

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Lorenzo Castillo Cabrera, III

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Franklin Police and Fire High School

(As it should appear in the official records)

School Mailing Address 1645 West Mcdowell Road

(If address is P.O. Box, also include street address.)

City Phoenix State AZ Zip Code+4 (9 digits total) 85007-1607

County Maricopa County State School Code Number* 030641

Telephone 602-764-0217 Fax 602-258-2868

Web site/URL
http://www.franklinpoliceandfire.org/franklin E-mail lcabrera@phoenixunion.org

Twitter Handle _____ Facebook Page _____ Google+ _____

Other Social Media Link

http://www.azfamily.com/sports/high-school/Phoenix-Fire-gives-students-real-life-training-Day-As-a-Firefighter-

YouTube/URL
http://www.youtube.com/watch?v=8IbuqBS6yNQ

Blog _____ 149572865.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Kent Scribner E-mail: scribner@phoenixunion.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Phoenix Union High School District Tel. 602-764-1100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Randy Schiller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 16 High schools
 - 0 K-12 schools
- 16 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	53	39	92
10	44	33	77
11	41	32	73
12	37	28	65
Total Students	175	132	307

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 3 % Black or African American
 - 86 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 9 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	307
(5) Total transferred students in row (3) divided by total students in row (4)	0.046
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 1 %
4 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Swahili
8. Students eligible for free/reduced-priced meals: 87 %
 Total number students who qualify: 267

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 4 %
12 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 0 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 0 Other Health Impaired |
| 0 Deaf-Blindness | 0 Specific Learning Disability |
| 0 Emotional Disturbance | 12 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	97%	98%	99%
High school graduation rate	97%	98%	100%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	63
Enrolled in a 4-year college or university	23%
Enrolled in a community college	52%
Enrolled in career/technical training program	0%
Found employment	8%
Joined the military or other public service	17%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Franklin Police and Fire High School opened its doors in the fall of 2007 and in 2011, we saw our first graduating class. We are the first of its kind in the nation to offer a rigorous college readiness curriculum with a public safety program. Our district's mission statement, "Preparing Every Student for Success in College, Career and Life" is mirrored in our own school's core beliefs and vision statement: "Through collaborative efforts among all stakeholders, Franklin Police and Fire High School will provide a model educational environment that promotes academic rigor, life-long learning, leadership and service in the community." Our students aspire to become public safety officers. We truly believe that all of our students are capable of success if given the opportunity, intervention, expectations and support.

As a public school of choice, students need to have a desire to serve in public safety. Our district's open enrollment policy allows all students to apply. Due to our limited space and resources, students must participate in a comprehensive admissions process to ensure success at Franklin.

As the only uniformed public school in our district, leadership skills permeate throughout the community. Enrolled students start with an orientation that introduces the core values of our school: "Respectful, Accountable and Responsible." Community service, leadership and civic engagement are an integral part of Franklin's cultural spirit. As future public safety officers, we require all students to complete a minimum of 100 hours of community service, collaboratively and individually. In building leadership skills within our community, students design, develop, and participate in programs that work with the following agencies: US Marshal's Office, Bureau of Land Management, Phoenix Police and Fire Departments, Scottsdale Police and Fire Departments, Arizona Department of Public Safety, Gila River Fire Department, Arizona Attorney General's Office, Be A Leader Foundation, Phoenix Union High School District Foundation and other local agencies.

Traditions are woven into our daily school routine. Each day begins and ends with a military style formation of all students and staff. Formation provides an opportunity to reinforce the three core values of Franklin. We provide focus for the day, recognize and celebrate accomplishments, as well as strengthen student accountability. These values and expectations resonate long after the school day has ended, as demonstrated by the positive community attention and collaboration that our school has garnered in our short time, which makes Franklin a sought-after community partner.

Since our inception, we have consistently grown, beginning with 101 students to our current enrollment of 307 students. During the course of our growth, we have achieved many milestones. Our greatest achievement has been our consistent success in literacy and numeracy which has brought much recognition. We have achieved distinction by the Arizona Business and Education Coalition as a Higher Performing School for 2012 and 2013. Franklin has earned an "A" rating from the Arizona Department of Education Accountability for the last three years since the origin of the letter grade system in 2010. We are a "Beat the Odds" Mentor School, administered by The Center for the Future of Arizona, to help mentor other schools in similar socio-economic areas to be their best.

For all public schools in Arizona, Franklin Police and Fire High School ranks in the top 5%. Franklin is also in the top 22% of all "A" rated schools in Arizona. Our meet and exceed rates on AIMS Math have increased from 58% in 2009 to 72% in 2013 which is well above the State of Arizona average of 61%. In Reading, our school scored 96% for 2013 while Arizona scored 83%. This is a significant increase from 63% in 2009, compared to the state of Arizona average of 75%. Our graduation rate has been 98% or above since our first class graduated in 2011, compared to the state average of 74.7% for 2013. While Franklin does not have enough students to meet the state categorization requirements for identifying subgroups (forty or more students in an identified area such as ELL, SPED, and ethnic groups), we seek to meet every student's needs. This includes targeting specific achievement gaps at the bottom quartile of every grade level. Additionally, we provide academic and emotional support in collaboration with parents to special education students as identified by their individual education plans. We also monitor the growth of English language learners for continued academic improvement in all of their core classes.

None of our success would have happened without the passion and dedication of all of our stakeholders, specially our staff and parents. While we are pleased with what we have achieved so far, we are continually looking to improve. We strive to teach our students to be life-long learners, as we model that every day. We will continue to strive for student success as we believe that failure is not an option.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Our state assessment, Arizona Instrument to Measure Standards (AIMS), has four proficiency levels: Falls Far Below, Approaches, Meets, and Exceeds. Meets and Exceeds are considered to be acceptable proficiency levels. Our school's AIMS state test scores have been improving since our school began taking the test in 2009. The meets plus exceeds percentages at Franklin are currently higher than the state's average in reading and math. In reading, students scored 96% while the state averaged 83%. Our students scored 73% in math, which is above the state average of 61%. Our math's meets plus exceeds percentage has seen a modest 13% increase from 2009 to 2013. Most notably, the meets plus exceeds percentage in reading has seen an increase of 36% from 2009 to 2013. The exceeds percentage in math significantly increased from 13% in 2009 to 21% in 2013. The state data shows students who meet or exceed on the test are performing at or above grade level. This data is important as it helps set goals as outlined in our Continuous Improvement Plan. This plan is set every year to measure students' annual academic growth in all areas tested on the AIMS as well as any future tests. By setting these goals, we are meeting the state and district expectations of meet or exceed on all measured areas. Our work is certainly not done. We strive to continue to provide interventions to help all of our students meet and exceed on AIMS. With strategic interventions we hope to continue to improve in all areas of AIMS. The growth between the Stanford 10 results and AIMS results have awarded us with the letter grade of an "A" three consecutive years since the inception of the letter grade accountability rating set forth by the Arizona Department of Education.

b) Since the first year we administered the AIMS in spring 2009, we have consistently tried to improve on our standardized test scores in a collaborative effort to help Franklin students succeed. The data in 2009-2010 show that our proficiency rate was 53% in Math and 78% in reading. The following year we instituted a targeted AIMS prep for our students. This was primarily done in their English and math classes. In 2010-2011, we saw a disappointing drop in math scores statewide, due to a statewide change in the Math AIMS exam. As a result of these scores, Franklin strategically decided to add an advisory class to the master schedule as a much needed intervention for all students.

During this advisory period, we focused on students who would be taking the test for the first time, and assisted students attempting to exceed or pass the test. An AIMS diagnostic pretests was used to help identify specific strands and standards for each student. During this advisory class, students were prescribed specific math, reading and writing interventions. Essentially, all students preparing for the AIMS exams were given an individualized testing plan that focused on specific standard deficiencies.

As a result of these interventions, particularly in math, we have seen a 20% increase in our math scores from 2011 to 2012. We catapulted from 47% in 2011 to 67% in 2012 and leaped 6% in 2013 with a passing percentage of 73%. We are aiming for a 10% increase in our math scores this year. Our students are currently preparing for the up coming Math AIMS exam in April. In short, we have added to our arsenal of interventions from AIMS prep in English and math classes in 2011 with an advisory class, after school interventions, Saturday school sessions in 2012, 2013 and 2014, and three days of Math AIMS interventions during Spring break for the 2014 Math AIMS exam. The Sophomore Math teacher as well as the Math Instructional Leader continue to work on adding differentiated after school and Saturday school interventions as well as using differentiated technology like Laurus Math, E2020, Promethean clickers, SMART boards, document cameras, TI 84s and Nspires to help bridge the achievement gaps of our students. In our mission to prepare students for success, we have added AVID Math interventions with the help of AVID math tutors and AVID reading tutors to help students build upon their success. Each year we aim to find new ways to help our students succeed.

Furthermore, we have solicited parent involvement by hosting parent meetings and by sending home communications stressing the importance of attendance in class, the Saturday school interventions, and after school tutoring. The English teachers, especially the Sophomore English Language Arts teacher, the Reading Teacher and Reading Specialist, work together to create and improve interventions. Due to these interventions, our AIMS reading scores have seen a 36% increase from 60% in 2009 to 96% in 2013. Our

strategic interventions from adding an Advisory period in the master schedule to after school and Saturday school interventions, our Read 180 and Strategic Reading interventions in addition to adding tutors and technology interventions have helped propel our student achievement scores.

As a team we are certainly proud of our student success; however, we feel that we still need to continue to grow and improve upon the types of differentiated interventions we provide for all of our students.

2. Using Assessment Results:

The data used to improve students' and school's success comes from a variety of areas. Coupled with the information gathered from quarterly and semester D and F reports, we are able to use Stanford 10 and AIMS testing results to identify the bottom quartile. From this data, we work on targeted interventions to help reach their potential and ensure that the necessary scaffolds are in place to provide students with individualized support. With the support from parents, these interventions have included after school tutoring as well as Saturday school intervention sessions. The students have responded positively to these interventions, as proven by success in the classroom and test scores.

We have implemented several professional development strategies on our campus that help our students take responsibility for their learning. We work extensively within our campus PLC, as well as department PLC's to bring more information on Assessment for Learning into the classrooms. This includes the use of student self-assessment guides and student study planners. The use of these strategies have proven to be effective in helping students, self-reflect, visualize and understand that it is not only the teacher that is responsible for their learning. Students in turn have taken these practices they have developed through Assessment for Learning in their classrooms to other avenues in their lives.

Through work with our district PLC's, the staff has also expanded work on Analysis of Student Work into their classrooms. The analysis of student work helps teachers see where their own deficiencies might lie in their teaching of content, which in turn helps them bridge gaps in their own students learning. Being able to reflect and respond has been extremely beneficial to helping our students and teachers grow as learners. In short, our goal is to increase student achievement by setting measurable goals accompanied by methods to assess those goals.

One of the biggest indicators of our students' academic success has been their ability to gain numerous scholarship opportunities to various post-secondary colleges and universities. As we have analyzed the data and the learning of our students, we have increased the rigor that occurs in our classrooms so that our students are pushed to do their very best in all academic areas. This has in turn produced a staggering amount of college going students with scholarship opportunities than ever before.

We truly believe in celebrating our successes. We celebrate successes campus wide during our morning and afternoon formation assemblies. We recognize student achievement publicly with announcements, certificates and in our monthly newsletters and website. We have a specific award ceremony to recognize students in front of their family, friends and loved ones. We also incorporated a new tradition this past year were students and staff who received accolades, have the opportunity to ring Franklin's Honor Bell. We believe that our students' success is our success and our success is the community's success!

3. Sharing Lessons Learned:

Our school participated in a District-Wide Continuous Improvement Plan Summit for the past two years where district school leadership teams collaborated and discuss on what has been successfully working on their campuses. We shared several strategies on how we have helped our students bridge the gap on AIMS, specifically how we have targeted students during our Advisory period. Our Advisory period is a 35 minute block of time where our students receive tutoring assistance. We target sophomores by providing them specific AIMS prep practice. This work is a collaborative effort between our English and Math teachers who work together to plan and implement strategies during this Advisory period. Furthermore, we target math and English tutoring for our other grades as well during this time. Seniors are encouraged to work on the

state required E-CAP program which helps them track their progress in high school. This tracking of their progress has helped them see and achieve their Higher Education expectations. This has been especially important in planning for scholarships and applying to colleges and really helping them see how their achievements in school can help them find the tools they need to be successful at the postsecondary level.

Franklin is a Beat the Odds Mentor School. We mentor a school that is under-performing and invite other principals who participate in the Beat the Odds program to come observe and learn strategies that we employ. After each visit we speak with the school principal and or school team to discuss and dialogue on specific strategies seen and share resources and materials to help guide implementation of specific strategies observed.

Since we are the first school in the nation to offer a rigorous college readiness curriculum with a public safety program, many schools have sought us out to come and view our model. These have included schools from Wyoming, Nevada, Texas and a group of educators from Regina Public Schools in Saskatchewan, Canada. Franklin Police and Fire High School serves as a model school that combines a rigorous academic curriculum with a specialized public safety curriculum. Regina Public Schools is currently offering a law enforcement program and plans to offer a fire science program next school year using our model. Most recently, Rock Springs High School in Wyoming is sending a second team in April to guide and help them open a police and fire program in their school.

4. Engaging Families and Community:

As a Targeted Title I school, there is a collaborative relationship between parents and the school to help students achieve success and help our school continue to grow. One of these is the Parent Compact, which is an agreement between the student, the family and the staff that outlines the expectations and commitment for student achievement. This gives the parent and student a critical buy-in and resources to help their student be successful. Parents also receive a monthly newsletter that keeps them updated and informed on events that takes place at Franklin. Once a month, a parent advisory committee and the principal meet to plan and implement different events for the staff and students. They also hold fundraisers to provide scholarships for graduating seniors.

In the spring, we partner with a local university to provide the American Dream Academy. This academy provides parents and students with the knowledge and resources to help plan for their child's future at the university level. Franklin hosts two open houses each year. One is for current parents and students, and another is for prospective students. The principal's coffee/tea/cocoa reception allows parents and community stake holders another way to meet and discuss concerns in a more personal and approachable level.

Our counselor provides resources for contacting parents and helping to provide students success. The principal works with teachers and counselor to identify students with academic, behavioral and truancy issues. These conferences often lead to parent/teacher/student interventions to address concerns. The counselor also holds several financial aid nights to help guide students and parents through the rigorous and sometimes daunting task of helping students obtain the necessary funding for college. We have also partnered with Upward Bound, ACE, Step, Barrett Honors Summer, Future Sun Devils, PASS program, Dream Act students and created a school profile to send to universities across the nation.

We have additionally built industry partnerships with SkillsUSA, US Marshal's Office, Bureau of Land Management, Phoenix Police and Fire Departments, Scottsdale Police and Fire Departments, Arizona Department of Public Safety, Gila River Fire Department, Arizona Attorney General's Office, Be A Leader Foundation, Phoenix Union High School District Foundation and other local agencies.

Through these strategies and partnerships, we are broadening the opportunities students have for success in post-secondary life. These collaborative efforts with our community partners and families help to support our vision statement of promoting life-long learning and a culture of success.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The mission of Franklin Police and Fire High School is to prepare every student for success in college, career and life, which is also our district's mission. We work together to create collective capacity among all stakeholders. The implementation of Arizona College and Career Readiness Standards have been done through the extensive work of PLCs, both at the District and campus level to ensure students have an equitable learning experience across the board. Our district's vision is to ensure college and career readiness in our students, with the goal to become a district of learners who act on the belief that the development of literacy, numeracy and critical thinking skills is everyone's responsibility. As a community of learners we are committed to the implementation of Arizona College and Career Readiness Standards and corresponding assessments, a comprehensive educator evaluation and focused professional development through aligned support. The District's adopted Habits of Mind and college and career readiness standards have permeated in core curricula such as English, math, science and social studies. Franklin takes this a step further and implements a variation of these strategies in all subject areas.

Through the framework of core standards, the English Department added more non-fiction into their classroom. This has meant building upon what is already done in several other classes on campus, the use of reading strategies like marking the text, close reading, as well as working to make the learning cross curricular so that the strategies learned in English can move across curriculum lines to other areas. Our Habits of Mind focus on comprehension and critiques and valuing evidence to build strong content knowledge. Furthermore, we teach students to understand how to view and value other perspectives and cultures and show students how to self-reflect, analyze, evaluate and demonstrate a strong command of the English standards. We teach students the steps to articulate verbally and in writing their own ideas and how to construct, defend, convey and argue their point in relation to audience, task, purpose and discipline.

Likewise, Franklin Math courses follow the vision and values of the district's 5-Year Plan. We are supported by an increase use of math in the law enforcement and fire programs to help students bridge the gap between what they learn in their math classes and how it relates to the real world. Our district's Mathematics program, E2 Math goal is to excel in all areas of teaching and learning. We strive to be the role model for collaborative learning, innovative technology and a commitment to continual learning. Our curriculum is aligned with Arizona College and Career Readiness Standards and is designed to prepare students for the AIMS graduation requirement. Through participation in our math program, students are engaged in classrooms with teachers using best mathematical practices, which emphasize both conceptual and procedural understanding. Students become powerful mathematical thinkers who know how and when to apply the mathematics they have learned, in a wide variety of contexts.

The Special Education department has implemented creative strategies such as placing students in honors English classes in order to test and raise their goals. This provides much success as shown by the amount of students in special education at Franklin who have not only passed their AIMS tests but several have passed in the areas of their disabilities.

The Social Studies department works to make their curriculum more cross-curricular. In essence, what students learn in social studies can be translated to having an impact in their English and science classes as well as other classes such as law enforcement and fire classes. Specifically the social studies department continues to work on adding more reading literacy strategies into their curriculum to support the work of the English teachers as well as their own curriculum.

Academic strategies are incorporated into the Career and Technical Education (CTE) law enforcement and fire programs through the use of closed reading, mark the text, and other reading strategies as well as proper writing techniques. The CTE programs have worked to implement the District's Habits of Mind and use more technology into their classrooms through the use of a learning management system. In short, all courses aim to improve student achievement and work collaboratively to ensure student success.

2. Reading/English:

The English department holds fast to the premise that all students continually increase their language capability through a balanced literacy approach that involves active communication in all content areas and explicit instruction in reading, writing, communication, and word study.

Franklin students have weekly vocabulary word study. Students are introduced to new vocabulary and keep detailed notebooks. Homework in vocabulary is essential to the understanding and usage of vocabulary words. Furthermore, practice readings in ACT, SAT, PSAT formats are included in homework. The benefits of the vocabulary word study are monumental.

Student test scores are substantially excelling. Familiarity with testing formats in reading helps students prepare for standardized testing. Several students have commented, "We knew how to tackle the readings because we have seen them in our nightly homework." Above all, students feel confident using vocabulary in everyday writing assignments in all courses.

English teachers agree, students must have opportunities for recreational and academic reading at their independent and instructional levels. Unfortunately, Franklin does not have a library. Teachers build their own libraries for student use. During advisory period, teachers incorporate Silent Sustained Reading three times weekly. Teachers have seen an increase in students' independently reading. Students' book requests are increasing. English teachers have personally used their own means of funding to obtain books. As one teacher commented, "If they want to read, I'm getting them books." Students are in hopes of starting a book club next year. Not only do they want more books, students desire to have book chats, author reviews, and institute "read to a kid" in the community. Reading at Franklin is something that students "want to do" not that they "have to do."

Furthermore, advisory periods are utilized to aid in the preparation of students for state mandated testing. There are only three English teachers at Franklin. How does one teacher prepare an entire sophomore class in both Reading and Writing? The solution is, use the advisory period. These advisories prep in reading twice weekly. Students create portfolios and monitor their progress. Second semester, prep increases to three times weekly. Teachers collect data by administering diagnostic reading tests, posttests, and student portfolio assessments. AIMS test scores show that 97% met in one year, 96% met the following year! More importantly, the entire school is supportive of the AIMS prep advisory. The Franklin team makes it happen and we continue to ensure that Franklin students succeed.

3. Mathematics:

Franklin math courses follow the vision and values of our district's 5-Year Plan. Principally, we participate in professional learning communities (PLCs) to help create equitable experiences for all students. PLCs provide opportunities to discuss strategies and encourage collaborative skill development such as seating students in groups of three or four. PLC meetings help address instructional shifts that support common core. This is our second year of implementation of Arizona College and Career Readiness Standards in mathematics focusing on the use of ACT Framework Student Mathematical Practices.

PLCs also support our efforts to use data to drive instruction and implement interventions. Such interventions are used to address further needs of bottom quartile performers. The bottom quartile performers are identified in all math classes. Our goal is to identify bottom quartile students and provide the necessary interventions and support to help them become successful. Tools we have found successful include creating an AIMS prep advisory, Saturday school, after school sessions during the week, an advisory Algebra lab class 3 days a week and Fall and Spring Break AIMS camps. These sessions are provided with the services of Title I teachers, the State Grant fund teacher, AVID college tutors and student volunteer tutors. The volunteer tutors receive community service hours for their assistance, which helps them toward their accumulation of the required 100 hours for graduation.

The math department aims to ensure all students have differentiated opportunity to succeed by providing ample resources, time, and support. Students with Ds are required a minimum of 3 tutor intervention sessions and those with Fs are required to attend 6 intervention sessions. With the support of parents students are held accountable through the school and by parents. We hold true to the notion that failure is not an option!

Additional resources we use include different online math tutorials. The differentiated ways of targeting students' needs, motivate students to help themselves by taking advantage of such offerings. To support our math goals and development of the mathematical practices, we include the use of innovative technology such as Promethean clickers, SMART boards, document cameras, TI 84-Nspires.

The law enforcement and fire programs also reinforce mathematical skills by integrating math assessments that pertain to each of these career fields. Students are held accountable for their skill integration within their respective program. Throughout the numerous ways we support student, we work to inspire them toward a commitment of life-long learning.

4. Additional Curriculum Area:

Career and Technical Education (CTE) instructors work in collaboration with academic teachers to ensure college readiness curriculum is integrated into program instruction. Academic strategies are incorporated into the CTE programs through the use of thinking maps, closed reading and mark the text strategies. Instructors have numerous years of experience in law enforcement and fire science enabling real world experience to be brought into the classroom.

There is ongoing collaboration of industry partners to identify strands, such as 9-1-1 Call Taker/Dispatching Certification, Unarmed Security Guard Certification, Cardio Pulmonary Resuscitation Certifications, and First Responder Emergency Medical Technical Training, to further enhance the capabilities of our students to enter the workforce. We recently established a program to instruct students on the need for Spanish in public safety. Students earn a certificate that they can take to prospective employers looking for bi-lingual police and fire employees.

Furthermore, students must complete the Personal Statement requirement for scholarships. Students research scholarships through the use of the scholarship organizer. Currently, in 2013-2014, senior students have garnered thousands of dollars in higher education scholarships. CTE instructors also provide additional enhanced curriculum through Spanish for Public Safety, Certified Wild Land Fire-Fighting, Cardio Pulmonary Resuscitation, and Program Certificates. This allows Franklin students to enter the workforce after graduation with a step up on all applicants. Federal and local agencies have hired our students directly into the workforce after graduation to serve as Wild Land Firefighters, Detention Officers, and Police Dispatchers.

Students enrolled in the Law Enforcement and Fire Science programs, have the opportunity to obtain dual-enrollment college credits that enable them to start college a year ahead of their fellow students.

The additional curriculum areas that Franklin offers include public speaking, health, art (drawing and painting) and Spanish. These courses complement and are an integral part of the comprehensive education at Franklin. Due to the group interviews that public safety departments require, public speaking was implemented to address this skill which students may lack. Along with being a graduation requirement, our health class also teaches students how to care of their bodies through proper nutrition and exercise so they can be in peak physical and mental condition to perform optimally in the public safety profession. In the drawing and painting class, the instructor directs students to take their own fingerprints and draw the image by hand. At the same time, law enforcement classes are learning how to dust and collect fingerprints from a crime scene. Spanish classes cater to non-Spanish and Spanish-speaking students with the goal of acquiring basic and advanced proficiency in communication skills. All students study two years of Spanish in addition to nine-week Spanish for Public Safety course which emphasizes important vocabulary needed in working

in a diverse, multilingual community. All courses that Franklin offers are cross-curricular in nature and design.

Franklin science courses are tailored to fit the school's public safety program. In an effort to prepare every child to succeed in college, career and life, rigorous and cohesive science courses are offered at Franklin. The science courses offered are: Physical Science, Biology, Environmental Science, Anatomy and Physiology, and Forensic Science. Science courses are cross curricular in nature and structured to promote inter-connectedness with other content areas, specifically the Law Enforcement and Firefighting courses. Physical Science and Biology courses build on the student's basic concepts of science. Forensic Science has been recently developed as a lab-science class that builds upon the Law Enforcement course. For example, students learn about crime scene evidence collection and processing in the Law Enforcement class and bring evidence for analysis in the Forensic class. Aspects of fire sciences are also emphasized in fire forensics. Similarly, the Environmental Science course corroborates with Fire Sciences with facets such as forest fire causes and prevention. The Anatomy and Physiology course is designed to integrate the students understanding of the human body related to determining the cause of death and the effects of bodily injuries and wounds acquired during the commission of a crime.

The focus of all science courses is based on the conceptual understanding of the content and active learning so that students can apply their acquired knowledge in various context as well as real life scenarios. Our focus is to enhance critical thinking and problem solving that is transferable in other content areas as well. To achieve that, some of the strategies used are: hands-on kinesthetic activities, laboratory activities, foldable, Socratic questioning through the use of whiteboards, Thinking Maps, interactive notebooks, integrated group projects and community-based activities.

Collaboration with our school's Law Enforcement and Fire Sciences provides students opportunities to strengthen upon John Dewey's habits of mind and the Next Generation Science Standards (NGSS).

5. Instructional Methods:

We truly understand every student is capable of success; however, we also understand not all students learn at the same pace or through the same methods. Differentiated instruction/interventions are critical to the delivery of lessons. Franklin teachers use a variety of differentiated instruction/interventions inside their classrooms. Many of these strategies have been adopted through various campuses and district PLC's.

Through the use of Assessment for Learning strategies, teachers have been able to build up student accountability for their work and their learning. Specific assessment strategies such as student self-reflection's and analysis of students work have assisted in helping drive learning, student achievement and instruction. Analysis of student work has proven pivotal in allowing teachers to reflect and monitor their own work in the classroom to help students achieve their greatest success while building and refining on their own abilities. Furthermore, the implementation of reading literacy strategies in several content areas has helped students gain a better understanding of material and enable students to use many of the same strategies in other classes. Several teachers on campus have implemented the use of Thinking Maps to their classroom as a collaborative effort to engaging students in thinking about what they are reading and how what they are reading can help them become better writers and thinkers.

The use of technology has also increased. The introduction of several different types of learning management systems (Active Expression clickers, promethean boards, classroom performance systems, laptops, etc.) has been crucial to engaging students who like and use technology on a daily basis. The use of SMART boards, TI-nSpire, math notebooks, science models and other technology have been significant to engaging students on all levels and help teachers expand their instruction arsenal and add to their educational tool belt. Project-based works, as well as student collaborative presentations have also been very successful.

Again, identifying bottom quartile performers, teachers utilize differentiated scaffolds and interventions that tailor to the specific needs of students. Specific modifications are made for subgroups and individuals within

each class. Most importantly, we also allow students additional time after the class period through our advisory and afterschool and Saturday School intervention sessions. We attempt to eradicate barriers to student learning and provide professional development to teachers, classroom modifications, additional time, support and resources to students in need. Failure is not an option for our students!

6. Professional Development:

We understand professional development is a continuous process. The motivation behind professional development is to support and guide instruction for the sole purpose of improving student achievement instructions and learning. We have three different types of professional development, new teacher cadre, self-selected/principal-directed professional development and school wide professional development.

To support the development and build the capacity of newly-hired teachers, a new teacher cadre meets monthly to analyze and reflect upon student performance and student needs. The new teacher cadre is a district-wide initiative to help teachers develop their instructional practice, knowledge and skills. This team of teachers engages in data analysis, discussion, peer observation, and regular reflection. Additionally, the professional development specialist tailors a program for each member and meets with each teacher regularly to conduct collaborative coaching meetings. Classroom walkthroughs are also conducted regularly as part of the collaborative coaching meetings to monitor for school-wide and district wide initiatives and to gather data about student engagement and growth. Furthermore, this new teacher cadre also serves as a PLC. During these meetings teachers have the opportunity to discuss and dialogue and build upon their areas of successes and areas of improvement.

The professional development specialist performs many of these same functions with tenured teachers, including but not limited to conducting coaching meetings, whisper coaching, classroom walkthroughs, co-teaching, and model teaching. Teachers who collaborate with the professional development specialist are either self-selected or principal-directed.

Additionally, Franklin uses a team approach to school-wide professional development. There is a professional development committee that meets regularly to analyze needs and plan professional development. Each year the committee disseminates a survey to the staff to find out what the needs of the staff are, so that they may apply them the following year. This has really helped to ensure that there is a collective capacity to serve every teacher on campus. Each staff member knows that there is the ability to find help in differentiating instruction, classroom management strategies, Assessment for Learning and countless other ways to improve their skills from the work of the professional development team and the professional development specialist. In short, professional development is aligned to support rigor, core standards and our continuous improvement plan. We understand professional development is vital for the success of our students. Therefore we provided teachers with the necessary time, support and resources to help them with instruction, learning and student achievement.

7. School Leadership

During every staff meeting the principal ensures each meeting begins with celebrations and accomplishments of all stake holders on campus and with the reading of Franklin's Core Beliefs and Vision Statement. The principal wholeheartedly believes in the leadership potential of every staff member. The staff of Franklin Police & Fire High School is a dedicated group of individuals with high expectations and a commitment to excellence of all stakeholders. We are a hard working team that is dedicated to respect each other and we believe in a collaborative environment that fosters continuous improvement. These beliefs along with other beliefs are reiterated at every staff meeting, so that we are reminded of why we are here.

We have many teacher leaders on campus that wear many hats. This works well with our collaborative environment. This has been demonstrated in the creation by our principal of a professional development team. Through the work of the principal, professional development team, as well as the Instructional Leaders on campus, we are constantly aware of what is going on with our students. This has led to many discussions of the data that has been collected, especially our D and F rates. Through discussion and

collaboration and school leadership, we have worked hard to bring our D and F rate down to the lowest it has ever been.

All departments, as a collaborative team of leaders, provide students the opportunity to complete missing assignments, retake tests and quizzes by targeting D and F's on a regular basis. Teachers are available before and after school and not just for tutoring; not only do teachers provide space for students to complete their homework and missing work in a supportive caring environment they also provide emotional support when needed. Parental contact via email and phone and/or parent teacher conferences occurs to help parents and their student see social, emotional and classroom success.

The principal strategically utilizes the strengths of each teacher to lead in specific areas to help propel Franklin and its students to the next level. The principal's goals focus on student achievement, learning and instruction. He understands that he cannot do it without the leadership of every teacher. All of our instructional leaders and teachers focus on what is right for students. We have high expectations of our students and hold them accountable but we also provide them the scaffolds, the love and support needed for success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Arizona Instrument to Measure Standards (AIMS)

All Students Tested/Grade: 10

Edition/Publication Year: 2002

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds	73	68	47	54	60
% Exceeds	21	12	14	13	
Number of students tested	71	68	74	63	25
Percent of total students tested	100	100	95	95	95
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	69	63	46	51	62
% Exceeds	18	10	9	15	
Number of students tested	66	63	68	47	16
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	71	65	47	55	58
% Exceeds	18	10	12	7	
Number of students tested	66	67	68	55	15
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: In 2010-2011, we saw a disappointing drop in math scores statewide, due to a statewide change in the Math AIMS exam. Furthermore, as indicated in the first portion of this application, 87% of our students are on free/reduced lunch. Moreover, we were not able to identify exceed percentages for the 2008-2009 school year. The information we received from the state and the district combined the meets and exceeds percentages. Disaggregated meets and exceeds data for the 2008-2009 school year was not provided.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Arizona Instrument to Measure Standards

All Students Tested/Grade: 10

Edition/Publication Year: 2002

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
% Meets plus % Exceeds	96	97	90	78	60
% Exceeds	3	3	4	13	
Number of students tested	71	68	77	63	25
Percent of total students tested	100	100	95	95	95
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	95	96	90	75	62
% Exceeds	3	3	2	13	
Number of students tested	66	63	68	47	16
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	95	98	89	79	58
% Exceeds	3	3	3	9	
Number of students tested	66	67	68	55	15
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: As indicated in the first portion of this application, 87% of our students are on free/reduced lunch. We were not able to identify exceed percentages for the 2008-2009 school year. The information we received from the state and the district combined the meet and exceed percentages. Disaggregated meets and exceeds data for the 2008-2009 school year was not provided.