



Public School Choice School Plan Guide for Franklin Comprehensive High School

Guiding Questions	Explanation	Rationale	Glossary of Terms
<p>Section 1: Vision of the Student</p> <ul style="list-style-type: none"> • What skills and knowledge will students gain to prepare them for the next level of learning? • What will students know and be able to do when they leave this school? 	<p>All students will graduate and be prepared to enter the college or career pathway of their choice determined to have a positive impact on their community.</p> <ul style="list-style-type: none"> • Exhibit creative and critical thinking through thoughtful explanations, interpretations, application, perspective, empathy and self-knowledge. • Explore, define and solve complex problems. • Collaborate with others to produce a unified work. • Adapt to a continually changing technological world. • Demonstrate the democratic skills of citizenship, consensus building and group problem solving for the betterment of their community. 	<p>All students need to be college and career ready.</p> <p>All students need to learn skills that enable them to work independently and collaboratively.</p> <p>All students need to use technology.</p> <p>All students need to feel they are part of a nurturing community, and they need to add to that community in positive ways.</p> <p>All students need to adapt to changes in the workforce and larger society.</p> <p>All students need to take ownership of their academic futures and career futures.</p>	



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<p>Section 2: Vision of the School</p> <ul style="list-style-type: none"> • What will the school feel like for students and parents at your school? • What must the school do to make sure all students are successful and prepared to be successful at the next school level and beyond? 	<p>Students will feel like there is an outlet to their academic and extracurricular interests.</p> <p>Students will have numerous pathways to develop leadership skills.</p> <p>All students will be connected to at least one adult on campus.</p> <p>Parents will have different avenues to provide input and feedback that will impact the school, student direction and decision-making.</p> <p>Parents will feel that the school is a resource for supporting the growth and development of their child and a resource supporting parents.</p> <p>Franklin will help parents and students become knowledgeable about academic options, support their academic progress, and explain choices and their consequences.</p>	<p>Students learn valuable skills through their participation in activities outside the classroom.</p> <p>Students learn best when they apply their learning to relevant real world situations.</p> <p>Students learn best when they believe they are valued.</p> <p>Parents are partners in education.</p> <p>School services can work with parents during difficult and challenging times.</p>	



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	Franklin will provide a wide range of systems of support specific to student needs for school success.		
<p>Section 3: Where is the School Now? Student Performance</p> <ul style="list-style-type: none"> • What is the current reality of the school? • What areas of the school show strength? • What areas of the school are of concern and require growth? • What information was used to determine where the school is currently in terms of student’s school performance? • How will you address the needs of each subgroup of students? 	<p>Franklin has made continuous improvement in academic performance indicators.</p> <p>Parents and students feel a high level of safety on campus.</p> <p>Students feel connected to a caring Franklin staff member.</p> <p>Students have many opportunities for athletic and extracurricular excellence as is the Franklin tradition.</p> <p>We want to continue and increase the academic success which will lead to higher academic performance and a higher graduation rate.</p> <p>We want to reengage the community with the great opportunities that exist at Franklin High School.</p> <p>Data was accumulated from parent, staff and student surveys, as well as district and state performance meters.</p> <p>We will continue to use data to monitor</p>	<p>Franklin staff and teachers are committed to improving the delivery of services to students.</p> <p>Franklin staff and teachers are committed to offering students a rich selection of academic, athletic, leadership, and community service clubs/activities.</p> <p>Franklin staff and teachers are committed to forming mentoring relationships with students.</p> <p>Franklin staff and students are committed to analyzing classwork, periodic assessments, state assessments and anecdotal evidence to evaluate student performance and student needs.</p> <p>Franklin staff and teachers are committed to forming partnerships with feeder schools, community organizations and businesses in an effort to expand the college/career opportunities available to students.</p>	



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	individual classrooms and school wide performance.		
<p>Section 4: School Plan Priorities To Turnaround Student Performance</p> <ul style="list-style-type: none"> • What are the top three to five priorities must the school address to improve student achievement? • What is required to achieve the growth needed to get to the school of the future where all students are high achievers? • What type of academic strategies will be implemented? • What type of support is needed for faculty and staff to turnaround the school? 	<p>We will create a school system to support teacher collaboration that focuses on specific targeted areas of instruction as well as the student as a whole.</p> <p>Teachers will commit to four hours of collaboration a month.</p> <p>Teachers will commit to one school academic or extracurricular focus beyond the classroom.</p> <p>We will increase personalization of the academic experience and expand the number of adults connecting to each child.</p> <p>We will enhance the strengths of the SLC's.</p> <p>We will use academic strategies that focus on group work and projects designed to challenge and engage the whole child.</p> <p>Franklin teachers will need time for teacher collaboration within the school and with feeder schools.</p>	<p>Franklin staff and teachers continue to strive to serve the student population as a whole and the identifiable subgroups who are struggling with the skills needed to be college and career ready.</p> <p>Franklin teachers are committed to the notion that collaboration outside the classroom leads to improved mastery of skills in the classroom.</p> <p>Franklin staff and teachers want to use the vehicle of SLCs to promote personalization in student education.</p> <p>Franklin staff and teachers want to provide some stability (both administrative and in the academic program) for the students.</p>	



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	Teachers will need access to professional development that targets instructional strategies.		