate from 0% to 2%, or industry certification in an aligned program of study from 5% to 14%

Strategy 1 Details	Reviews			
<p>Strategy 1: Magnet recruitment nights and promotion of PTECH, Engineering, Music & Media Production, Legal Studies</p> <p>Strategy's Expected Result/Impact: Increased interest and enrollment</p> <p>Staff Responsible for Monitoring: PTECH Coordinator, Teachers, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CTE field trip to raise awareness of opportunities to encourage higher enrollment towards industry based certifications</p> <p>Strategy's Expected Result/Impact: Increased awareness and enrollment</p> <p>Staff Responsible for Monitoring: Counselors, CCMR Advisory, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 2</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors check during preregistration to ensure students are on track with program of study. Strategy's Expected Result/Impact: Students are scheduled to remain on cohort. Staff Responsible for Monitoring: Counselors, G&I</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Prioritized Needs: L2 Academic Excellence (Student Achievement) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 2: Low CCMR Accountability Root Cause: TSI success rate, English 4 vs. College Prep
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Build Magnet programs: Engineering, Legal Studies, PTECH, and Music and Media production Root Cause: Staffing reduction/changes.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 1: By June 2024, Franklin will stabilize enrollment by maintaining the number of new students enrolling and transferring in each year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to offer high quality programs and extra-curricular activities that showcase the strengths and success of Franklin High School students.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<p>Prioritized Need 2: Increased Parental Involvement beyond extracurricular. Root Cause: Parents are working and busy. They don't know how to get involved.</p>
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p>Prioritized Need 1: Build Magnet programs: Engineering, Legal Studies, PTECH, and Music and Media production Root Cause: Staffing reduction/changes.</p>
L4 Culture of Accountability (Parent & Community Engagement)
<p>Prioritized Need 1: Increase attendance Root Cause: Bad habits during COVID, Ability to complete assignments online</p>

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 2: By June 2024, Franklin will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from .

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Cougar awards/cougar coins to support the good deeds of teachers. This will include thanks for extra time, best practices, and additional supports for students.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incentives for perfect teacher attendance.</p> <p>Strategy's Expected Result/Impact: Improved teachers attendance Staff Responsible for Monitoring: Attendance committee, AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Annual Cougar Cup - BOY Team Building</p> <p>Strategy's Expected Result/Impact: Improved morale and team culture Staff Responsible for Monitoring: Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Enrollment Maintain student enrollment by hiring and training high quality educators and continue recruitment and building of Magnet and PTECH programs, to include dual credit courses. Strategy's Expected Result/Impact: Main/Increase in enrollment Staff Responsible for Monitoring: Principal, Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: PBIS Refresh Root Cause: Teachers and students both need to be introduced/refreshed on PBIS systems after covid.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Build Magnet programs: Engineering, Legal Studies, PTECH, and Music and Media production Root Cause: Staffing reduction/changes.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 3: By June 2024, Franklin will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

Strategy 1 Details	Reviews			
<p>Strategy 1: Technology Infrastructure Schoology will be used as a comprehensive system of collaboration across departments to inform and engage all students. TEAMS and Zoom are additional tools used to schedule and communicate with all faculty and staff. DC courses through facilitator as needed</p> <p>Strategy's Expected Result/Impact: Campus wide collaboration Staff Responsible for Monitoring: Admin, teachers, CTCs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
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



Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: Training on New Curriculum Root Cause: Received late, New, Unknown</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 1: Increase Meets and Masters Root Cause: Lack of rigor</p>

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Franklin will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 90.4%% to 95%. (Student Services)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide incentives for students who have perfect attendance each nine weeks. Incentives will include exemptions, drawings for merchandise, additional lunch times.</p> <p>Strategy's Expected Result/Impact: Attendance rates</p> <p>Staff Responsible for Monitoring: STUCO, APs, Counselors, Graduation Coach, Alpha initiative</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ARC meetings every three weeks for students who have attendance issues.</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct parent meeting with students who have high absences each nine weeks.</p> <p>Strategy's Expected Result/Impact: Increase attendance</p> <p>Staff Responsible for Monitoring: Counselor, APs</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 2 - L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement lunch detention for students who have high attendance issues and tardy issues.</p> <p>Strategy's Expected Result/Impact: Increase attendance</p> <p>Staff Responsible for Monitoring: Teacher, AP, Counselor</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Safety & Security</p> <p>Establish Threat Assessment Team to implement and execute protocols and procedures to keep faculty, staff, and students safe and secure.</p> <p>Increase safety and security on campus through ensuring all faculty, staff and students wear badge/ID, and ISONAS system is put in place.</p> <p>Strategy's Expected Result/Impact: Compliance with faculty, staff and students wearing badges and following campus safety procedures.</p> <p>Staff Responsible for Monitoring: Admin, Campus Patrol, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Establish Reconnect Team and conduct home visit.</p> <p>Staff Responsible for Monitoring: Counselor, Graduation Coach, Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)





Prioritized Need 2: Increased Parental Involvement beyond extracurricular. **Root Cause:** Parents are working and busy. They don't know how to get involved.

L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 1: Increase attendance **Root Cause:** Bad habits during COVID, Ability to complete assignments online

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Franklin will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring we offer all required community events.

Strategy 1 Details	Reviews			
<p>Strategy 1: PEL and ML work with parents to ensure that students have additional supports needed at the school. Strategy's Expected Result/Impact: Families feel well informed and know where to go for information. Staff Responsible for Monitoring: PEL, ML, Admin</p> <p>Title I: 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Prioritized Needs: L1 Whole Child (Culture & Climate) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ESL and GED classes to parents who are in need of these services so they may be able to help students at home. This includes purchasing books for the class. Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: PEL</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 2 Funding Sources: PEL Parent Classes - 211 ESEA Title I Part A (Campus) - \$9,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Partner with the Principal each semester. Monthly meetings with spotlight administrator or counselor. Open door policy and additional forums throughout the school year. Strategy's Expected Result/Impact: Informed parents Staff Responsible for Monitoring: PEL, Principal</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 2 Funding Sources: Supplies - 211 ESEA Title I Part A (Campus) - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 2: Increased Parental Involvement beyond extracurricular. **Root Cause:** Parents are working and busy. They don't know how to get involved.

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 3: By June 2024, Franklin will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days).





Strategy 1 Details	Reviews			
Strategy 1: Customer Service Focus and commitment on customer service to build trust and respect through transparency and consistent communication. Strategy's Expected Result/Impact: Parents informed Staff Responsible for Monitoring: PEL, Admin Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Assign administrator to check communication portals. Strategy's Expected Result/Impact: Multiple tools for communication Staff Responsible for Monitoring: Admin, Principal Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Increased Parental Involvement beyond extracurricular. Root Cause: Parents are working and busy. They don't know how to get involved.

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, Franklin will foster equitable access to opportunities and eliminating barriers as measured by an increase in enrollment of underrepresented (i.e., special education and emergent bilingual) high school student groups in advanced academic courses (AP/IB, On Ramps, and Dual Credit) by 3%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors host preregistration: sharing benefits for post-secondary success and encouraging students to enroll in these courses.</p> <p>Strategy's Expected Result/Impact: More awareness and participation</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will promote programs through ARDs and LPAC to students that</p> <p>Strategy's Expected Result/Impact: Raise awareness of opportunities</p> <p>Staff Responsible for Monitoring: Admin, Diagnosticians, Case Managers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Prioritized Needs:





L2 Academic Excellence (Student Achievement)

Prioritized Need 2: Low CCMR Accountability **Root Cause:** TSI success rate, English 4 vs. College Prep

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 2: By June 2024, Franklin will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 38% to 19% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 7% to 5%

Strategy 1 Details	Reviews			
<p>Strategy 1: All ELAR teachers obtain ESL certification. Strategy's Expected Result/Impact: All teacher have proper certifications Staff Responsible for Monitoring: Admin, Teachers</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ESOL WIN/Advisory schedule Strategy's Expected Result/Impact: EB's receive additional supports Staff Responsible for Monitoring: Teacher, G&I, Counselors</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: High quality Tier 1 Instruction Strategy's Expected Result/Impact: Increased success in classroom and accountability Staff Responsible for Monitoring: CTCs, Teachers, Admin Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Training on New Curriculum Root Cause: Received late, New, Unknown
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Increase Meets and Masters Root Cause: Lack of rigor
Prioritized Need 2: Low CCMR Accountability Root Cause: TSI success rate, English 4 vs. College Prep

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	AVID Travel		\$10,000.00
2	4	2			\$87,291.00
Sub-Total					\$97,291.00
Budgeted Fund Source Amount					\$97,291.00
+/- Difference					\$0.00
211 ESEA Title I Part A (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	6	Technology Equipment	50000	\$0.00
2	3	8	Reading Materials		\$5,000.00
2	3	9	Tutorring		\$211,723.68
2	3	10	Supplies		\$107,461.00
4	2	2	PEL Parent Classes		\$9,000.00
4	2	3	Supplies		\$4,000.00
Sub-Total					\$337,184.68
Budgeted Fund Source Amount					\$337,184.68
+/- Difference					\$0.00
Grand Total Budgeted					\$434,475.68
Grand Total Spent					\$434,475.68
+/- Difference					\$0.00