



PSC 4.0

Franklin High School



**Public School Choice 4.0 Franklin High School
2012-1013**

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A. Vision

1. **What is your school's vision for the child or youth who will matriculate from your school?**

Tell me and I forget. Teach and I remember. Involve me and I learn.

Benjamin Franklin (1706-1790)

Franklin High School envisions a sustainable educational system that prepares students to address complex future challenges with the knowledge and skills necessary for college and career readiness in the 21st century. Franklin High School will develop students who are active citizens, creative and critical thinkers, and effective communicators.

Upon matriculation, our Franklin High School students will be college and career ready. They will possess socially conscious perspectives and strong morals to contend with our rapidly changing global society. They will be prepared to make positive contributions to their communities. They will exhibit creative and critical thinking through thoughtful explanation, interpretation, application, perspective, empathy and self-knowledge. They will communicate effectively and confidently in collaborating with others. They will explore, define and solve complex problems and apply them to real life situations. Franklin students will be involved with project-based learning that requires them to explore their community and asks students to work collaboratively and hold each other accountable for learning. They will have the technological skills to adapt to a continually changing technological world. The knowledge that they gain at school will prepare our students for the academic rigors of college and the future expectations of employers.

2. **What is the vision of the school that will help achieve the vision of the successful future graduate described above?**

At Franklin High School, our vision is to create a safe, nurturing school environment where students will successfully prepare both academically and socially for full participation in our increasingly multi-cultural, global society. This environment will be provided by adults who genuinely know each student individually in their SLCs (Small Learning Communities). We will put systems in place that create an atmosphere welcoming to parents and community so that they can be partners in the education of our students and contribute to the school community. From the main office to the parent center and from the SLCs to the governing boards, parents and

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community partners will be more aware of the issues and more able to play a role in solving problems. Improved communication is a major concern addressed in our turnaround plan. Through SLCs, students will receive personalization, differentiation and, when necessary, intervention while also having access to a wide-variety of options to complete their A through G requirements. Personalization and options will create multiple pathways for students to graduate prepared for college and careers.

We will provide access to support services for all students that include academic tutoring, CAHSEE intervention, SAT preparation, afterschool activities and personal counseling from Occidental College, UCLA and Hathaway-Sycamores. School personnel, such as the PSA, the school psychologist, the school nurse, and the SLC counselors will also be on the front line for providing support services. All staff will collaborate on and employ researched-based and data-driven instructional strategies to support the different learning modalities of our students and enhance students' success in achieving content standards. Teacher collaboration will be reinforced within an SLC model that incorporates the RTI intervention pyramid. All students will engage in a rigorous, standards-based curriculum relevant to real life applications. Community partnerships will be developed and expanded upon to link the curriculum to the 21st century. SLCs will take students on fieldtrips to local colleges, including UCLA, the Claremont Colleges and USC for the purposes of sitting in on college classrooms, experiencing the college environment and exploring college opportunities. Additionally, SLCs will continue to partner with community organizations for mentors, clubs and tutoring.

3. Describe the instructional philosophy that is connected to achieving the vision of the child/youth who will matriculate from your school and the overall vision of the school. Why do you believe this is the best approach?

In the last few years at Franklin High School, our focus has shifted from solely delivering content to developing our students' ability to learn independently and generate knowledge themselves by using the content.

The Common Core State Standards require a paradigm shift from a subject specific perspective to an interdisciplinary approach from all members of the school community, from principals to parents and the students themselves. Students must shift from being passive consumers to active participants who have choices and initiate and take responsibility for their own learning. As we reflect on our collective beliefs and the values developed through our shift in focus, we will ensure a continuous dialogue among all stakeholders, to strengthen the understanding of our content and deepen our commitment to improvement.

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Our core beliefs about teaching and learning can be found in the following guiding principles:

Students learn best when they have clear expectations and rigorous standards-based instruction. To achieve this culture of high expectations, we draw upon our knowledge of how to collaboratively create units of instruction based on *Understanding by Design* by Wiggins and McTighe. The “backwards planning” outlined by Wiggins and McTighe ensures that our lessons will be standards-based on the Common Core State Standards, our expectations will be clear to our students, our classrooms will be student-centered, and our assessments will include reflection.

Students learn best when they can demonstrate thoughtful verbal and written explanations of what they are learning, share their learning with others and reflect on their learning. We believe students should be active learners and engage in a wide variety of strategies, including cooperative and collaborative learning activities that encourage discussion and interaction on the material the course presents. Teachers need to promote active learning through lessons that include role-playing, seminars, debates and think-pair-shares. Lessons should include oral presentations of student projects and papers. Teachers must engage students in extensive written as well as spoken discourse. Working on both informal and formal writing, teachers assign quick writes and journal writing as well as academic writing. Instruction includes interactive reading, with students keeping journals of informal responses to questions raised during the reading of a text. Reading from a student’s informal expressions in a journal allows teachers to more completely assess the student’s ability than formal papers and examinations alone.

Students learn best when they apply their learning to relevant and meaningful real world situations. We believe that all students can learn when their instruction is varied and relevant to their lives. Teachers should tap into students’ prior knowledge and relate the course to current events. They should differentiate lessons and assign independent research projects so students can investigate subjects in which they are interested. Not only do students need to see relevance between what they are studying in school and the real world, they also need to apply what they learn to genuine challenges and work with others to solve problems so they prepare to be productive members of their communities.

Students learn best when they are in a supportive and nurturing environment. A safe environment is necessary to promote learning. Encouraging students not to give up, celebrating small steps of progress, and telling students that we believe in them are all part of creating a safe environment. Additionally, rigorous expectations do not only mean academic expectations. It is also not allowing the word “can’t” in the classroom for both the student and the teacher.

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Teachers must convince students that there is nothing they cannot achieve as long as they are willing to try. The teacher's support and belief in their students' abilities will help their students to be successful. Expectations for EL (English Learners) and SWD (Students with Disabilities) students are the same as for the rest of the school. To promote success, we must scaffold instruction for all students. The leadership team will analyze data targeted at the subgroups to determine intervention and focus resources.

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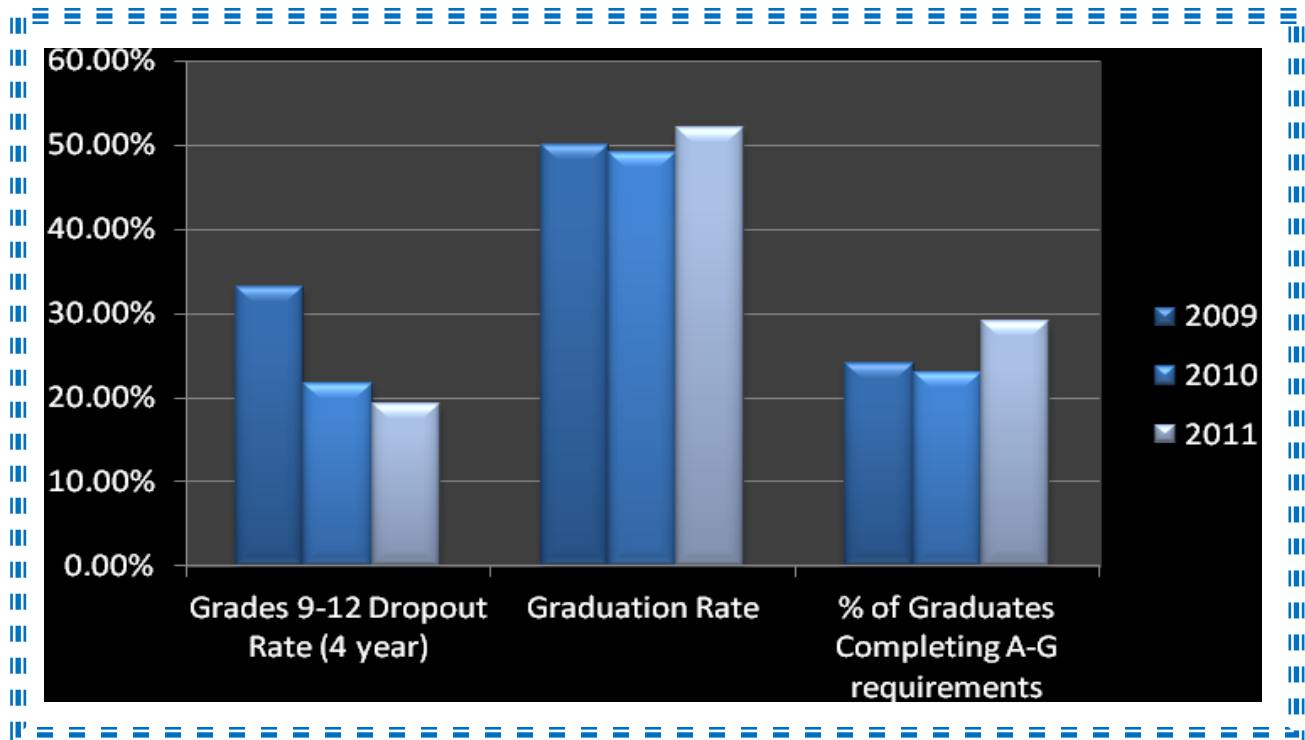
B. School Data Profile/Analysis

1. Where is the school now? What does the data/information collected and analyzed tell you about the school?

Benjamin Franklin High School is approaching its 100th birthday. Founded in April 1916, it has been a stabilizing institution in the neighborhood, even as local and national news channels have covered gang activity and the federal injunctions used to dismantle the hold of the largest neighborhood gang. Over 90% of our students are Hispanic, with a large percentage classified as ELs. We are a Title I school serving many low income students. We service 230 SWD students in RSP, SDC, MMR, CBI and ED programs and we service 294 ELs. In the year 2010-2011, our total enrollment was 2,280 with 780 ninth graders, 631 10th graders, 478 11th graders and 391 12th graders. This year, Franklin High School and Magnet combined have a total enrollment of 1,684 students.

An analysis of our data indicates that our three main goals are increasing the graduation rate, improving proficiency for all, and reducing the suspension rate.

Graduation Rate



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The graduation rate for 2012 is a dismal 52%. Only 29% of our students are on track for meeting A-G requirements while our benchmark is 34% and our target is 36%. Our students are having difficulty passing a rigorous, pre-college curriculum.

Our first time pass rate in CAHSEE has changed little in four years with an average of 74% of our students passing the test. The 2011 pass rate in ELA was 74% and the 2012 increased to 78%. The 2011 pass rate in math was 71% and stayed unchanged in 2012. The CAHSEE pass rate in ELA for our EOs was 73%, IFEPs was 90%, RFEPs 91%, ELs 40% and SWD 16%. However, our CAHSEE scores have increased steadily over a four-year period. From 34.7% of our students testing Proficient or above in English-Language Arts in 2008, we moved to 43% Proficient or Advanced in 2012. In math, we grew from 38.5% Proficient or above to 44%. CAHSEE pass rates for all significant subgroups have increased since 2008. Our attendance achievements, which meet and exceed the performance meter targets, are credited in part with improving our CST and CAHSEE scores.

Proficiency for all

Franklin shows a steady improvement over the last three years in English Language Arts on the California Standards Test. In August 2012, the LAUSD Office of Data and Accountability commended Franklin High School for making gains over the last four years and increasing proficiency by ten percentage points from the previous year. Our ELA scores went from 25.7% Proficient and Advanced in 2007-2008 to 37.8% in 2011-2012. Our English teachers and our former Literacy Coach spent numerous hours scoring common assessments, working on EL strategies, attending workshops and presenting student CAHSEE/CST student workshops in a collaborative effort to improve their students' English language skills.

Although in Math CST, scores have been more erratic, on the whole, we have been making gains in math. Math scores in all four courses are higher in 2012 than they were in 2008, with High School Math going from 11% Proficient or Advanced to 16%, Algebra I from 2% to 13%, Geometry from 6% to 15%, and Algebra II from 4% to 24%. Math teachers have been collaborating to improve math skills using DARTS. The math department at Franklin High School began implementing DARTS with a team of Algebra 1 teachers in Fall 2011. This is a weekly cycle involving a **D**agnostic test, **A**nalysis of student misconceptions, **R**escue lesson, **T**ranslations, and **S**tory problems. Our Algebra team met every Friday after school to look at the data for all of the students on the ten-question weekly diagnostic test and discuss the greatest distracter for each question. This format resulted in a great deal of sharing among the teachers about the various strategies used to address different student misconceptions. This technique allowed for teachers to agree on common strategies and develop school-wide approaches for discussing certain topics. The shared time allowed for teachers to discuss possible rescue strategies to implement in the next week's lessons. The team set up the next weekly quiz and shared translation/story problems to use as warm-ups to develop student skills in approaching word problems.

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In 2012, we have two DARTS teams. Every math teacher now has Geometry or Algebra I and meets every Friday to discuss the weekly diagnostic results. The math department has become much more collaborative and supportive of each member because of this process. Peer observation and lesson study is now on the horizon because the department has fostered positive relationships among mathematics teachers.

Math scores continue to increase. However, we are far from proficiency for all. In order to continue this momentum, the DARTS program will be applied to Algebra II. Math teachers will move forward and intensify their collaboration by modeling lessons and expanding the lessons to include concept tasks which require ELA skills, rigor, and higher level thinking skills.

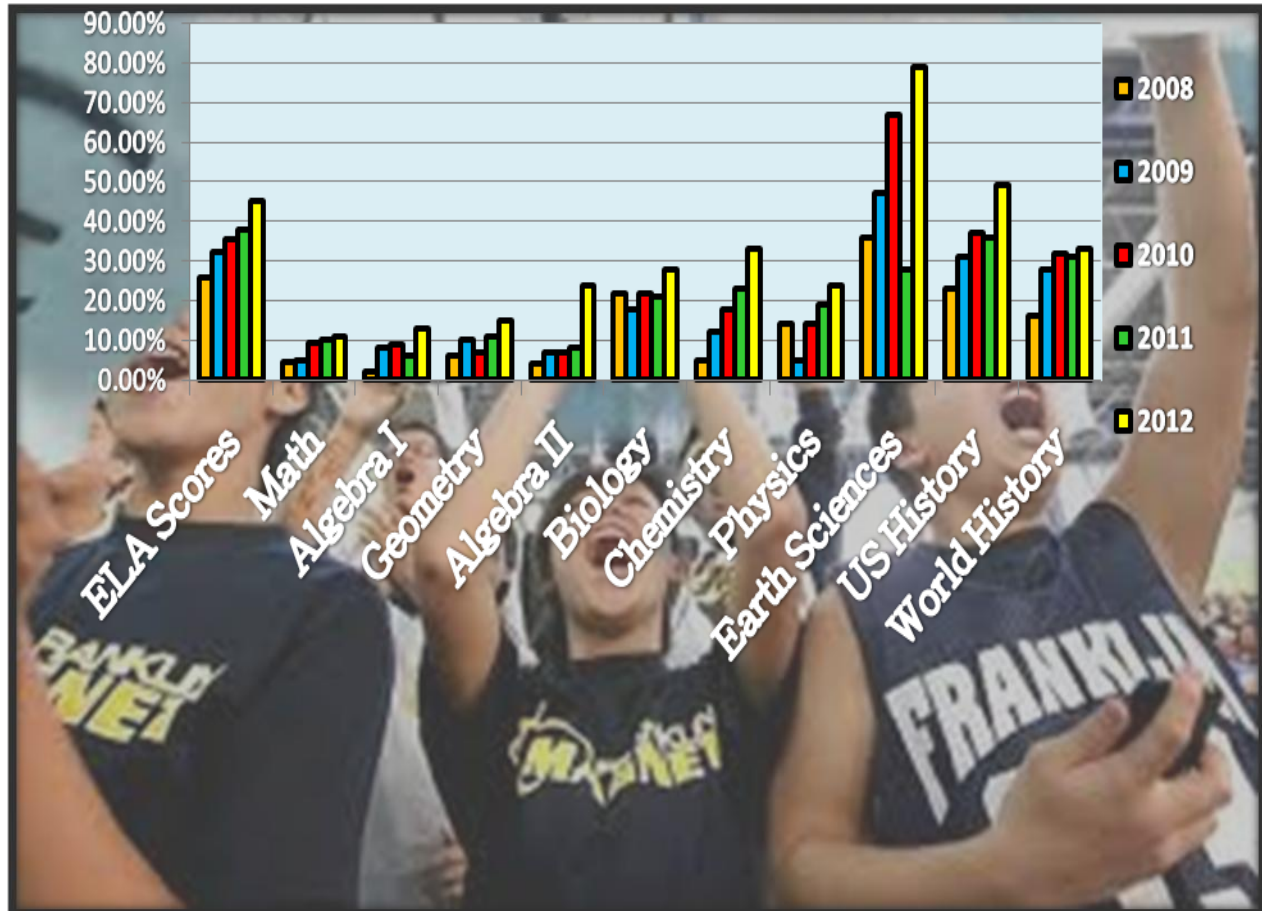
Science also has made steady gains over the last four years, with Biology gains in Proficient or Advanced moving from 22% to 28%. Chemistry made substantial gains, going from 5% to 33%. Physics made double digit gains from 14% to 24%. Scores in Earth Science, in particular, improved from 36% to 79% Proficient or Advanced. Some collaboration, sharing of best practices and assessments of student misconceptions have contributed to the improvement of CST scores. A systematic same subject structure, like the DARTS program in math, will be created and implemented to ensure further collaboration and use of research-based practices in the classroom. Additionally, the science teachers look forward to expanding interdisciplinary lessons and projects.

Social Science scores went up as well during this four-year period, from 23% Proficient or Advanced in US History to 49%. World History grew from 16% to 33%. Teachers collaborated on the development of CST plans and assessment tools. The DARTS model has just been introduced to the social studies department.

This improvement in test scores has been achieved in the midst of turmoil and instability. Seniors graduating from Franklin will have seen three principals. Dwindling enrollments have led to the reorganization of SLCs and diminished Title I funds have reduced support personnel. Teachers and staff committed to the Franklin High School vision intend to institutionalize the operations and instructional plan of the school, so we may continue improving student test scores regardless of changes among faculty and leadership. Negative trends that need to be addressed have been identified through data analysis and walkthroughs. Intervention is of significant concern. We are still not meeting District attendance benchmarks. We are below the District targeted performance meter scores. Specifically, our ELs and our SWD subgroups have not been making sufficient progress. A DARTS model will be implemented in all subjects.

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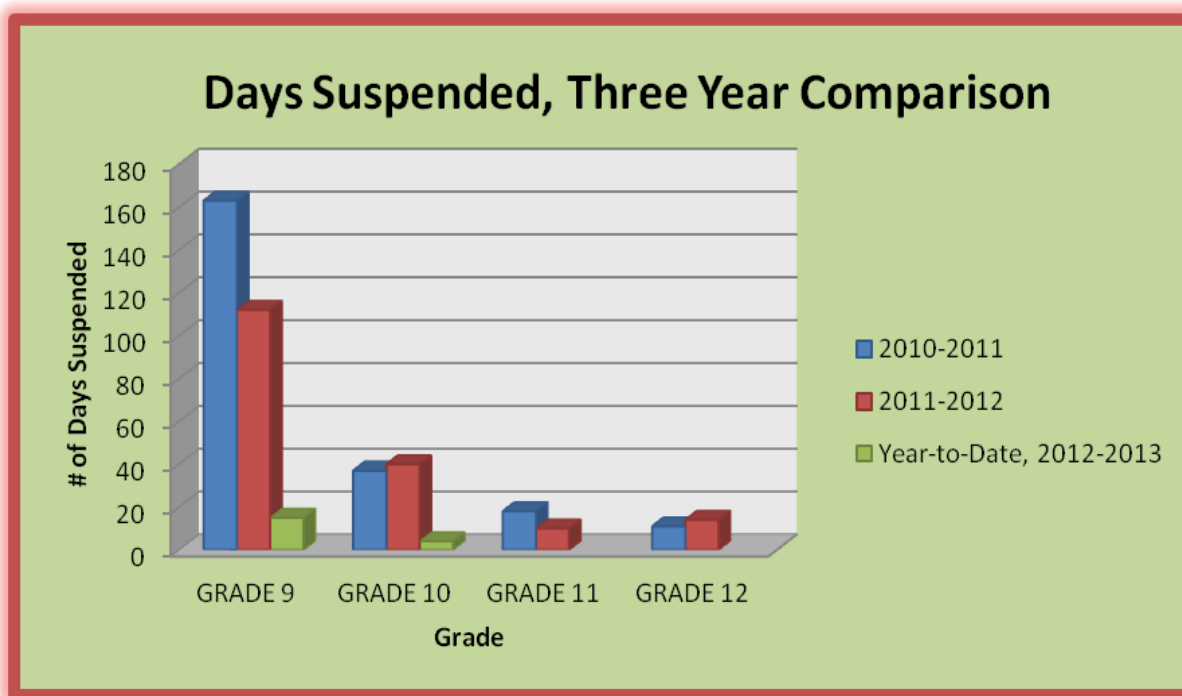
CST scores comparison chart between 2008 and 2012



Suspension Rate

Even though we are reducing our suspension rates, they are not meeting our District performance goals. We had a decrease of 43% of suspension in days over the last two years, but ninth grade students are suspended for longer periods of time and more often than older students. We believe this is because ninth graders come from an environment where they are not held accountable for their academic achievement; promotion is automatic in middle schools. When they get to Franklin, they are confronted with the reality of earning credits, which is not automatic. Also, as they attempt to fit into the high school culture, they tend to test our Positive Support Plan, which, additionally, is not well-known or enforced by all stakeholders.

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One of our positive trends has been providing many opportunities for students to excel in extracurricular activities. Our students are involved in academic clubs and sports that demonstrate excellence outside of the classroom. Our Academic Decathlon team is a source of pride. They placed fourth in the Los Angeles Unified School District's Academic Decathlon competition in February 2012 and went on to place fifth in the State Academic Decathlon competition. Our Cyber Patriots, a team sponsored by UCLA's Beyond the Bell, advanced to the National Championship Round of Cyber Patriot IV- the National High School Cyber Defense Competition. In addition, for the past five years, UCLA has provided tutoring for our students every day after school, as well as an enriching assortment of after school activities such as painting, computer programming, dance classes, gamer nights and leadership training. Our students also have opportunities for internships with Metro and Cal Trans.

One of the continuing success stories at Franklin is the Math, Science and Technology Magnet. Since its beginning around 1979 as a College Incentive Magnet, it has led the school in attendance rates, graduation rates, CAHSEE pass rates and CST scores. The staff has been stable. The Magnet teachers sponsor many clubs and sports teams. The staff holds leadership positions on SDM (Shared Decision Making) and the SSC (School Site Council). The Magnet offers most of the advanced placement courses at Franklin. The Magnet teachers set high expectations for their students, work together to improve instruction, and have involved parents. At most of the PSC 4.0 meetings, Magnet parents have been in the majority. The Magnet provides our only ethnic/racial diversity. 74% of our Magnet students come to Franklin from our

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attendance zone. As school leaders, Magnet teachers have been and will continue to be models of collaboration, high standards, rigor and support for student success.

The 501 (c-3) non-profit Franklin Educational Foundation, founded in the early 1960's, continues to make a positive contribution to the school community by providing scholarships to students pursuing higher education. Students apply for scholarships, and a faculty committee using a rubric targeting student need, student involvement, and academic achievement distributes scholarships. Last year, the fund grew to over \$2.5 million. The interest of \$120,000 was distributed in amounts ranging from \$800 to \$1500 with top scholarships of \$8200 given over the course of four years. Over 115 students benefited from this community partnership in 2012.

College Match has worked with Franklin for ten years. Students identified in the 11th grade must be willing to consider attending college outside California. Once accepted to the College Match program, juniors attend weekly SAT preparation classes. During spring break, the students travel to the East Coast and tour colleges like Wellesley, Yale, Harvard, Franklin and Marshall, and Brown University. All expenses are paid by College Match. During their senior year, students visit campuses in California. They are mentored through the 12th grade and attend frequent meetings to work on developing academic skills. They are given assistance with their personal statements, college applications, and financial aid applications. Each year a dozen students graduate from this program and attend prestigious East Coast schools. In addition to College Match, there are other support groups on campus which include Occidental Upward Bound, TELACU, and new this year, the Escalera Program in conjunction with Alta Med.

Another positive component at Franklin is the college counselor position. We are fortunate to have a College Counselor who coordinates college visits from community colleges and state schools, as well as prestigious universities. She supports all students including ELs and SWD students to find the college experience best suited to their hopes and aspirations. She has representatives from CAL SOAP and Glendale College available on different days of the week. UCLA Early Academic Outreach Program, Mount St. Mary's College and CSULA also come on a regular basis. She coordinates the Advanced Placement exams, the Senior Awards and Scholarship Program, and the Academic Jacket ceremony, honoring students who have earned a high GPA. She has spearheaded a program with Hathaway-Sycamores to boost SAT scores. Over the summer, a core group of students attended workshops at Hathaway. When given sample questions at the end of the experience, the mock SAT scores improved significantly for all participants. She replicated the program in the fall semester, when Hathaway's volunteers worked with students every week culminating in the real SAT test. As many schools have eliminated this key position, the Franklin community and staff believe it is a critical position to help our students be college prepared and career ready. Franklin continues to struggle with students who are college prepared but whose parents are resistant because of cultural expectations.

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Our high school serves as an important center for the community. Our award-winning band, our ROTC and our cheerleaders are an integral part of community events and parades. Our students participated at the Highland Park Christmas Parade. The ROTC has its own food drive, and they work at the food bank distributing food. When veteran groups need a color guard for a flag salute or an opening ceremony, the groups call our ROTC units. Recently, they went to Sotomayor Learning Center for an opening ceremony. Our Key Club services the local elementary schools as mentors and tutors. Both Council District 1 and Council District 14 call on our ROTC band, cheerleaders, and service clubs for cleanups and ceremonies at resource fairs. Individual clubs and SLCs support the Audubon Center at Debs Park through cleanups, plantings and science projects. Because Highland Park has a growing art community, teachers and SLCs involve students in studio openings and art exhibits. Every holiday season, classroom teachers support a canned food drive for needy families in the community. This year, the goal of ASB is to serve fifty families a turkey and a box of canned goods. The environmental club organizes classroom and community recycling events. Club SOL, which is comprised mostly of ESL 1 and 2 students, raised \$900 for a Franklin teacher whose child had terminal cancer. On another occasion, Club SOL students made 150 blankets for Project Linus, a non-profit organization that provides blankets for children in need. Groups of students continue to model the good citizenship and community involvement we want all students to experience.

A significant positive trend has been the stability of teachers and their commitment to Franklin High School. Franklin's average of 87% of teachers serving three years or more at a school site surpasses the District's 83% average. The overall trend in CAHSEE scores, graduation rates, attendance rates and CST scores is improving. Independently, teachers have implemented different instructional strategies with a level of success. We know that effective teaching is happening because our API grew 29 points in 2011-2012. However, we also know that not all teachers are teaching to the standards, using research-based strategies and working collaboratively. This has resulted in what Richard Elmore calls "Loose Coupling" in his article "Building a New Structure for School Leadership" (2009). Franklin has been the "Little Engine that Could," making slow and steady progress against all odds. It is time to move our community from the steam engine model to high speed rail. The new energy source will be the SLC model that will utilize professional development and intervention processes in order to build communication, collaboration, celebration and courage. From this point forward, when Franklin is called a PI school, PI will stand for Personalized Intervention, the rails to our turnaround. Our single, coherent focus will be to make sure that every single student graduates, career and college prepared. Our mantra, "100 years, 100% graduation," will be our focus as we move towards 2016.

2. Based on your analysis, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?

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We have identified three issues that must be addressed in order to improve student learning and achieve the vision of the successful future graduate from Franklin High School: our graduation rate, proficiency for all and suspension rates. The four challenges are the implementation of the SLCs, Intervention, Professional Development and Rigor.

SLC

The research on SLCs shows that their attributes result in increases in student performance of standards and decreases in the achievement gap. Due to new and charter schools opening in the neighborhood, we have seen a steady decrease in our student population, resulting in the reorganization of four SLCs. According to our analysis, our previous SLC structure was only partially implemented, resulting in small gains in student achievement and community outreach. The focus of the SLCs has been primarily on extracurricular activities and parent engagement.

SLCs have coordinated pot-lucks, fieldtrips, Ice-Skating Nights, Bowling Nights, and award ceremonies. The new focus of SLCs will be on Best First Teaching and Personalized Intervention.

INTERVENTION

Based on the data, there has not been a clear system for implementing good first teaching, strategic interventions, and intensive interventions. Intervention has been isolated and sporadic. Once we have an intervention system in place, graduation rates will improve, more students will be proficient and suspension rates will be reduced. We will follow the RTI (Response to Intervention and Instruction) model and make it our own.

PROFESSIONAL DEVELOPMENT

It is clear from on-site research and classroom observations that professional development has not addressed the needs of students and teachers. As observed in walkthroughs, the implementation of professional development has not been widespread. Teams of teachers have been trained in UbD (Understanding by Design), Kagan strategies, brain-based learning, project-based learning and SLC implementation, but opportunities have not been created for sharing these research-based strategies in SLCs or departments. We want shared, comprehensive and targeted professional development to improve teaching practices with the goals of raising graduation rates, increasing proficiency for all and decreasing suspension rates.

Our professional development plans need to reflect our vision and instructional plan. Teachers indicated in an informal faculty survey that professional development has been disjointed and does not address their need to prepare students to be college and career ready. In addition, there is not enough time for teachers to collaborate in SLCs and subject groups for implementing the research-based strategies known to improve achievement. Due to instability in school and SLC leadership, instructional changes have been implemented inconsistently. Consequently, teachers

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have taught in the isolation of their classrooms. There is little attention to interdisciplinary plans. Therefore, the new SLC structure will be at the forefront of instructional leadership and personalized intervention.

RIGOR

A key attribute of our SLCs will be rigorous instruction and assessment based on the Common Core curriculum. According to data from classroom visits and student surveys, rigor currently varies from class to class.

When teachers in SLCs have opportunities to collaborate, rigorous expectations will be evident. Research-based practices will be agreed upon and implemented. Rigor means achieving at a higher level, but that does not mean that rigor will be achieved immediately upon the implementation of rigorous expectations or research-based practices.

These four strategies/challenges addressed above will dramatically change our graduation rate, proficiency for all and suspension rates.

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C. School Turnaround

- 1. Building on the priority areas identified above as central to turning around your school, what specific strategies, practices, programs, policies, etc. must be employed to address each priority area? What do you expect will change as a result of implementing these strategies, practices, programs, policies, etc.? What is the underlying theory/research that supports why you believe the strategies, practices, programs, policies, etc. identified above will dramatically improve student learning at your school?**

Franklin High School's priorities include increasing graduation rates, proficiency for all and the reduction of suspension rates as we turn around the culture of our school. All students will be college prepared and career ready. A successful turnaround of Franklin's culture involves communication, collaboration, celebration and courage of all stakeholders. With the restructuring of the SLCs and the collaboration of teachers, we will achieve our goals.

SLC

When done well...small schools can be remarkable for improving the intellectual and social life of children, youth, educators, and parents. Successful small schools provide an educational environment where all students can achieve at high levels and where staff have exciting opportunities to teach and learn—and small schools can be a systematic strategy for inciting momentum into urban. With the restructuring of the SLCs and the collaboration of teachers, we will achieve our school reform.

—Fine Michelle and Somerville Janis, 1998, p. 104. Small Schools, Big Imaginations: A Creative Look at Urban Public Schools. Chicago, IL: Cross City Campaign for Urban School Reform, May 1998b (ED 427 127).

We are committed to fully implementing SLCs and they are central to Franklin's turnaround. Currently, we have five SLCs:

- Arts, Business and Sports Science Academy (ABSS)
- Arroyo Seco Academy which focuses on, transportation, architecture and engineering design
- American Studies Academy which focuses on American History and college preparatory studies (ASA)
- Health and Human Services Academy (HHS)
- Math science, technology Magnet (Magnet)

All stakeholders will be involved in evaluating the effectiveness of each of the above SLCs. Changes will be made based on the data. The effectiveness of each SLC and student interest will determine which SLCs are continued. We are committed to meeting the needs of our current student population. One of the key attributes of SLCs is personalization. Through SLCs, we will implement advisories to support a sustained and mutually respectful teacher-student

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relationship. SLC teachers will meet on a regular basis to discuss individual student achievements, concerns and involvement in clubs and extracurricular activities. SLCs are the vehicles for delivering academic standards and ensuring relevance. Professional development will support teachers in their quest to actualize students' potentials, specifically outreaching to subgroups like EL and SWD students, who are not making significant and demonstrated improvements. Increasing the collaboration among teachers in their SLCs and departments will result in rigor, consistency and a commitment to the implementation of research-based instructional strategies.

Guiding our implementation of SLCs will be the seven LAUSD Small School Learning Communities Model attributes that will result in improved student achievement: unifying vision, rigorous standards-based curriculum, instruction and assessment, equity and access, personalization, accountable and distributed leadership, collaboration with parents and community engagement and professional development. A 2002 study found that close relationships with teachers improve GPA and reduce dropout rates because they reduce student anonymity and personalization engages students. Socioeconomically disadvantaged students benefit the most from this strategy. (Balfanz & Letgers, 2006) Fully implemented SLCs will secure higher academic achievement, higher graduation rates and support for EL and SWD students.

According to David T. Conley's article (2007), "Toward a More Comprehensive Conception of College Readiness", the vast majority of first year college students is actively engaged in small groups and is expected to work with others inside and outside class on complex problems and projects. They are then expected to make presentations and to explain what they have learned. In these courses, students are expected to be independent, self-reliant learners who recognize when they are having problems and know when and how to seek help from professors, students, or other sources. Our SLCs will now provide our students with the 21st century skills so that they enter college or the workplace, ready to handle life's challenges. Some of the 21st century skills include being creative and innovative, using critical thinking and problem solving skills, communicating and collaborating, having information, communications and technology literacy, having initiative in self direction and accountability, having leadership and responsibility and having social and cross-cultural skills.

INTERVENTION

Each school has strategies that enable teachers to know students well, to closely monitor their progress, and to provide academic and social supports and interventions necessary for success.

Cotton, Kathleen. "New Small Learning Communities: Findings From Recent Literature."
N.p.n.d. Web.

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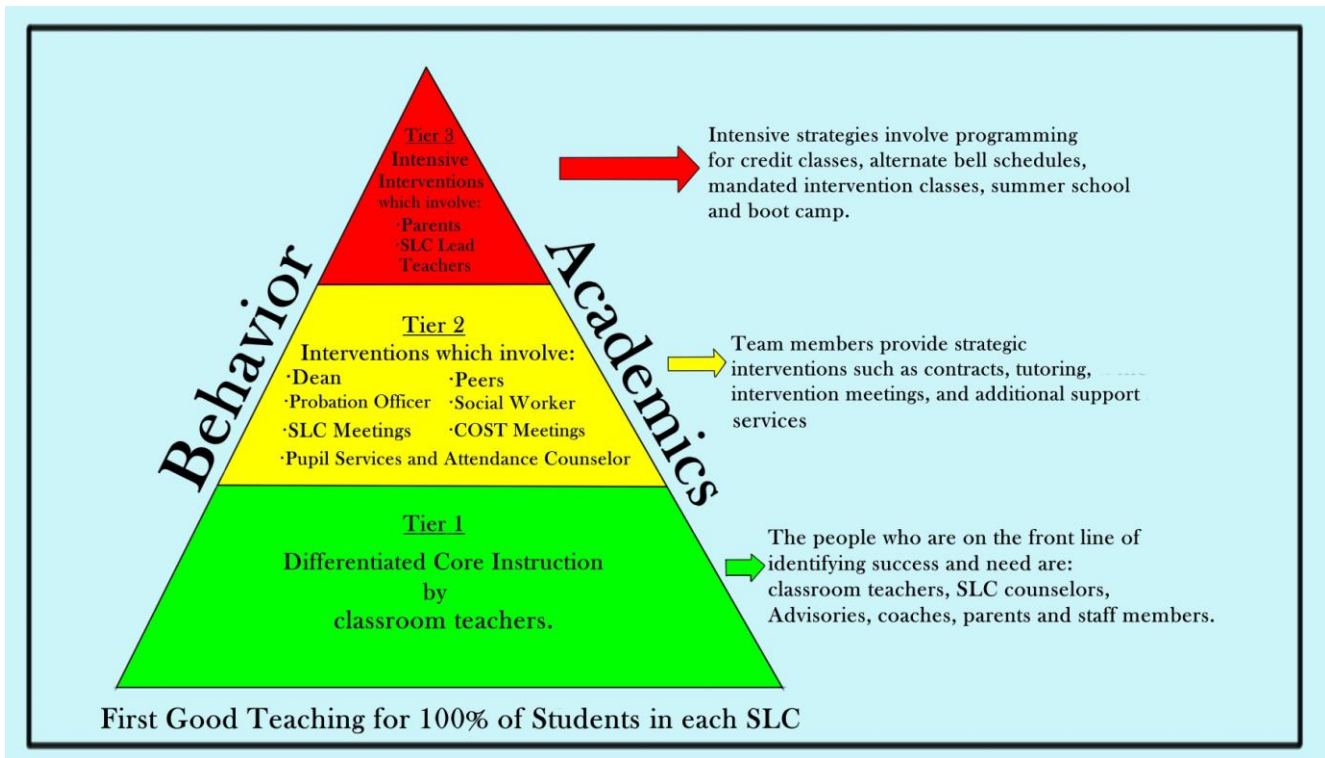
We are committed to creating intervention courses throughout the day to keep students on target for graduation as well as intervention within the 90 minutes of our classes with grouping, re-teaching and differentiating instruction. The staff at Franklin High School has been introduced to the RTI model. On the academic side of the pyramid, we have made incremental progress within the structure of the school as well as in individual classrooms. Teachers regularly use MYDATA to assess and remediate students' needs. This year, Franklin implemented an eight-period block schedule. We have begun enrolling many students needing intervention in a double-block of English or a double-block of math. Students now have an opportunity to earn eighty credits a year. Now that classes are ninety minutes long, teachers can assess and differentiate instruction. Data will be analyzed in December to assess the success of this block schedule format and our intervention strategies.

UCLA collaborates with our school by providing afterschool tutoring on site. We plan to expand our support system by reaching out to Occidental College for strategic interventions that will center on student needs. Our driving hope is that these instructional changes will result in more 9th graders promoting to 10th grade, a key benchmark to high school graduation.

SLC lead teachers and counselors will provide a more targeted approach to programming students who need intervention, acceleration or enrichment. Currently, our students receive minimal support from the school psychologist, counselors, PSA and individual teachers. We are exploring an advisory period which will be the centerpiece for personalization, and through the SLCs, an informal COST (Coordination of Services Team) that addresses student needs through support and intervention services to support student achievement. Given the reduction of key staff members needed for a formal COST team, the SLCs will take on this task of identifying struggling students.

Additionally, the school community embraces the behavioral side of the RTI pyramid and the Positive Behavior Support Plan. We notice from our school data that our 9th graders still have a high number of suspensions. As we inculcate our 9th graders with our expectations for academic achievement and support them in our vision of Franklin, we anticipate that the number of suspensions will decrease. The Franklin discipline policies will be enforced by all stakeholders. With all of these intervention strategies in place, we expect more 9th graders to promote, more students to master A-G requirements, and graduation rates to improve dramatically.

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PROFESSIONAL DEVELOPMENT

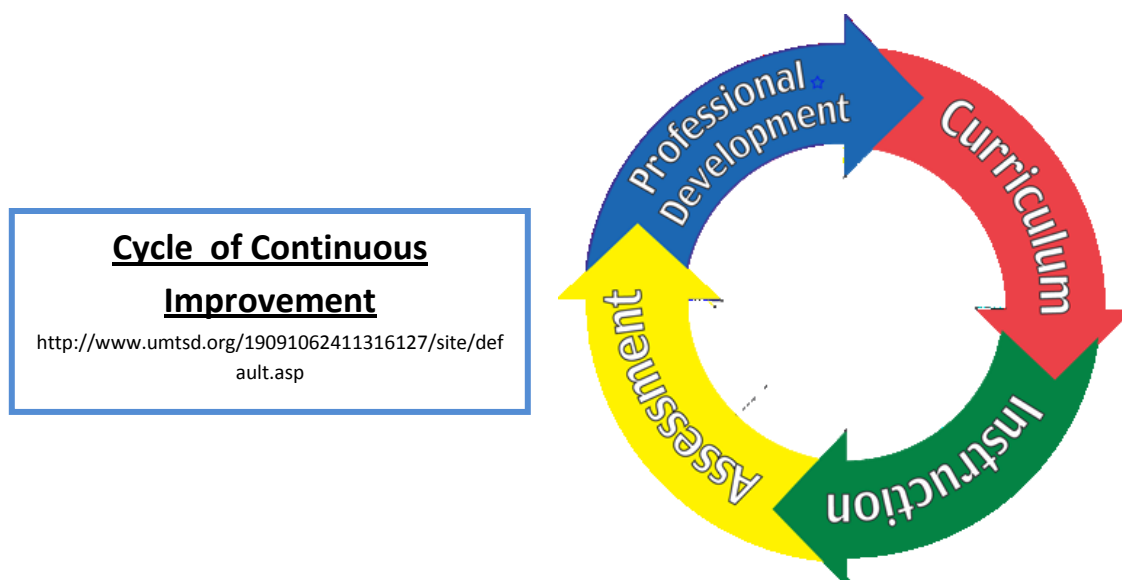
Low-performing schools, and the people who work in them, don't know what to do. If they did, they would be doing it already. You can't improve a school's performance, or the performance of any teacher or student in it, without increasing the investment in teachers' knowledge, pedagogical skills, and understanding of students. This work can be influenced by an external accountability system, but it cannot be done by that system.

Elmore, Richard F. *School Reform from the inside Out: Policy, Practice, and Performance*. Cambridge, MA: Harvard Education, 2004. 207. Print.

We are committed to Professional Development on a weekly basis to provide additional time to address the needs of SLCs, departments, District mandates and common planning with the priorities of increasing academic achievement for all (narrowing the achievement gap of EL and SWD students), increasing the graduation rate and decreasing suspensions.

Professional development has not been consistent or relevant to the school's needs. There was no longterm planning of professional development and no specific targeted groups. There have not been any connections among professional development, classroom curriculum and instruction, and data analysis. Franklin's cycle of continuous improvement will give teachers the tools to restructure teaching practices to improve student achievement.

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Franklin High School chose this model because it systematically includes all the elements needed to change our school culture. It is a process owned by all committed stakeholders. Our student data will drive our need for professional development. Professional development will inform our curriculum and refine the instructional strategies every teacher will implement. Summative and formative assessment data will give us more information that will continue to drive our professional development and change our instructional strategies. Increasing student achievement will be the job of everyone at Franklin High School. We expect teachers to be energized by professional development that will imbed respect for teachers. Additional tenets from *Leading Good Schools to Greatness* by Susan Penny Gray and William A. Streshly include “professional development that will imbed respect for teachers as professionals and adult learners, challenge staff members to act in new ways by engaging teachers in identifying what they need to learn, and develop the learning experiences in which they will be involved”. Training on the cycle of continuous improvement will begin in May 2013. Teacher, student and parent surveys, conversations, data and walkthroughs will guide this process. Our professional development meetings will take place every Monday morning and will alternate among the following groups and topics according to school needs: SLCs, common planning departments, and District mandates. The planning team will meet prior to and after professional development to monitor the cycle of continuous improvement using faculty evaluations, student data and walkthroughs.

The DARTS model, first implemented in the math department, will be an effective vehicle for all core departments to move instruction forward and ensure student achievement. As a result of the coordination of efforts, students will be engaged in a relevant curriculum. They will be in classrooms with clear expectations, and rigorous classroom plans, all of which should reduce suspensions. They will be mastering the 21st century skills needed to be college prepared and career ready. As professional educators, we will build a culture in which best practices in a

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collegial environment will raise the rigor and the academic achievement will create a nurturing environment for students without simple, prescriptive imposed-upon remedies.

RIGOR

The highest performing school systems in the world prepare their students to apply rigorous academic content knowledge to real life situations The end goal is to foster each student's ability to create innovative solutions to complex problems and to bring higher levels of economic prosperity and social cohesion As a result, these students are better able to lead more productive and prosperous adult lives. Every California student deserves these same opportunities.

Elmore, Richard F. *School Reform from the inside Out: Policy, Practice, and Performance*. Cambridge, MA: Harvard Education, 2004. 207. Print.

Observations from classroom walkthroughs currently paint a picture of varying degrees of rigor. An understanding of rigor comes from professional development and collegial conversations. When teachers analyze data, the results will drive their instruction, as modeled by the DARTS program. The academic rigor of student work, such as in project-based learning and academic reading and writing across the curriculum, will prepare students to fulfill the A-G requirements, graduate, meet and cope with the challenges of adult life, and be productive members of the community. In order to achieve our vision of active citizens, creative and critical thinkers and effective communicators, rigor must be central to all instruction.

Our students read, on average, at a 6th grade level as determined by their Accelerated Reader scores and Read 180's Scholastic Reading Inventory. Reading and writing in every subject area will allow the students to practice their writing skills and improve their communication skills. According to Mike Schmoker in *Focus-Elevating the Essentials to Radically Improve Student Learning*, "more than perhaps any other activity, writing enhances students' ability to think, make connections, and achieve clarity, logic, and precision." Rigor needs to be built into instruction that supports the Common Core Standards to help students access increasingly demanding material in textbooks.

One of our targets is improving EL achievement. One practice that is essential to achieving rigor for the ESL students is the need to change their curriculum. Currently, the ELL (English Language Learner) students at Franklin use *High Point*, which is the same curriculum that they used in middle school. *High Point* is designed for middle school students and the selections in *High Point* are neither engaging nor rigorous for high school students.

Edge, which is published by National Geographic School Publishing/Hampton-Brown, is a core Reading/Language Arts Program that is designed for high school students who have not mastered essential reading, writing and language skills. Each thematic unit is organized around Essential Questions-big ideas that are relevant to high school students. The material is presented in a wide variety of classic and contemporary literary texts.

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Edge provides students with the skills that they need in order to succeed in an academic environment. It employs scaffolding techniques through the use of a systematic teaching and active participation. ELL students improve their reading and language skills through strategies and skills that are taught with focus and repetition across genres. In conjunction with using *Edge*, the Unit Test, the LAAs (Language Acquisition Assessment) and the Writing Assessments that are aligned with *Edge* should be used instead of those aligned with the *High Point* curriculum.

In a controlled study of *Edge* program effectiveness, the growth in reading and language skills between students who received instruction using *Edge* and a comparable group of students who received instruction using other programs without the benefit of *Edge* was analyzed. Growth was measured by comparing scores on the Stanford 10 Achievement Test Abbreviated Battery (SAT 10) at the beginning and end of the school year. The students who used *Edge* showed significant gains from pre-to post test in language, reading comprehension, and vocabulary. In one school year, students using *Edge* increased their SAT 10 Language scale-scores by 23 points, their Reading Comprehension scale-scores by 22 points, and their Vocabulary scale-scores by 12 points.

The findings of this study show that students using *Edge* as a core intervention Reading/Language Arts Program can make significant improvement during one school year's time, so this program is an essential piece to turning our school around. In addition to using *Edge*, teachers need to use SDAIE strategies which include comprehensible input, visuals, and scaffolding techniques to ensure the success of our ELs and SWD in our classrooms. SDC and RSP teachers are continuing their training on EL strategies that need to be implemented with SWD students.

Each teacher will need to understand the characteristics of highly competent teachers. They will receive a rubric and training to achieve those characteristics. Within SLCs and departments, teachers will implement targeted SDAIE strategies and best practices that increasingly seek to raise high expectations and rigor across the curriculum. As we turnaround Franklin High, classroom observers using the rubric for the Teaching and Learning Framework will witness highly cognitively challenging tasks; for example, the students will analyze, evaluate, create, synthesize, compare and contrast, get the big picture. Through self-analysis and peer review, we aim to increase the knowledge of what rigor is and how to achieve it. By improving instruction and instructional deliveries, we will increase graduation rates, proficiency rates and reduce suspensions.

2. Describe the culture and climate (academic and non-academic) that is central to turning around your school and aligns with the instructional philosophy above. Why do you believe the culture described is one that will turn around your school? What research supports the actions you plan to take and the changes you expect to see?

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In...an effort to improve the schools and to increase overall student learning, ...[schools should] establish a performance-based educational system with specific learning standards,[and] encourage decentralized decision-making and teacher empowerment.

Fouts, Jeffery T. "A Decade of Reform." N.p., n.d. Web.

The culture of Franklin High School must be shared by teachers, staff, students, parents and community partners who believe in a common vision of creating active citizens, creative and critical thinkers, and effective communicators who are prepared for the 21st century world. The purpose of fully implementing the SLC model is to personalize the Franklin educational experience. Personalization makes students feel respected, valued, safe, and supported. It also maximizes learning and alleviates negative behavior.

As detailed in the Teaching and Learning Framework, Franklin teachers will strive to create an environment where students feel safe. Physical environments and layouts will promote learning and interaction, and students will self-regulate with support from peers and teachers. All students will feel free to share their ideas and take risks in learning. Teachers will know their students exceptionally well. They will explain, model, and reinforce codes of conduct. Students will initiate and efficiently use routines and procedures to maximize instructional time. The Franklin climate will encourage life-long learning on the part of teachers as well as students.

The mission of the school leadership is to motivate and inspire the teachers to embrace the school turnaround plan. It starts with explaining the cycle of continuous improvement and achieving collaboration on professional development. We need to borrow from the math department's successful use of DARTS to structure the other departments' interventions, assessments and collaborative models. School leaders are the first to implement the cycle of continuous improvement.

In order to implement our turnaround program, teachers will be asked to agree to the following policies;

- Every teacher will take on one leadership role that is not part of his instructional duties.
- Every teacher will agree to work at least four hours a month collaborating with other teachers on school related issues.
- Every teacher will participate in the creation and implementation of professional development.
- Every teacher will be responsible for increasing student achievement.

3. How will you engage your school community, faculty, staff, students and parents so that they are able to understand and effectively implement elements of the instructional philosophy and turnaround plan?

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a. Given your community context, what needs to be true for your colleagues, students and parents to join you in the transformation of our school?

A sense of urgency needs to be communicated to all stakeholders. The performance meter findings are not satisfactory. All stakeholders need to embrace the opportunities of PSC 4.0 to be part of the change in the turnaround plan. Based on evidence, Franklin needs to stop what is not working, focus more on what is working and open new doors to student achievement. Teachers need to stop working in isolation. SLCs need to focus on Personalized Intervention and professional development needs to inform our instruction. We have pockets of success, like Magnet and the DARTS model to be implemented school-wide. The collaborative teaching model is necessary to plan the interdisciplinary units and increase the rigor that leads to student achievement. Transparency is paramount to creating a trusting environment. Stakeholders need to know that the school turnaround is based on research that supports the actions in the plan. Stakeholders need to know that the plan will be sustainable for the next five years, and there is a system in place committed to the school turnaround plan. Stakeholders need to feel valued, that their opinions matter, and that they are an integral part of the process. Stakeholders need to believe that a school wide system of communication is available to support this process.

b. Given your community context, how are you going to share, communicate and generate interest and excitement about your plan for turning around your school?

We will engage our colleagues, students and parents, so they understand and can effectively implement elements of the instructional philosophy and turnaround plan. Our colleagues must be engaged in thoughtful, deliberate, and sustained non-threatening conversations about student achievement. Each part of our proposal will be vetted by our colleagues for their impact on the SLCs, departments and other aspects of our school culture. We are currently going through the WASC process, so in an effort to marry the visions of the school and create a cohesive turnaround plan, we are investing in turnaround conversations in our self-study process.

Student voice can be engaged through the Inter Club Council and the student survey component of the School Accountability Report Card. In an effort to prepare students for leadership, student voices already are heard on the SSC and WASC committees and in leadership classes. With this new plan, there is a renewed opportunity for all students to participate in choosing the themes for the SLCs, so they will be invested in them. Parents and community members can join in the transformation process in several ways. Parent input is sought by our WASC committees. The parent representatives in the parent center can provide outreach services. The PSC 4.0 office has been instrumental in focusing parent attention on the vision of a graduate and the vision of Franklin High School. Parents have been studying the data available for the current programs. Parents continue to support the instructional plan by being members on the SSC and ELAC committees which review the SPSA (Single Plan for Student Achievement) and compliance issues monthly. Parents have regular opportunities to have coffee with the principal where they

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share problems, concerns and request information. We know that many of our graduates are first generation college bound. Parents and students will be able to take classes through PIQE (Parent Institute for Quality Education), attend college fairs, explore careers through Advisories and Career Cruising, and financial aid session. A sense of college preparedness and career readiness will excite and motivate the entire family to participate in the new plan for Franklin High School.

The stakeholders must be brought together to establish a sense of urgency about student achievement and the turnaround plan. Evidence from data, surveys and research will explain the key components of the turnaround plan and how it aligns to our vision. Concerted efforts need to be made to continually update the Franklin website as a central source of communication. As information about the full implementation of the turnaround plan unfolds, student and teacher excitement will inevitably follow.

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D. Implementation

- 1. How will you monitor the implementation of your proposed turnaround efforts?**
This section of the proposal should outline the early evidence of change benchmarks that your team will use to assess progress in implementing the strategies identified above and overall progress in addressing the priority areas for turning around your school.

To turnaround Franklin High School, our team will use benchmarks to assess progress in our three turnaround areas – graduation rates, proficiency for all and suspension rates. In order to accomplish our turnaround, we will focus on our four strategies to affect change- SLCs, intervention, professional development and rigor in the classroom. These four strategies will focus on all three issues. The process for implementing the strategies centers on our Monday Professional Development. The first Monday of the month will be reserved for SLCs to meet; the second Monday will be for department meetings; the third Monday will be for common planning; and the last Monday will be reserved for District mandates or professional development. Instructional strategies will be discussed as appropriate in all meetings.

SLC

A leading indicator that our turnaround program is taking root will come from the full implementation of the SLC attributes. Before each SLC meeting, an administrator or designee and lead teachers will develop an agenda, which may include best practices, common assessments, project-based learning, or data analysis. Progress toward graduation will be monitored through the review of A-G requirements within the Advisories and SLC meetings. To monitor proficiency for all, we will use other benchmarks, such as formative and summative assessments and periodic assessments. Through Advisories and SLC team meetings, midterm academic marks will be reviewed. Departments can view student progress toward proficiency through shared assessments. Classroom observations will allow us to see best first teaching and progress on project-based learning. Suspension rates will be monitored using a variety of benchmarks including MYDATA, dean reports, and the implementation of the school-wide Positive Behavior Support Plan. We will evaluate progress toward achieving the seven attributes of SLCs with the rubric of the Teaching and Learning Framework to measure our progress toward highly effective teaching practices. To strengthen SLCs, students will be programmed into core classes where 75% of the students will be in the same SLC. Advisories will be set up based on SLCs as well. In addition to building upon the work previously done in SLCs, we need to focus on addressing graduation rates, proficiency for all and suspension rates in the SLCs.

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To address the health and well-being of our students so that they are alert and well-nourished, we will adopt the Grab and Go version of breakfast in the classroom, guaranteeing that every student will have a good breakfast every morning. The informal data from LAUSD pilot schools shows early results of decreased tardies and increased daily attendance. Nation-wide research shows a direct correlation between a breakfast program and an increase in academic ability as demonstrated by test scores. This is a significant start along the path toward proficiency for all.

INTERVENTION

Every five weeks, SLC teachers and the SLC counselors will meet to check progress report cards in order to identify students who are struggling or who are not continually successful in Tier I with first best teaching. They can measure this progress through academic achievement, attendance and behavior marks on the progress reports and by periodic assessments. At the five week progress report, SLC teachers will make documented parent contact for unsuccessful students, recommending tutoring with SLC teachers or the UCLA after school program. After the fifteen week report, we will implement Tier II strategic or Tier III intensive intervention, such as APEX (on-line learning), credit recovery classes, intervention classes or adult school, will be implemented. This scheduled monitoring will allow us to observe benchmarks toward graduation, proficiency for all and decreased suspension rates.

PROFESSIONAL DEVELOPMENT

The process of Franklin High's cycle of continuous improvement relies heavily on professional development. The conduit for professional development is departments and SLC lead teachers. Every other week, the school leadership, consisting of the SLC lead teachers, department chairs, coordinators and administrators, will meet to share information obtained through weekly walkthroughs guided by the Teaching and Learning Framework. Data from this tool will determine what instructional strategies will improve classroom instruction and move teachers toward highly effective teaching. We will teach these research-based strategies in professional development, and subsequent walkthroughs will evaluate their implementation in the classroom. We will use an evaluation tool after each professional development to determine what key points were presented, what questions still need to be answered and what commitments the teachers will make to utilize the strategies presented. In department professional development, we will address detailed subject-specific strategies, and in SLC professional development, we will focus on project collaboration and interdisciplinary thematic units. The ultimate goal of professional development is to increase the graduation rate and proficiency for all while reducing suspension rates.

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RIGOR

We will measure rigor with rubrics used during walkthroughs to evaluate teachers' instructional levels. Departments and SLC teachers will also use rubrics in their meetings to assess the level of rigor in assignments and in student work. Teacher collaboration and analysis of student work is paramount. The benchmarks for rigor will be determined by the level the lesson or assignment falls on in Bloom's taxonomy. We will "expect students to make inferences, interpret results, analyze conflicting explanations of phenomena, support arguments with evidence, solve complex problems that have no obvious answer, reach conclusions, offer explanations, conduct research, engage in the give-and-take of ideas, and generally think deeply about what they are being taught." (National Research Council, 2002) Reading and writing across the curriculum will lead us to our goal of students who can demonstrate thoughtful, verbal and written explanations of what they are learning, share their learning with others and reflect on their learning. Teachers across the school will engage students in extensive written as well as verbal discourse. Instruction will include informal and formal writing, interactive reading, debates, seminars and journals. Student portfolios and student-led conferences will involve parents in this evaluation process. As we see rigor increasing according to the Teaching and Learning Framework, more teachers will demonstrate highly effective practices, leading to a higher graduation rate, higher proficiency rates and reduced suspensions.

2. What are the most significant barriers you foresee to successfully implementing the strategies, practices, program, policies, etc. identified for turning around your school?

The biggest barrier to implementing a school turnaround plan is the lack of participation and communication among some stakeholders. A constant change of leadership has led teachers to stay in their classrooms, and this response has impeded collaboration, transparency, and community dialogue. The lack of participation and communication has made it difficult for all stakeholders to embrace change as something that will turn around lagging student achievement and stagnant graduation rates. Change is seen as the "flavor of the day" for the latest school leadership team. Lack of participation and communication has made it difficult to grow the rational and emotional need for change across the campus. When all teachers become involved with their SLC and agree to take on one leadership role on campus, we will have more opportunities for dialogue, which will lead to constructive collaboration for extracurricular duties as well as opportunities for sharing best practices across grade levels and subject areas. We need consistent school site leadership throughout this five year plan, so that we can begin to build relationships, participation and systems of communication.

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A second barrier to change is our lack of specific SLC community partnerships to support career readiness. If our students are to be college prepared and career ready, we need to forge partnerships with industries in the area that will help students see the relevance of class work to workplace situations. Currently, the Franklin community has benefited from a partnership with UCLA, working through Beyond the Bell. We have had tutoring, clubs, activities and field trips, as well as the benefits of UCLA student role models. Because the grant is coming to an end, the Franklin High School Team has reached out to Occidental College to forge new commitments to our school. We have shared our need for tutors and role models. The Occidental College community partners have been willing to address our need for tutors and role models through specific course offerings, and perhaps even begin a “Frosh-to-Frosh” mentoring program pairing a college freshman with a Franklin freshman. With the full implementation of the SLCs, we will need at least two or three partnerships for each SLC in order to imbed in our students 21st century skills and career preparation. Additionally, it is critical that we forge community partnerships, which identify and share resources that our families sorely need in medical, mental health, housing, and employment.

As outlined in *Leading Good Schools to Greatness* by Susan Penny Gray and William A. Streshly, the administration and leadership teams need to involve faculty and staff in decision making. Supporting risk takers is a reciprocal responsibility. We will create and support opportunities for working collaboratively. We will provide supportive feedback by visiting classrooms and using the Teaching and Learning Framework as our rubric. We will provide training on strategies for team-building and formally engaging in professional learning communities. We will engage in conversations about data to celebrate progress, make plans for increased learning and build trust. We will be clear about the purpose and process for collaboratively using data and common assessments and be consistent, compassionate and competent in doing so. We will have the courage to replace ineffective teachers.

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E. ALTERNATIVE GOVERNANCE MODELS AND AUTONOMIES

1. If applicable, what alternative governance model have you chosen? What is your rationale for selecting this governance model? Why do you believe this model will best support the successful implementation of your proposed plan?

Franklin High School teachers want to continue as a traditional high school because it has been a successful model of school governance. The community and the teachers support this model because it gives them a voice on the Shared Decision Making Council and the School Site Council. It is a system that teachers, parents, community members, and students know and understand. Because these stakeholders are accustomed to this governance model, they can maximize its potential. It also allows them to request waivers in a number of areas.

3. What autonomies do you anticipate you will need to effectively implement the elements of the plan? What is your rationale for requesting this autonomy?

☒ **Mutual consent requirement for employees.**

Mutual consent is essential for the school, because we want to ensure that all teachers who are part of the Franklin community are dedicated to the vision and the turnaround plan. If a teacher is placed on the school site and he/she has not bought into the vision, he/she will not be committed to the turnaround of our school. It is essential to our success that all the Franklin High School staff is willing to improve their past practices and help move our students towards graduation. Collaboration and inter-disciplinary planning are a key part of our plan. Our teachers must be willing to work across the curriculum and participate in all parts of the school.

☒ **Curriculum.**

We are requesting a waiver for curriculum with our ELL students. Franklin High School wants to move away from *High Point* and transition to *Edge*, published by National Geographic School Publishing/Hampton-Brown. This curriculum is more closely aligned to the new Core standards.

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F. School Planning Team

1. Who are the members of your planning team?

Franklin High School created a leadership team immediately upon its notification of being part of PSC 4.0. Meetings held from February through June included department chairs, lead teachers, parents and the UTLA representative. All teacher leaders were invited to participate in the planning team. The leaders interested in writing for the school included the principal, UTLA representative, an SLC lead, an ESL teacher and a special education teacher. The writing team continued to meet through October. They sent representatives to the learning seminars and invited the staff to participate via emails and staff meetings. The faculty and parent community were updated throughout the process.

The leader of the team is Monica Whalen. She was chosen by the leadership team to head the school plan because of her tenure on the planning team and her elected position as a teacher representative.

Parent involvement fluctuated throughout the process. Parents and community members were notified of the process through newsletters, the press, flyers, marquee, and coffee with the principal. Parents and students attended vision and turnaround writing meetings. They helped to guide the writing process. Parents and students participated in the parent, student and community engagement meetings.

Monica Whalen – She has been at Franklin High School since 2002 as a Social Science teacher. Her credentials include Single Subject Social Studies, CLAD, and a Master’s Degree from UCLA in School Administration. She has been a UTLA Chapter Chair for eight years.

Deborah Madrigal – She became principal of Franklin High School in 2012. She has been a special education teacher, dean, and assistant principal. She also spent six years teaching at the Youth Authority Chino prison. She has a Multiple Subject Credential, is a Learning Specialist, Resource Specialist, and has a Master’s Degree from Azusa Pacific in Educational Leadership

Richard McCarthy—He has been at Franklin High School since 2005, teaching Construction and CAD Design. He is the coordinator for the Transportation Careers Academy and the Lead Teacher for Arroyo Seco SLC. He also serves as the coordinator of ACE (Architecture, Construction, Engineering) mentor program. His credentials include Single Subject Social Science, RSP, Learning Specialist, and Industrial Arts.

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Sharon Bergh – She has been at Franklin High School since 1980. Currently a member of the special education department, Ms. Bergh serves as secretary on the SSC. She sponsors the Solar Cup team as well. Her credentials include Single Subject Social Studies, Multiple Subject, Specialist in Reading, Learning Specialist, CLAD and an Administrative Services credential from Pepperdine University.

Cindy Garcia -- She has been at Franklin High School since 1979 as an ESL teacher. She is a Renewed National Board Certified Teacher in English as a New Language/Early Adolescent through Young Adult and has served as a Support Provider since 2002. She was the Project SOL counselor for three years and was also the AP Coordinator. Her credentials include Single Subject in English, LDS/CLAD, and a Masters of Education from California State University at Los Angeles.

2. In what ways did you engage parents in the development of your plan?

Parent involvement fluctuated throughout the process. Parents and community members were notified of the process through newsletters, the press, flyers, marquee, and coffee with the principal. Parents and students attended vision and turnaround writing meetings. They helped to guide the writing process. Parents and students participated in the parent, student and community engagement meetings.



Redacted

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Appendix:

Public School Choice 4.0 Waiver/Autonomy Checklist

School Site: Franklin High School

Proposed School/Design Team Name: Franklin High School

Proposed Governance Model (mark all that apply):

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Traditional Management | <input type="checkbox"/> Pilot | <input type="checkbox"/> Expanded School Based |
| <input type="checkbox"/> Local Initiative School | <input type="checkbox"/> Affiliated Charter | <input type="checkbox"/> Technical Assistance Partner |
| <input type="checkbox"/> Limited Network Partner | <input type="checkbox"/> Full Network Partner | |

Waiver/Autonomy Requests

Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

- ☐ **Methods of improving pedagogy.** Rationale on page(s): _____
School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).
- ☒ **Curriculum.** Rationale on page(s): Page 20-21
Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).
- ☒ **Assessments.** Rationale on page(s): Page 20-21
Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements.
- ☐ **Scheduling.** Rationale on page(s): _____
Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to

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District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).

☐ **Internal organization.** Rationale on page(s): _____

School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.

☐ **Professional development.** Rationale on page(s): _____

Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.

☐ **Budgeting control.** Rationale on page(s): _____

General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related district requirements such as those governing "guided purchases."

☒ **Mutual consent requirement for employees.** Rationale on page(s): Page 29

A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.

☐ **Teacher assignments.** Rationale on page(s): _____

Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms).

☐ **Staff appointments (e.g., department chairs).** Rationale on page(s): _____

Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.

☐ **Discipline & codes of conduct.** Rationale on page(s): _____

School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.

☐ **Health and safety.** Rationale on page(s): _____

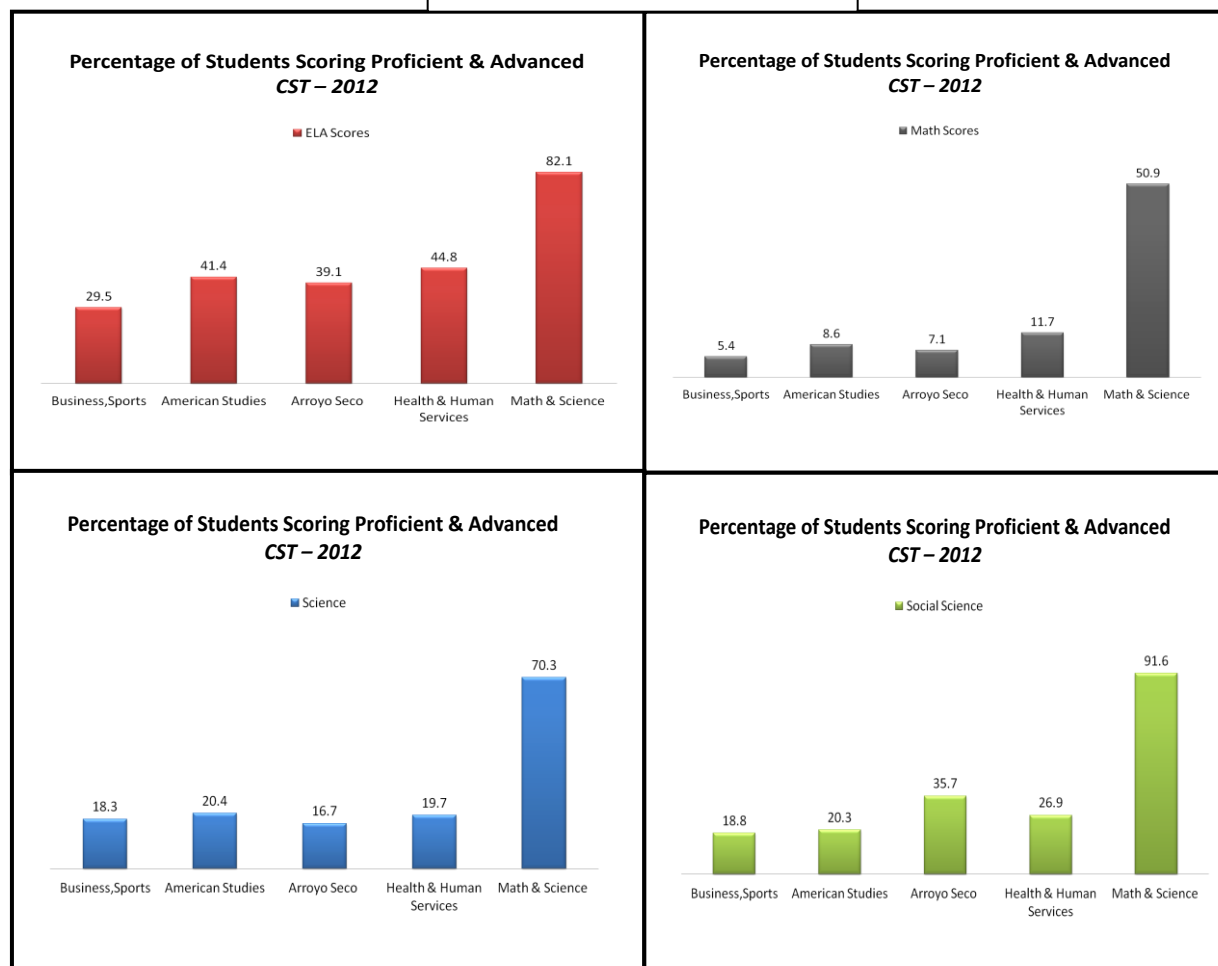
School's health/safety matters, aligned with District-wide health/safety mandates.

☐ **Additional Waivers:** (list waivers requested) _____

Applicants selecting "Additional Waivers" must provide a rational the request(s) by completing the Waiver-Side Letter Request Form (Appendix D). These additional waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

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CST DATA by SLCs- 2012



<u>SLC NAME</u>	<u>SPECIALIZATION</u>	<u>LEAD TEACHER</u>	<u>COUNSELOR</u>
ABSS	Business, Sports	Brian James	Teresa Gonzalez
ASA	American Studies	Esteban Leyva	Reidiny Martinez
Arroyo Seco	Arroyo Seco- Transportation Academy	Richard McCarthy	Lachman Mirchandani
HHS	Health and Human Services	B.A. Rory Seidman	Evelia Garson
Magnet	Math and Science	Estela Donlucas	Estela Donlucas