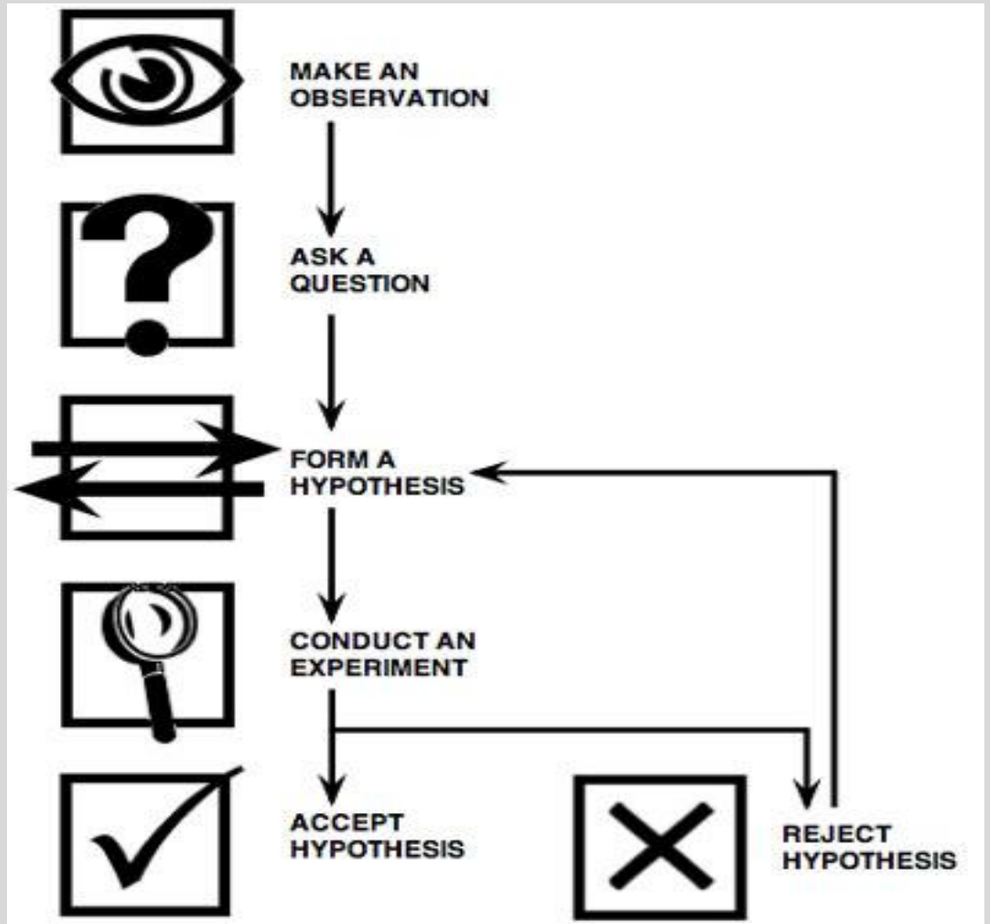
Public School Choice School Plan Guide for **Franklin Magnet**

Guiding Questions	Explanation	Rationale	Glossary of Terms
Section 1: Vision of the Student • What skills and knowledge will students gain to prepare them for the next level of learning? • What will students know and be able to do when they leave this school?	Franklin Magnet's theme emphasizes Math, Science, and Letters. Our Science and Math focus gives students a lens to look at their studies in all subjects with a set procedure and a critical eye. The Scientific Method encourages students to use a procedure to problem-solve and test their conclusions. We see clearly how that process can be applied in all disciplines, and we want to structure our school around it ("Academic" Method). The following skills are embedded within the "Academic" Method: <u>21st Century Skills:</u> **Communication**: Students must know how (verbally, non-verbally, and in written form) and why (purpose) we communicate. They must also practice using those communication skills in a supportive, guiding environment before going out in to the world. **Collaboration:** Students must be able to work independently as well as with others to accomplish goals and tasks. They must also learn greater responsibility and self-motivation in order to become better group members and leaders. **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	The world is changing daily in unpredictable ways. Students need to not simply be able to regurgitate facts or memorize formulas. They must be able to analyze information and use a complete skill set to succeed in post-secondary education, have fulfilling careers, and become leaders in their communities.	See below:  (Image courtesy of William Harris "How the Scientific Method Works")

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	teachers, their parents, their community, and themselves. When students leave Franklin Magnet, they should be able to effectively use all the above skills and ways of thinking, as well as be prepared for post-secondary education and the workforce.		

"Academic" Method Steps*	**As practiced in English**
Make an Observation	"Hook" students in to lesson/unit
Question	Essential Questions for unit of study
Hypothesis	Student creates a tentative answer to essential questions (in various formative forms: writing, discussion)
Experiment	Test the hypothesis (do activities that challenge a students' thinking or ask students to prove why their thinking seems to be correct).
Conclusion	Student collects all necessary information (from lecture, research and class work) and analyzes that data. Based on data, student makes a final decision in a summative assessment about essential questions (presentation, debate, essay). *Students may have to return to earlier steps to make a valid conclusion.

*Rough Draft

We have defined the 21st century skills as what we have listed.

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Section 2: Vision of the School • What will the school feel like for students and parents at your school? • What must the school do to make sure all students are successful and prepared to be successful at the next school level and beyond?	Many of our students chose 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. Students will feel a sense of belonging and pride in the Franklin Magnet. Students will feel they are receiving a rigorous and meaningful education in all disciplines as they aim to meet high expectations. Parents will 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. The school must, as it already does, prioritize the needs of students in its decision-making. The school will continue to use data to set goals for students and the 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.	**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 referenced above. (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. (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.

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	Staring with 9th grade, we teach students organizational, research, problem-solving, and study skills. We introduce interdisciplinary and Project-Based Learning. We also will continue to commit to creating effective lessons (UbD) and using effective instructional strategies (Kagan Collaborative Models, PBL, SDAIE). Our 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.		

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Section 3: Where is the School Now? Student Performance • What is the current reality of the school? • What areas of the school show strength? • What areas of the school are of concern and require growth? • What information was used to determine where the school is currently in terms of student's school performance? • How will you address the needs of each subgroup of students?	Franklin Magnet has been doing and continues to do well academically (see attached data). According to the Superintendent's School Performance Framework, Franklin Magnet is an "EXCELLING" School, the highest classification possible (see chart provided below). Given our scores from this year, we anticipate being ranked "EXCELLING" once again for the 2011-12 school year. Our poor ("1") ranking in Algebra Proficiency and Advanced Rates should improve. In 2010-11, we had 19% Proficient/Advanced in Algebra I; in 2011-12, we improved to 48% Proficient/Advanced in Algebra I. **Areas of Strength:** **CST Proficient & Advanced Rates** • Proficient/Advanced Rates on CST: English (9,10,11), World History, U.S. History, Algebra II, Chemistry, Physics, Life Science, and Earth Science. **CAHSEE 1st Time Test Takers Pass Rates** • Class of 2014—100% passed ELA & Math • Roughly 80% scored Proficient/Advanced on ELA and Math. **Graduation Rates** • Graduation Rate for 12th grade Magnet students in class of 2012 was **94%** • We are tracking the 6% who did not graduate. They are enrolled in alternative programs (e.g. Adult School or AEWC) to still earn their high school diplomas.		API: Academic Performance Indicator (how the district and school evaluate our test scores, attendance, graduation rates,

CST Subjects	Magnet 2012 %	Magnet 2011 %	Franklin HS 2011 %	LAUSD 2011 %	California 2011 %
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

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	College Acceptance CLASS OF 2012 STATISTICS FOR POST-GRADUATION • **75%** were accepted to 4-Year Universities • **24%** accepted to 2-Year Community Colleges • **1%** going in to the Military **Attendance Rates** • In 2010-11, roughly 85% of our students attended school over 96% of the time. • Overall, our average daily attendance rate was 98%. **Suspension Rates** • Using engaging teaching practices is the best way to keep students on task. We feel that the structure and rigor of our classes encourages students to take their studies seriously and discourages off-task behavior. • Our faculty, our coordinator, and our parents work together with students to change behaviors rather than merely punish them. • Therefore, our suspension rates are low.		

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	Additional Areas of Strength • Most of our students take 4 years of Math and 3-4 years of Science (which is more than the A-G requirement for each subject but is encouraged for college admissions) • Our students are very involved in extracurricular activities such as clubs, sports, academic teams, and college preparatory programs (College Match, Occidental and Telacu Upward Bound programs, Escalera, etc.) • Many of our students receive awards for their achievement (e.g. Attendance Awards, AP Scholars, Sewer Science, Academic Decathlon, CyberPatriots, etc.) **Areas of Growth:** Many of our scores are improving, and exceed state averages, but we always aim to improve. Here are some particular areas we want to focus on: **Proficient/Advanced Rates on CST:** • Math (particularly Summative Math) and Biology **Increasing Interdisciplinary Lessons/Units** • Incorporating more PBL and interdisciplinary work as we look ahead to Common Core standards.		

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	DATA Access: We accessed My Data and SIS to retrieve students' CST and CAHSEE scores. It was more difficult than we would have liked to always separate Franklin Magnet scores from the school as a whole. We also surveyed/are surveying parents and students for their feedback. We also always monitor students' progress through their grades. **Subgroups:** **<u>Socioeconomically Disadvantaged</u>** The majority of our students are from low socioeconomic backgrounds. Their results on the CST and CAHSEE exams are roughly on par with the results of the Magnet as a whole. In 2011-12, percents of students scoring proficient/advanced were: • ELA—82% • Math—50% • Science 69% • Social Science 92% All students passed the CAHSEE. Our EL and Special Education student populations are statistically insignificant. However, we work with all our students to help them improve. We work with English and Math department chairs, the Special Education Department, the EL		

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	Coordinator, and the Title III Coordinator to ensure our students are receiving accommodations and modifications to meet the standards of their core academic classes.		
Section 4: School Plan Priorities To Turnaround Student Performance • What are the top three to five priorities must the school address to improve student achievement? • What is required to achieve the growth needed to get to the school of the future where all students are high achievers? • What type of academic strategies will be implemented?	**Priorities to Improve Student Achievement** 1. Maintain a strong focus on instruction (particularly in those areas of need listed above, but also on maintaining and improving our areas of strength). 2. Increase institutional support—providing our students, parents, and teachers with a counselor and having a clerical position for our school. Additionally, as we increase our student numbers, we will be able to add teachers (Magnet Norms & Positions described in Bulletin 1125.6). 3. Increase interdisciplinary teaming and ensure we have time to do so effectively. 4. Improve our partnerships within our community: • continue working with our feeder Middle Schools, including Burbank, Berendo, and L.A. Academy • work with Franklin to make agreements for use of facilities, support staff, and courses where needed (P.E., AP courses, Art) • expand relationships with Occidental College, CalTech, Pasadena City College 5. Improve our transition program for students new to Franklin Magnet (moving from middle school to high school or otherwise).	1. We believe rigorous instruction is the key to students' future success. We make all our decisions based on data and based on student need. 2. We believe our students need access to a counselor to help them stay on track to graduate with their A-G (college) requirements fulfilled, to help them apply for college, and to support students' with their academic and emotional needs. A clerical position would allow students and parents more immediate access to information and staff. Increasing our student number from 340 to a	**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 referenced above. (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. (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. **College Preparatory Math (CPM):** Students work collaboratively to problem-solve in their math courses. As a result, they must use prior knowledge to be able to make connections between the problem at hand and previous learning. Once they have reached a conclusion, students must explain and justify their results. This process demonstrates that they can make meaningful connections and apply their knowledge in a variety of ways.

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• What type of support is needed for faculty and staff to turnaround the school?	**Academic Strategies** • We agree to formulate our lesson plans keeping the student goals in mind from the outset (Understanding by Design). • We agree to use in the classroom inquiry-based methods, such as CPM, PBL, the English Concept Lessons and our evolving "Academic Method". • We agree to use SDAIE methodologies to increase achievement for all students. • We agree to increase student voice in our classrooms through protocols such as the Kagan Collaborative Strategies. **Support Needed to Achieve Goals** • Consistency of high expectations among faculty and staff. • Additional trainings in academic strategies and increasing student collaboration. • Increased number of faculty and staff to support our students and parents. • Support for creating new partnerships • Support in making agreements with all members of the Franklin High School complex.	future goal of 415 would allow us to increase our faculty. As a result, we can still maintain our class-size norm, but we can also increase course offerings. 4. Maintaining close, positive relationships with our community is vital to our success, both in our recruitment and in the operation of our program.	(www.cpm.org) **Concept Lessons in English**: Students work through a series of activities designed to scaffold their learning in the three major modes of reading and writing: Persuasion, Exposition, and Literary Analysis. Students read a text multiple times, each time with a different purpose. They also write for various purposes: to learn and to demonstrate their understanding. http://literacy.lausd.net/high-school/instructional-guides

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MAGNET PERFORMANCE FRAMEWORK FOR 2010-2011

					Metric 1	Points	Metric 2	Points	Metric 3	Points	Metric 4	Points	Metric 5	Points	Metric	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		Suspen-sions		Y-Axis Total	Final Classification
FRANKLIN SENIOR HIGH MATH/ SCIENCE MAGNET	Senior	8644	4	5	**73**	**5**	**6.6**	**5**	**41.8**	**5**	**22.6**	**5**	**12.5**	**1**	**31.3**	**5**	**83.1**	**5**	**93.90 %**	**5**	**84.80%**	**5**	**1.20%**	**5**	**46**	**Excelling**

AVERAGE ATTENDANCE RATE FOR 2011-2012 WAS **98%**

CAHSEE PASS RATE FOR 10TH GRADERS IN ELA AND MATH IN 2012 WAS **100%**

GRADUATION RATE FOR 12TH GRADE MAGNET STUDENTS IN CLASS OF 2012 WAS **94%**

CLASS OF 2012 STATISTICS FOR POST-GRADUATION

- **75%** WERE ACCEPTED TO 4-YEAR UNIVERSITIES
- **24%** ACCEPTED TO 2-YEAR COMMUNITY COLLEGES
- **1%** GOING TO THE MILITARY