

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>As an alternative to the traditional comprehensive high school model, NELA desires to provide a nurturing environment where students are challenged to find meaning in their learning, comfortable in displaying their artistic talents, demonstrative critical thinkers, and effective communicators; such that each and every student may become a productive, responsible and empathetic citizen of our diverse society.</p> <p>Citizenry Students will:</p> <ul style="list-style-type: none"> • Demonstrate respect, harmony, empathy and compassion to every student, teacher, staff member or guest on the campus • Exhibit good study and work habits including regular attendance and punctuality • Recognize the impact of their footprint on the world and are conscientious regarding the immediate and long term outcomes of their behaviors • Plan and proactively participate in community service <p>Communication Students will:</p> <ul style="list-style-type: none"> • Convey ideas, concepts and strategies using a variety of communicative skills including oral communications, persuasive and technical writing, technology, artistic expression and statistical interpretation. • Exhibit skills in conflict resolution and compromise • Read, evaluate and interpret a wide variety of materials • Listen actively and respectfully to the comments and thoughts of others <p>Academic Rigor Students will:</p> <ul style="list-style-type: none"> • Draw upon previous knowledge to find unique and creative solutions to current academic, community and global challenges • Effectively collaborate in group settings for the purposes of information gathering, analysis and problem solving • Actively engage in learning and seek knowledge through a variety of resources including technology 	<p>For the last several years, Franklin High School has made a half-hearted effort toward small schools. Despite research which suggests a small school environment lends itself to greater personalization and academic achievement.</p> <p>NELA believes a productive learning environment must begin with mutual respect and harmony in the classroom. To this end, educators will view each student individually, recognizing the value they possess and the capabilities of achieving academic success. In following this concept, NELA will place students in instructional environments with diverse learners in which differentiated instruction will be used to provide equal learning opportunities for all students. Moreover, students will be presented with leadership opportunities in community service and environmental stewardship.</p> <p>One of the NELA core beliefs focuses around the ability to communicate with others. In this light, we will embed opportunities for various and effective methods of communication into every aspect of the curriculum.</p> <p>NELA strives to produce a rigorous, standards based course of study that engages and motivates students to become creative and critical thinkers who demonstrate confidence in problem solving. In an effort to ensure a strong, standards based, course of study, each NELA student will maintain a portfolio which identifies the standards that have been</p>	

and community based sources

- Use imagination to generate ideas and projects
- Demonstrate proficiency or above in National, State and Local standards.

Health and Wellness

Students will:

- Understand and demonstrate the importance of proper nutrition
- Actively engage in physical activity, sports or exercise
- Understand the importance of making healthy life choices

Lifelong Learning

Community stakeholders will:

- Understand that learning is a lifelong commitment
- Access and utilize resources for academic, career or personal purposes
- Use a variety of tools to demonstrate technological proficiency
- Consistently demonstrate learning is intended for and the responsibility for all members of the community
- Utilize the uniqueness of the classroom experience as opportunity to facilitate outstanding academic achievement for all persons in the classroom
- Take ownership in curriculum development
- Design professional development which mirrors the best practices while always placing the improvement of the student experience and academic achievement as the primary goal.

Personalization

Staff members will:

- Create an environment of trust in the classroom which inspires learning
- Recognize the interests, strengths and challenges of their students
- Acknowledge and attempt to understand the complexities of today's youth, particularly those from the Highland Park community
- Exhibit a commitment to the success of each and every student in our learning community
- Engage in a cooperative and collegial spirit so that educators experience success
- Practice lifelong learning as they continually seek to achieve the best practices in education

achieved, are in progress or are missing.

NELA staff will strive, through the use of professional development and community partnerships, to make learning relative, meaningful and applicable to each student. At the conclusion of each semester, student will present evidence of their learning to the community.

The staff of NELA believes the development of a young adult is not only the stimulation of the mind, but the nurturing of a sound body. Every student who Graduates from NELA will be cognizant of impact of healthful living on the community and will have engaged in some form of physical fitness or lifetime sport throughout their tenure in our program. NELA staff will attempt to lead by example by modeling healthful living strategies.

It is essential that every NELA student, parent, teacher, staff member and community partner believe that learning is indefinite. Whether it involves advancing in the techniques to paint a car or pursuing an MBA in Marketing, the benefits of continued learning are invaluable. Our curriculum will be such that students are encouraged to seek their own information and then apply in a variety of academic settings.

Personalization is one of the cornerstones to the NELA Pilot School experience. We believe that to create an environment where students and staff demonstrate a high level of trust toward one another. Our staff intends to not only recognize, but celebrate diversity which will be displayed through curriculum development and differentiated instruction.

Section 2: Vision of the School

- What will the school feel like for students and parents at your school?

Our Pilot school will exhibit a very warm and welcoming place of learning from the time one sets foot into our offices. Colorful walls decorated with student designed banners and college pennants will be the first connection the community will have with the school. Our guests will be greeted by friendly, professional, and competent individuals. By design, our welcoming experience and ambience will continue through the halls and right into the classroom.

Parents, students and staff must be equal partners in the development of the NELA community. It is our desire to have our families commit to ownership in the school just as our staff and students commit. Parents will be afforded opportunities to interact with each other through social functions such as concert and comedy nights. They will celebrate the gifts of their children during events such as the "Coffee House" and NELA recognition nights. It is our desire to further improve parental relationships through common parental forums and activities with our feeder schools.

Within the classroom walls students will feel physically and emotionally secure so that maximum learning can take place. Through the implementation of small group "advisories" and larger group "gatherings", NELA students will be guided to trust one another with thoughts and expressions. Additionally, each student will be constantly asked to expand their comfort zone in leadership through the planning of student activities. Students will engage in cooperative activities where they not only seek to improve their own understanding, but to promote and support the learning of classmates. NELA students will be engaged in a variety of educational mediums. While in the classroom, students will apply content based standards to real-life situations in order to enhance content relevance.

- What must the school do to make sure all students are successful and prepared to be successful at the next school level and beyond?

It is our goal to support all of our students in the scope of academic excellence, social consciousness and leadership development. Within the framework of the classroom differentiated instruction will be a guiding principle. This may materialize through small group activities, full inclusion of students with disabilities, tutorial support and partnerships with outside resources. The academic team will frequently engage in articulation with local feeder school and constantly

We must do our absolute best to operate from a similar page so maximum student achievement is attainable. NELA would like to encourage each family to have a vision of their child's future then commit to plan of action which guides the child toward the vision. Parents should feel comfortable contacting and speaking with staff members and our doors will always be open to visitors. In a similar light, the NELA staff must have confidence that classroom exercises which are sent home will be treated as another step toward the attainment of the vision. Still, we desire for the parental component of the community to extend beyond the walls of our classrooms to extracurricular support and Highland Park Community awareness.

The NELA team strongly believes a safe and inviting environment sets the tone for learning each and every day. The utilization of advisories and gatherings will allow staff and students to collectively decide acceptable norms for behavior, create an accountability system and providing for ongoing opportunities for student voice and choice.

Not only will such efforts bring relevance to the curriculum, but it will also guide students towards future professional interests. At a minimum our efforts make even the least attractive subject areas practical.

We believe and research supports a "whole child" effort approach to education. Our school must recognize, acknowledge and prepare for the numerous learning styles we will see in the classroom and provide differentiated instruction as much as possible.

	<p>assess and reassess data to ensure every student is progressing.</p> <p>The primary structure which must be in place in order to facilitate any aspect of this plan is autonomy of staffing. Within this ideal we would look to implement advisories to support personalization and scheduling autonomy to ensure class accessibility for all students to grow into the vision of the school. Also necessary are partnership agreements to support the arts, career exploration and full inclusion. Our professional development will be driven by school and student needs and created cooperatively by members of the staff.</p>	<p>We must be able to bring on board educators who are on the same page: committed to student achievement, developing the whole child and prepared to be a community learner.</p>	
<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 	<p>Despite the many accolades which the school has received during its storied history, general academic excellence has been lacking over a substantial period of time. For a minimum of 5 years, Franklin has been in a state of Program Improvement Plus. During this time frame, Franklin has fallen significantly behind the academic achievement expectations of LAUSD and the State of California. Additionally, FHS subgroups such as Students with disabilities and English Learners (EL) failed to meet any of the growth targets with EL's actually losing ground. The data also produces a glaring realization that, as a comprehensive high school, our special education (Sp. Ed.) and EL students are markedly behind their general education peers.</p> <p>Franklin High School has been a pillar in the community for nearly 100 years and is highly valued as an institution responsible for educating the youth of Highland Park and its surrounding areas.</p> <p>The school's extracurricular interests have also garnered significant attentions through City Championships in numerous sports, dramatic improvement in the Academic Decathlon and Cyber Patriot competitions, as well as music and drama.</p> <p>Franklin's current areas of concern include but are not limited slow growth in student achievement, an absence of measurable growth in Special Education and English Learners, low graduation and grade level promotion rates,</p>	<p>In 2008 Franklin's API was 601 compared to 662 for LAUSD and 728 for California. Today, the school's API is 692 which is 53 points behind the District high school average and 60 points behind the state average. (CDE) Students with Disabilities and English Learners did not fare any better scoring 462 and 609 respectively, 40 or more points below the State average.</p> <p>Over its many decades of service to the community, the school has produced politicians, medical practitioners, professional athletes and educators. National ranking in the Academic Decathlon polls. Girl's Golf City best GPA. Cyber Patriot program national recognition.</p> <p>Student achievement, as measured by the Academic Performance Index has only improved 31 points in the last two years and there has been negligible improvement in our subgroups. FHS students are graduating at a rate of 49% after four years at our school.</p>	

<p>to determine where the school is currently in terms of student's school performance?</p> <ul style="list-style-type: none"> • How will you address the needs of each subgroup of students? 	<p>continued decline in the student population and professional practice.</p> <p>LAUSD's "My Data and AGT", CA. Dept. of Ed. Academic Performance Index Report, Student surveys and Interviews</p> <p>The needs of our struggling subgroups (Special Education and English Learners) will be addressed in a multitude of ways. First we will implement a full inclusion model for students with disabilities while implementing differentiated instruction and providing IEP specific accommodations/modifications. NELA will offer English immersion for EL students while simultaneously providing ESL courses for support. In addition we will manage resources so as to provide additional educational support in EL's core subject classes. Finally, we will utilize our personalized approach to identifying strengths and weaknesses of the population in order to provide necessary intervention.</p>	<p>9th grade matriculation is at 43%. Student enrollment is at an all-time low. Staff has been generally, unwilling to change their professional practice and/or articulate with our feeder schools. Given the amazing gains of our feeder middle school, it will be essential to engage in professional development and articulation to move our subgroups in a similar fashion as Burbank.</p> <p>The information utilized creates a clear picture regarding how our students have performed in the past; what they are achieving currently; and how they compare to other schools.</p> <p>Significant research supports full inclusion coupled with peer mentoring as a means toward improving student achievement for Spec. Ed. and EL students. Additionally, providing differentiated instruction including PBL, Kagan and Understanding by design have proven successful in improving the learning opportunities for these subgroups.</p>	
<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? 	<p>The Most Urgent Issues</p> <p>NELA strongly believes there are several critical areas which must be addressed if fundamental change is to occur and be sustainable over a significant period of time. They include reassessing the current staff, building personalization into the curriculum, varying the current instructional practices and make them consistent across all disciplines, broadening PD to include articulation with other schools, increasing parental and community participation and increasing student enrollment.</p> <p>The primary issue is employing a staff which wholeheartedly acknowledges substantive reform is necessary, that believes</p>	<p>Without the personnel willing and capable of affecting change, FHS will continue to muddle in mediocrity.</p> <p>Lois Easton's award winning book, "Engaging the Disengaged", places a premium on the relationship between student and educator. By improving the level of personalization we have with our students, we will inherently improve the level of trust within the school's</p>	

- What is required to achieve the growth needed to get to the school of the future where all students are high achievers?

all children are capable of achieving success and will commit the time and energy necessary for such monumental changes.

The second area which must be addressed is a significant improvement in the level of personalization extended to the student body.

In addition to improving personalization, the school must also vary its instructional practices so that all learners are afforded an equal opportunity to experience success. This includes genuinely engaging in professional development in an effort to support differentiated and SDAIE instruction, applying varied methods of classroom management such as Kagan strategies and implement strategies for full inclusion cross-curricular instruction.

Another desired area for improvement is parent and community engagement. With the exception of our Magnet Center, robust and consistent parental involvement is lacking. During the first Parental workshop for the PSC process only 3 parents were in attendance and the workshop took place on the same night as “Back to School Night”. Given that “Back to School Night” was sparsely attend, the extremely low turnout for the workshop could be expected.

Finally, the school’s declining enrollment reduces Franklin’s opportunity to be the cornerstone of the community. FHS should be the academic institution which local young children hope to attend and one graduate from.

- What type of academic strategies will be implemented?

NELA will guide its students through a rigorous, standards based process whose primary instructional strategies will include Project Based Learning, differentiated instruction, interdisciplinary instruction, full-inclusion and relevant based pedagogy.

Common Assessments, portfolios, Presentations of Learning and formative assessments will provide the data to drive and modify instructional practices.

- What type of support is needed for faculty and staff to turnaround the school?

In order for FHS to make a meaningful and long term turnaround we must receive autonomy in the areas of staffing, budget, curriculum and assessment, school calendar and workday, governance and contiguous space.

community.

In the current climate, members of the staff view PD as either a waste of time, an opportunity to socialize or an educational experience which applies to everyone but them. Moreover, staff members are unwilling to “step out of their comfort zone” in order to explore and participate in new ways to reach our students.

The NELA staff must be willing to articulate with educators from our feeder schools and extend their learning with visits to sites such as the Eagle Rock Professional Development Center.

Without engaged parents, students lack the academic and emotional support necessary for strong academic achievement. Additionally, the absence of parents often presents a great disconnect between the vision of the student and the goals of the parent.

The school should be a safe and welcoming site for cultural and extracurricular activity. Instead families are avoiding the chance to attend the neighborhood school, opting for nearby charter and out of area schools.

In order to prepare our students for gainful employment in the 21st century, we must create relevant activities, perpetuate effective communication and reassess our practices.

We must have a staff which is 100% on the same page. NELA must have discretion to use resources in a manner which best serves its student body. Flexibility in curriculum, assessment, the school calendar and workday will allow for laser like intervention and offer options to a few of the challenging needs our students bring to the table.

