



FRANKLIN HIGH SCHOOL

MIDTERM PROGRESS REPORT

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PARKWAY
ELK GROVE, CA 95757

ELK GROVE UNIFIED SCHOOL
DISTRICT

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SECTION I

STUDENT/COMMUNITY PROFILE

DEMOGRAPHIC DATA

1. The Community

Franklin High School is located in the city of Elk Grove, California which has an approximate population of 159,000 residents. Elk Grove is located fifteen miles from downtown Sacramento and was originally established in 1850 as a hotel and stage coach stop. Initially, Elk Grove was a hub for mail service, business, entertainment, agriculture, and acted as home base for gold miners in nearby communities. Currently, Elk Grove still has its agricultural roots with dairy farms, crops, and vineyards surrounding the city proper but has evolved to include high tech companies along with businesses, both commercial and retail.

Franklin High School is the seventh comprehensive high school in the Elk Grove Unified School District, opening in the fall of 2002. Our last accreditation report in 2012 portrayed the community surrounding Franklin as “under stress due to the economy with the expected development of new neighborhoods not coming to fruition” and “much of the area between our neighboring school, Cosumnes Oaks High School, remains sparsely populated if not completely empty.” This report finds a significant change to the aforementioned circumstances; businesses have opened in the surrounding area and neighborhood home-starts have increased significantly.

Due to the renewed growth in housing starts and rising school age population, the impact on Franklin High enrollment remains substantial. Since Franklin High is one of two high schools in EGUSD that does not accept open enrollment students our student population continues to be large with enrollment at or near 2,700. Franklin High School’s reputation in the community has remained strong and Franklin continues to be the local school of choice. The Franklin Community Library, for instance, is a positive link between Franklin High and the community. This joint facility, used by the community and our primary feeder school Toby Johnson Middle School, not only provides a valuable resource to our students and teachers but also serves as a positive symbol to members of our community who might not otherwise have any knowledge of “what happens” at Franklin High. Many in our community see Franklin—a centrally-located, well-maintained hub of the community—as a welcoming, safe place.

Much of this positive community perception stems from Franklin High School’s myriad of options for students—our twenty-four Advanced Placement courses, the two California Partnership Academies: School of Technology, Engineering,

and Media (STEM) and Green Renewable Energy Engineering Network Academy (GREEN), our expansive Honors program, and our elective-increasing block schedule. In addition, our standards-based curriculum and our expectation that all students will challenge themselves academically by enrolling in the most rigorous courses available, and assures parents that Franklin High School offers something for everyone.

2. Organization and School Programs

Franklin High School utilizes a modified 4 x 4 block schedule with an Advisory class once every two weeks which has a special curriculum to guide students through their high school years. There are currently 136 certificated faculty/staff, including 12 special education teachers, 7 counselors, 5 administrators, and support staff who go above and beyond to provide high- quality educational opportunities for all students at Franklin High.

Franklin remains committed to the block concept as it provides the opportunity for two additional elective courses per year. With this additional room in students' schedules, they can take a variety of enriching academic, vocational, and artistic electives. In addition, students who fail required classes are often able to re-take the failed course without the need for adult education or online courses, enabling them to graduate on time, a likely causative factor in our school's extremely high graduation rate.

We continue to partner with Toby Johnson Middle School to develop a seamless progression from seventh grade through high school graduation. Using many opportunities to collaborate and "vertically align," so that the Toby Johnson staff is well aware of what is expected of incoming freshman at Franklin High and conversely, the Franklin High staff is knowledgeable about the skills that the incoming 9th grade students bring to their high school experience. As a result, students have minimal difficulty adjusting socially and academically to our much larger campus. With a share, common academic vocabulary, consistent behavioral expectations, and a welcoming attitude, the Franklin High School staff provides the next logical academic and social step for our freshmen.

3. WASC Accreditation History

Beginning with a three-year initial accreditation in 2004-2005, the school completed its first WASC self-study in March, 2007. In 2007, Franklin received a six-year accreditation with a one-day on-site review in 2010. In March 2012, Franklin completed its second WASC self-study and received a six-year accreditation, with a mid-term progress report.

4. School Purpose

ELK GROVE UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential.

ELK GROVE UNIFIED SCHOOL DISTRICT CORE VALUES

Outcomes for students

- Achievement of core academic skills
- Confident, effective thinkers and problem solvers
- Ethical participants in society

Commitments about how we operate as an organization

- Supporting continuous improvement of instruction
- Building strong relationships
- Finding Solutions

High expectations for learning for all students and staff

- Instructional excellence
- Safe, peaceful, and healthy environment
- Enriched learning atmosphere
- Collaboration with diverse communities and families

ELK GROVE UNIFIED SCHOOL DISTRICT GRADUATE PROFILE

EGUSD graduates demonstrate their readiness to succeed in college, career, and life through:

Creative Problem-solving

- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions
- Develops solutions using innovative, inventive, and intuitive ideas and approaches
- Utilizes resources and processes necessary to solve problems

Technical Literacy

- Demonstrates mastery of technology for college and career success
- Exhibits willingness to learn and utilize new technology
- Understands the evolving role of technology in industry and society

Community Engagement

- Demonstrates knowledge about school, local, and global issues
- Respects cultural differences
- Participates in diverse school and community organizations willingly and cooperatively

Self-Awareness, Self-Reliance, Self-Discipline

- Processes and applies skills necessary for living independently
- Sets and meets realistic, measurable goals; makes adjustments as needed
- Articulates strengths, weaknesses, abilities, and limitations as these apply to achieving plans and goals after graduation
- Manages and balances time, resources, and responsibilities

Communication and Collaboration

- Articulates thoughts and ideas in all forms of communication: oral, written, and non-verbal
- Reads, listens, and observes effectively
- Relates to and collaborates with diverse groups to achieve a common purpose

Integrity

- Makes commitments and keeps them, giving full effort
- Takes responsibility for actions
- Acts with honesty, authenticity, and sincerity

FRANKLIN HIGH SCHOOL MISSION STATEMENT

The mission of Franklin High School is to challenge students to maximize their potential as learners, achievers, and productive world citizens.

To that end, Franklin High School will provide for all students:

- Rigorous standards-based curricula in preparation for advanced educational opportunities
- Career paths to provide a "school to career" link with employment and higher education
- The knowledge and skill necessary to attain optimal health and physical fitness and to maintain both throughout their lives
- Opportunity for personal development through cultural, athletic, and extra-curricular activities
- An atmosphere that fosters mutual respect, acceptance of diversity, and cooperative, collegial behavior opportunity to contribute positively to their society and community
- Curriculum that incorporates the use of technological skills necessary for academic and career success

FRANKLIN HIGH EXPECTED SCHOOL WIDE LEARNING RESULTS (ESLR'S)

Franklin students will become independent, reflective learners who...

- communicate effectively in both academic and workplace environments
- think, analyze, and read critically
- achieve academic goals through rigorous, challenging courses
- work cooperatively with diverse groups
- practice honesty, respect, and responsibility
- make positive contributions to the school and the community

Business students will...

- utilize industry-standard software while applying best practices of internet safety, research, and evaluation of information
- integrate academic knowledge with technical competencies to learn, work, and live in a technological world
- transfer skills learned in business and technology courses to personal decision-making, life management, and financial independence

Counselors and student support staff will help students...

- graduate with post-secondary academic and/or vocational plans
- explore career interests and prepare for future employment
- seek resources when solving problems and making decisions

English students will...

- read frequently, skillfully, and critically
- write precisely with a strong voice
- speak confidently and effectively

Health students will...

- learn how to make choices to enhance their own health and well-being
- learn about the current health-related information, products, and services available
- understand the many physical, mental, emotional, and social changes that occur throughout life

Industrial Technology students will...

- use modern techniques, skills, and technology to complete projects that follow industry-standard practices
- effectively use technology to communicate information or tell stories
- identify and solve problems by designing a system or a process that meets specific and realistic constraints

(ESLR'S) Cont.

Math students will...

- make sense of problems and persevere in solving them
- model with mathematics
- use appropriate tools strategically and attend to precision

Physical Education students will...

- meet or exceed the expectations of a quality physical education program
- recognize the value of proper nutrition and fitness and the connection between a healthy mind and body
- develop an understanding of cooperation and sportsmanship

Science students will...

- utilize resources and make informed Decisions regarding scientific issues
- respect nature by evaluating the effects of humanity on the environment and proposing possible solutions for problems affecting biological systems and natural resources
- apply a systematic approach to solve problems and evaluate new discoveries

Social Science students will...

- effectively extract information from a variety of primary sources
- critically analyze, evaluate, and apply information, and communicate their findings with minimal bias
- connect past and present events in order to understand causes and effects in a global context

Strategies students will...

- be fully included in the Franklin academic and social community
- successfully transition through high school into post-secondary planning
- take responsibility for their lives and maximize their potential

Visual and Performing Arts students will...

- demonstrate autonomous problem-solving skills through the timely completion of creative projects that are based on challenging critical thinking skills
- develop self-confidence through persistence in studio work or the rehearsal process, culminating in portfolio assessments or final performances

World Language students will...

- demonstrate proficient communication in the target language to prepare them to function in a multicultural setting, both in California and beyond
- demonstrate intercultural understanding, sensitivity, and respect

5. Student Performance Status

- Franklin High is not a Title I school
- Franklin High has not been identified as a Program Improvement School
- Franklin High is not an II-USP (Immediate Intervention-Underperforming School Program), CRS (Comprehensive Reform School), nor (High School Priority Schools Grant/AB 961) school
- Franklin High is not part of the federal Comprehensive School Reform program (CSR)
- Franklin High has not been through any audit process, such as the state audit (SAIT) or Red Team
- Franklin High does not have a corrective action plan or joint intervention agreement
- Franklin High is not subject to state or federal imposed deadlines for improvement or evidence of growth in student achievement for identified sub-populations or the entire school population

6. Enrollment & Enrollment Subgroups

Enrollment by Grade Level

School Year	Total	9	10	11	12
2012-2013	2756	755	698	666	633
2013-2014	2669	625	732	663	649
2014-2015	2726	690	641	725	667

Ethnicity & Other Subgroups

Year	Total	African - American	American Indian	Asian	Filipino	Hispanic Latino	Pacific Islander	White	Multi. Ethnic
12 - 13	2752	376	10	766	272	518	45	607	158
13 - 14	2669	364	8	739	274	525	30	559	170
14 - 15	2726	392	16	747	280	520	28	560	183

English Language Learners

Franklin High has a small percentage of Students as compared with the total school population. We have two levels of English Language Development using the EDGE curriculum and a number of SDAIE core classes. In addition, we offer an English Lab as an intervention course that uses the English 3-D curriculum as approved by the Elk Grove Unified School District.

Year	Total Enrollment	English Learners	Fluent-English-Proficient	Student Re-designated FEP
12 - 13	2850	131	848	17
13 -14	2669	120	856	26
14 -15	2726	141	823	3

Strategies (Special Education)

Franklin High serves a wide range of students with special needs. We have one Emotionally Disturbed (ED) class and one Functional Living Skills (FLS) class. In addition, we have five teachers working with our mild/moderate student population.

Year	Total Enrollment	Strategies #	Strategies %
12-13	2850	195	6.8%
13-14	2729	203	7.4%
14-15	2767	168	6.1%
15-16	2673	177	6.6%

7. Attendance Rates

Attendance

Year	FrHS %	EGUSD %
12 - 13	97.10%	95.86%
13 - 14	97.08%	95.48%
14 - 15	96.78%	95.96%

8. Suspensions and Expulsion

The table below displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at Franklin High School. In 2012 - 2013 the suspension rate was 6.97%, dipped to 5.30% in 2013 - 2014, and rose back up to 6.97% for 2014 - 2015. Overall, Franklin High has a very low suspension rate as compared with total student population. Additionally, the expulsion rate is extremely low at .2% for all three years, 2012 - 2015.

Rate	FrHS %			EGUSD		
	12-13	13-14	14-15	12-13	13-14	14-15
Suspension Rates	6.97%	5.47%	6.97%	13.1%	13.3%	12.1%
Expulsions Rates	.2%	.2%	.2%	.6%	.5%	.6%

9. Socioeconomic Status

Free/Reduced Lunch

Year	Total Enrollment	FRL #	FRL %
12-13	2850	1,111	39%
13-14	2729	909	33.3%
14-15	2767	998	36.1%
15-16	2673	989	37.1%

10. Safety, Cleanliness, Adequacy of School Facilities

At Franklin High School, the safety of our students is a priority. All students are entitled to a safe and protected learning environment that is free from distraction. The most important learning at Franklin High School occurs in our classrooms, and in order to achieve quality learning in our classrooms, our discipline policies are strictly enforced. Franklin High School staff members maintain high expectations for appropriate and respectful student behavior. As a result, Franklin High has an exceptional climate for learning.

An Emergency Flip Chart, outlining plans for emergency situations such as fire, campus lockdown, etc. is in each classroom. Additionally, evacuation maps with AED locations are posted in every room throughout campus. The school also conducts periodic fire, earthquake and lockdown drills when students are both in class and at lunch or in a passing period.

The vast majority of our students are well-behaved and the campus is clean and orderly, due in large part to the efforts of our highly qualified campus security team, school administration, custodial staff and school resource officer. Furthermore, the administration team facilitates a conflict management program that helps to resolve student conflicts in a safe and supportive setting.

Our school facility opened in August, 2002. Our school has 90 classrooms, a multipurpose room, a shared library with Toby Johnson Middle School and the Sacramento Public Library, computer classrooms, a student services building, and an administration building. Our Athletic program uses the Franklin High School/Cosumnes Oaks community stadium for soccer, track, and football games. Parents and visitors report that our campus is "beautiful" and always looks clean, safe and inviting. Aside from routine maintenance and cleaning, we have no facility improvement projects being currently planned.

District maintenance staff ensures that necessary repairs to keep the school in working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The district's governing board has adopted cleaning standards for all schools. A summary of these standards is available at the school office or in the district's Facilities Department. Our principal works with the custodial staff to develop cleaning schedules.

The main gymnasium floor was completely renovated during the past summer to include an updated logo. The main office includes a principal's office, four vice-principal offices, an office for the controller and data processor; and pod-style and temporary classrooms, all of which are equipped with audio-visual players, document cameras, speakers, projectors, and screens, and some of which have "smart" boards. Facilities are new, functional, adequate, and well-maintained, thanks to the efforts of a dedicated custodial crew.

11. Staff

In 2014 - 2015 Franklin High School has 136 certificated staff (teachers, counselors, librarian, psychologist, and administration) and 58 classified staff.

Number of Staff Members

Year	Certificated	Classified
12-13	133	58
13-14	135	58
14-15	136	58

Certificated Staff

Year	# of Teachers	% Holding Full Credential
12-13	133	100
13-14	135	100
14-15	136	100

12. Staff Development

In the past three years, all of our departments have been responding to the shifts to the new Common Core State standards (CCSS). In addition, the Science department has been working on introducing the Next Generation Science Standards (NGSS) into their current science curriculum and the Math department has transitioned to the Integrated Math model.

The district has led the change with a number of district-wide initiatives. In 2012-13 teachers throughout the district were trained in the “*Gradual Release of Responsibility*” instructional design model as a precursor for working with the new standards. This simple four step model shifts the responsibility of the learning to the student after the teacher has provided excellent direct instruction and has checked for understanding. The four stages of the lesson design include:

Model	“I do it”	Focused Lesson
Share	“We do it”	Guided Instruction
Guide	“They do it together”	Collaborative Learning
Apply	“You do it alone”	Independent Task

During the 2015 – 2016 school years several teachers on campus, plus the entire administrative team, have begun Solution Tree training for the development and sustainability of Professional Learning Communities (PLC’s). The Solution Tree professional development will help to facilitate the growth of professional learning communities in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The Professional Learning Communities at Work process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement.

Staff development has also continued with Kate Kinsella and English 3D workshops for our English Learner (EL) student population. The English 3D curriculum is designed to improve academic vocabulary, speaking, and formal writing skills. The curriculum requires students to read informational texts and then brainstorm and write about the issues presented in the texts. Students discuss the issues and their views on the issues in pairs and as a whole class, which prepares students to “present information, findings, and supporting evidence, clearly, concisely, and logically.”

13. Student Participation in Co-Curricular and Extracurricular Activities

Franklin High School has a well-established student government structure. The Leadership class, which meets daily, consists of elected student body officers, class officers, and additional appointed commissioners and student leaders whose responsibilities range from overseeing student recognition to planning and hosting student activities, events, and fundraising.

FHS supports 34 levels of 20 athletic teams, representing 13 sports, as well as competitive band and cheerleading. In 2014-15 the school district reintroduced freshman sports back into the district for football, cheer, basketball, baseball, and girls’ soccer. Students also have the opportunity to participate in performing arts programs such as theatre, choral and instrumental music, and dance, as well as visual arts activities such as drawing, painting, and ceramics. Our campus is home to 58 clubs including the following: Action Civics, American Red Cross, Anime Club, FHS Art Club, Awakening, Be the Change (Challenge Day), Black Student Union, Break Club, Car Club, Choir, Cinemaniacs, Club Expressions, Club Nintendo, College Club, Comic Book Club, Cribbage Organization, Do Something, Drama Club, Engineering Club, FHS American Cancer Society,

Franklin Theater's Tech Club, Future Health Professionals, Garden Club, Gamers Club, Gay Straight Alliance, Girl Up, Guitar Club, Helping Hand Club, Hip Hop Dance Club, Interact, Japanese National Honor society, Junior Statesman of America, Just Ask The Tutor, Key Club, Korean Dance Club, Latino Honor Society, League of Legend Club, Lego Creation Club, Life After High School, Live Poets' Society, Mathletes, MESA, Military Cadets, National Honor Society, Netflixaholics, Plastics, Poly Club, Pretty In Pink, Robotics Club, Save The Sea, Social Justice and Equality Club, Sewing Club, Soles 4 Souls, Tea Club, Tinkling Dance Club, Todos Juntos, Wildcats for Kids, and Young Life.

14. Academic Program

Franklin High School's curricular program is focused on preparing students to maximize their potential as learners, achievers, and productive world citizens. The master schedule operates on a 4x4 block schedule, which allows students to take eight classes a year, in which students attend either four 90-minute blocks or three 90-minute blocks and two 43-minute "mini-courses." The block schedule provides the opportunity for two additional elective courses per year. With additional opportunities in students' schedules, students can take a variety of enriching academic, vocational, and artistic electives. In addition, students who fail required classes are often able to retake the failed course without the need for adult education or online courses, enabling them to graduate on time.

EGUSD had several schools within the District volunteer to pilot the new California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) summative assessments during the spring of 2014. Franklin High School piloted both the English Language Arts and the Math portions of the SBAC. As a result of the pilot were provided with preliminary data that helped us to determine areas strength and weakness for our students and teachers. In the spring of 2015 we had our first "live" administration of the new assessments and just recently completed our second administration of the CAASPP SBAC summative tests. Teachers have spent many hours designing performance tasks, similar to the state assessments, which are associated with the courses they teach. The general curriculum of the school's college prep (CP) program with all the academic courses meeting the UC/CSU A-G requirements, and we also offer a number of Honors courses as a bridge to prepare students for the AP program.

Franklin High School also maintains an extensive Advanced Placement program, offering the highest number of AP courses in the Elk Grove Unified School District. AP and Honors are open-enrollment, self-selected programs and both carry an extra grade point. Advanced Placement and Honors courses offered include:

- English - English 9 H, English 10 H, English 11 H, English Language and Composition AP, English Literature and Composition AP

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- Social Science--Human Geography AP, World Geography H, World History AP, US History AP, Economics AP, American Government AP, Psychology AP
- Math-- Geometry H, Algebra 2 H, Pre-Calculus H, Calculus AB AP, Calculus BC AP, Statistics AP
- Science--Biology AP, Chemistry AP, Physics AP, Environmental Science AP
- Language--French 4 AP, Japanese 4 AP, Spanish 4 AP, Spanish 5 AP
- VAPA--Advanced Theatre H, Studio Art - Drawing AP, Studio Art- 2D, Studio Art- 3D Design AP, AP Art History

After our last WASC certification, Franklin High School invested more resources into the AVID program by adding more sections of AVID. Franklin High School has nine sections of AVID; two sections at grades 9, 10 and 12 and three sections at grade 11. The AVID team teachers are highly qualified and represent several departments. AVID teachers are often leaders in our site professional development, sharing AVID methodologies in critical thinking, reading strategies, and literacy with the Franklin High School staff. At Franklin High School AVID is a regularly scheduled elective class that prepares students who are under-represented in four year universities, with academic potential, for enrollment and success in high school AP and honors courses. The AVID program focus is to serve students in the middle who are the first in their immediate family to attend a four-year university and/or are historically underserved in four-year universities. The AVID elective teachers and counselors collaborate to ensure AVID students are college prepared by meeting by the A-G requirements and SAT/ACT completion for college eligibility. In addition, the AVID elective provides strategies to attain college readiness. The Franklin High School AVID program also provides a strong sense of community, a strong college going culture and promotes achievement gained through hard work and determination.

SECTION II

SIGNIFICANT SCHOOL CHANGES OR DEVELOPMENTS

1. Physical Plant

Franklin opened in fall 2002 and has encountered normal wear during the past 14 years. The physical plant and conditions have seen some changes during the past three years. We have a new lead custodian who has done a good job working with maintenance to have items repaired in a very timely fashion. We have had some tile floors replaced and electrical issues addressed while also having the gym floor refinished this past summer. The gym floor was sanded to bare wood and repainted with our more current logo. This has had a positive impact upon school pride. In 2013 we were able to create a self-contained classroom for our Independent Living Skills special education program. The school district has sought funding to change our current grass football field and decomposed granite track with an artificial turf field and composite track for the of Fall 2017. This is something that our site sees as necessary, as men and women's soccer transitions to a winter sport next school year. Our classrooms continue to be functional, but our teachers still have challenges with the temperature in many of our classrooms. One of our clubs on campus, the gardening club, has worked with the Department of Fish and Wildlife to refurbish three of our planter areas around the Science and Portable Classroom Building. Two of the gardens are botanical gardens with Native California plants, while the other is a combination botanical garden and geologic rock garden for use by our Science Department. The students involved have planted native California plants to create new habitats for wildlife on campus. Our Plastics Club performed a fundraiser to acquire money for the installation of a refrigerated Water Bottle Filling station installed in the campus quad area. Each of these student generated projects has had a positive impact upon campus climate.

2. Staffing Changes

In 2014 – 2015 Franklin High School welcomed Chantelle Albiani as the new principal of the school. Carlos Castillo and Dr. Mohammed Warrad also joined the administrative team as vice-principals.

Franklin High School's student population, the largest in the Elk Grove Unified School District, has remained steady for the past 3 years. In 2012 - 2013 student enrollment was 2756, for 2013 - 2014 enrollment dropped slightly to 2669 and in 2014 - 2015 enrollment went back up to 2726.

Since student population has remained somewhat constant since 2012 certificated staff has also remained steady. For the past three school years teacher numbers are as follows: 133 fully credentialed teachers in 2012 - 2013,

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135 in 2013 - 2014, and 136 in 2014 - 2015. The 2014 - 2015 teacher staffing includes 12 special education teachers. There are also 7 counselors and 5 full-time administrators. Classified staffing has also remained constant with 58 employees at the school and over 20 para-professionals.

Due to the projected loss of 170 students for 2016 - 2017 Franklin will lose 6 full-time teachers. The loss of students will likely have a domino effect with regard to classified employees at the school. As of April 2016, the projected enrollment for the 2016-17 school year is 2,530.

3. Budget

Since the last visit, Franklin High School has seen an increase to our overall operational budget each year for the past three school years: \$123,397 in 2013 - 2014, \$137,720 in 2014 - 2015 and \$171,780 in 2015 - 2016. In 2013 – 2014, the Title II budget was \$10,000. Beginning in 2014 the name of Title II was changed to Site Augmentation and Franklin received \$10,000 for that school year. For 2015 -2016 the Site Augmentation amount increased to \$23,471. Supplemental student lab fees have been consistent at \$20,000 per student/per year for each of the last three school years. The budget for Parent Outreach and Communication has also remained fairly constant for the past three years at approximately \$10,200 to purchase a site license for School Loop and in 2015-16, the Math IXL program. The final aspect of the budget, English Learners (EL) has seen a steady increase; \$17,424 in 2013 - 2014, \$20,160 in 2014 - 2015 and \$24,894 in 2015 - 2016.

Year	Operational Budget	Title II Site Augmentation	Supplemental Student Lab Fee Money	English Learners
12 - 13	\$123,397	\$10,000	\$20,000	\$17,424
13 - 14	\$137,720	\$10,000	\$20,000	\$20,160
14 - 15	\$171,780	\$23,471	\$20,000	\$24,894

4. Textbooks

Since the last visit, there have been five new textbook adoptions. In the last three years, we adopted texts for AP Biology, AP Chemistry, and AP Physics. This past year, there were new adoptions for both EL and World Language courses. The district adopted the EDGE curriculum for use with our English Learners, and in the same year our World Language teachers began working with their new textbooks and supplemental materials, Realidades for Spanish and Kisetsu (levels I/II) for Japanese. Additionally, our district has transitioned from the

traditional math model to the integrated math model. In the 2014-15 school year, the math department piloted several potential textbooks for Math 1. The district adopted Houghton-Mifflin Harcourt’s Integrated Math curriculum for the 2015-16 school year. Our school site implemented Math I in the 2015-16 school year, and plans to implement Math II during the 2016-2017 school year and Math III in the 2017-2018 school year. Math also adopted the IXL program as a supplemental support for year-long Math courses.

5. Professional Development

The implementation of the Common Core State Standards (CCSS) has dominated the majority of the professional development that has been since our last WASC visit in 2012.

Elk Grove Unified School District has facilitated a number of district-wide initiatives. In 2012-2013 teachers throughout the district were trained in the Gradual Release of Responsibility instructional design model as a precursor for working with the new CCSS standards. This simple, four-step model shifts the responsibility of the learning to the student after the teacher provides excellent direct instruction and has checked for understanding. The four stages of the lesson design include:

Model	“I do it”	Focused Lesson
Share	“We do it”	Guided Instruction
Guide	“They do it together”	Collaborative Learning
Apply	“You do it alone”	Independent Task

In addition to this training, the district’s curriculum specialists and curriculum coaches began working with teachers from various subject areas to begin unpacking both CCSS standards. These trainings were designed to help teachers understand and use text-dependent questions; teach literacy, including the skills to access text in all disciplines; understand the actual SBAC online assessments; and, to provide examples and sample lessons to demonstrate how the new standards look in the classroom. This work continues to this day.

While this district level work was in progress, our professional development at the site has been focused on supporting our students in the classroom, specifically in the area of academic language support. Over the past two years, we have devoted time in our department meetings and pre-service to professional development for the whole staff in instructional strategies that will support all of our students, but particularly EL and re-designated students, in accessing rigorous curriculum. Topics for our professional development have included identifying and supporting EL students within the classroom, academic

vocabulary development across all subject areas, structured partnering strategies, and reading-specific instructional techniques for all content areas.

6. Curriculum Changes

Much of the professional development work being done is in the absence of newly adopted instructional materials, and so it is extremely challenging. Similar to most school districts in the state, our district is waiting for textbook publishers to complete their work and offer textbooks and instructional materials which not only address the new standards, but also have adequate resources and scaffolding for special populations like EL and special education. For ELA and Social Science, we are hoping to have new instructional materials in place in 2016-17. In the case of science, the Next Generation Science standards were just recently completed and so we are not likely to see a new science textbook series until 2017-18.

After two years of discussion and debate, EGUSD has decided to use an integrated math approach within our secondary schools. The first course, Mathematics I (also referred to as integrated math) began in the fall of 2015-16. This integrated approach at the secondary level will support the vertical teaming aspect of the EGUSD's mathematics program, as the K-8 feeder schools have adopted "Go Math" as the district approved curriculum for our elementary and middle schools.

High Quality Pathways are a new addition to Franklin High School for the 2016 - 2017 school year. We are offering six different pathway options to all students. Each pathway consists of three courses that are taken in order, one class per year, and the final class will be the capstone course. The expectation is that students will use the skills from the two classes prior to create a summary project that demonstrates the various skills they have learned upon the culmination of the three courses. These pathways give students an opportunity to have advanced skills in an area of interest. Some students will complete their pathway with industry certifications, a portfolio that they can take to a future employer or advanced program, and/or knowledge that will help them be successful in the future. We are looking forward to adding additional pathways to our campus depending on our student's needs.

In addition to the creation of the new High Quality Pathways, Franklin High School has been able to expand the course offerings for our English Language Learner population. Our SDAIE program has received the biggest boost to their course offerings with a new English 11 SDAIE, Biology SDAIE, General Science SDAIE, World History SDAIE, U.S. History SDAIE, and World Geography SDAIE.

7. Technology

Classrooms at Franklin High School continue to all have multimedia carts which contain a projector, DVD player, speaker and document camera. Currently, we are able to meet the technology needs of our classroom teachers; however we

would like to see more technology available for student use. Presently, Franklin High School has seven class sets of Chromebooks available for classroom use. Staff members must use a community Outlook calendar to reserve the computers. Many teachers have expressed a desire for more class sets. We will continue to add classroom sets as funds become available. During the 2015-16 school year, we were able to add an additional three sets of Chromebooks to our technology resources. We will continue to add classroom sets as funds become available. Teachers are using Chromebooks for research projects, virtual science labs, college research, essay writing, lab write-ups, remedial English language instruction, mathematic tutorials and mathematic practice (using IXL). We are very excited to see the technology being integrated into curriculum this school year. Several professional development sessions were offered in Google Docs/Sheets/Slides/Forms and Google Classroom this year in anticipation of expanded use of Chromebooks for the 2015-16 school year. Several teachers attended these voluntary workshops and have integrated Google Docs into their work with students. Our Business department has also started to identify and incorporate strategies to teach students how to maximize the use of the Google environment. Our administration team also demonstrated the use of technology during professional development trainings and staff meetings. Some of these demonstrations were designed to simplify the work of teachers in the classroom while others were designed to increase student engagement (i.e., Kahoot).

In addition, the Technology committee has begun monthly meetings to discuss Technology needs and priorities on campus. The committee conducted a staff survey using Google Forms. The responding staff members believed that their needs were being adequately met, but they would like additional Chromebooks or specific software for their content areas. Several of computer labs on campus have been refreshed and the remaining computer labs will be refreshed this summer by the District's technology services department. In addition, Franklin High School has received a CTEIG grant to support the expansion of our CTE programs on campus. We are hoping to add an additional computer lab to support the transition to digital art and graphic design with some of these funds over the next few years. In addition to the new computer lab, we also hope to update the equipment and technology in many classrooms as funds allow.

8. Advisory program

The Advisory program at Franklin High School was identified as a focus area in our last WASC report. Since the last WASC visit, two Advisory committees have convened to review the program. In 2014, an Advisory committee met to evaluate the current program's structure. At the conclusion of the committee's three meetings, it was determined that Advisory would take place one to two times per month and cover the following topics: digital citizenship, graduation requirements, A-G components, and college and career. In 2015, an Advisory committee met to evaluate the community service component of the program. After the three meetings, it was determined that all students would need to serve 25 hours a year to meet the requirement, that students would be limited to 25 hours of on-

campus community service activities per year, and that any senior who wanted to earn a cord for graduation would need to complete at least 400 hours during high school, a reflective essay, and a presentation to Advisory 9 classes.

PBIS (Positive Behavior Intervention and Support) lesson will become a part of our 2016 – 2017 Advisory curriculum allowing students an opportunity to share their voice.

9. Link Crew

Link Crew is our school's cornerstone program to work with our 9th grade students to help them transition more effectively into a high school setting. In the spring of 2013, the decision was made to assign another staff member the task of running Link Crew to facilitate the growth of the program. Previously, our Activities Director taught both Leadership and Link Crew, which limited the growth of both programs.

The new Link Crew Coordinator has been in charge of Link Crew for two years. Since her tenure began, the purpose and function of Link Crew has remained largely the same. Link Crew leaders, comprised of Juniors and Seniors, still visit Freshmen advisory classes to deliver lessons on organization, peer relationships, and school activity management. Link Crew leaders also continue to host events that give freshmen students' opportunities to engage in the school culture and climate in a variety of ways. As the school year progresses, the Freshmen only Link Crew events become more and more infrequent with the hope that freshmen students are more personally engaged in the school environment.

The most noticeable change to Link Crew has not been external, but rather internal. Link Crew students are now coming from more diverse backgrounds. Student leaders are involved in a wider range of school clubs and activities and they represent a larger base of ethnic groups. One of the goals for 2015-16 has been to recruit more male students to the female dominant Link Crew program. This effort has been made because, as a transition program, Link Crew leaders should represent the school population in all respects. While there is still work left to be done in this endeavor, major strides have been made to ensure Link Crew leaders are more reflective of the student body. This diversification has only served to enhance the school culture because freshmen students are able to see a model of an exemplary student that they can relate to from the moment they enter Franklin High School. With this modeling, students are able to connect to other students, thus creating the connection to school that can be a powerful determining factor in student success.

10. AVID

After our last WASC certification, Franklin High School invested more resources into the AVID program by adding more sections. Elk Grove Unified School District realized the need for additional staffing and provided .2 FTE for each of

SECTION II
SIGNIFICANT SCHOOL CHANGES OR DEVELOPMENTS

the past two school years, for a total increase of .4 FTE. Franklin High School has 9 sections of AVID; 2 sections at grades 9, 10 and 12 and 3 sections at grade 11. The AVID team teachers are highly qualified and represent several departments. AVID teachers are often the leaders in professional development, sharing AVID methodologies on critical thinking, reading strategies, and literacy with the Franklin High School staff. At Franklin High School, AVID is a regularly scheduled elective class that prepares students with academic potential for enrollment and success in high school AP and honors courses. The AVID program's focus is especially, but not exclusively to serve students in the middle who are the first in their immediate family to attend a four-year university and/or are historically underserved in four-year universities. The AVID elective teachers and counselors collaborate to ensure AVID students are college prepared by meeting by the A-G requirements and SAT/ACT completion for college eligibility. In addition, the AVID elective provides strategies to attain college readiness. The Franklin High School AVID program also provides a strong sense of community, a strong college going culture and promotes achievement gained through hard work and determination. In prior years, AVID teachers have remained with their cohort of students during the four years of high school. Last year, our site decided to have teachers become grade-level experts, and every AVID teacher will teach a specific grade level for the foreseeable future. For the 2016-17 school year, the district has allocated .40 FTE for the AVID program.

SECTION III

ONGOING SCHOOL IMPROVEMENT

At the conclusion of the last WASC visitation to Franklin High School in 2012, the stakeholders assembled five action plan items from our self-study. The five critical areas of need (CAN's) have become the driving force in decision making with regard to professional development, curriculum design, course offerings, and our Advisory curriculum. Consistent examination of the action plan has become the foundational structure of our decision making processes at all stakeholder meetings.

The Franklin High School staff began examining our WASC action plan goals in the 2013 -2014 school year at leadership and staff meetings. At our July 24th 2014 leadership meeting, the focus was school year goals and a professional development plan design based on our CAN's. Throughout the year, at all Leadership and Staff meetings the administrative team has addressed one or more of our WASC action plans goals or CAN's.

Specific to this report, at a pre-service meeting on January 4th, 2016 the teaching staff examined the progress Franklin High School made regarding our action plan items. In that meeting, teachers were divided into heterogeneous groups and examined each item. Groups were asked to examine our progress as it relates the advancements we have made in addressing the action plan items. The answers were written on large paper so they could be shared at the conclusion of the meeting. Group responses were then added to the action plan document.

On March 16th, 2016 teachers and administrators gathered in the Science classrooms on campus and worked in departmental groups. Using a "flipped" teaching technique each department began this retrospective by watching a prerecorded Google slide presentation with Screencastify. The Google Slide display defined the objective for the day: Examine each Action plan item and provide feedback on work we still need to do to meet each of our action plan items as it pertains to your department. Working in departments for this task allowed teachers more time to identify areas of growth and concern in a very efficient manner.

Each department used a Google document to record ideas and information simultaneously. This method permitted each department member to have input in an open, honest manner. Anecdotal feedback regarding this process found teachers and their ideas to be valued and important to the process of school improvement. The results and findings from this examination are further reviewed in Section IV: Progress on the Critical Areas for Follow-up/Schoolwide Action Plan.

Listed below are the five Action Plan Items for Franklin High School for 2013 - 2016:

Item #1: Address the academic needs of the lowest performing subgroups (there are three subgroups within Item #1.)

1a. Focus a professional development model for the staff on culturally relevant curriculum/teaching strategies as it relates to the subgroups performing at a lower rate on standardized tests

1b. Focus EL support services and interventions to increase postsecondary options

1c. Focus professional development training to include strategies and curriculum specifically for students with disabilities

Item #2: Address the behavioral needs of the most often discipline subgroups

Item #3: Increase CTE participation and course offerings

Item #4: Implement cross-curricular strategies for reading, writing and speaking

Item #5: Review, define and implement the goals of the Advisory program

On March 16th, staff was also asked to identify additional areas of growth for Franklin High School that were not indicated in our original action plan. Staff was asked, "Where do we need to spend our energy for the next three years to improve upon the academic excellence that Franklin High School students and teachers have achieved over the course of the last 15 years?"

Staff was asked to reflect upon new areas of growth through the lens of:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Allocation of Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards based Student Learning: Instruction
- D. Standards based Student Learning: Assessment
- E. School Culture and Support for Student Personal and Academic Growth

SECTION IV

**PROGRESS ON THE CRITICAL AREAS FOR FOLLOW-UP
SCHOOLWIDE ACTION PLAN**

With the completion of the WASC visitation in 2012 the Franklin High School Staff began using the “Focus on Learning” Action Plan to guide decision making for administration, counseling, and instruction. In August 2015, the staff met during pre-service to gauge our progress in reaching the goals of our action plan. We examined each Action Plan item for evidence to assess our progress in meeting the needs of all students.

Below are the evidentiary findings for each Action Plan item as we continually review the changing climate of our school (2012 – present).

Action Plan Item #1: Address the academic needs of the lowest performing subgroups *(there are three subgroups within Item #1)*

1a. Focus a professional development model for the staff on culturally relevant curriculum/teaching strategies as it relates to the subgroups performing at a lower rate on standardized tests

In order to identify underperforming subgroups, staff examined current school performance data using CELDT Testing scores, student grades, credits earned reports, the EDGE test for incoming students, EGMAP results, and SBAC Performance Data.

A professional development team was formed in the fall of 2015 to focus staff professional development for the current year. The objective of the team was to incorporate strategies for helping meet the needs of students in underperforming subgroups. The team has developed professional development on language support, sentence frames, academic vocabulary, structured student interaction, Cornell note taking, magic foldable graphic organizers, and productive partners.

To inculcate the professional development strategies into classroom curriculum, departments were provided release time on a regular basis. This release time includes late start Wednesday and grade level or subject matter specific release days. Additionally, meetings by cluster and grade level teams have increased; more release time has been added to visit and work with schools that have experienced success in this area, and more materials have been purchased to help staff increase teaching tools.

During the 2015 – 2016 school year, several teachers on campus, plus the entire administrative team have received training through Solution Tree on developing high performing professional learning communities. The training consisted of

three all day Saturday workshops. The training focused on the three big ideas: focus on learning, building a collaborative culture, and creating a results orientation. The *PLC at Work* process is recognized as a research proven strategy for sustained, substantive school improvement.

Staff Development has also continued with Kate Kinsella and English 3D workshops for teachers working with our EL and SDAIE students. The English 3D curriculum is designed to improve academic vocabulary, speaking, and formal writing skills. The curriculum requires students to read informational texts, brainstorm, and write about the issues presented in the texts. Students discuss the issues and their views on the issues in pairs and as a whole class, which prepares students to “present information, findings, and supporting evidence, clearly, concisely, and logically.

1b. Focus EL support services and interventions to increase postsecondary options

Both the administrative team and EL staff have made an increased effort to contact parents of EL students to apprise them of postsecondary options for their student. Additionally, our ELAC team meets once a month to increase parent involvement for EL students. An increased push has also been made to encourage involvement of EL students in Leadership and school-wide extra-curricular activities. The district also adopted the EDGE and English 3D curriculum for use with our English Learners. We have added numerous EL and SDAIE courses in our core subject areas. New courses include World History SDAIE, US History SDAIE, Biology SDAIE, General Science EL, World History EL, and SDAIE English 11. Courses include: In addition, parent participation in the ELAC program has increased from an average of two parents to 25 parents in attendance at each meeting. ELAC meetings have provided parents/guardians with training on technology, academic support and post-secondary options. Hands-on trainings were provided by content area experts and CSUS Admissions Counselors (CAMP Program). In addition, focused tutoring and credit recovery courses were also offered before and after school to meet the needs of our EL students. Student participation for the focused/mandatory tutoring sessions averaged 20 students per session. Parents of students who did not attend the daily tutoring were contacted when their students missed. Students who attended tutoring this year experienced increased academic success by an average of 5% in the subject area that they received targeted support. Beginning in August 2015, student academic placements were determined by a committee of teachers and instructional coaches who examined a Franklin created writing assessment specifically for EL students, CELDT scores, EGMAP results, and transcript review and teacher recommendations to determine the most appropriate placements.

1c. Focus professional development training to include strategies and curriculum specifically for students with disabilities

Franklin High School is in the process of creating a Positive Behavioral Interventions and Support (PBIS) program to reward students who lead through positive behavior. A team has been created and staff is determining how best to implement the program on campus to maximize student and staff buy-in. The PBIS program will require teachers and staff to track student behaviors and evaluate the effectiveness of the program.

Action Plan Item #2: Address the behavioral needs of the most often disciplined subgroups

To better meet the needs of the most often disciplined subgroups a consistent analysis is performed using the following tools: SISWEB Data Reports, staff survey, and Vice-Principal meeting data review. Additionally, at the January 2015, staff meeting administration presented a discipline review to help teachers have a greater understanding of the process. In March of 2016, school-wide tardy sweeps were instituted in response to a review of attendance data. Tardy sweeps were implemented for every period with an afterschool detention assigned for each tardy. We have experienced a dramatic drop in our tardies during the school day, especially during first period.

To address the needs of students receiving special education services, strategies teachers routinely address behavior during each IEP meeting. If student behavior is found to interfere with education, the case manager will create behavioral goals and/or behavior intervention plans to address the behavior impeding their learning. Strategy teachers share these plans with teachers, security, counseling, and administration, when necessary. Special Education has also piloted using “stop and think” forms to give students a means to evaluate why their behavior is impeding their learning. Furthermore, this department has begun to offer educationally related mental health services through our school psychologist.

Action Plan Item #3: Increase the number of students participating in Career Technical Education courses and/or completing certificate programs available to all students while simultaneously fulfilling their A-G coursework

To increase student participation in Career Technical Education (CTE), Franklin High School has focused on developing new courses in areas of student interest, marketing courses more effectively, modifying our two California Partnership Academies, developing High Quality Pathways, and aligning current courses to meet A-G eligibility.

Students are informed of CTE Courses, California Partnership Academies, and High Quality Pathways via advisory lessons, daily bulletins, course selection

night presentations, flyers, and notations on the course selection forms denoting which courses are CTE classes. Students are directed to high quality CTE pathways through outreach by counselors, teachers and administrators. In addition, through advisory, students take a career inventory which helps to provide them with ideas about potential career pathways. Courses are marketed at Course Selection Nights through guest speakers, and field trips to local businesses.

Franklin is going to offer six new High Quality Pathways (HQP) beginning in the fall of 2016. These pathways are open to all students who attend Franklin High School. Students who selected one of the classes within a HQP will be encouraged to complete the other two courses to become completers. All staff members were provided with training on HQP's and CTE courses at several staff meetings this year. The following pathways are currently available to Franklin students: Design Arts, Animation, Digital Media, Web Design, Engineering Design, and Engineering Technology. There are plans to offer an Entrepreneurship and another pathway within the Computer/Information Technology Sector in the near future.

As an added incentive for students to take CTE courses at Franklin High School, we have articulation agreements with local colleges so that many of our students can skip entry level courses and/or earn industry certifications. We have also joined with Online Expert to offer updated coursework in our advanced computing and intermediate computing courses. We plan to offer many of the certifications available within our Advanced Computer course as self-titled courses on student transcripts and course registration forms so that more students may be encouraged to take computer science courses.

We currently have two CPA's on campus, our GREEN Academy and our STEM academy. Beginning with the fall of 2016, students in the STEM academy will be able to study Media, Computer/IT, Engineering Design or a combination of the three. Students in the GREEN Academy will be able to study Principles of Engineering. This represents a shift which we hope will encourage more students to join our GREEN Academy. Preliminary data suggests that we were able to double our 9th grade GREEN Academy enrollment by adding a Robotics course and focusing Engineering Technology within GREEN. The academy and the Science Department also hope to add a strand to the GREEN Academy focused upon the Environment and Environmental Science to meet student interest and increase enrollment in our CTE courses.

New CTE courses have been added in Robotics, Audio Production, Advanced Graphic Design, Digital Media, Digital Art and Graphic Design, Engineering Design A & B, Principles of Engineering A & B. Students can also receive certifications in Web Design, LAN, Basic, Microsoft Office, and Help Desk. In the Fall of 2016, students will also be able to take online courses in Cybersecurity

and programming using Python through Online Expert. The following courses have been approved for A-G credit: Digital Media, Digital Art and Graphic Design, Engineering Design A, and Principles of Engineering A.

Finally, we have hired a Work Based Learning Coordinator for next school year to assist CTE teachers in identifying opportunities to develop student awareness, exploration and preparation for work. This individual will help to identify field trips, internships, strengthen business partnerships, and create curriculum to help our students develop 21st century skills needed in the workplace.

Action Plan Item # 4: Implement consistent cross-curricular strategies for reading, writing, and speaking

Teachers and staff have worked diligently to inculcate cross-curricular strategies for reading, writing and speaking throughout all campus programs. Professional development on our campus has provided many opportunities for teachers to add to their instructional repertoire regarding cross-curricular instruction.

Professional development provided to staff during staff meetings and after school trainings has come from research based strategies in the following areas:

Language support, sentence frames, academic vocabulary, depth of knowledge, small group instruction, Cornell note taking, magic foldable graphic organizer, Introduction Concession Argument Conclusion (ICARC), curriculum maps, AVID critical reading, mock business prospectus, formal art analysis/historical context/implications & significance, and CCSS lessons/ideas with common assessments.

Departments have also developed cross-curricular units of instruction and curriculum. For example, the Health department has added writing prompts to daily lessons and scenario based exams. Math has started using conceptual problems that call for students to defend their answers. Physical Education requires students to write on a daily basis with topics including character education and physiological principals with written examinations as a culminating product. Science has also added inquiry based labs and performance task lessons requiring students to research, write and present a position.

Action Plan Item #5: Review, define and implement the goals of advisory

After our last WASC review in 2012 a critical area of need was developed with regard to our Advisory class/program. Administration formed a committee to better meet the needs of the students through advisory. The revision process began with a survey completed by both students and staff. Results from survey data included the need for college and career data, community service information, digital citizenship, graduation information, transcript evaluation, and college financial aid information.

SECTION IV
PROGRESS ON CRITICAL AREAS

The committee developed curricular map which then defined the content of our yearlong advisory program. PowerPoint lessons were created to address the changing needs of students as they navigate through high school. Many students and staff have met the changes to advisory with approval; many teachers report that curriculum is more manageable and easier for teachers to distribute concepts and ideas to meet the needs of students.

SECTION V

SCHOOLWIDE ACTION PLAN REFINEMENTS

An examination of the five schoolwide action plan items at the January 4th staff meeting found great progress and evidence that has impacted student achievement and improved teaching practices. However, the staff identified a number of areas for further growth during the March 16th staff meeting; findings that are common to any organization with the goal of maintaining excellence.

A breakdown of the findings for each Action Plan Item will be delineated throughout the text of this section.

Action Plan Item #1: Address the academic needs of the lowest performing subgroups (there are three subgroups within Item #1.)

1a: Focus a professional development model for the staff on culturally relevant curriculum/teaching strategies as it relates to subgroups performing at a lower rate on standardized tests

Staff answers to this action plan item called for a consistent plan for Professional Development. Specifically, there was a call for presentations by experts who have examined research-based data and developed strategies to meet the needs of lower performing students. There was also a call for outside experts who can help staff address our biases and assumptions regarding students in this category (i.e. racism, homophobia, sexism, classism, religious intolerance, etc.). Elk Grove Unified School District has recently created an Educational Equity Department that will provide resources and professional development for the aforementioned areas. Additionally, staff would like to have the opportunity to attend conferences designed to meet the needs of students who perform at a lower rate on standardized tests.

Furthermore, teachers would like release time to: 1) examine data from schools that are successful in teaching similar subgroups, 2) release time to examine the data from those model schools and develop curriculum to help our students, 3) time to share best practices related to all CLAD inclusion, and 4) release time for vertical planning with our middle school, Toby Johnson Middle School.

1b: Focus EL support services and interventions to increase postsecondary options

Staff addressed this item by calling for greater training in support services that are available on campus; specifically an avenue for clear communication with staff who support EL students. There was also a need for professional

development regarding translation tools available to teachers for instruction with EL students. Counselors felt a need to have additional time for the purpose of correctly placing EL students based on their skill level. One suggestion was to continue to refine the ELD writing assessment used for placement determinations. Staff also stated that they would like to see the ELAC meeting continue and possibly be expanded in future years.

1c. Focus professional development training to include strategies and curriculum specifically for students with disabilities

Staff identified interest in receiving additional time and/or training regarding:

- 1) specific training on scaffolded instruction for general education courses
- 2) collaboration time between general education teachers and strategies teachers
- 3) training on implementing differentiated instruction strategies for students with both intellectual and physical disabilities.
- 4) structured opportunities to examine SBAC data to identify specific students not meeting standards
- 5) interdisciplinary work around reading and writing procedures, support, expectations and impact on a grades

Action Plan Item #2: Address the behavioral needs of the most often disciplined subgroups

In order to address the behavioral needs of the most often disciplined subgroups of students, teachers developed many concrete ideas. Those solutions included ideas for new curriculum, increased FTE, a positive behavioral action plan, greater parent involvement, refinement of the role for the new PBIS coordinator, expanded counseling interventions and increased use of Special Education department resources.

Some teachers sought to create course offerings with more appeal to disinterested groups of students. One example was Blues in the Schools as an alternate music program that infuses the history of African American music with opportunities to learn to play the blues on an instrument of their choice. An added suggestion was a Study Skills/Scholars course for at-risk students and those who need additional academic support, especially for 9th and 10th grade students who need support to succeed in high school.

By increasing FTE for the counseling department each counselor would have a smaller caseload and additional follow-up time to meet with students and be more proactive. Counselors could also follow-up with students who have been suspended and create a plan for greater success when they return. Another idea was for counselors along with administration to identify students who may be struggling (multiple Fs, multiple disciplinary actions, etc.) early and intervene ideally as early as their freshman year.

Franklin High School is in the process of creating a Positive Behavioral Interventions and Support (PBIS) program to reward students who lead through positive behavior. A team has been created and staff is in the developmental stages as they define how the program engages students on campus. The PBIS program will allow for tracking students, their behaviors, and if their academic/behavioral performance is improving in the school environment.

As part of PBIS, some staff indicated an interest in receiving professional development about the psychological and emotional needs of all students and increasing our cultural awareness of students from disadvantaged groups. In addition, many staff stated that they wanted to create a discipline plan that would be school-wide with regard to consequences that are adhered to by appropriate parties when behavioral expectations are not met.

Several staff also indicated an interest in developing mentoring programs such as STRIVE which are designed to create a bond between one upper class mentor and a staff member. In addition, several staff members saw a need to provide more frequent “orientations” for new students so that they can feel comfortable upon arrival and can be taught our behavioral expectations.

Another proposal was to host a series of “parent” universities to provide parents with the tools to support and encourage their children to succeed at school. We would strive to create an environment where students come to school with an intent and purpose to learn.

Action Plan Item #3: Increase the number of students participating in Career Technical Education courses and/or completing certificate programs available to all students while simultaneously fulfilling their A-G coursework

In order to increase student participation in Career Technical Education staff made several suggestions. Those proposals included an enlarged course offering selection, increased FTE, greater visibility of the CTE programs available to students, and release time to further develop the CTE curriculum.

To increase student participation in CTE, one department suggested that Franklin broaden the course offerings for CTE pathways; examples included construction tech, health care, hospitality, and child care. It was also mentioned that English teachers teaching STEM and GREEN sections could meet with colleagues in other disciplines to better understand career pathways developing at Franklin High School. Teachers also indicated an interest in more training on how to integrate STEM/GREEN concepts into their curriculum.

Increased FTE would allow the counseling department to support and grow the CTE program. This increase would also allow an increase in communication

between CTE teachers and Counselors. Some teachers reported an interest in having CTE courses placed in a priority position for the master schedule.

Another suggestion from staff was to increase release time for CTE teachers to identify efficient and effective student outreach strategies. Other staff sought to develop a work based learning coordinator. The work based learning coordinator would be able to help coordinate off-site connections and presentations while also identifying connections within the business community. These connections would also create industry partnerships with a wide variety of firms and industries to offer field trips, mentorships and internships so that students gain relevant job skills that tie to the curriculum that they are learning in the classroom.

Action Plan Item # 4: Implement consistent cross-curricular strategies for reading, writing, and speaking

Many solutions to implementing cross-curricular strategies for reading, writing and speaking were suggested when staff looked at this particular critical area of need. Staff identified the need for more sharing of information amongst departments, release time, and additional professional development to increase teacher effectiveness in meeting our goal of consistent cross-curricular teaching strategies.

Staff suggested that the site create a public folder where all departments will keep their curricular maps and pacing guides. This would allow teachers to identify areas for cross-curricular collaboration. Staff also suggested that all teachers require full and complete sentence structure in written and spoken projects to increase use of academic language in all interactions. Moreover, the use of more oral responses in conjunction with written projects would help meet this action item.

Release time for meetings with other departments to discuss curriculum timelines and make connections between disciplines will help reach the goal of this CAN. Collaboration with other departments to create common writing rubrics, MLA formatting, and developing common classroom warmups will also assist in cross curricular integration.

Professional development was suggested time and again as a necessary component to our success in meeting this critical area of need. One department suggested that a full time professional development coordinator could help organize and coordinate information to make cross-curricular strategies an effective component of instruction at Franklin High School.

Action Plan Item #5: Review, define and implement the goals of the Advisory program

Continued revisions for the advisory program were recommended to meet the goal of this action plan item. Those recommendations called for a committee that consists of staff and students who could help decide the curriculum that best meets the needs of all stakeholders.

Curricular suggestions included:

- AVID strategies in 9th and 10th grade levels (i.e. Organization, Study Habits, Note-taking skills)
- “Habits of Mind” training
- Explicit instruction on behaviors of high versus underachieving students
- College specific curriculum for upper classmen that includes a schedule for standardized test taking and application deadlines
- Exploration of viable options for non-college bound students with presentations from technical schools, military, and other industries
- Explicit instruction on behavior and academic expectations for students at Franklin High School
- Instruction about specific community service opportunities and advertisement about upcoming opportunities

In addition to additional curriculum in the aforementioned topics, a suggestion was made to provide instruction in a pre-recorded format on various advisory topics from experts on campus. Showing an expert via video could help credibility and take pressure off of the advisory teacher who might not be comfortable delivering the lesson of the day. This strand could also be followed with live speakers (experts) on Wildcat television delivering a message to students.

There was also interest in having more visits from counselors to advisory classes to interpret transcripts, and to assist with requirements, deadlines and financial aid information for college.

Newly Identified Areas for Growth:

During the staff meeting on March 16th, staff was asked to identify additional areas of growth for Franklin High School that were not indicated in our original action plan that would help us meet the needs of our students. Most staff suggestions fell within Organization and Governance, Curriculum, Instruction, and School Culture & Climate. We plan to have further discussion regarding the inclusion of these additional areas for growth in our Action Plan update for the 16-17 school year.

Organization: Vision and Purpose, Governance, Leadership and Staff, and Allocation of Resources

Staff indicated that they believed consistency in expectations and consequences for student behavior was an important step for our teachers and staff to take moving forward. Staff stated that with the administrative and teaching changes at the school it was important reinforce or agree upon behavioral expectations and consequences.

Staff also felt that it was important to have increased administrative visibility on campus and in classrooms.

Standards-based Student Learning: Curriculum

Staff responses indicated an interest in developing Professional Learning Communities at the site. Teachers stated that PLC's would help the staff norm instruction and develop consistency within subject areas.

Standards based Student Learning: Instruction

Staff would like see additional release time to collaborate and prepare for changes in textbooks and curriculum. Some staff was also interested in discussing homework best practices.

School Culture and Support for Student Personal and Academic Growth

Many staff members stated that school culture would benefit from a focus upon student wellness. We have observed an increase in students needing social-emotional support that has impacted their success in the classroom over the last several years. Staff also stated that the community could benefit from the institution of a "Parent University." Staff also indicated an interest in revisiting the STRIVE mentorship program for incoming 9th grade students in need of support. In addition, staff would like to see more promotion of peer counseling/conflict mediation with both staff and students. There is a concern that students may not know about the mediation program on campus.

Action Plan Item #1: Address the academic needs of the lowest performing subgroups.

**Focus On Learning
Action Plan**

Action Plan Item #1: Address the academic needs of the lowest performing subgroups.

Objective: Increase student performance of the lower performing subgroups by the designated state standards achievement goals (i.e. CST, CCSS, CELDT,

Rationale:

1. The Hispanic API score increased in 2008-2009 and 2009-2010, but fell in both 2010-2011 and 2011-2012, to widen the achievement gap by 3 more points.
2. Both African-American and Hispanic students have not met their threshold for ELA or Math since 2009, but the general population has.
3. On the CAHSEE, both African-American and Hispanic sub-groups had a 10-19% lower pass rate on the ELA and Math sections.
4. The EL CAHSEE pass rate dropped by 5% in 2011-2012. The API for EL students has only increased 2 points over the past five years
5. Students with disabilities increased their API by 25 points in 2008-2009 and again in 2011-2012 by 46 points; however, the group lost 43 points in 2010 and 73 points in 2011, with a net loss of 99 since 2009.
6. 45% of the staff "disagrees" or "strongly disagrees" that AP and honors courses reflect the diversity of FrHS

Expected School-wide Learning Result(s):

Franklin students will become independent learners who:
 *achieve academic goals through rigorous, challenging courses
 *make positive contributions to the school and the community

ACTION/GOALS	ACTION STEPS	RESOURCES REQUIRED	TIMELINE	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
<p>1. Focus professional development model for the staff on culturally relevant curriculum/teaching strategies as it relates to the subgroups performing at a lower rate on standardized tests.</p>	<p>A Investigate current school performance data (CST, CAHSEE, CELDT, G.P.A., and Credits) to identify underperforming subgroups.</p>	<p>Instructional coach, Staff, Department, Cluster meetings</p>	<p>August 2012 - June 2013</p>	<p>*Teachers *Administration *Counselors</p>	<p>*CELDT Testing *Grades *Credits Earned * Edge test for incoming students * EGMAP results used for placement *SBAC Performance Data</p>

Action Plan Item #1: Address the academic needs of the lowest performing subgroups.

<p>1. Focus professional development model for the staff on culturally relevant curriculum/teaching strategies as it relates to the subgroups performing at a lower rate on standardized tests.</p>	B	Expand current professional learning model to incorporate specific research based instructional strategies for at-risk/underperforming subgroups, using culturally relevant curriculum.	Professional Development Team, Staff meetings	September 2012 - June 2013	*Professional Development Team	<ul style="list-style-type: none"> *EL Training *PD: Research Based Strategies: <ul style="list-style-type: none"> -Language Support -Sentence Frames -Academic Vocabulary -Structured Student Interaction -Depth of Knowledge -Small Group Instruction -ICARC -Cornell Note Taking PD -Magic Foldable Graphic Organizer -Productive Partners PD
	C	Release time for departments incorporates time for developing learning objectives and expectations for classroom work and homework that multicultural curriculum/activities.	Release time, substitutes, materials	Fall 2013	*Professional Development Team *Teachers	*English Department Release Days
	D	Continue to develop and implement common formative assessments and modify instruction to address the needs of underperforming students.	Release time, substitutes, materials, department meetings	Spring 2014	*Cluster and Grade Level Teams (PLC's)	<ul style="list-style-type: none"> *Department Agendas *Common Assessments *Release day agendas/minutes *Grade Level and Subject Cluster (PLC)

Action Plan Item #1: Address the academic needs of the lowest performing subgroups.

<p align="center">2. Focus EL support services and interventions to increase post secondary options.</p>	A	Evaluate current modifications to EL course offering for the 2012-13 school year which include 5 new sections.	EL team, EIA/ELAP funds, department meetings	January - May 2013	*EL Teachers *EL Administrator *Counselors	*CELDT scores *Grade Reports *Course Selection Options (catalog/transcripts) <i>(see list)</i>
	B	Conduct EL parent survey to identify student needs and ways we can support parent participation at school.	EL team, EIA/ELAC funds, department meetings, materials	Fall 2013	*EL Team *Administration	*ELAC Agenda/Minutes *EL Mtg on Math & Eng Intervention *Annual EL Survey *Parent needs assesement in ELAC mtgs * Parent University Trainings: Math, English, College Awareness, Post-Secondary, IXL Training
	C	Increase all methods of bilingual communications from school to home (website, forms, phone calls, etc.).	EL team, EIA/ELAP funds, department meetings, materials	Spring 2014	*Administration *Departments	*SchoolLoop Website Translate button *School documents/home communication *Phone Logs *Bilingual Assistance with Parent Communication
	D	Continue to train teachers and implement alternative strategies and assessments for EL students based on Kate Kinsella training.	EL team, EIA/ELAP funds, department meetings, materials	Fall 2013	*EL Team *Administration	*Lesson plans from teacher implementation *Budget info of funds spent on training *Communication from EL coordinator offering to fund EL training *EL release day *PD at Staff Mtg: Research Based Strategies- -Language Support -Sentence Frames -Academic Vocabulary -Structured Student Interaction -Depth of Knowledge -Small Group Instruction -ICARC -Cornell Note Taking PD -Magic Foldable Graphic Organizer -Productive Partners PD

Action Plan Item #1: Address the academic needs of the lowest performing subgroups.

<p align="center">3. Focus professional development training to include strategies and curriculum specifically for students with disabilities.</p>	A	Provide all teachers with professional development in how to aid struggling students and differentiate instruction within the classroom.	Time at Staff Meetings	Spring 2013	<ul style="list-style-type: none"> *Student Services *Site Level Strategies *Teachers 	<ul style="list-style-type: none"> *Staff Meeting Agendas/Minutes *Autism Workshop (D. Daley) *PD: Research Based Strategies: <ul style="list-style-type: none"> -Language Support -Sentence Frames -Academic Vocabulary -Structured Student Interaction -Depth of Knowledge -Small Group Instruction -Cornell Note Taking -Magic Foldable Graphic Organizer -Productive Partners -ICARC
	B	Continue to provide information to the staff of the requirements and compliance of the 504 and IEP	Time at Staff Meetings	Ongoing	<ul style="list-style-type: none"> *Case Managers *504 facilitators 	<ul style="list-style-type: none"> *504 and IEP Meeting Attendance Logs *Emails alerting staff of students with 504/IEP's each term *Staff Presentation on IEP Compliance *Coverage for teacher attendance at 504/IEP mtgs *Leadership Meeting Agendas
	C	Continue to identify and monitor students performing far below and below basic on CST exams and those not passing CAHSEE.	Release Time Consult Time	Ongoing	<ul style="list-style-type: none"> *Counselors *Case Managers *Administration 	<ul style="list-style-type: none"> *SISWEB Reports *CAHSEE Prep Class *CAHSEE Review Sessions

Action Plan Item #2: Address the behavioral needs of the most often disciplined subgroups

Focus On Learning Action Plan

Action Plan Item #2: Address the behavioral needs of the most often disciplined subgroups.

Objective: Create and implement an intervention program that will identify underperforming students due to behavior, and will reduce the number of incidents resulting in detention, suspension, on campus suspension, and Saturday school by a minimum of 5% each year of their enrollment at Franklin.

Rationale:

1. African-American students comprise 18% of the student body but account for 46% of suspensions.
2. Hispanic students comprise 18% of the student body but account for 21% of suspensions.

Expected School-wide Learning Result(s):

Franklin students will become independent learners who:
 *communicate effectively in both academic and workplace environments
 *make positive contributions to the school and the community

ACTION STEPS		RESOURCES REQUIRED	TIMELINE	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
1	Investigate school discipline data (suspension, OCS/OCD, Saturday school, and after school detention) to identify students with behavioral concerns.	Professional Development Time	August 2012 - January 2013	*Teachers *Administration	*SISWEB Data Reports *Staff Survey *VP Meeting Data Review *Staff Meeting Presentation: Discipline Review (Jan 2015)
2	Continue to review middle school data and teacher recommendations to identify strength and growth areas of incoming students.	Communication with Toby Johnson Middle School	April 2013	*Teachers *Administration	*SBAC *Comp tech tracker each year from middle school • New placement test for Language Live and Read 180 pilots (9th graders) • SISWEB Behavior Reports *7-12 Articulation with EL and Strategies Staff *STRIVE Program
3	Investigate community connections, agencies, and programs, that can help address student needs, provide additional counseling services, and reduce pressure of high counselor to student ratio.	Administration, Counseling	Spring 2013	*Counseling Team *Teachers	*ELAC Parent Workshops: -College Presentaiton -Financial Aid Presentations
4	Create intervention team to implement a program on campus based on the identified students with academic/behavioral needs.	Time for Meeting with interested parties	Spring 2013	*Leadership	*Link Crew -Advisory Lessons, Link Alerts *EL Team - Tutoring 3 days per week, Expanded EL/SDAIE course offerings Team PRIDE
5	Implement behavioral intervention program based on identified areas of concern.	Administration, Counseling	Summer 2013	*Intervention Team	*Team PRIDE
6	Increase teacher training and use of SISWEB data to target needs of underperforming students.	Instructional Coach, Professional Development Team	August 2013	*Teachers	*District training on SBAC score reports

Action Plan Item #2: Address the behavioral needs of the most often disciplined subgroups

7	Ensure equal and appropriate access to school resources, interventions, and activities. (i.e. course selection process, club opportunities, academy enrollment, mentoring programs)	Administration, Counseling, Leadership Team	Fall 2013	*Administration	<ul style="list-style-type: none"> *Course Selection Data (SISWEB) *Club opportunities- club rush, club rosters, morning bulletin *Academy Enrollment Data *AVID Enrollment Data *Course and Intervention Enrollment *MESA Afterschool Tutoring EL Afterschool Tutoring *Master Schedule *Career Assessment Survey
8	Monitor the intervention program and its effectiveness with students' behaviors, and modify if necessary.	Release Time for Intervention Team	Spring 2014	<ul style="list-style-type: none"> *Leadership Team *Intervention Team 	OCS, Suspension, Expulsion, After School Detention, Sat School Data

Action Plan Item #3: Increase CTE participation.

**Focus On Learning
Action Plan**

Action Plan Item #3: Increase the number of students participating in Career Technical Education courses and/or completing certificate programs available to all students while simultaneously fulfilling their A-G coursework.

Objective: In two years, Franklin High School will increase the percentage of students participating in certificate or career pathways and fulfilling their A-G requirements by 5% .

Rationale:

1. Current emphasis by district/state to increase career technical education within school curriculum.
2. 100% of sophomore students in the GREEN and STEM academies passed the CAHSEE at the first attempt.
3. 73% of students in the GREEN academy are identified as "at-risk"; 45% of STEM are "at-risk."
4. 47% of GREEN academy students complete A-G; 87% of STEM complete A-G
5. Staff survey included high interest in creating more pathways for students.

Expected School-wide Learning Result(s):

- Franklin students will become independent learners who:
- *communicate effectively in both academic and workplace environments
 - *make positive contributions to the school and the community

ACTION STEPS		RESOURCES REQUIRED	TIMELINE	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
1	Identify courses offered at Franklin HS and/or CTE courses at other locations that are available to Franklin High School students that provide a career pathway as well as investigate courses offered outside of the course catalog.	Time to Access Records	December 2012	*Counselors *Teachers	*Course Catalog *High Quality Pathways *Community College Courses *Roster of Career Pathway Courses
2	Analyze data from Department of Labor for career prospects and make connections to student interests.	Time to Analyze Data	January 2013	*Counselors	*Advisory Lessons (career path focus) *Career Center Resources *IEP Process *Career Inventory (Strategies & AVID) *Career Research in Marketing Course *Hour of Code
3	Investigate student and teacher interests in CTE and certificate courses based on student/staff survey, student course selections, and career assessment.	Time to Survey Students and Staff	Feb - May 2013	*Leadership Team	*Teacher Survey *Student attendance at Map Your Future

Action Plan Item #3: Increase CTE participation.

4	Identify obstacles to student enrollment in CTE/career pathway course and programs and investigate the impact of CTE growth on other programs, i.e., AVID, band, etc.	Time for Course Enrollment Comparison	March - May 2013	<ul style="list-style-type: none"> *Leadership Team *Counselors *Academy Coordinators 	<ul style="list-style-type: none"> *Scheduling Conflicts *Singleton Courses (AP, etc) *Lack of Awareness *Course Enrollment *Student Survey *Academy Pure Classes *Staffing *Remediation reduces opportunities *Change in Elective Offerings
5	Investigate opportunities for increasing supplemental industrial and technology purchases that benefit students in the classroom (i.e. computers and tablets).	Funding for Purchases	June - August 2013	*Administration	<ul style="list-style-type: none"> *Technology Inventory *Teacher Survey *FPM Review *CTEIG Grant *Perkins Funds *Linked Learning Funds *CPA Grants - GREEN/STEM *Chromebook Carts *Engineering Room Update
6	Identify/establish connections between current courses and community college, corporate partners, and career pathways.	Release Time for Career Pathway Teachers	Fall 2013	<ul style="list-style-type: none"> *Administration *Counseling Staff 	<ul style="list-style-type: none"> *Inventory of Partnership Agreements *Apple *AVID Field Trips *Guest Speakers *Advisory Lessons *Articulation Agreements (Univ Credit) *Industry Certifications *Industry Advisory Boards *A-G Course Realignment *Academy Field Trips (Pixar/Disney, etc)

Action Plan Item #3: Increase CTE participation.

7	Add new classes in fields of high student interest and clear career pathways.	Funding for potential course expenses	Spring 2014	*Leadership Team	<ul style="list-style-type: none"> *Course Selection Forms *Change in GREEN/STEM Focus *High Quality Pathways: (Design Arts, Animation, Digital Media, Web Design, Eng. Design, Eng. Technology) *New CTE Courses: <ul style="list-style-type: none"> -Robotics -Digital Media 1 & 2 -Advanced Graphic Communication -Engineering Design A & B -Principles of Engineering A & B
8	Develop and enhance career pathways for students to pursue certificate program.	Release Time for Career Pathway Course Teachers	Fall 2014	*Department Chairs *Administration	<ul style="list-style-type: none"> *High Quality Pathways: (Design Arts, Animation, Digital Media, Web Design, Eng. Design, Eng. Technology) *Certifications Available: (Web Design, LAN, Basic, MS Office, Help Desk) *Master Schedule *Counseling Website CTE Page *Marketed at Course Selection Nights, Daily Bulletin, NCR Form with course selection materials *Advisory Lesson
9	Promote career pathway courses during the course selection nights to increase student participation.	Morning Bulletin Announcements	Spring 2015	*Counselors *Academy Coordinators	<ul style="list-style-type: none"> *Course/Academy Enrollment Evening *High Quality Pathway Forms *HQP box on course selection form *WCTV *Counseling Website CTE Page *Advisory Lesson

Action Plan Item #4: Implement cross-curricular strategies for reading, writing and speaking.

**Focus On Learning
Action Plan**

Action Plan Item #4: Implement consistent cross-curricular strategies for reading, writing, and speaking.

Objective: Franklin High School will develop and implement consistent cross-curricular strategies for reading, writing, and speaking, by the end of the 2013-14 school year as part of the Common Core State Standards (CCSS) and Career Technical Education (CTE).

Rationale:

1. Student survey indicated that only 51% of students felt as if their teachers made clear the connection the curriculum and other classes or real life.
2. Staff Survey indicated a high percentage wanting to work with other disciplines.
3. Common Core State Standards, which emphasizes cross curricular strategies, are expected to be assessed by the 2014-15 school year.

Expected School-wide Learning Result(s):

Franklin students will become independent learners who:
 *think, analyze and read critically;
 *achieve academic goals through rigorous, challenging courses

ACTION STEPS		RESOURCES REQUIRED	TIMELINE	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
1	Include research-based strategies for reading, writing, speaking, in professional development plan.	Planning Time for PD	Fall 2012	*Leadership Team *Prof. Development Team *Teachers	*PLC Agendas/Minutes *PD Schedule *Mock Business Prospectus *AVID Critical Reading Training *DBQ Essays *Lesson highlighting differences between academic document and technical nature of business document *Formal art analysis/historical context/implications & significance *Interpretation of target culture/expressing one's perspectives/supporting one's opinions *PD: Research Based Strategies: -Language Support -Sentence Frames -Academic Vocabulary -Structured Student Interaction -Depth of Knowledge -Small Group Instruction -Cornell Note Taking PD -Magic Foldable Graphic Organizer -Productive Partners PD -ICARC

Action Plan Item #4: Implement cross-curricular strategies for reading, writing and speaking.

2	Investigate themes, concepts and instructional strategies of the Common Core State Standards.	Release Time and Funding for Trainers	December 2012 - August 2013	<ul style="list-style-type: none"> *Departments *Administration *District Office Dept. of Curriculum/Instruction 	<ul style="list-style-type: none"> *Curriculum Maps *Staff and District Training Agendas/Minutes *Social Science & English Release Day Agenda *Staff Meeting on Professional Development to explore strategies *DBQ *Department curriculum maps within subject matter teams *CCSS lesson/ideas *Common Assessments *CCSS Central Idea/key details *Summary Techniques - Social Studies, English, Health
3	Departments begin to implement the CCSS into their curriculum.	CCSS Materials	December 2012 - August 2013	<ul style="list-style-type: none"> *Departments 	<ul style="list-style-type: none"> *Curriculum Maps *PE using SPARKS curriculum *PE Character lessons *Health writing prompts *Health scenarion based exams *Science Inquiry Based labs *Science Performance Task Lessons *Math: Big problems/questions, conceptual problems where students defend answers
4	During release days/professional development provided by the district/site, Franklin will develop common strategies for reading, writing, and speaking.	Release Time Trainers	2013-14 School Year	<ul style="list-style-type: none"> *Prof. Development Team *Departments 	<ul style="list-style-type: none"> *PLC Agendas *Student Work Samples *Common Lessons/Activities *BINGO Game *Cornell Note Taking PD *Magic Foldable Graphic Organizer *Productive Partners PD *PD: Research Based Strategies: <ul style="list-style-type: none"> -Language Support -Sentence Frames -Academic Vocabulary -Structured Student Interaction -Depth of Knowledge -Small Group Instruction -ICARC

Action Plan Item #4: Implement cross-curricular strategies for reading, writing and speaking.

5	Implement common research-based strategies for reading, writing, and speaking.	CCSS Materials	August 2014	*PLCs *Teachers	*Department/PLC Meetings *Lesson Plans *Curriculum Maps *Common Strategies for English Dept. implemented in grade level teams *Writing ICARC & IEEP Strategies
6	Using data from student performance, evaluate the effectiveness of the common strategies during collaborative release time or late start Wednesday cluster/grade level meetings.	Release Time Disaggregated Data	August - December 2014	*Cluster/Grade level Teams	*District speaking requirement
7	Expand interdisciplinary connections of common core state standards and CTE standards in order to provide more real life applications in learning.	Collaborative Release Time	Fall 2014	*Leadership Team *Departments	*CTE/CCSS Project Development *English 9H: Mindset Unit, Holocaust Unit, Historical Document Review/Usage *English Dept: Informational text analysis (Odell Resources) *Strategies English: Interdisciplinary work with theater dept around Romeo & Juliet Theater Selection of productions that support English Curriculum (Romeo & Juliet, Twelfth Night) *Available cross-wrapping of CTE anchor and pathway standards *PLC Agendas/Minutes *PD Agendas *Curricular Maps *Formative Assessments *Project Based Case Learning
8	Evaluate the effectiveness of the common strategies implemented and connection to CTE standards.	CCSS formative and summative assessments	Spring 2015	*Research and Evaluation *Teachers	*Student Assessment Results *Need more info on CTE Standards *English document analysis of informational materials and generation of research questions *GREEN Academy *STEM Academy

Action Plan Item #5: Review, define and implement the goals of Advisory.

**Focus On Learning
Action Plan**

Action Plan Item #5: Review, define and implement the goals of the Advisory program.

Objective: Franklin High School will review, define, and implement a revised Advisory program for the beginning of the 2013-2014 school year.

Rationale:

1. Staff Survey determined a need to review the current program with 100% of teachers citing revising Advisory as their first, second, or third priority.
2. Two focus groups identified Advisory as a growth area on the campus.

Expected School-wide Learning Result(s):

Franklin students will become independent learners who:
 *communicate effectively in both academic and workplace environments
 *make positive contributions to the school and the community

ACTION STEPS		RESOURCES REQUIRED	TIMELINE	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
1	Create an Advisory team by inviting all stakeholders to participate, (i.e. members of each department, parents, students, administration).	Room Location Time on Facility Calendar	January 2013	*Principal *Leadership	*Agendas/Minutes *Invitations *Sign-In Sheet *List of Committee Members *Email invites to staff *List of Advisory Teachers
2	Advisory team conducts a school wide evaluation of the current advisory program using surveys and researching other advisory programs in schools with similar demographics.	Time and Funding for participants on team	January-March 2013	*Advisory Team *Leadership Team *Franklin Community	*Agendas/Minutes *Staff Survey *Student Survey *Research notes of other schools
3	Develop goals/outcomes, schedule, and curriculum map for the Advisory program that are connected to the ESLRs and share with the entire staff.	Time at Staff Meeting	March-May 2013	*Advisory Team *Leadership Team	*Lesson Plans *College and Career Data *Curriculum Maps *Powerpoints *Schedule *Emails *Documents *ESLR's

Action Plan Item #5: Review, define and implement the goals of Advisory.

4	Coordinate support systems (i.e. counselor, teacher, administrative resources) to ensure efficient and effective set up, teacher preparation, and implementation of Advisory lessons and systems.	Funding/Time for Support Program	May 2013	*Advisory Team	*Staff Survey *Student Survey *Lesson Plans *Counselor Visits *Informational emails with lessons
5	Develop specific lesson plans and materials for the advisory program based on grade level needs and expected student outcomes.	Funding for planning team	Summer 2013	*Advisory Team	*Staff Survey *Student Survey *College and Career Data *Community Service Handouts *Lesson Plans & PPTs
6	Implement Advisory program with clear objectives and lesson plans for the year.	Advisory Curriculum Binders for Teachers	August 2013	*Advisory Team *Entire Staff	*Advisory Lesson Plans/Curriculum Map *PE Pals with one teacher *New Community Service Outline/Plan *Access to forms online *Yearlong map with objective and ESLR's included in curriculum
7	Evaluate the Advisory program based on the changes made fore the 2013-14 School Year	Time at Staff Meeting	May 2014	*Staff *Parents *Students	*Staff Survey *Student Survey *PPT's for each advisory *Handouts (student & teacher) *PE Pals Changes *Links to resources (college board, etc)