

**School
Community School Progress Summary 2020-2021
Principal**

<p>BCPS Vision: Baltimore County Public Schools will be among the highest performing school systems in the nation as a result of creating, sustaining, and investing in excellence for every student, every school, and every community.</p>	<p>School Mission: Franklin High will be second to none in preparing students for success after high school whether the graduate is entering the workforce, enlisting in the military, or continuing his or her education.</p>
ACTION STEPS	
Mathematics	Culture
<p>Action Step(s):</p> <ul style="list-style-type: none"> • Teachers will use a process for formative assessment including checks for understanding during instruction and adjust teaching as needed based on student progress (Special Education students – TSI). • Students will have multiple opportunities to demonstrate learning and grades must be aligned to standards and based on a body of evidence. • Teachers will demonstrate knowledge of individual student learning needs when planning and implementing instruction (Special Education students – TSI). 	<p>Action Step(s):</p> <ul style="list-style-type: none"> • Provide daily common planning for Algebra I teachers including error analysis from common assessments/developing reteaching techniques • Regrouping based on students’ learning variability and performance • Increasing number of sections to allow for small Algebra I sections (11 sections/182 students; four sections have IGE) (two sections/16 students in OGE) • Create PLC of Algebra II, TWA and SAT prep math teachers to review student performance, perform error analysis, and plan reteaching • Create PLC of special education teachers to review student performance, perform error analysis and plan reteaching
<p>Goal: All students will achieve mathematics proficiency as indicated by the MCAP assessment.</p>	
Literacy	Culture
<p>Action Step(s):</p> <ul style="list-style-type: none"> • Teachers will use a process for formative assessment including checks for 	<p>Action Step(s):</p> <ul style="list-style-type: none"> • Creating writing rubric to be used schoolwide

<p>understanding during instruction and adjust teaching as needed based on student progress (Special Education students – TSI).</p> <ul style="list-style-type: none"> • Students will have multiple opportunities to demonstrate learning and grades must be aligned to standards and based on a body of evidence. • Teachers will demonstrate knowledge of individual student learning needs when planning and implementing instruction (Special Education students – TSI). 	<ul style="list-style-type: none"> • Identifying students in underserved groups to promote to higher level courses during registration • Provide daily common planning for English 10 teachers including error analysis from common assessments/developing reteaching techniques • Create PLC of special education teachers to review student performance, perform error analysis and plan reteaching • Create PLC of SAT-prep, Algebra II, TWA and English 11 teachers
<p>Goal: All students will achieve literacy proficiency as indicated by the MCAP assessment.</p>	
<p>Safe and Secure Environment</p>	<p>Culture</p>
<p>Action Step(s):</p> <ul style="list-style-type: none"> • Use special education PLC to train teachers in culturally responsive instruction • Promote activities of BSU to the school community • Use LCSW, SELT and school psychologist to work with individuals or small groups of students based on identified needs • Identify two Spanish speaking staff members to provide PD to faculty on language translation strategies and lead attendance monitoring interventions 	<p>Action Step(s):</p> <ul style="list-style-type: none"> • Hold meetings for administrators and student diversity panel twice per month • Review best practices for welcoming LGTBQ+ students with full faculty twice per year • Collaborate with Faculty Council on implementation of comprehensive discipline plan • Administrators collaborate with SELT on alternatives to suspension when appropriate