FRANKLIN MAGNET SCHOOL of *MATH, SCIENCE & LETTERS*

PUBLIC SCHOOL CHOICE 4.0 PLAN

2012

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Introduction

Context

Our Franklin Magnet Program has a long, proud history at Franklin High School. Our mission has been to provide a rigorous academic experience for students within a more diverse setting while also encouraging students to be involved in the school community and in their own communities. As our program has grown and improved, we have established a track record of success, despite budget constraints, that makes it an attractive option for parents and students looking for a school with both a strong academic and extracurricular program. Academically, we excel. Our CST scores consistently outperform the school, the district, and the state averages. Our most recent CAHSEE results for first-time test-takers showed that 100% of students passed both the English and Math sections of the CAHSEE, with approximately 80% of students scoring Proficient in either subject. Moreover, our extracurricular program is robust (Appendix VI).

A testament of Franklin Magnet's success is in our students' college acceptance rates. Over the past few years, Franklin Magnet students were accepted to the following prestigious institutions: Harvard, Yale, Princeton, Stanford, Brandeis, Columbia, Brown, Wellesley, Boston, Amherst, Carnegie-Mellon, Georgetown, Dartmouth, Bowdoin, Duke, USC, Occidental, Pomona, Loyola Marymount, Vassar, Smith, Trinity, Wheaton, Claremont McKenna, Mount St. Mary's, University of the Pacific, Harvey Mudd, Woodbury, University of La Verne, UCLA, UCSB, UCSD, UC Berkeley, UC Irvine, UCSC, UC Merced, UC Riverside, UC Davis, Cal Poly Pomona and San Luis Obispo, as well as other Cal States.

The Franklin Math/Science/Technology Magnet was established in 1984 as part of Los Angeles Unified School District's effort to give students and parents a choice in attending more diverse and thematically focused schools (Appendix VII). Though we are located in Northeast Los Angeles, in the neighborhood of Highland Park, as a Magnet, we also serve students who are from other neighborhoods such as: Cypress Park, Glassell Park, Downtown Los Angeles, Mid-Wilshire, East Los Angeles, South Gate, Cudahy, Huntington Park, and South Los Angeles. We have an enrollment capacity of 340 students. For the past six years, we have been at or close to capacity each norm day. Approximately 70% of our students live in the attendance boundaries for Franklin High School while the other 30% of our students live in other areas and commute to Franklin Magnet by Office of Student Integration buses, the Metro, or parent-provided transportation (Appendix IV).

Though our student population varies from year to year, in 2011-2012, our student population was comprised of: 80% Latino, 19% Asian/Filipino, 0.5% Black and 0.5% White. This contrasts with Franklin High School as a whole, whose student population is composed of: 91% Latino, 6% Asian/Filipino, 1% Black, 1% White, and 1% American Indian/Alaska Native (www.cde.ca.gov). Forty-two percent of our students were designated as GATE students, while in the comprehensive school, 16% of students were designated as GATE. However, many of our other demographics are similar to the comprehensive Franklin school. Based on 2011-2012 data, English was a second language for 77% of our students (Appendix IV), and 83% of students qualified as socioeconomically disadvantaged and received Federal Lunch Program and Title I services (Appendix IV). In the comprehensive Franklin school, English was a second language for 77% percent of students, and 76% of Franklin High School students qualified as socioeconomically disadvantaged and received Federal Lunch Program and Title I services (www.cde.ca.gov).

All of our teachers have strong content knowledge, which allows them to teach students foundational skills as well as higher-level skills within all subjects. All teachers also have high expectations for students, and parents and students recognize this (Appendix VI).

As many successes as we've had, we also see room for improvement. We feel that being our own autonomous Magnet School (rather than a Magnet Center) will allow us to make institutional, instructional, and professional development changes to expand our ability to serve all of our students (see Vision below and Section C: School Turnaround for specifics). We've been looking for a way to tighten our thematic links as a Math/Science Magnet while also respecting the successes and the value of the skills students learn in "humanities" classes such as reading, writing, speaking, and listening. As such, we see ourselves moving forward as the Franklin Magnet School of Math, Science, and *Letters*. While we will still integrate technology, we feel that the substitution of "Letters" for "Technology" more accurately reflects both our goals for our students and the actual experience of their school day.

We also recognize that while teachers have begun to collaborate on interdisciplinary projects and lessons, we have an opportunity to increase this type of important work. And while we have a consistency of instructional practices within the English Department, in the other departments it seems like the successes of individual teachers are not channeled into shared instructional strategies as often as they could be. Teachers are willing and excited to begin making these changes, with the support of trainings, one another, and a principal who can guide this work.

Harnessing our strengths into a more unified, coherent whole (both in our program's theme and in our efforts as a faculty and staff) will allow us to be more successful in preparing students for more rigorous activities and projects over their time with us (for example, completing various cross-curricular grade-level projects). Our goal aligns with the upcoming Common Core Standards and the Next Generation Science Standards. The Common Core Standards stress the truly interdisciplinary nature of skills and knowledge. For example, skills found traditionally in "ELA Standards" will now be more consciously taught and reinforced across all disciplines. Students will, once Common Core is implemented, be asked to write out an explanation of the solution they found for a math problem or trace the roots of an historical event. As a Magnet, we already stress the importance of applying skills across disciplines, but we see room to improve students' understanding of these connections. Additionally, we know we need to teach reading and writing skills in all subjects with more intention. Our science and math teachers will need to work more closely with the English and history teachers to learn how to teach and reinforce students' reading comprehension and writing ability. Those teachers have less experience and less confidence in teaching students those skills than the skills demanded in their content area. We need to support them through trainings, common planning time, and common strategies used by the entire faculty so that those skills are familiar for students.

A. Vision and Instructional Philosophy

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

Franklin Magnet School of Math, Science, and Letters (Franklin Magnet) aims to develop students who have the requisite skill set to adapt to an increasingly complex, changing global society. We are preparing students to be successful in high school, college or post-secondary education, and beyond. We embrace the declaration that "the truly educated never graduate," and believe that a diploma (high school or otherwise) is not, and should not be, the end of an education. Truly lifelong learners are inquisitive, creative, reflective, and responsible in their problem-solving and decision-making, and those are states of mind emphasized by all stakeholders of our school. As a school community, we have high expectations for our students because we want them to continue on to higher levels of learning and be leaders in their community and in society. We expect that students rise to meet these high expectations and constantly raise the bar for future students.

Franklin Magnet's theme encompasses the study of Math, Science, and Letters. Our Science and Math focus gives students a lens with which to look at their studies in all subjects with a set procedure and a critical eye. The Scientific Method encourages students to gather evidence and use a procedure to problem-solve and test their conclusions. We see clearly how we can build upon and alter that process (to an "Academic Method" (see end of Section A 1) so it can be applied in all disciplines, in careers, in citizenship and to life in general.

Many of our students choose our school for its Math and Science focus. But students will, from engaging in the "Academic Method", see connections between all subjects and will develop a mindset they will need in their futures no matter what careers they choose. We want our students to see the value in coming up with an idea, researching and testing the idea, and sharing their results. If students can master these skills, they can serve as leaders in their desired fields and in their communities.

Part of being able to adapt to our changing society (and be successful in our program) is being able to develop "Twenty-First Century Skills", which include: Communication, Collaboration, and Critical Thinking. Our school gives students practice and confidence in their abilities in all these areas so they leave the school ready and willing to participate in society in whatever way they choose.

Communication

When communicating, students must be cognizant of and skillful in considering many inter-dependent factors: their audience, their purpose, and the persona they send forth as they speak. Such skills are not solely important when students are giving formal oral presentations; they must also be able to listen to others, share their own ideas, and teach others. Moreover, effective communication is not simply verbal—students interact daily with the world verbally, non-verbally, and in written form. They must recognize the myriad ways in which they communicate so they may do so more effectively at all times. Through our program, students will exercise these skills daily. All teachers incorporate Project Based Learning assignments into their courses, and are increasing those types of assignments gradually. But as we look to our future, we expect that students will complete cumulative Project Based Learning assignments by grade level (as they already do in 9^{th} grade). Students will share all of these projects not solely with their peers but also with more authentic audiences such as: parents, community members, and experts. Students will also be asked to share their academic findings out in similar ways within each of their classes. These experiences of communicating effectively with a variety of audiences in a variety of modes will assist students in their post-secondary goals, such as succeeding in college and in their careers.

Collaboration

Collaboration goes hand-in-hand with communication. Without effective communication skills (verbal, non-verbal, and written), students will not be able to work well with others and reach higher levels of understanding. Students must be able to work independently as well as with others to accomplish goals and tasks, but they must also learn greater responsibility and self-motivation in order to become better group members and leaders. A hallmark of being able to collaborate is being able to not only work for oneself but also for the good of the group/team. In order to do so, students must learn to make decisions intelligently and engage in respectful dialogues. As a result of their collaborative experiences, students will be able to articulate their academic understandings, both for themselves and for others, become involved citizens, and see links between their "school" learning and the world.

Our emphasis on collaboration will lend itself well to our upcoming implementation of the Common Core Standards. The Common Core Standards stress the truly interdisciplinary nature of skills and knowledge. For example, skills found traditionally in "ELA Standards" will now be more consciously taught and reinforced across disciplines, which requires teacher collaboration. In a math class, students will need to work together to not only solve a problem but also decide how best to share their understandings: through presentation, writing, or discussion. We already stress the importance of applying skills across disciplines,

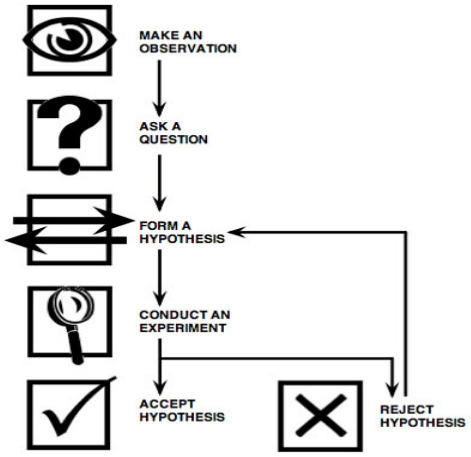
but we see room to improve students' understanding of these connections and see how they can work together to make these links.

The goals of Common Core Standards are that "[s]tudents can: demonstrate independence; build strong content knowledge; respond to varying demands of audience, task, purpose, and discipline; value evidence; use technology and media strategically and capably; comprehend as well as critique; understanding other perspectives and cultures". Those goals align with ours and we know our students will be successful in high school, and prepared for their post-high school lives, if we truly assist them in meeting these goals.

Critical Thinking

Students must be: adaptable, resourceful, inquisitive, creative, reflective, and responsible. We want students to ask questions about their learning, challenge themselves, and rise to meet the high expectations of their teachers, their parents, their community, and themselves. The "Academic Method" we propose to use as a common habit of mind asks students to make an observation, ask a question about their observation, formulate a hypothesis from that observation, conduct an experiment (in a loose sense of the word, not necessarily the scientific one), and then to decide to accept or reject their hypothesis. This method can be used in all subjects and forces students to think about what they are learning rather than simply take in information passively. They will be active participants in their own education.

The traditional scientific method was developed by Empiricists who valued experience and observation over intuition when making a decision or formulating a conclusion. The scientific method can involve many steps, but the following is a visual representation of the scientific method in its simplest, most easily transferable form:



(Image courtesy of William Harris "How the Scientific Method Works")

"Academic Method" Steps*	**As generally practiced in various subjects**
Make an Observation	"Hook" students in to lesson/unit; share unit texts
Ask a Question	Essential Questions for unit of study drive students as they attempt to answer an open-ended question posed to them, or that they create, based on the unit's hook, goals, or texts.
Hypothesis	Students create a tentative/formative answer to open-ended essential questions (in various forms: writing, discussion)

Conduct an Experiment	Students test the hypothesis (do activities that challenge students' thinking or ask students to prove why their thinking seems to be correct).
Analyze Findings to Accept or Reject Hypothesis	Students collect all necessary information (from lecture, research and class work) and analyze that data. Based on data, students make a final decision and demonstrate understanding about essential questions in a summative assessment form such as presentation, projects, video, debate, essay and/or test. *Students may have to return to earlier steps to make a valid conclusion if their hypothesis is not valid.

The "Academic Method" we are proposing to use as a foundation for our thematic and conceptual links between various subjects is perfect for the future of education: it demands that students think critically and work collaboratively to make decisions. This process is appropriate for open-ended questions as well as those that ask students to explore multiple perspectives.

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

The Magnet School must continue to prioritize the needs of students in its decision-making. The school will continue to use data to set goals for students and the program. That means that we must continue to ask students and their parents how the program can improve, and that we ask students, parents, faculty, and support staff to monitor how well we improve our program based on their feedback. As student needs shift, we must shift to meet those needs.

Starting with 9th grade, we teach students organizational, research, problem-solving, and study skills. Those skills are reinforced in each grade level, but we need to ensure that we are re-teaching those skills with intention each year. We have begun, and will continue, to engage in rigorous interdisciplinary and Project-Based Learning. We also will continue to commit to creating effective units through backwards planning (UbD) and using effective instructional strategies (Kagan Collaborative Strategies, PBL, and SDAIE) to provide the best instruction possible (Appendix VII). As a faculty, we must agree to use certain keystone instructional strategies to reinforce skills across disciplines. This commonality will also help us prepare science and math teachers to teach some traditionally "humanities"-based skills to students. Fittingly, our Math and Science teachers will also be sharing their expertise with English and Social Science teachers as we refine and perfect our "Academic Method"s, rooted in the Empirical tradition of the Scientific Method. Becoming more interdisciplinary as a faculty will require time, commitment, trust, and training.

Our class and extracurricular activities, and our Magnet School, stress the importance of being involved in the school and the community. Each year, we have built and will continue to build upon those foundational experiences culminating in a successful senior year that will prepare students for their futures. Currently that means that we expect that all students meet their A-G requirements, take the maximum number of science and math possible (rather than the minimum for graduation or to meet A-G requirements), and apply to college. In 2012, the average number of A-G courses taken by seniors was 29, with a range of 10-36 courses. That means most of our students qualified for college acceptance. In the future, we will expect seniors to complete a Senior Project that reflects the skills and understandings they have developed throughout their time in their program and to serve as mentors to younger students beginning our program.

We believe high expectations, clearly stated to parents and students, make for a successful student. We also believe we are a Magnet "Family" and that students, parents, and faculty/staff should feel comfortable and supported at our school.

Institutional Goals

Franklin Magnet School of Math, Science, and Letters puts students' needs at the forefront of all decision-making. Moving from a Magnet Center to a Magnet School will allow us to better serve our students structurally as well as instructionally. Currently, we serve 340 students with 12 teachers and one Magnet Coordinator. As a result of budgeting changes to Magnet Centers, we no longer have our counselor or our clerical position. To be considered an autonomous Magnet School, we must have at least 400 students, but our goal is to grow to 415 students over the next three years to ensure stability and more opportunities for our students within our program. This will allow our number of teachers to increase as well, increasing opportunities for students to take different classes while still maintaining our class size norms. (The following staffing guidelines are set forth for Magnet Schools in BULL-1125.6).

Growth Targets:

Year	# students	# teachers	Support Staff
Year 1	355	13	1 Principal/1 Counselor/1 Clerical
Year 2	385	14	1 Principal/1 Counselor/1 Clerical
Year 3	415	15	1 Principal/1 Counselor/1 Clerical
Years 4 & 5	431-500	16-18	1 Principal/1 Counselor/1 Clerical

With smaller class sizes, teachers will be able to provide more one-on-one instruction and to differentiate instruction more effectively for English Language Development, Special Education, and GATE students. Additionally, we will be able to use instructional strategies that work better in smaller settings. Trying to seat students in groups for Kagan Collaborative Strategies is difficult in classes of 35-40 or 40-45, particularly in rooms designed for much smaller classes. Having students engage in structured conversations with their peers is also challenging when the classes are large, as students cannot hear one another well and it is easy to become unfocused in such a setting.

Having three support staff will ensure that students and faculty receive the support they need for a well-organized, efficient and effecting learning environment. A principal dedicated specifically to our Magnet School will be the public voice and leader of a collaborative vision developed by teachers, students and parents. The principal will also be our instructional leader who helps us continue having a strong, cohesive academic focus while also supporting us as we take new risks within our classrooms. A counselor will be able to help serve both students' emotional and academic needs so students can succeed in high school, post-secondary education, and careers. If students do not regularly meet with an academic counselor, they may fall behind in their credits or not realize they are missing credits. They may also need emotional support as they negotiate the high school experience. A clerical position can support all staff in: parent communication, keeping accurate records, and organizing student functions.

Instructional Goals

According to the Superintendent's Performance Framework, the Franklin Magnet Center is currently, along with only six other schools in the District, an Excelling program, with CST and CAHSEE scores, graduation rates and attendance above the District's average. By increasing the number of teachers each year, Franklin Magnet will be able to expand its offerings in academic courses and electives. As such, students will be able to take enrichment or intervention courses, explore various interests, and be better prepared to succeed in meeting the A-G requirements and in developing 21st century skills. However, by remaining a small faculty, we will be able to better collaborate about individual student needs and how to

address them, create Project-Based, interdisciplinary units and lessons, and more effectively maintain and enforce high expectations for student success, behavior and their individual future goals. Additionally, becoming an autonomous Magnet School will allow us to better meet our own professional goal to incorporate our vision in to our classrooms more completely, so students can connect with our Magnet theme more purposefully. We want more freedom in deciding our curricula, our pacing, and our assessments. As content experts, we know that our students' needs are not always met by a generic district guide. In the English Department, we want to alter the order of the Modes of Writing. Rather than jump straight in to Persuasion, we want to begin with Exposition, a key skill students will need in their other subjects. Skills learned in the study of Exposition (research skills, citation, reading of fact-based texts) apply directly to Persuasion. We want to alter the pacing to better prepare our students for their more interdisciplinary focus as well as prepare them more effectively for their year-long English course. In Math, the CPM model does not always align with the Periodic Assessments. The Math teachers want the freedom to create common assessments that align with what students are learning (as they are doing with great success using the DARTS protocol) (Appendix VII). Chemistry has expressed a similar desire to alter the order of Periodic Assessments, or to create Common Assessments, that align with student learning. Autonomy will grant us more freedom in curriculum and delivery of instruction.

Staff-To-Staff Commitments

Once again, students' needs drive decision-making. Our tight-knit staff has always had high expectations for students and has always chosen to teach our students even if that meant having to carry more classes. We plan to continue in those endeavors but also become more purposeful in how we work together to accomplish those goals. As such, we will need to select teachers who are a good fit for our goals.

Our goals to increase student understanding are to: create and revise effective common assessments within departments, collaborate on cross-curricular projects and lessons, increase our use of technology, cross-curricular writing, verbal communication--including presentation skills--and aligning our program with the Common Core Standards.

Students will feel a sense of belonging and pride in the Franklin Magnet. Students will feel that the faculty and staff are paying attention to them and are concerned with their individual progress because teachers will be able to spend some of their common planning time discussing students' work and strategies to use with particular students or classes to improve student understanding. We do this currently, but since we do not determine our Professional Development schedule, and usually do not schedule its activities, we cannot always use that time to move our program forward. Students will also know that they are receiving a rigorous and meaningful education as they engage in solving real-world problems in all disciplines as they aim to meet high expectations.

We recognize that meeting students' needs takes time beyond the traditional school day. As such, our faculty agrees to take on roles beyond the classroom such as: tutoring, sponsoring activities, clubs, and sports, participating in school governance, leading professional development, participating in structured and informal peer observations. These will allow us to meet the unique needs of our students as we provide interventions and enrichments as needed.

Our staff takes seriously commitments we make to students as well. We will clearly communicate, and equitably enforce, our expectations for academic work, and our behavioral and attendance policies.

3. Describe the instructional philosophy connected to achieving the vision. Why do you believe this is the best approach?

We believe that students are the most successful when they are making their own meaning based on their own experiences, which harkens back to ideas of empiricism: that evidence and experience override

intuition and "hunches". This is, in fact, what we aim to teach students. They cannot argue that an experiment will turn out a certain way because they "feel" like it will; students must engage in study and observation to determine if an hypothesis has merit. Likewise, people cannot debate historical or current issues from their "gut feelings" alone; they must include research that supports their arguments and claims. Applying empiricism as a theory of education will allow students to make sense of the knowledge they gain within our Math, Science, and Letters theme. Indeed, the Scientific Method has empirical roots. Additionally, empiricism validates our decision to place such importance on inquiry and creative thinking.

Instructional Strategies (within all classrooms): All strategies relate to purposeful student academic inquiry and cooperation to reach higher levels of understanding and solve real-world problems. Teachers engage in UbD, create individual and interdisciplinary PBLs, facilitate College Preparatory Math (CPM), employ Kagan Strategies, and design lessons that incorporate SDAIE Strategies (Appendix VII).

Student Activities (within all classrooms): In all classes, students will expand their literacy by writing to learn and writing to demonstrate learning as well as practice common reading comprehension strategies. In all classes, students will engage in debate, engage in experimentation, complete presentations, provide peer feedback, and engage in self-reflection. Ultimately, they will create a portfolio of their work (in a binder/notebook or a more formal setting) to demonstrate growth and complete their Senior Project.

These instructional strategies and student activities will address the upcoming Common Core Standards and Next Generation Science Standards, as well as challenge students to be the leaders of their own understanding. They will be challenged, but also supported, by the Franklin Magnet curricula. As a result of their time with us, they will see the interrelated nature of Math, Science, and Letters in school and in the real world.

B. School Profile/Data Analysis

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

Franklin Magnet has been doing well academically and has shown consistent growth throughout its history, particularly over the past six years. Currently, our CST and CAHSEE results exceed both the district and state averages (Appendix III) in all subjects. Additionally, we have been ranked an "Excelling" program according to the Superintendent's School Performance Framework (Appendix II) because of our percentages of students scoring Proficient and Advanced on English and Math CSTs, our high attendance and graduation rates, and our low suspension rates. When compared with other thirteen Math, Science, and Technology Magnets in LAUSD, we ranked (according to the 2010-2011 school year CSTs), fourth in Math and fifth in English. In Local District Four, out of six thematic Magnet schools, we ranked first in English and second in Math (Appendix V).

Yet ultimately, our program is successful not solely because of our test scores, but also because of the involvement of our students and parents. We have received positive feedback from parents and students about the rigorous yet supportive nature of our program. In our 2012 Student Survey, all students who responded (82% of our students) indicated that they agreed or strongly agreed that "Magnet teachers have high expectations," and all but one student agreed or strongly agreed that "Magnet is servicing my educational needs well" (Appendices VI and VII). While active participants in our classrooms, our students are also heavily involved in extracurricular programs, including sports, clubs, academic competition teams (e.g. Academic Decathlon, CyberPatriots, and Envirothon), and college preparatory programs (e.g. College Match and Upward Bound). Our Magnet study found that over 50% of our students participate in a club, and approximately 44% participate in a sport (Appendix VI).

An important factor in helping our students, faculty, and staff meet our goals is that we also have the support of our parents and families. As one parent recently stated at a PSC Parent Workshop, "With Magnet parents, ask us to be there, and we'll be there." We have always valued that mindset and hope to build upon our success with parental involvement in the future. According to the 2012 Magnet Parent Survey (44% of our parents responded), participation rates were as follows: 67% in Parent Conference Nights, 54% in Back to School Night, 59% in Magnet Orientation, and 46% in Magnet Barbeque Night (a meet-and-greet held for Magnet families at the beginning of the year). Our Magnet parents have high expectations for their students (of those surveyed, all parents agreed or strongly agreed with the statement, "I expect my son(s)/daughter(s) to go to college." Accordingly, they feel their students are receiving the education they need to prepare them for university. Of those surveyed, 99% of parents felt "Magnet teachers have high expectations" and 98% felt that "Magnet is servicing my student(s)'s educational needs well" (Appendix VI).

Ultimately, the key to our program's success is our focus on using formative data and summative data to drive our instruction and to make decisions about our program throughout the year and on a yearly basis. Within our core departments we engage in at least three common assessments (the Periodic Assessments) per year. Some courses, such as Algebra I and Geometry, have weekly common assessments to inform their teaching and re-teaching. Algebra I also has a common final exam that helps determine a student's readiness for Geometry. Moreover, as a Magnet, we meet at least monthly as a faculty and by grade level to discuss students' grades, attendance, and behavior. These conversations drive our decisions to make changes within our classes (such as seating changes or increased use of graphic organizers or other SDAIE strategies) or to students' schedules. These conversations also drive our decisions to have parent conferences or to put a student on a contract to monitor grades and/or behavior. Every year, we decide upon areas of focus and strive to improve in those areas. In many areas, we have had great success (for example, in the 2010-2011 school year, our Algebra I Proficient/Advanced rates were at 19%; after selecting that as an area of growth, our Proficient/Advanced rates increased dramatically to 48%. We attribute that success to our more intentional teaching and evaluating system, DARTS.). We also reference the successes and areas of improvement within our interdisciplinary assessments, particularly in ninth grade with the Dream Project PBL experience.

Franklin Magnet History

Our current Magnet Coordinator began six years ago. As a former Magnet teacher and former Math Coach, Estela Donlucas knew the direction in which our Math/Science Magnet needed to grow. She began recruiting more aggressively to increase the diversity of our program in terms of ethnicity, home location, and life experiences. As a result, Franklin Magnet went from being made up of nearly 90% of students whose home-school was Franklin to 28% of students who are from outside of Franklin's attendance boundaries.

Each year as Coordinator, Ms. Donlucas made changes to the program, based on student, parent, and faculty feedback, to improve our students' education. She made staffing changes to assist with student achievement in all content areas and to expand the types of courses we could offer. This also allowed her to set the expectation that all students would take four years of math and science (appropriate for a Math/Science Magnet) and that all students would take a full course-load each of their four years. These expectations better prepared our students to meet their A-G Requirements and to attend and succeed in college. As it is important for teachers to have time to collaborate, she did her best to coordinate teachers' conference periods by grade level to allow for more interdisciplinary work. She also formed classes such as: AP Calculus BC, Statistics and Probability, CPM math courses in all math levels, Journalism, Speech, Introduction to Psychology, AP Physics, AP Biology, Plants and Soil Science, AP Macroeconomics, AP Art History, Experiencing Computer Science, and Sociology. Additionally, she formed many honors-level classes that were previously unavailable to students (e.g. Honors Algebra II, Honors Geometry, Honors Biology and Honors Chemistry) to provide high achieving students with more

opportunities to challenge themselves. We also formed our own Magnet courses for Life Skills, Health, Introduction to Computers, Introduction to Theater, and Leadership. Having our own sections of those courses, taught by our teachers and populated by our students, allowed for the ninth grade elective and ninth grade English teacher to work closely together to teach expected foundational skills, such as research, public speaking, and debate, to partner on lessons (such as the Persuasion unit), and to create an effective interdisciplinary Project Based Learning assignment, the Dream Project. Each year, we set goals for our academic improvement and select strategies to incorporate for teaching and assessing students. The results speak for themselves. Consistently, every time Ms. Donlucas and Franklin Magnet had a change in staffing, in programming, or in teaching strategies, our scores improved in the years that followed (Appendix III). Clearly, we make changes to our program based on data to create a successful program, and we want to have the autonomy to continue making changes to build upon that success.

Areas of Strength

We feel fortunate to have many areas of strength that serve as the mortar for our program's bricks. That being said, we are not content to rest upon our past accomplishments. We know that maintaining the rigor and excellence of our instructional program is a top priority. Because of that unfailing focus, we have been successful and will continue to be successful.

Superintendent's School Performance Framework

As we mentioned above, in the 2010-2011 school year, Franklin Magnet was rated "Excelling" according to the School Performance Framework. Across the ten metrics selected by the superintendent, we scored 5/5 in all areas except one, the percentage of students scoring Proficient or Advanced on the Algebra I CST. After addressing that concern through our implementation of the DARTS teaching and assessment protocol (Appendix VII), our percent of students scoring Proficient or Advanced on the CST rose from 19% to 48%. As a result, we hope to have 5/5 on all metrics used to evaluate our program for the 2011-2012 school year.

CSTs

Franklin Magnet consistently outperforms the district and state averages in rates of students scoring Proficient and Advanced (see chart provided below).

CST Subjects	Magnet 2012 % P&A	Magnet 2011 % P & A	Franklin HS 2011 % P & A	LAUSD 2011 % P & A	California 2011 % P & A
World History	97	96	31	28	44
Chemistry	90	88	23	16	38
English 10	87	79	40	36	48
English 11	83	54	39	37	45
English 9	78	77	35	37	55
US History	85	55	36	37	48
Algebra 2	64	30	8	17	33
Life Science	60	57	29	36	50
Biology	58	37	21	31	49
Geometry	48	40	11	12	31
Algebra 1	48	19	6	13	32
Summative Math	36	55	36	37	55
Physics	83	69	19	29	52
Earth Science	75	17	28	33	35

We see our strengths to be in the percentages of students performing at Proficient and Advanced on the CST in: English (9,10, and 11), World History, Algebra II, Chemistry, Physics, Life Science, and Earth Science (Appendix III). As a result of having so many students scoring Proficient and Advanced, we have few students scoring in the Below Basic and Far Below Basic categories. Therefore, that is also an area of strength.

CAHSEE 1st Time Test Takers Pass Rates

Our 10th grade teachers place a great emphasis on the importance of the CAHSEE. As a program, we encourage all students to aim for Proficient or Advanced scores, not simply to pass the exam. Our results have been very favorable. The Franklin Magnet class of 2014 had 100% of students (first-time test takers) pass both the ELA & Math exams. Roughly 80% of those students scored Proficient/Advanced on either the ELA or Math exams. Many students were proficient on both. Within our Math and English classes, teachers focus from the beginning of the year on the importance of preparing for the CAHSEE. In their English 10 course, students work on assignments that cover the CAHSEE and CST strands, and they organize their work in their binders by those strands: Word Analysis, Writing Strategies and Writing Conventions, Reading Comprehension and Literary Analysis, and Writing Applications. Throughout the year, they revisit the skills emphasized on the exam. English teachers access the data from the CAHSEE Diagnostic to see the class's, and individual student's, strengths and areas of growth in the strands. The results of that assessment drives what the entire class must review or learn before the CAHSEE, and what individual students need to review or learn. As the exam approaches, students complete Warm-Up activities that are individualized to areas in which they need improvement. The results of the CAHSEE Diagnostic also determined who was more strongly encouraged to attend the Saturday or after-school CAHSEE Workshops, taught by our faculty. Math, which has a more difficult time using class-time to prepare students for the CAHSEE (since tenth grade students are enrolled in a variety of math courses that have mixed-grade levels, and because the CAHSEE Math section heavily tests middle school standards), still prepares students well. They too use the results of the CAHSEE Diagnostic, when available, to determine skills to review or re-teach and to recommend students to the Saturday and after-school CAHSEE Workshops. As a Warm-Up in all Math classes with sophomores, students practice their previously learned skills by solving the questions released by the state.

Graduation Rates

We place a strong emphasis on the importance of students graduating high school prepared for college. In 2009-2009, we had a 95% graduation rate, with 77% of those students accepted in to four-year universities. In 2009-2010, we had a 93% graduation rate, with 77% accepted in to four-year universities. The graduation rate for 12th grade Magnet students in the class of 2012 was 94%. Our class of 2012 statistics regarding students' post-graduation plans show that 75% were accepted to four-year universities (even though more completed their A-G Requirements, some were denied due to state budget constraints), 24% were accepted to two-year community colleges, and 1% were going in to the military. Yet we were unsatisfied with that. We want our graduation rate and college acceptance to be 100%. Therefore, we have been working with those students (the six percent) who did not graduate by helping them enroll in alternative programs through Adult School or AEWC so they can still earn their high school diplomas. Each year, this process is the same. Two years ago, we had two students who had not passed the CAHSEE (but had otherwise met all graduation requirements). We worked with them, monitored their progress and were happy when they returned to tell us they had passed the CAHSEE. One was able to receive her diploma through Franklin Magnet, and one received her diploma through adult school.

However, we are not content with students being merely prepared for college—we want them to go to college or some other rigorous post-secondary program! Our Franklin Magnet policy is that every student must apply to college. Even if students are unsure if they will get in to a four-year school, we encourage them to apply for several reasons: first, they don't know if they will be accepted unless they apply, and

second, high school provides support and assistance with the college application process they may not have if they apply to college later; this serves as a learning experience.

Attendance Rates

Regularly, Franklin Magnet has the highest percentage of students with excellent attendance out of all of the Small Learning Communities and programs at Franklin High School. Perhaps due to their involvement in extracurricular activities, the rigor of the classes, and the support of parents, our students attend school consistently. In 2010-2011, roughly 85% of our students attended school over 96% of the time, and overall, our average daily attendance rate (DAR) was 98%. Last year, our DAR was 99%.

Suspension Rates

We have a low rate of suspension (1.2% in 2010-2011). As a faculty, we know that using engaging teaching practices is the best way to keep students on task. Good "first teaching" is a way to keep students focused. The structure and rigor of our classes encourages students to take their studies seriously and discourages off-task behavior. When problems do arise, which they inevitably will, we have a culture of collaboration that allows our faculty, our coordinator, and our parents to work together with students to change behaviors rather than merely punish them. To help younger students see models of appropriate behavior and academic focus, ninth grade students can be sent to complete work in another classroom or to merely observe. Older students also serve as mentors for younger students (though we would like to increase the structure to ensure that happens consistently and for students who are in particular need of such guidance). Students may have a conference with their parents, teachers, and support staff to set particular goals for their behavior or academic progress (or to check up on progress in that goal). Additionally, led by our Life Skills/Health teacher, Ms. Conde, we encourage the "Wholly Healthy Child" by having a strong ninth grade foundational experience that asks students to consider the healthy living choices they make, such as the food they eat, the exercise they do, and the outlook they have on life. If students are making bad health decisions, their ability to concentrate on their academics and behave appropriately will be diminished. Currently, Ms. Conde is working with the organization "Peace Over Violence" through a grant to develop steps to make our school's discipline policy proactive rather than reactive (for example, identifying warning signs of violence rather than simply punishing a violent behavior). This program, once fully implemented by our school, will be the model for LAUSD's discipline program. The "Wholly Healthy" child touches every facet of our work with our students, from our academic classes to our Teen Court to our discipline plan. As we move forward, we want to expand our work in developing a more holistic view of health in our students.

Other Areas of Strength

Beyond the Superintendent's School Performance Framework, and our academic strengths, we know we have many successes that are more difficult to measure.

Socioeconomically Disadvantaged Subgroup

Three-quarters of Franklin Magnet students are from low socioeconomic backgrounds and qualify for free or reduced lunch. However, their achievement on the CST and CAHSEE exams is roughly on par with the results of the Magnet as a whole. In 2011-12, students of low socioeconomic status scoring proficient/advanced were: ELA 82%, Math 50%, Science 69%, and Social Science 92%. In the same year, all students from low socioeconomic backgrounds passed the CAHSEE.

Our EL and Special Education student populations are small: (thirteen and six students respectively). However, we incorporate SDAIE and other strategies to help all our students improve. We also work with English and Math department chairs, the Special Education Department, the EL Coordinator, and the Title III Coordinator to ensure our students are receiving accommodations and modifications to meet the standards of their core academic classes.

Student Engagement
Our students are engaged in their academics as well as their school community. Walking in to a Franklin Magnet classroom, it is the rule rather than the exception that students will be on task and involved in their class work. When Franklin held a Project-Based Learning Night in the spring semester of 2012, all Franklin Magnet students had projects to share with their parents and family members. The school administrators at the time observed and commented upon how vibrant the Magnet classrooms were that night. For the past few years, Franklin has organized CAHSEE Preparation classes for students to take on Saturdays. The Magnet English and Math courses consistently had the highest number of students attending and the highest percentage of students earning credit for those courses.

Students are also, with encouragement from the faculty and their parents, pushing themselves to take Advanced Placement and Honors courses (the average student last year took three AP classes; the number of AP classes ranged from 0-14). A majority of Franklin Magnet students take three and four years of math and science courses, which is above and beyond the A-G Requirement (though recommended for college admission). They do so because we encourage them to challenge themselves, try new courses, and prepare themselves more effectively for college.

But beyond that kind of academic involvement, students are also very involved in their school community, as we discussed previously in this section (Appendix VI). The tennis and cheerleading teams are made up of a majority of Franklin Magnet students, and many more teams count Franklin Magnet students as some of their most involved members. The same is true of academic teams; in particular, our Academic Decathlon team is dominated by Magnet students. In 2007-2008, the team was unranked statewide or nationally and was ranked 58/65 in LAUSD. In 2011-2012, they were ranked 4th in Los Angeles, 5th in the state, and 5th in the nation. Our science-related competition teams such as Envirothon, Generation Earth's Street to the Sea Challenge, and the Sewer Science Program are also made up predominately of Magnet students. Additionally, our students are involved in several different college preparatory programs such as College Match, Escalera, and the Upward Bound programs through Occidental College and TELACU.

Overall, students take great pride in our Franklin Magnet. They attend our events in large numbers, they cheer one another on at our assemblies and awards ceremonies, and they wear Franklin Magnet apparel unbidden and with pride.

Professional Culture
Students are probably involved because they see their teachers being involved. Many club sponsors, team coaches, and school leaders (such as Department Chairs and members of school councils) are members of the Franklin Magnet faculty. In Franklin Magnet, faculty and staff support one another. We share our data and report out on our concerns about particular students or about elements of the instructional program. We have consistently high expectations for our students and for one another. As a result, students know what to expect in Franklin Magnet class (rigorous instruction in a supportive environment) and are better prepared each year to find success in the program as a whole as well as in their futures.

Family/Parent Engagement
Of course, none of our success would be possible without the involvement of the parents and families of our students (Appendix VI). When we hold family events, such as the Family BBQ, or academically focused events, such as Orientation and Grade-Level Meeting Nights, we typically have over half our parents attend. At each of the PSC Parent Workshops, a majority of parents there were Magnet parents.

Areas of Growth
While we have many areas in which we are proud of our achievement, we are never satisfied. We see areas that need improvement as well. Even though some of our CST results, for example those in our

Summative Math and Biology, outperform the district and state percentages, we are not satisfied with the results we currently have.

Institutional Support
Because we have not had a Franklin Magnet principal who is solely focused on making our program the strongest program possible, we have missed opportunities for recruitment and growth, and we have had Professional Development structures in place that did not always give us the time to move our instructional program forward.

Because our students have not in the past two years had a counselor for Magnet to meet with them and their parents, we have not been able to offer the kinds of services they are requesting. According to our 2012 Magnet Student Survey, 48% of students surveyed wanted to have more one-on-one meetings with their counselor to review graduation and college requirements, 49% said they would like to attend a College Fair (Appendix VI). While students are still meeting the graduation and A-G Requirements, and are applying for and attending college, they are requesting more of these services. We know that we can do a better job of providing for them in these areas with the extra help of a counselor.

Lastly, because we have not had a clerical position for the past two years, our ability to foster timely communication between parents, students, and faculty members has been diminished. Our Coordinator has taken on the responsibilities of picking up the duties of counselor and clerical staff (and principal, in many ways). She answers the phone, she counsels students, she disciplines students, and she handles Magnet compliance paperwork.

Proficient/Advanced Rates on certain CSTs:
Math (particularly Summative Math) and Biology have the lowest rates of students scoring Proficient and Advanced (Appendix III). As we have seen, in general, our Math results have been improving each year, sometimes dramatically. However, we do not want to lose focus on improving all Math scores. In Biology, students are performing well, but when we compare those numbers to their Chemistry CST scores, we can see that there is room for improvement. The same can be said for our English 11 and our U.S. History Proficiency and Advanced rates on the CST. While they were both strong this year (at 83% and 85% respectively), the previous year, they were each much lower (54% and 55% respectively). As these are both 11th grade classes, that indicates a need to investigate the junior year courses and to determine what was done differently in the 2011-2012 school year versus the 2010-2011 school year.

9th Grade Transition
At the beginning of each year, we notice that some students struggle with the transition from middle school to high school. For many of our students, this transition is compounded by the fact that they are attending school in a new area away from home where they may not know many other students. We have noticed that a high percentage of our freshmen receive Ds and Fs on their first progress report. Clearly, this indicates a need for improving that transition period. While students seem to adjust by the end of that school year (as evidenced by positive CST and Periodic Assessment results), we do not want that process to take so long. While we do have some strategies in place to assist with the change (such as Orientation, ninth-grade specific parent meetings, and interdisciplinary teaming with some ninth grade teachers), those are not sufficient.

Increasing Interdisciplinary Lessons/Units to Increase Student Achievement, Emphasize our Theme, and Prepare Students for the Common Core.
In many cases, teachers are working diligently but somewhat independently for a variety of reasons (for example, lack of common planning time). While we support one another in many ways, we are not always planning vertically or horizontally as effectively as we could. As we look ahead to the implementation of the Common Core Standards, we see a need to incorporate more Project Based

Learning (PBL) and additional interdisciplinary teaming as a Franklin Magnet. Doing so would also help us emphasize our theme throughout our courses, as we create and emphasize our "Academic Method" way of thinking across subjects.

2. Based on your analysis, please identify the most central and urgent issues/challenges that are hindering the school from improving. What is the supporting evidence?

Looking at all our data, we have selected the following five issues that must be addressed as we look to expand our current achievement.

a. We must maintain a strong focus on rigorous, interdisciplinary instruction while increasing our use of common strategies.
As always, we must prioritize student achievement, particularly in those areas of need listed above, but we must also always focus on maintaining and improving our areas of strength. We feel our success has been due to this focus and we must continue to maintain it over time. Nearly all parents and students say they feel we are preparing our students well for college and life (Appendix VI & VII); therefore, we must remain vigilant that we maintain or increase the challenge we provide to students even as we make changes to our program to increase its interdisciplinary nature, support students who are struggling, and challenge those who are succeeding.

b. We need time to work together to effectively increase interdisciplinary teaming and prepare our students for their futures. As the Common Core standards are approaching, we see that our students will be called on to apply their learning from many courses in one exam (such as applying writing skills in Social Science or Math exams). We know that our students have the potential to do this well; however, we want to make sure we are working together as effectively as possible to ensure students have an even greater likelihood of success. Also, we feel that this time would allow us to emphasize our theme of Math, Science, and Letters more consistently as we develop and frame our lessons and class-work within our evolving "Academic Method" way of thinking. As we do so, we will be providing opportunities for students to think critically, to collaborate, and to communicate in a variety of ways across various subjects. However, currently we do not determine our Professional Development schedule and our efforts to have common planning time built in to our master schedule have sometimes been thwarted by the needs of the comprehensive school.

c. We need increased institutional support. Currently, one of the biggest roadblocks in our ability to recruit students and parents to our program is our inability to share Franklin Magnet's test scores and API with the public at large. The data parents have access to is for Franklin High School as a whole. Even within MyData, it is difficult (if not impossible) for faculty and staff members to separate out Franklin Magnet scores in many of the areas for which we want data. Without such access, our program suffers. Additionally, we have no counselor (having lost both our counselor and our clerical staff two years ago). We have also been increasing our class norms as we teach classes for Franklin High School.

d. We need to improve our partnerships within our community, including: continuing working with our feeder middle schools, including Burbank, Berendo, and L.A. Academy; working with the Franklin High School complex to make agreements for use of facilities, support staff, and courses where needed (P.E., AP courses, and Art); and expanding our relationships with Occidental College, CalTech, Pasadena City College and forming new relationships. Particularly as we look ahead to being an autonomous school, we will need to make sure that our students are still receiving the services they need and desire and that our relationship with the Franklin High School complex is one that encourages growth for all students (Magnet and otherwise).

e. We need to concentrate on students' transition to Franklin Magnet (the middle school to high school transition or otherwise). The transition from middle school to high school is one fraught with challenges—a bigger campus, more students, and more difficult classes. Yet many of our students also face an additional challenge—when they commute to Franklin Magnet, they are leaving their communities, friends, and families for many hours of the day. That can be difficult. We have noticed that the ninth graders first semester grades, particularly first progress report grades, are lower than we would like to see. They are adjusting over time, but we want to see that adjustment happen earlier. Additionally, we have students who transfer to Franklin Magnet at other times in their high school careers. We need to be not only cognizant of that adjustment, but also prepared to aid in that adjustment. This is especially important in that these students who transfer at different points in high school will not be going through the same adjustment as many of his/her classmates.

C. School Turnaround

1. Building on the priority areas identified above as central to turning around your school, what specific strategies, practices, programs, policies must be employed to address each priority area? What do you expect will change as a result? What is the underlying theory/research?

Each of our priority areas addresses a specific need, problem or challenge we, our students, and/or our parents have seen in Franklin Magnet.

a. We must maintain a strong focus on rigorous, interdisciplinary instruction while increasing our use of common strategies.

Strategies/Practices/Programs/Policies:

While we feel that many of our teachers provide rigorous instruction most of the time, we truly want all students receiving a rigorous education in every classroom every day. Our faculty believes there are many facets to rigor. In the classroom, we define rigor as:

- providing students with challenging materials (initially scaffolding those materials, but also removing the scaffolding when appropriate)
- grading student work according to high standards (which have been shared with students in the form of a rubric or scoring guide)
- students sharing their work with multiple audiences for assignments (teacher, peers, other staff, parents, experts)
- students teaching one another and evaluating one another's work based on agreed upon criteria
- vertical planning same-subject courses so students and teachers know what skills and concepts students are expected to learn in each grade level (and can therefore build on those skills and concepts rather than repeating them unnecessarily)
- horizontal planning across disciplines to allow for interdisciplinary units and lessons
- students working on assignments independently and collaboratively as teachers facilitate
- students engaging in inquiry, critical thinking, and application of skills.

Our units of study in our classes already incorporate these concepts: all departments use Understanding by Design (UbD) to create challenging lessons and units that engage and focus students through the use of instructional hooks, Essential Questions, and Big Ideas and allows teachers to backwards plan from the course goals to rigorous course activities. Within that framework, the English Department uses the LAUSD Concept Lessons (with agreed upon additions and modifications to make the curriculum rigorous and meaningful for all levels of students) to teach students the interrelatedness of the reading and writing process. The Math Department uses College Preparatory Math (CPM) to engage students in problem-based and inquiry learning, and the Science Department uses the Scientific Method as a way of obtaining standards-based knowledge and the immediate feedback provided by the Qwizdom student response

system. The Chemistry teacher has arranged student learning in to modules that address the standards while being easily adaptable for English Developers, Special Education and GATE students. Social Studies teachers also consider how they can have students apply historical knowledge and perspectives to modern times using primary and secondary sources. To do so, they use SDAIE strategies and strategies such as WICRR-P (**W**riting, **I**nquiry based research, **C**ollaboration with peers, and content specific teachers, **R**eading and **R**esearch methodologies and **P**resentations of learning as culminating events).

Each of these programs asks students to approach their learning through inquiry, to think critically, to support their thinking with evidence, to connect their learning to prior knowledge, and to share out their findings in a variety of forms to a variety of audiences. In this capacity, students can teach one another and evaluate one another based on specific criteria. As we move forward, we want to ensure all teachers are incorporating these concepts in to all their units and lessons. We also want to build on our science teachers' use of the Scientific Method by incorporating our "Academic Method" way of thinking to all courses. Though the terminology may be new to our teachers and students, its focus is not. UbD and each of the core programs already incorporate the inquiry-based and interdisciplinary way of thinking. However, we want students to be more conscious of how they are thinking; we as teachers need to be more purposeful in sharing using a common language as we discuss these habits of mind.

Additionally, all subjects have begun to create Project Based Learning (PBL) units. Currently, most of these projects have been designed by individual teachers to address course goals in individual classes. The exception is the ninth grade "Dream Project" (Appendix VII), which asks students to apply their learning from their Life Skills/Health classes, their Biology class, their Math and their English 9 class (in addition to their Introduction to Computers class, if applicable). The project asks students to, as a group, explore and learn about the United Nations Millennium Development Goals, present their findings on the goal's topic, and then create and present a solution for that goal. As we move forward in ensuring all students have access to a rigorous curriculum, we will expand our use of PBL. In our initial year, we will create a senior project that asks students to apply all the learning they have done in their four years with us. Clearly, this will address many of the components of rigor listed above and expand upon the enthusiasm students have for their 9th grade Dream Project PBL, culminating in a Senior PBL experience. Each year, we will add an additional grade-level common PBL (in addition to individual teacher's PBL units). Once we have the bookend projects in freshmen and senior year planned, we can better plan the tenth and eleventh grade projects to ensure they build upon the ninth grade experience and help prepare students for their twelfth grade experience. Additionally, PBL will help us expand students' access to real world experiences as they present their findings about authentic problems to authentic audiences. We also plan to expand our students' access to internships, summer programs, and academic teams.

To monitor our use of rigor, we will engage in faculty peer observation and common grading of key assignments. That will keep us more accurately informed about the level of rigor across grade levels and across content, will allow us to make necessary adjustments to our curricula more immediately, and will increase the collaborative culture of our school. All of these activities align with the purpose and needs of the upcoming Common Core and Next Generation Science Standards.

What will change?

Rigor will be present in all classrooms at all times rather than in most classrooms most (or some) of the time. Additionally, faculty members will be more cognizant of one another's teaching strategies, lessons, and levels of rigor as we increase our culture of observation.

In the classroom, students will be academically challenged in all subjects while also seeing connections between those subjects. A hallmark of effective PBL is students who are more engaged in their education because the projects they complete are relevant to them and their world. We will see students making their own meaning as they apply their current and prior learning and as they collaborate more with one

another to complete assignments, projects, and lessons. To prepare students to collaborate well, there will be structures in place before and during PBL units (such as Kagan Collaborative Strategies) (Appendix VII). The structure of the units will follow UbD (Summative Assessment Design, Hook, Big Ideas, Essential Questions, and Class Activities assessed formatively) and into that structure we will incorporate our "Academic Method" way of thinking. As UbD stresses the importance of teaching "habits of mind" explicitly to students, this aligns well to our use of the "Academic Method".

As the role of student shifts to inquirer, researcher, collaborator, and experimenter, the role of the teacher will alter slightly as well. For more of the time, teachers will be facilitators; while lecture is an important component of teaching, it is not the sole strategy teachers are using. Also, teachers will be models for students, as both will be working collaboratively. Not only will teachers work together to create units and lessons, but they will also collaborate to determine the effectiveness and rigor of the units, lessons, and projects. As we expect students to teach one another and provide one another with feedback, we expect the teachers to do likewise. Teachers will engage in peer observation and common grading of key assignments to determine which strategies are working, what content needs review or deepening, and what needs improvement, including the level of rigor of an assignment. Also, teachers will work together in Professional Development settings to develop the skills necessary for being a facilitator of inquiry and project and problem-based learning.

Research that supports this:

"Research shows that the rigor of high school curriculum is one of the top indicators for whether a student will graduate from high school and earn a college degree. In fact, a study by the U.S. Department of Education found that the rigor of high school course work is more important than parent education level, family income, or race/ethnicity in predicting whether a student will earn a postsecondary credential" (National Conference of State Legislatures). Additionally, students need to see the relevance of their education and have personalized relationships with the adults in their school, who are content experts as well as models for students (National Conference of State Legislatures). The 21st century skills of Collaboration, Critical Thinking, and Communication are particularly important in developing rigor and relevance for students.

Twenty-first century skills also link well with Project-Based Learning. In PBL, asking students to link their learning in multiple subjects, learn in an inquiry-based manner, and demonstrate that learning in more authentic settings, is a rigorous process. In the article, "Teaching for Meaningful Learning," Stanford University's Dr. Brigid Barron and Dr. Linda Darling-Hammond cited research from J.W. Thomas that demonstrated that students engaging in Project-Based Learning make gains in "factual learning …equivalent or superior to those of students who engage in traditional forms of instruction" (qtd. in Barron and Darling-Hammond 3). Yet he also noted that those students also "*transfer* their learning to new kinds of situations and problems and…use knowledge more proficiently in performance situations" (qtd. in Barron and Darling-Hammond 5). The article also cites many studies that link PBL with "an increase in the ability to define problems, growth in [students'] ability to support their reasoning with clear arguments, and enhanced ability to plan a project after working on an analogous problem-based challenge" (Barron and Darling-Hammond 5). In other words, once students have worked on a task collaboratively, they are more successful at tackling another project collaboratively. Additionally, PBL forces students to engage in higher-order thinking processes in order to ask the right questions and defend their decisions. These are rigorous, interdisciplinary skills. Yet they are also successful teaching strategies. Not only do students do well on group projects, but "individuals who work in groups do better on later individual assessments as well" (Barron and Darling-Hammond 10). This type of learning aligns well with our demographics also, as cooperative learning has been found to yield more benefits for low-income students, urban students, and minority students (Barron and Darling Hammond 11).

Even as students engage in more PBL experiences, and the teacher's role is changing "to make thinking visible, guide the group process and participation, and ask questions to solicit reflections…[t]eachers also offer instruction in more traditional ways, such as lectures and explanations that are crafted and timed to support inquiry" (Barron and Darling-Hammond 5).

Additionally, UbD and inquiry-based curricular structures such as the English Concept Lessons, CPM, and the Scientific Method (which we are expanding to be the "Academic Method") are research-based.

b. We need time to work together to effectively increase interdisciplinary teaming and prepare our students for their futures.

Strategies/Practices/Programs/Policies:
In order to incorporate the proposed strategies listed above and have a smooth transition to the Common Core and Next Generation Science Standards, we need to have time to collaborate as a faculty and staff, we need to have protocols in place during that time, and we need agreements in place about how we will monitor the progress of the work accomplished in our Professional Development. The principal will be an instructional leader who helps guide this work.

The first practice that will need to have in place is formulating the master schedule to allow for common planning time. The common planning time groups would be created based on the needs of the school year. For example, as we focus on improving our Summative Math exam results, we will prioritize giving the math teachers common planning time. When we are creating and implementing the first Senior Project, it will be imperative that the senior teachers have common planning time. Within that common planning time, strategies will be in place to ensure our time is used effectively (having various roles such as time keeper and a note-taker). We will also use protocols such as Critical Friends and Lesson Study (Appendices) as structures to allow teachers to work together professionally to design and observe interdisciplinary lessons, units, and projects; this will provide us with experiential data to use to improve our practice and collaboration.

Of course, not all of this work will be able to be done within the school day or within Professional Development times. Therefore, teachers will commit to setting aside at least four hours a month to meet and collaborate. Meeting during non-work hours will allow teachers who do not share conference periods to meet and discuss student progress and student needs. The time could also be used to increase the amount of time groups who are already collaborating can meet.

What will change?
The principal, as an instructional leader, will create a master schedule that allows for the most instructionally focused professional development opportunities. The master schedule will be planned to allow specific teachers to have common planning time so that their time to work together is not solely limited to district assigned professional development days or non-school hours. As a result, cross-curricular and grade level PBL activities will be able to be planned, implemented, and shared well. This will also allow for easier common grading of key assignments. Again, this will allow teachers to adjust their lessons, re-teach concepts as needed, and plan for their courses knowing that students have reached a certain level of proficiency in the skills and content area understandings covered in the prior course. Teachers will be able to support one another and the students more effectively as a result of meeting consistently and with a purpose.

While teachers are already aware of many of their colleagues' major units and projects, this will make that knowledge more concrete and more purposeful. Currently, we meet as a Magnet, and as collaborative groups, less frequently than we would like due to master schedule planning not always providing necessary common planning times and due to other school-wide Professional Development

needs. We also have a small number of faculty members who seem reluctant to work collaboratively. We feel that they are reluctant because we have not had time to meet consistently to support them in their new roles and because they may feel we have too many areas of focus in our Professional Development. After considering these barriers to our success in working together, we feel one way to address them is to design and implement our own Professional Development while still meeting district legal and mandates.

Research that supports this:
Stanford University's Dr. Brigid Barron and Dr. Linda Darling-Hammond noted that for effective PBL experiences to take place, "[t]eachers need time—and a community—to support their capacity to organize sustained project work. Without this additional time, extended projects can easily become more about 'doing for the sake of doing' than 'doing with understanding'". If we rush the process of introducing teachers to new teaching strategies, they will do them because they have to, not because they think those strategies are valuable. They may not use those strategies as effectively as a result. Teachers also need collaborative, supportive relationships to feel comfortable enough to take risks in their classroom and being observed taking those risks.

Likewise, research shows that teachers need time, trust, and autonomy to institute the Critical Friends and Lesson Study protocols (Appendix VII). According to Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching and Learning*, "in interactions with…colleagues, teachers must demonstrate sensitivity to multiple aspects of those relationships—personal, professional, and cultural" and to assist in making those relationships prosper, "a framework for teaching serves to structure conversations among educators about exemplary practice".

c. We need increased institutional support.

Strategies/Practices/Programs/Policies:
We are transitioning from a Magnet Center to a Magnet School. Using Bulletin 1125.6, entitled "Norms to Allocate Certificated Personnel to Magnet Schools and Centers", as a guide, we have determined that the autonomy of budget, the increase in support personnel, and the ease of access for data that would result from such a change makes this the right decision for our students and our program.

In order to become a Magnet School, the Office of Student Integration informed us we must have at least 400 students. Our goal is to incrementally increase our student enrollment each year to ultimately serve around 415 students within three years and perhaps within five years increase to serve 500 students. This expansion will allow us to increase the number of faculty and staff members servicing our students. Due to recent school and Magnet budget cuts, we have lost our counselor and our clerical position. The one person who services our program, our Magnet Coordinator, is only paid half-time through the district. She serves as Coordinator, Counselor, and the clerical position for all 340 of our students and their parents. Moreover, each year we are dependent on Franklin High School funding the other half of the Magnet Coordinator position. We feel the services we have been able to offer our students have been severely restricted and as a result, students and parents have had less access to what were once the benefits of our program (greater personalization and close-knit ties between our faculty and our families).

Beyond that, as our enrollment increases, we will be able to hire more teaching positions, which will allow us to expand our course offerings and maintain greater autonomy as a program. We will also be able to better keep to the Magnet class-size norms. As a PLBAO school, our class norms are 34:1; our 9th grade students taking a double block English have a norm of 26:1 (BULL 1125.6). We will also have flexibility to convert positions to other resources, according to School Community Budgeting (i.e. differentials & clerical support) after norm day (REF.-1074.11).

Currently, we have our own district code (8644), but we do not have our own California Department of Education code. That means that on the CDE website, our scores are combined with the regular school's scores; we do not have our own API. Our School Report Card and other data made public to parents and community members reflect Franklin High School's results as a whole. Because we are a Magnet, we advertise to prospective students and parents through recruitment fairs and visits to our traditional feeder schools. However, when parents compare Magnet options, they look at data. The data that parents and community members see for our school is not reflective of the quality of the program we run. To be more competitive with neighboring Magnets such as Bravo Medical Magnet and Downtown Magnets, we want to be able to share our disaggregated scores with students, parents, and prospective Magnet families.

Not only is it difficult for people outside of LAUSD to access our data, it is often difficult for us to access our data as a faculty. While some data (specifically the CSTs) is disaggregated on MyData by SLC and Magnet, much of the data simply shows information for the whole school. Individual teachers have access to their class information, but looking at data for the Magnet students' rates of proficiency on the CAHSEE in ELA and Math involved us pulling up a list of students who scored Proficient or Advanced, then counting how many Magnet students were part of that list. This was needlessly time consuming. Efforts to pull up A-G data were similar. Franklin Magnet consistently uses data to inform our instruction throughout the year and to set goals for each year as well. Not having easy access to the data we need has been frustrating (as we write this plan, but also as we plan ways to improve).

Once we, the students, the parents, and the community members can access accurate data, we will be able to better design our instruction, our intervention, and our community partnerships to serve our students' needs. For example, our teachers will be able to see the Magnet school's CST and CAHSEE strand result data. Currently, we can only access that form of data for Franklin High School or individual teachers' classes. We cannot look at our department-wide needs in English, Math, Science, or Social Studies. If we were better able to collect that data, we could collaboratively make more effective pacing plans, common assessments, and interventions. The type of data we currently have access to drives a much more individualized instructional focus, which contradicts the more collaborative culture we want to establish in our classes and our Professional Development.

What will change?

As we increase our enrollment, our students will have access to a counselor who can help them to stay on track to graduate with their A-G college requirements fulfilled, to apply for college, internships, and other programs, and to support their academic and emotional needs. The counselor will arrange meetings with parents on an individual basis as needed but also can host college fairs and grade-level meeting nights with parents to support their understanding of their students' needs for each academic year. A clerical position provides students and parents more immediate access to information and staff. Someone will always be in the office to greet parents and students, to take messages, and to prioritize the needs of those who are visiting the office or plan to visit the office. A clerical position would also be an extra pair of eyes and ears watching out for our students in the office as they wait for services from the counselor or administrator.

Increasing our student number from 340 to a future goal of 415 (or more) will also allow us to increase our faculty. As a result, we will see classes that are at or below our class-size norm of 34:1. The smaller class sizes will allow teachers to personalize students' education more effectively and will facilitate one-on-one and small group instruction. The classes that students are able to enroll in will also be more diverse. While students will still be completing their A-G Requirements, they will also have access to more electives and more upper-level courses in their core subject areas (such as the opportunity to take Discrete Mathematics, a college-level math course that encourages critical, creative thinking).

Lastly, we foresee a school where all stakeholders have easy access to the data they desire. When prospective Franklin Magnet families see our API and other test results, they can make a fully informed decision about the best program for their children. We anticipate that when they are able to do so, they will select Franklin Magnet. This will allow more members of the Highland Park community, as well as those outside the community, to attend our school. When current Franklin Magnet families see our test result—the results of their hard work—they will feel an even greater sense of pride in our school. Lastly, teachers and other staff members will be able to access the data they want when they want it in order to make the best decisions for the students and the program as a whole. The less time it takes to access the data and the more applicable the data is to Franklin Magnet teachers, the more time teachers and staff members can spend using the results of the data to improve lessons, units, and projects.

Research that supports this:
The importance of access to detailed data cannot be overstated. The U.S. Department of Education's report, "Teachers' Ability to Use Data to Inform Instruction: Challenges and Supports" found that "[w]hen case study teachers were provided with individual student-level data broken down by subscale or concept, the majority demonstrated the ability to plan differentiated instruction based on data" (36). The same report found that teachers were more effective at interpreting data and using data to inform instruction when they worked in small groups, usually formed by grade level, subject matter, or common goals (54-59). Clearly, this aligns with our desire to access more accurate, detailed data and our need to be able to break down our data by our departments and small school.

Regarding the value of Magnet Schools, the UCLA's "The Civil Rights Project found that "[r]espondents …reported that their magnet schools were linked to evidence of heightened academic achievement, very high levels of demand and self-sustaining programs (i.e. the magnet school or program continued to flourish after the funding cycle ended)" (4). This study supports what we already know: Magnet schools have positive academic and social effects for students, and we want to expand student access to our program while still remaining rigorous.

d. We need to improve our partnerships within our community.

Strategies/Practices/Programs/Policies:
Continuing working with our feeder middle schools: Not only do we want to expand our recruitment efforts at our feeder middle schools, we also want to align our instructional programs with their programs more consistently. As a result of these efforts, we will focus on expanding our use of CPM, Kagan Collaborative Strategies, and the foundations of the English Concept Lessons in our classes.

Working with the Franklin High School Complex: We will work collaboratively with the school(s) with which we share the Franklin High School Complex. We have shared, and will continue to share to some degree facilities, faculty, and staff. While we will develop a Memorandum of Understanding (MoU), our long-standing history at the school will also help us make a smooth transition to becoming more autonomous while still maintaining positive relationships with the schools in the complex.

Expanding relationships with various organizations serving our students: We have many partnerships with local community organizations as well as with state and national organizations. For example, for the past ten years, Franklin Magnet has had a team sponsored by the Antelope Valley Resource Conservation District to participate in Envirothon. North American Envirothon is a 501(c)3 not-for-profit organization established to coordinate the delivery of an environmental education program for high school students throughout North America. Franklin Magnet has been part of Generation Earth, a Los Angeles County Department of Public Works program, since 2007. Our crowning achievement was winning the Overall Championship in the Streets to the Sea Challenge in 2011. Generation Earth has also sponsored various activities such as beach clean-ups, campus water audit, and tree planting. This year, we added a

partnership with prestigious CalTech, which provided 16 students CalTech Internships on Solar Hydrogen Activity research Kit (SHArK). We also have partnerships with ACE (the Alliance for Climate Education), Tree People of Los Angeles, the Bureau of Sanitation's Waste Water Treatment Program, The Department of Agriculture's Forest Service's Generation Green, the National Park Service, and Earthwatch. Outside of the science field, we have partnerships with Peace Over Violence, Urban Rancho, TELACU Upward Bound, Occidental College Upward Bound, the Kiwanis' Key Club organization, the "Highly Intellectual Preparedness Program" affiliated with Academic Decathlon, Los Angeles City College (students take their classes on our campus), the Historic Highland Park Neighborhood Council, and Hathaway-Sycamores Child and Family Services (providing free tutoring, SAT workshops, and mental health services for students).

What will change?
As a result of being autonomous, we will have more flexibility in how we articulate our instructional program with our feeder schools and that will allow us to support our next goal of concentrating on students' transition to the Franklin Magnet. Working with the comprehensive Franklin School, we will have more autonomy and flexibility in our budget (per Bulletin 1125.6) to address the needs of students (both institutional and instructional). Lastly, as we increase our partnerships, more students will be able to participate in academic competitions, internships, and volunteer opportunities that will expose them to careers and fields in which they are interested and allow them to apply the learning from their classes.

Research that supports this:
Clearly, there is value in collaborating with other groups to improve our program for our students. As indicated by the Buck Institute's PBL guidelines, having an authentic audience improves student work outcomes. The more opportunities students have to engage in authentic, relevant work (as demonstrated by the "Jobs for the Future" organization as well), the better they will perform. The same is true of teachers. The better we are at collaborating with outside groups, the more effective models we will be for our students and the more opportunities we can provide our students to engage in real-world scenarios.

e. We need to concentrate on students' transition to Franklin Magnet (the middle school to high school transition or otherwise).

Strategies/Practices/Programs/Policies:
- Magnet Mentors (pairing experienced Magnet students with new Magnet students, perhaps particularly pairing students who both live outside of Franklin attendance boundaries)
- Dream Project PBL (interdisciplinary)
- Life Skills/Health provide 9th grade support in teaching study, organizational, research, collaboration, writing, reading, and high school survival skills,
- Official Magnet Orientation, not only over the summer but also in the first week of school to introduce students to expectations and traditions of Magnet.
- Grade Level Parent Meetings
- Magnet Events

What will change?
We currently engage in many of the above practices; however, we see a need in being more intentional in how we begin our school year. We will have a Magnet Orientation early in the year to set the expectations and goals for the students in our Franklin Magnet and celebrate the previous year's successes as well. This will allow new students to see that they are a part of a group with a long, proud tradition of academic and extracurricular excellence. That idea will be continued in the Magnet Mentors program, something we have begun but have not developed as thoroughly as we would like. Magnet events, such as Bowling Night, Shakey's Night, and other "fun" activities, help all students form a bond with their

grade level but also with the Franklin Magnet family. As parents and family members are also invited to those events, faculty and staff have an opportunity to engage with parents on a more personal level. As a result, parents (and students) are more comfortable seeking assistance from the faculty and staff when they need it. Additionally, parents will have more formal opportunities to attend grade level meetings that provide parents with information about their students' classes, their graduation and college-entrance requirements, and the expectations of the Franklin Magnet program.

Research that supports this:
There has been much research done on the importance of the ninth grade year, and on the importance of easing transitions for students who are attending new schools. According to the High Schools That Work website, in an article titled, "Opening Doors to the Future: Preparing Low-Achieving Middle Grades Students to Succeed in High School", to foster a successful transition from middle school to high school, schools must have: "high expectations for students, [engage] students in challenging and meaningful assignments, [use] an interdisciplinary approach…and enroll students in smaller school settings." Additionally, the website highlighted the importance of being honest and open with parents and students about the challenges of the transition, as that honesty better prepares students and parents. We considered these factors as we looked at what strategies and activities to keep in our program and as we determined what was missing from, and therefore needed to be added to, our program.

2. Describe the culture and climate central to turning around your school.

The culture and climate that must be created is one of inquiry, collaboration, and high expectations for all stakeholders (faculty and staff, students, and parents), while supporting students and faculty members taking risks. When we work together in setting and attaining goals, we will have pride in our accomplishments. While we already engage in collaboration, set high expectations for one another, and feel pride in our school, there is room for growth and improvement in these areas.

We also want to expand student voice in our classrooms and in our school as a whole (which PBL helps to foster). Students should not only share their thoughts within the walls of the classroom; they should also speak out about what they see as the needs for and successes of our school and communities.

We already have many of the elements described above; our task now is to hone and expand our practices that encourage even greater collaboration, communication, and pride and that allow for even higher expectations year by year. Each year, our students improve upon their own work and upon the accomplishments of previous classes. Each year, the bar is raised again. Students enjoy healthy competition, and each class takes pride in overtaking the accomplishment of previous classes on the CST, CAHSEE, or graduation rates.

Parents feel and will continue to feel welcome to participate in a variety of ways including (but not limited to): observing the instructional program, engaging in decision-making, and participating in community-building activities. Parents will know their students are being challenged and well prepared for their futures. Parents have already indicated that they would like additional opportunities to participate, such as one-on-one meetings with a counselor, attend college fairs, and engage in classroom observations (Appendix VI). By continuing to provide more opportunities for parents to participate, for students to challenge themselves to meet our high expectations, and for our teachers to lead the change they deem necessary, we will strengthen both the academic and extracurricular programs at our school.

3. How will you engage your school community in the turnaround plan? a. Given your community context, what needs to be true for community members to join you in the transformation of the school?

Our Franklin Magnet is composed of a small faculty and a small community of families. As we expand, we still want to maintain a smaller size because we feel our size is our strength. We are able to communicate with one other more efficiently than a larger school. It's also much easier to find commonality and agreements between smaller groups of people.

Looking forward, we see that parents, teachers, staff, and students must support one another as we strengthen our program. Even if the conversations we have are difficult, we must have them in an open and honest dialogue. That means that teachers must communicate their expectations and student progress to students and their parents/guardians, students must communicate their concerns and accomplishments to their parents/guardians and their teachers, and parents must share their concerns, needs, and goals with students and teachers. The support staff will aid in those conversations. Faculty members must trust one another so that we welcome one another in our classrooms; we also must have honest conversations with one another that push us all to improve.

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

Many of our parents are already enthusiastic about Franklin Magnet (Appendix VI) and the work being done by their students. Many parents are also in favor of Franklin Magnet being its own school. Our Writing Community included parents, and all of them wanted greater success for the program they had viewed as helping one or more of their children succeed in high school and beyond.

Our needs revolve around making our accomplishments more public to parents and students, which we feel will undoubtedly increase enthusiasm. Our plan also makes the Magnet School work more effectively for parents and students, as we will add a counselor and a clerical position. These are demands parents and students have made in the past, and they will be happy to see their dreams for Franklin Magnet come to fruition.

We have shared our plan with parents/guardians who are involved in and supportive of Franklin Magnet. We have also invited all of our parents to each of the PSC 4.0 Workshops to receive information about our plan. Each time we meet with parents, we discuss our plans for the future. Yet these initial meetings have merely been an introduction to our plan.

As we move forward, we plan to continue to keep parents, students, and faculty informed by improving our Franklin Magnet website. There, we will be able to post information that will keep parents informed about the status of our plan over this school year and how we are rolling out the plan in the coming years. We also will continue to have Magnet-specific parent meetings and family activities, at which we will share information with parents. We also plan on expanding those activities and meetings. The additional support of a counselor and clerical position will aid us as we plan, advertise, and carry out our events.

Because many of our parents work multiple jobs, some live in other areas of the city, and some do not have transportation to the school, informing parents in a timely manner is of vital importance. Our website will keep parents consistently informed; our Magnet newspaper or newsletter and Blackboard phone calls are also good reminders for parents about upcoming events or opportunities for them to be involved in the school community.

D. Implementation

1. How will you monitor the implementation of your turnaround efforts?

Using leading indicators such as formative assessments, peer observations, and parent and student surveys will allow faculty and staff members to monitor the effectiveness of changes we make to our instructional

program and to evaluate how the transition from Magnet Center to Magnet School is affecting our ability to serve our students and their parents.

Instructionally, we will continue to use department-wide common assessments (both that we create and, when appropriate, those provided by the district) on a regular basis to monitor our students' progress. Each department will determine the frequency with which it will administer common assessments. Ideally, we want to assess students in ways that are the least disruptive to instructional time but yield the most helpful data to drive our pacing plans, our interventions, and our re-teaching.

Currently, we have some common assessments in place. The Math Department, for example, has a short common assessment each week. While they use LAUSD's Math Periodic Assessments (PAs), the teachers have found that they do not align well with CPM (even the CPM-specific tests) and that they are not as informative to instruction as their own common assessments. The English Department has decided that once a week common assessments are too frequent for their needs, and is in the process of deciding the most effective timeline. The longer structure of the ELA Periodic Assessment does not lend itself to being used more frequently than currently, and many times the assessments test skills that are somewhat disconnected from the Concept Lessons designed by the district. For example, on the Persuasion PA, the Short Constructed Response task asks students to identify an author's argument, cite evidence used to support that argument, and analyze the credibility of the author based on that evidence. Yet the culminating assignment for the Persuasion Concept Lessons is to give a persuasive speech, and all the texts the students read are speeches by famous historical figures (who have been labeled as credible by history). Also, because of the timing of the results, the ELA PAs often serve as summative assessments of units, counter to the idea that the PAs were to be formative tests that informed teachers of areas of student need. Math and English also use some more formalized formative assessments, such as the CAHSEE Diagnostic, to determine areas needed for re-teaching and reviewing and to determine which students are most in need of intervention for the test.

Our Science and Social Studies Departments are each comprised of two teachers who teach totally separate courses (Biology and Chemistry; World History and U.S. History, Government, and Economics). That has made departmental common assessments more difficult. Within the Science Department, our Chemistry teacher, largely through the use of Qwizdom student assessment products, has the capacity to provide a short formative assessment daily, weekly, or biweekly as needed. Our Chemistry teacher gives students the Chemistry PAs but the timing of the assessment does not align with the course's pacing plans. Both science teachers use the PAs, but again find that the timing of those assessments does not align with their department's pacing plans. Additionally, our biology teacher has been working with the biology teachers in the comprehensive Franklin school to develop a pacing plan and common assignments. The science teachers have agreed to host a Science Fair and two Science Quiz Bowls: one in chemistry and one in biology. The Social Studies department only has PAs available in World History. Our World History teacher, who consistently has over 95% of his students scoring Proficient or Advanced on the World History CST, does not administer the PA but instead has created his own formative and summative assessments to gather data as he exceeds, rather than limits himself to, the California Standards. There are no PAs for U.S. History or Government/Economics, so the teacher creates his own formative and summative assessments.

Teachers of all disciplines recognize the value of being able to create our own common assessments. Using CoreK12, we can design and input our own assessments, which allows us to continue to compile, monitor, and manipulate data through MyData and the CoreK12 website. Additionally, our teachers are well aware that formative assessments can be more informal. They incorporate Exit Cards, impromptu debates, focused dialogues, Pair-Share-Share Out, and other strategies to quickly assess student learning.

We must also assess our progress in our interdisciplinary goals as well. To monitor our progress in that

regard, we will evaluate the quality of students' PBL projects both in individual classes and by grade level. Teachers will also engage in classroom observations in order to have "conversations about practice" (Danielson) using a common language, which aligns with the upcoming implementation of LAUSD's Teaching and Learning Framework. These structured observations and conversations will allow teachers to share their best practices and receive timely feedback on their instruction in a non-threatening environment. Additionally, it will help teachers see the successes and challenges of students' interdisciplinary work firsthand. Logically aligned with class and peer observation is looking at student work together through protocols such as the Math Department's use of the DARTS protocol, Critical Friends Groups and Lesson Study (Appendix VII). These protocols encourage open, honest dialogue about teaching practices and student need that can be directly incorporated in to lessons or interventions.

A leading indicator we will use to track the successes we have with instructional and institutional changes is parent, student, and faculty surveys. This year, we truly learned the significance and value of surveying parents and students for feedback. We want to continue giving parents and students the opportunity to provide feedback about Franklin Magnet as a whole but also about particular classes and programs. These surveys can be used effectively at any point in the year (at the beginning of the year to determine needs, the middle to monitor progress, and the end to assess how well we met the determined needs). We will analyze our survey results to see if there is an increase in student and parent satisfaction with our instructional program, and also to see if they feel their needs, such as counseling or clerical needs, have been addressed. We would also like to expand our surveys to include teachers. While teachers will be meeting more frequently during Professional Development time and during non-school hours, we also want to be able to quantify teachers' thoughts about the changes we are making.

Another indicator we will use to monitor our success will be tracking the number of applicants we have to Franklin Magnet (including on time, late, and walk-in applicants). If we are improving our program and advertising ourselves more effectively, we hope to see a steady increase in applicants each year.

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

We have already faced many barriers to success, such as having no counselor or clerical position, having larger class sizes to assist the comprehensive school, having teachers teach four or five different classes to ensure our students remain in Magnet classes throughout their day, and having teachers participate in school-wide Professional Development that is often disconnected from the realities of our own classrooms. Yet we have not allowed those challenges to prevent us from doing our best to meet student and parent needs.

However, moving forward, we see several possible challenges:
a. The transition from Magnet Center to Magnet School. We will be adding faculty and staff members who must adapt to the high expectations of the Franklin Magnet. Though Franklin Magnet staff and faculty members are used to having additional responsibilities and tasks to support the success of the group, new members may not realize the extent to which they are committing themselves. The trust and communication we have developed over our time together will have to be redeveloped with new group members. However, we are also as a faculty, engaging in new practices (in addition to expanding existing ones) which alter how we communicate with one another about our teaching practices. That will require a rebuilding of trust even in existing team members.

b. Developing and Implementing a New Professional Development Plan: Our current faculty and staff members, already working additional hours and performing extra tasks, will also be taking on more responsibility in the areas of Professional Development, Peer Observation, and Student Assessment. We

have previously designed limited Professional Development and have had various degrees of success in consistently engaging in peer observations and common student assessment.

c. Working with the other school(s) present on our campus. Until this point, we have been a small program that is part of a larger school whole. Now, we must navigate this transition to a small school that is part of a larger school complex. We do not know exactly what that will look like in terms of budget, sharing of facilities, sharing of teachers when needed, or sharing of support staff. We know we want to work amicably with other members of the Franklin complex, but we know there will be needs we cannot yet anticipate that we will have to tackle both as an individual school and as a part of the complex.

d. Communication with parents and students. Though many students and parents are aware of the PSC process and our plan, we will need to communicate clearly to them the goals of our plan, and the changes that will happen as a result of it.

E. Alternative Governance Models and Autonomies

1. If applicable, what alternative governance model have you chosen?

This does not apply to us, as we are a Magnet Center requesting to become a Magnet School.

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

Public School Choice 4.0
Waiver/Autonomy Checklist

School Site: *Franklin High School*

Proposed School/Design Team Name: *Franklin Magnet School of Math, Science, and Letters*

Proposed Governance Model (mark all that apply)**:** *X* Traditional

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.

X **Methods of improving pedagogy.** Rationale on page(s): **2-5, 8, 15-18, 22-23, 26-27**
School-determined methods to improve pedagogy and student achievement

X **Curriculum.** Rationale on page(s): **2-5, 8, 15-18, 22-23, 26-27**
Locally determined curriculum.

X **Assessments.** Rationale on page(s): **3, 7, 9, 25-27**
Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements and complying with any State and Federal requirements.

X **Professional development.** Rationale on page(s): **14-20,27**
Local professional development plans aligned with the School's SPSA except as to training relating to legal/compliance mandates.

X **Mutual consent requirement for employees.** Rationale on page(s): **1, 7, 25, 27**

Required for "mutual consent by school and applying employee (meaning no District-mandated priority placements.

F. School Planning Team

1. Who are the members of your planning team? (Appendix I).

Estela Donlucas, Magnet Coordinator—has been a member of the Franklin faculty for 18 years. Eleven of those years have been as part of Franklin Magnet: four as a Magnet teacher and seven as Magnet Coordinator. As a Math teacher, she was Department Chair and taught ESL, Sheltered, and AP math courses. Additionally she taught courses for the Upward Bound programs with Occidental College and TELACU, as well as for the Jaime Escalante Math Program. As a Math Instructional Coach, she facilitated professional development and wrote LAUSD Math Concept Lessons. She has also served as La Raza Unida adviser and Vice-Chairperson of School Site Council. Estela has a B.A. in Mathematics from Occidental College, a M.A. of Teaching in Math from Occidental College, and a M.A. in Educational Administration from CSUN.

Maegan Williams, National Board Certified English Teacher—has been a dedicated teacher at Franklin High School for ten years, the last four of which have been as part of the Franklin Magnet. She is currently serving as English Department Chair and has served in numerous leadership roles on School Site Council and the Leadership Team. She has led the English Department's alteration of the Concept Lessons to better meet the needs of students (resulting in CST scores that doubled the district average and a congratulatory letter from Superintendent Deasy) and co-created a CAHSEE intervention curriculum. In addition to receiving her NBC certification, she has her M.A. in Educational Administration from UCLA through Center X's Principal Leadership Institute.

Eugenia Melendez, Math Teacher—has been teaching at Franklin for 14 years, seven of which have been part of Franklin Magnet. She received her B.S. in Mathematics at CSUN and her teaching credential at CSULA. As an active member of the Math Department, she has spear-headed Magnet's use of CPM and is an active member of the Math Department's DARTS teams for Algebra I and Geometry. She also serves as a sponsor of Franklin Magnet's Envirothon team.

Steven Avalos, English Teacher—has been teaching for seven years, five of which have been in Franklin Magnet. With a B.A. in Theatre from CalArts and a M.A. in English from CSULA, he serves as both an English teacher and a Theatre teacher. Additionally, he serves on Franklin's School Site Council.

Bertha Zuno, Parent—is an active parent in the Highland Park community. Before being displaced, she served as a Library Aide for LAUSD. One of her daughters graduated from Franklin Magnet last year. The first LAUSD student chosen to be a Pasadena Rose Court Princess, her daughter is attending UCLA this year. Another daughter is a senior in Franklin Magnet who is involved in many AP classes, clubs, and sports. Ms. Zuno plans to send her third daughter, an eighth grader, to Franklin Magnet next year.

Darryl Young, Parent—is another highly involved parent in the Highland Park community. His eldest daughter graduated from Franklin Magnet and is currently a senior at Cal Poly Pomona. His youngest daughter is a junior in the Franklin Magnet. In his capacity as Education Coordinator for West Basin Municipal Water District, he advises our school's Solar Cup competition team.

Jenny Huang, Student—is a junior in the Franklin Magnet. For three years, Jenny has been part of the nationally recognized CyberPatriot competition team and this year serves as a mentor and project leader for their team. She also serves as the President of the Japanese Visual Arts Club. Additionally, Jenny has been involved with Teen Court and the Dream Project Club for two years.

Andrew Kim, Student—is a junior in the Franklin Magnet. He has been involved in many sports (football, wrestling, basketball, and track and field) and clubs (Environmental Club, Magnet Leadership) in his three years with us. This year, he was elected Junior Class Representative for Magnet Leadership. Additionally, he has emceed a Magnet Assembly and serves on Franklin's School Site Council.

Daija Moss, Student—is a junior in the Franklin Magnet. She has been involved in Franklin Cheer for two years. She has been a member of the Environmental Club, Franklin Leadership (even before it was a class), and serves as secretary of Generation Green. She has emceed two Magnet Assemblies.

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

Many of the Franklin Magnet faculty members met over the summer to discuss the possibility of writing our own plan separate from the Franklin comprehensive school. Because we are a high school, we thought it was appropriate to involve students as well as parents in the design and writing of our plan. When we returned to school in August, we met with a small group of students who have shown a passion for Magnet. We briefly explained the Public School Choice process and asked them what they thought about us writing a Franklin Magnet plan. They all supported the idea, so they were tasked with explaining the process and our rationale for writing a Franklin Magnet plan to other students and to parents, starting with their own. We spoke with several individual students about being part of the Writing Team because we knew their peers respect them and their involvement in the Magnet program. We asked the rest to serve as members of the larger Writing Community.

To discover what parents and students think about Franklin Magnet's academic programs, extracurricular activities, and parent participation opportunities (among other topics), we decided to first survey both groups. At our Magnet Barbeque event and at Parent Conference, we asked parents to fill out the survey. We also sent surveys home with students whose parents had not responded. We administered the student surveys in English (10^{th}, 11^{th}, and 12^{th}) and Life Skills (9^{th}) classes. Though we had a very short time-frame in which to administer the survey (so we could process the data and incorporate their thoughts in to our plan), we heard from 44% of our parents and 82% of students. In particular, the parent survey number contrasts with the percentage of parent responses on the 2010-2011 Benjamin Franklin High School LAUSD School Report Card (12%).

While we were surveying parents and students, we had a meeting with a group of committed parents. Along with the student members, we met to explain the PSC process and our decision to write a Franklin Magnet plan. As with the students, the parents were enthusiastic and supportive. Once again, we selected a small number of parents to serve on the Writing Team and asked the rest to be part of the larger Writing Community. The parent and student members of the Writing Team helped do research and give feedback on the plan at various stages. All Writing Community parents liked our "Academic Method" habit of thinking for their students and thought our plan aligned with their goals.

The parents in the Writing Community helped us spread the word about our plan and about the PSC Parent Workshops. We also made Connect-Ed phone calls home to parents to inform them and remind them of the Workshops, sent fliers home with students, and had teachers encourage their students and parents to attend. As a result of our informational campaign, Franklin Magnet consistently had the highest turnout for each PSC Parent Workshop. At the Workshops, we were proud to have our students and parents (those part of the Writing Community and those not) speak out and share their ideas about Franklin Magnet and our plan. We also had student and parent members on our presentation team.

This process helped us build stronger relationships with the parents and students in our community and made us excited about continuing to work with them in new capacities in the future.

APPENDIX II

FRANKLIN MATH, SCIENCE & TECHNOLOGY MAGNET- SUPERINTENDENT'S PERFORMANCE FRAMEWORK 2011

						Metric 1	Points	**Metric 2**	Points	**Metric 3**	Points	**Metric 4**	Points	**Metric 5**	Points	**Metric 6**	Points	**Metric 7**	Points	**Metric 8**	Points	**Metric 9**	Points	**Metric 10**	Points		
School		**School Level**	LOCN	LD	BD	**ELA % P/A**		**ELA % FBB/BB**		**Math % P/A**		**Math % FBB/BB**		**Algebra % P/A**		**Algebra % FBB/BB**		**4-Year Cohort Grad Rate**		**1st Time CAHSEE Pass Rate**		**Percent with 96% or Higher Attendance**		**Suspensions**		**Y-Axis Total**	**Final Classification**
FRANKLIN SENIOR HIGH MATH/SCIENCE MAG 8644		Senior	8644	4	5	73.0	5	6.6	5	41.8	5	22.6	5	12.5	1	31.3	5	83.1	5	93.9%	5	84.8%	5	1.2%	5	46.0	Excelling

APPENDIX III: FRANKLIN MAGNET CST COMPARISON 2006-2012

CST ELA 9	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	60	74	64	66	80	54	78
BASIC	25	20	21	26	15	33	19
CST ELA 10	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	63	58	64	69	67	79	87
BASIC	20	26	24	24	29	15	10
CST ELA 11	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	55	67	49	58	62	54	83
BASIC	21	21	41	34	26	33	16
CST ALGEBRA 1	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	13	10	8	14	36	19	48
BASIC	38	25	23	36	27	50	38
CST GEOMETRY	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	21	17	27	37	41	40	48
BASIC	22	40	32	24	26	39	29
CST ALGEBRA 2	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	15	20	6	6	23	30	64
BASIC	29	23	21	22	26	40	22
CST H.S. SUM MATH	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	22	12	19	20	43	55	36
BASIC	31	33	31	18	23	20	27
CST WORLD HISTORY	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	70	61	67	90	93	96	97
BASIC	16	24	19	7	6	4	2
CST U.S. HISTORY	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	51	60	59	68	64	55	85
BASIC	31	23	20	23	26	30	9
CST BIOLOGY	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	43	33	33	35	49	37	58
BASIC	38	50	39	47	37	44	33
CST CHEMISTRY	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	12	39	18	37	59	88	90
BASIC	57	35	45	39	33	11	10
CST PHYSICS	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	25	0	50	20	46	69	83
BASIC	50	0	13	60	39	26	17
CST EARTH SCIENCE	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	72	13	40	57	75	17	75
BASIC	29	88	44	38	25	83	25
CST LIFE SCIENCE	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
PROF + ADV	54	47	40	60	46	57	60
BASIC	31	29	46	27	40	38	34

APPENDIX IV

Franklin M/S/T Magnet High School Socio-Economically Disadvantaged Students			
	2010 – 2011	**2011 - 2012**	**2012-2013**
Total Students	328	315	336
Qualify for Free or Reduced Meal Plan	245 students 75%	262 students 83%	235 students 73%

Franklin M/S/T Magnet High School Students that Qualify for Magnet Transportation				
	2009-10	**2010 – 2011**	**2011 - 2012**	**2012-2013**
Total Students	326	328	315	336
Qualify for Magnet Transportation	45 students 14% (3 mile radius)	55 students 17% (3 mile radius)	64 students 20% (4 mile radius)	71 students 21% (5 mile radius)
Live Outside of Franklin Boundaries	_____	_____	84 students 27%	94 students 28%

Franklin M/S/T Magnet High School Identified Gifted Students			
	2010 – 2011	**2011 - 2012**	**2012-2013**
Total Students	328	315	336
Identified Gifted	119 students 36%	133 students 42%	123 students 37%

Franklin M/S/T Magnet High School Language Proficiency			
	2010 – 2011	**2011 - 2012**	**2012-2013**
All Language Classifications	328	315	336
English Only	74 students 22.5%	73 students 23%	84 students 25%
Initially Fluent English	41 students 12.5%	42 students 13.5%	58 students 17.5%
Limited English Proficiency	13 students 4%	10 students 3%	8 students 2.5%
Reclassified Fluent English	200 students 61%	190 students 60.5%	186 students 55%

APPENDIX V

COMPARISON OF MAGNET HIGH SCHOOLS ON 2011 CSTs-- PROFICIENT & ADVANCED SCORES

LEGEND:	ELEMENTARY		SECONDARY	
	ELA	MATH	ELA	MATH
Meets or Exceeds Superintendent's 2010-11 Baseline Target	50%	63%	39%	27%
Does Not Meet Superintendent's 2010-11 Baseline Target				

				ENGLISH LANGUAGE ARTS							MATHEMATICS						
LOCN	Local Dist	Board District	School Name	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	% Change 09-10 to 10-11	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	% Change 09-10 to 10-11
			ALL MAGNET SCHOOLS/CENTERS	59%	61%	63%	66%	68%	71%	**2%**	47%	48%	51%	53%	57%	59%	**3%**
			ALL LAUSD SCHOOLS	29%	31%	34%	38%	41%	44%	**3%**	31%	31%	35%	37%	39%	43%	**4%**
			MAGNET HIGH SCHOOL/CENTERS	54%	58%	58%	61%	64%	65%	**1%**	23%	24%	25%	28%	32%	35%	**3%**
			LAUSD HIGH SCHOOLS	25%	28%	29%	32%	35%	37%	**2%**	9%	10%	11%	13%	14%	16%	**2%**
			MATH/SCIENCE/TECHNOLOGY MAGNETS														
8809	2	6	POLYTECHNIC MATH/SCI MAG	63%	68%	75%	69%	78%	82%	4%	36%	42%	36%	39%	53%	61%	8%
8844	2	6	SAN FERNANDO MATH/SCI MAG	60%	64%	69%	62%	68%	63%	-5%	20%	18%	24%	21%	29%	36%	7%
8879	2	6	SYLMAR MATH/SCI MAG	57%	58%	60%	64%	67%	67%	0%	12%	17%	17%	19%	19%	19%	-1%
8892	2	6	VAN NUYS HS MATH/SCI MAG	74%	81%	81%	83%	87%	87%	0%	54%	59%	67%	64%	63%	69%	6%
8601	3	1	DORSEY MATH/SCI MAG	41%	39%	43%	38%	48%	35%	-13%	4%	2%	1%	4%	6%	11%	5%
8739	3	1	LOS ANGELES MATH/SCI MAG	31%	34%	36%	44%	48%	51%	3%	11%	9%	11%	14%	27%	35%	8%
8644	**4**	**5**	**FRANKLIN MATH/SCI MAG**	**60%**	**67%**	**60%**	**64%**	**70%**	**73%**	**3%**	**18%**	**16%**	**16%**	**23%**	**37%**	**42%**	**5%**
8732	5	2	LINCOLN HS MATH/SCI MAG	45%	55%	62%	63%	72%	78%	6%	24%	31%	34%	36%	51%	49%	-2%

8651	7	1	FREMONT MATH/SCI MAG	30%	34%	43%	40%	43%	44%	1%		2%	1%	4%	4%	13%	12%	-1%
8745	7	1	LAUSD/USC HS MATH/SCI MAG	45%	45%	60%	64%	61%	62%	1%		11%	12%	15%	18%	15%	11%	-4%
8778	8	7	NARBONNE MATH/SCI MAG	75%	77%	80%	74%	76%	76%	0%		39%	40%	41%	40%	35%	40%	5%
8927	8	1	WASHINGTON MATH/SCI MAG	39%	42%	39%	36%	45%	42%	-3%		4%	1%	3%	2%	4%	4%	0%
8722	T	7	JORDAN MATH/SCI MAG	45%	52%	48%	45%	52%	41%	-11%		6%	18%	12%	5%	8%	8%	0%
7751	T	2	ROOSEVELT MATH/SCI MAG	29%	27%	33%	38%	50%	51%	1%		4%	4%	7%	10%	16%	16%	0%
			LOCAL DISTRICT 4 MAGNETS															
8625	4	2	DBM FASHION CAREERS MAG	45%	48%	49%	53%	53%	51%	-2%		1%	8%	12%	11%	19%	22%	3%
8746	4	2	DBM/ELECTRONIC INFORMATN MAG	37%	47%	57%	60%	59%	70%	11%		7%	11%	25%	26%	31%	47%	16%
8738	4	2	DOWNTOWN BUSINESS HS	34%	39%	46%	44%	48%	52%	4%		8%	11%	18%	21%	26%	37%	11%
8622	4	4	FAIRFAX HS VISUAL ARTS MAG	52%	55%	52%	67%	62%	63%	1%		20%	22%	22%	28%	20%	18%	-2%
8694	4	4	HOLLYWOOD PERF ARTS MAG	47%	47%	46%	43%	61%	53%	-8%		7%	9%	9%	9%	13%	12%	-1%

APPENDIX VI

Franklin Math/Science/Technology Magnet
Student & Parent Survey 2012

STUDENT SURVEY	PARENT SURVEY
The following data is the opinion of 82% of the Magnet Students (277 Student surveys were returned out of 336).	The following data is the opinion of 44% of the Magnet Parents (138 Parent surveys returned out of 313 parents).
Question #2 In which aspects of Magnet/school are you involved? 52% Clubs 45% Sports 39% Magnet Orientation 39% Magnet Family BBQ 30% Leadership 28% Parent Conference 25% Open House	**Question #2 Which Magnet /school events do you attend?** 67% Parent Conference 54% Open House 46% Magnet Orientation 46% Magnet Family BBQ
Question #3 What other kinds of Magnet/school activities would you like? 49% College Fair 48% One-on-One meetings with the counselor to review graduation and college requirements 48% Tutoring 48% On-line Courses	**Question #3 What other kinds of parent involvement activities would you like?** 62% One-on-One meetings with the counselor to review graduation and college requirements 60% College Fair 29% Classroom Observations
Question #4 Do Magnet teachers have high expectations? 76% Strongly Agree 24% Agree	**Question #4 Do Magnet teachers have high expectations?** 59% Strongly Agree 39% Agree
Question #5 Is Magnet servicing my educational needs well? 55% Strongly Agree 45% Agree	**Question #5 Is Magnet servicing my student(s)' educational needs well?** 57% Strongly Agree 41% Agree
Question #8 My plans beyond high school will be: 87% Four-year University 11% Community College	**Question #8 I expect my son(s)/daughter(s) to go to college.** 88% Strongly Agree 5% Agree

Appendix VII

Instructional Definitions

Description of purpose of Magnet Schools
"Since 1977, the Los Angeles Unified School District (LAUSD) has been in the forefront of offering exciting educational choices to its residents. [One] of these choices [is] the Magnet [program]… a Court-Ordered voluntary integration program…to address the five harms of racial isolation:

- Low Academic Achievement
- Low Self-Esteem
- Lack of Access to Postsecondary Opportunities
- Interracial Hostility and Intolerance
- Overcrowded Conditions" (http://echoices.lausd.net/GeneralInformation.aspx).

DARTS—Math Department Protocol
"The math department at Franklin High School began implementing DARTS, a weekly cycle involving a **D**iagnostic test, **A**ssessments, **R**escue Lessons, **T**ranslation, and Short Story, with a team of Algebra 1 teachers in Fall of 2011. Our Algebra team met every Friday after school to look at the data for all of the students on the 10 question weekly diagnostic, to discuss the greatest distracter for each question, and to set up the next weekly quiz and story problem to use as a warm-up (to help students develop word problem solving skills). This format resulted in a great deal of sharing between the teachers about the various strategies used to address different student misconceptions and 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. In 2012, DARTS expanded to include a Geometry team. The idea of peer observation and lesson study is now on the horizon because we have started to foster positive relationships between our mathematics teachers."
(Adapted from Franklin Math Department Chair, Evan Rushton, and Danny Tran, DARTS Facilitator)

College Preparatory Math (CPM)
"The CPM curriculum is based on an interactive teaching style, not teacher-led lecture. Students constantly have to use their inquiry, creative, and critical thinking skills when solving problems. Having to work in groups forces students to clarify topics for themselves before they share within their groups. With this curriculum, the teacher is a facilitator, as coaches are in games. This permits students to retain concepts and apply them to any mathematical context.

CPM in my classroom is set up in groups of three or four students per group. As a teacher, I take a proactive approach and interact with groups by listening in on groups and jumping in with questions to clarify misunderstandings or deepen students' understanding of concept. Working in groups helps them develop their reading, writing and verbal skills, and helps them retain the information because they learn by doing and by sharing their learning with their group. Since students help each other, they are able to retain information and apply it to different scenarios. Ideally, all math teachers would utilize this type of curriculum because it forces students to think and not merely regurgitate formulas or problems they have solved before. This will allow for the math department to be an effective department."—Eugenia Melendez, Franklin Magnet Math Teacher

"The writer-developers of CPM began with the belief that the primary goal of teaching mathematics should be ***long-term knowledge***. If learning does not persist past the end of the chapter or the end of the year, in what sense has the student learned anything useful? So the question became, what are the most effective ways to foster long term learning? Ultimately, the program was built around three fundamental principles informed by both theory and practice.
1. Initial learning of a concept is best supported by discussions within cooperative learning groups guided by a knowledgeable teacher.
2. Integration of knowledge is best supported by engagement of the learner with a wide array of problems around a core idea.
3. Long-term retention and transfer of knowledge is best supported by spaced practice or spiraling."—"Synthesis of research that supports the principles of the CPM Educational Program" (www.cpm.org)

Concept Lessons in English: Students work through a series of activities designed to scaffold their learning in three major modes of reading and writing: Persuasion, Exposition, and Literary Analysis. Students read a text multiple times, each time with a different purpose (to get the gist, to identify the interwoven nature of audience, speaker, and purpose, to identify significant moments, to identify the structure and techniques an author selects. They also write for various purposes: to learn and to demonstrate their understanding. (http://literacy.lausd.net/high-school/instructional-guides)

Project-Based Learning: Students are given a significant open-ended question to allow for deeper understanding of concepts. They must collaborate to come up with a product that can be shared with others. PBL teaches students the 21st century skills of Communication, Collaboration, and Critical Thinking. (www.bie.org)

Understanding by Design (UbD): A research-based framework for designing curriculum, assessments, and essential questions that drive student learning. This aligns very well with our ideas about the "Academic Method". (www.ubdexchange.org)

Kagan Strategies: These grouping and discussion strategies are used to help students become more engaged and to provide more opportunities to practice their learning in a safe environment. These strategies can help create classroom communities and improve academic success. Given that we are emphasizing PBL and CPM, which require collaboration from students, it makes sense that we would apply and teach collaboration strategies. (www.kaganonline.com)

Specially Designed Academic Instruction in English (SDAIE): This approach to teaching allows English Learners better access to the core curriculum through the use of language and vocabulary specific lessons, graphic organizers, manipulatives, visuals, and other purposeful strategies.

Dream Project: This PBL experience is based on the United Nations eight Millennium Development Goals (MDGs): "1. Eradicate Extreme Poverty and Hunger, 2. Achieve universal primary education, 3. Promote gender equality and empower women, 4. Reduce child mortality, 5. Improve maternal health, 6. Combat HIV/AIDS, malaria, and other diseases, 7. Ensure environmental sustainability, and 8. Global Partnership for Development" (http://www.dreamprojectun.org). This project asks students to collaborate on an interdisciplinary unit involving Health, English, Introduction to Computers, and Biology. Though they are not in a history class, the project also asks students to look at the historical roots of current events and challenges. Together, teams of students research the roots of these problems and the progress being made to address them. They then present their findings, research possible solutions for the problem, determine a solution they want to advocate for, and then create a creative, media-based presentation (for example, writing and performing a song, media campaign, connecting with local activists and politicians) on the solution they have developed for the public Solution Fair. Throughout the project, students must use critical thinking, research, technology, and public speaking skills.

Critical Friends Group

"What is a CFG? A CFG is a professional learning community consisting of approximately 8-12 educators who come together voluntarily at least once a month for about 2 hours. Group members are committed to improving their practice through collaborative learning….

What are the purposes of a Critical Friends Group? Critical Friends Groups are designed to:
Create a professional learning community, Make teaching practice explicit and public by "talking about teaching", Help people involved in schools to work collaboratively in democratic, reflective communities (Bambino), Establish a foundation for sustained professional development based on a spirit of inquiry (Silva), Provide a context to understand our work with students, our relationships with peers, and our thoughts, assumptions, and beliefs about teaching and learning, Help educators help each other turn theories into practice and standards into actual student learning, and Improve teaching and learning

What are the characteristics of a professional learning community? Professional learning communities are strong when teachers demonstrate: Shared norms and values, Collaboration, Reflective dialogue, Deprivatization of practice, Collective focus on student learning, and Spirit of shared responsibility for the learning of all students

Professional learning communities can develop when there is: Time to meet and talk, Physical proximity, Interdependent teaching roles, Active communication structures, and Teacher empowerment and autonomy" (http://www.nsrfharmony.org/faq.html#1).

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