

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

Franklin Middle School

Cluster VII

Sharon Eisenberg, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability
Office of Educational Planning
April 2, 2007

COMMITTEE MEMBERS

Name	Position	Name	Position
Eisenberg, Sharon	Principal	Gibbs, Robert	Health/PE teacher
Holland, Bryan	Assistant Principal, Committee Chair	Hannemann, Janet	Family & Consumer Sciences teacher, Dept. Chair
Bowers, Patti	Director of Student Services	Hudson, Kathy	Lead School Counselor
Junco, Asma	Assistant Principal	McGill, Margaret	School Counselor
Sims, Turnell	Assistant Principal	Serroka, Karen	Math teacher; Dept. Chair
Adriance, LaDuska	Librarian	Torrey, Barbara	Foreign Language teacher, Dept. Chair
Barry, Jennifer	School-based Technology Specialist	Young, Mapp	Health/PE Teacher, Dept. Chair
Bell, Susan	Social Studies teacher, Dept. Chair	Woodby, Christopher	After School Coordinator
Canavan, Eileen	Special Education teacher, Dept. Chair	Bisset, Peter	PTA President, Parent
Cornett, Vanessa	ESOL teacher; Dept. Chair	Fontanilla, Angie	PTA Secretary, Parent
Ferko, Eduard	Science teacher, Dept. Chair	Robertson, Beth	PTA VP, Parent
Floros, Stephanie	Reading Specialist		
Friel, Elaine	Special Education teacher		
Gerstner, David	Health/Assess. Coach/PE		
Gardner, Suzanne	English teacher		

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

LOOKING TO THE FUTURE—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

COMMITMENT TO OPPORTUNITY—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

COMMUNITY SUPPORT—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

ACHIEVEMENT—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

ACCOUNTABILITY—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

SCHOOL—VISION STATEMENT

The Franklin Middle School learning community will continue to model and employ best practices in education, integrate cutting-edge technology, and foster positive relationships to engage each student. Challenging core academic subjects and fine and practical arts will support and enrich each student in an inclusive environment. The Franklin Middle School student will become a self-aware individual and a productive, responsible member of society and the global community.

SCHOOL—MISSION STATEMENT

The Franklin Middle School learning community of students, families, and staff is committed to a rigorous and differentiated instructional program in a safe and nurturing environment. The curriculum and climate challenge and support each Franklin Middle School student to strengthen core knowledge and higher level thinking, awaken curiosity and creativity, apply problem-solving strategies, develop self-advocacy and communication skills, and become a community-minded, life-long learner.

**Franklin Middle School Core Values and Beliefs:
Our Community Tunes in to potential and opportunity**

iCHOOSE Respect

- The strength of our community lies in its diversity and in the celebration of the contributions of each individual.

iCAN be Responsible

- Each child should pursue the unique opportunity to realize his or her full potential and demonstrate personal responsibility and individual accountability to continuously pursue lifelong learning.
- Each effective teacher is essential to student success, and learning occurs best when instruction is tailored to individual needs, and based on the belief that all students will learn.
- Franklin families and staff partner to equip our students with essential academic, critical thinking, and communication skills.


iCARE about Safety

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.


School Demographics

Student Membership Demographics and Supplemental Programs (as of June for each school year)


Enrollment	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
General Education	819	88.44	815	88.68	808	89.48
Middle Advanced Academics - Levels I,II,III	585	63.17	616	67.03	564	62.46
English Language Services	37	4.00	49	5.33	47	5.20
Special Education Services	139	15.01	126	13.71	123	13.62

[Graph](#) 


English Proficiency	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
English Proficient	826	89.20	807	87.81	789	87.38
Limited English Proficient	100	10.80	112	12.19	114	12.62

[Graph](#) 


Gender	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Female	473	51.08	449	48.86	431	47.73
Male	453	48.92	470	51.14	472	52.27

[Graph](#) 


Free/Reduced - Priced Meals	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Free Or Reduced Fees	107	11.56	120	13.06	144	15.95
No Fee Waiver	819	88.44	799	86.94	759	84.05

[Graph](#) 

Ethnicity	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Asian	179	19.33	163	17.74	190	21.04
Black (Not Of Hispanic Origin)	42	4.54	41	4.46	48	5.32
Hispanic	69	7.45	95	10.34	112	12.40
White (Not Of Hispanic Origin)	581	62.74	578	62.89	520	57.59
Other	55	5.94	42	4.57	33	3.65

[Graph](#) 

Mobility Rate	2008-09	2009-10	2010-11
	%	%	%
Division	14.59	13.40	12.81
School	8.02	5.64	4.89

[Graph](#) 

Adequate Yearly Progress (AYP) Report- English

<u>Reading Performance</u>		Less than 70%	70-79%	80-89%	90-100%
2010-2011					
	All Students				98%
	Black	*	*	*	*
	Hispanic				90%
	White				99%
	Economically Disadvantaged				92%
	Students with Disabilities				94%
	Limited English Proficient				93%
2009-2010					
	All Students				97%
	Black	*	*	*	*
	Hispanic			84%	
	White				98%
	Economically Disadvantaged			86%	
	Students with Disabilities				90%
	Limited English Proficient			85%	
2008-2009					
	All Students				96%
	Black	*	*	*	*
	Hispanic			87%	
	White				98%
	Economically Disadvantaged			81%	
	Students with Disabilities			83%	
	Limited English Proficient			84%	

* = Subgroup with less than 50 students
 Report includes SOL, VAAP, and VGLA data.

Data Source: Virginia Department of Education (VDOE) School Report Cards

Adequate Yearly Progress (AYP) Report- Mathematics

FRANKLIN MIDDLE

Performance Bands for Standards of Learning Mathematics and Reading 2009 through 2011

<u>Mathematics Performance</u>		Less than 70%	70-79%	80-89%	90-100%
2010-2011					
	All Students				96%
	Black	*	*	*	*
	Hispanic			89%	
	White				98%
	Economically Disadvantaged				92%
	Students with Disabilities			85%	
	Limited English Proficient				92%
2009-2010					
	All Students				97%
	Black	*	*	*	*
	Hispanic				90%
	White				99%
	Economically Disadvantaged				92%
	Students with Disabilities				92%
	Limited English Proficient				94%
2008-2009					
	All Students				95%
	Black	*	*	*	*
	Hispanic			88%	
	White				96%
	Economically Disadvantaged			84%	
	Students with Disabilities			80%	
	Limited English Proficient				91%

Franklin Middle School Special Programs

Student Achievement Goals – Academic

- After-school Core Academic Subject Labs
- After-school SOL Remediation classes
- Differentiated Math Class Offerings: Honors Algebra 1, Honors Geometry, 8th Grade Algebra 1
- Focused Remediation classes, including 5 sections of Reading Tutorial, 4 sections of Read 180, and 5 sections of Math Support; equivalent of three full time staff positions
- Formative Assessment and Data Analysis Practices
- Geography Bee
- Interactive Student Book Club
- Learning Seminar for Selected Students
- Math Counts
- Net Books – Pilot School
- Professional Learning Community including Subject Collaborative Learning Teams
- School Day Intervention and Enrichment – Falcon Time
- Special Education Programs serving students in self-contained and general education classes: Learning Disabilities, Emotional Disabilities, Intellectual Disabilities, Autism, Mental Retardation, Other Health Impaired, Speech and Language, Hearing Impaired, Visually Impaired
- TSA Technology Student Association
- Vertical Articulation within Chantilly Pyramid

Student Achievement Goals -Essential Life Skills

- Advisory Council
- After-school Clubs, Sports Leagues, and Recreational Activities
- College Partnership Program
- Finance Park- 8th grade
- Holocaust Survivor Visit – Nesse Godin
- Peer Mediation Program
- Positive Behavior Intervention Support
- RAMP certification in process
- Science Career Day
- Silent Fire & Evacuation Drills Program
- SRO Presentations to Students
- Targeted Student Groups

Student Achievement Goals - Responsibility to Community

- Business Partnership/Sponsorships with Buffalo Wing Factory
- Chesapeake Watershed Field Trip- 7th grade science students
- Ecology Club
- Falcon Challenge- Student Mentoring Program
- National Junior Honor Society
- Peer Helping Program
- Student Council Association
- Service Learning Club

RESULTS AND REFLECTION

A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective: Increase student achievement in mathematics and English/language arts in grades seven and eight through continued improvement of literacy/numeracy and critical thinking skills.</p> <p><u>2010-2011 English/Reading Performance Indicators:</u></p> <p>English reading SOL pass rates for Economically Disadvantaged students will increase from 86.08% to 89%; pass rates for Hispanic students will increase from 84.44% to 89%; pass rates for Limited English Proficient students will increase from 85.4% to 89%; pass rates for Students with Disabilities will increase from 89.55% to 93%.</p>	<p><u>Results for the 2011 English/reading SOL tests show</u></p> <p>English/Reading SOL pass rates for Economically Disadvantaged students increased this year +6.28% from 86.08% to 92.36% (3-year gain of +5.31%); pass rates for Hispanic students increased this year +5.56% from 84.44% to 90% (3-year gain of +2.69%); pass rates for Limited English Proficient students increased this year +7.14% from 85.40% to 92.54% (3-year gain of +4.72%); pass rates for Students with Disabilities increased this year +4.1% from 89.55% to 93.65% (3-year gain of +5.15%). Of the 889 FMS students who took the Reading SOL in 2011, 868 were successful. The pass rate on the English/Reading SOL for all FMS seventh grade students has increased +3.9% from 93% in 2007 to 96.9% in 2011; the pass rate for all FMS eighth grade students has increased +4.5% from 94.1% in 2007 to 98.6% in 2011.</p>	<p style="text-align: center;"><u>OVERALL</u></p> <p><u>Supported:</u></p> <ul style="list-style-type: none"> • School-wide Predictive Value data monitoring for each student • Departmental student data monitoring • Systematic student placement • School-wide SRI Formative Assessment • Continued after-school program development • Student mentoring through “Falcon Challenge” • Maturing CLT meetings with grade-level CLT leaders • CLT-developed common assessments, common vocabulary, common instruction • Refined decisions about VGLA and eCART • Ensured accommodations • Embedded Falcon Time • ESOL Tutorial Discussion or Tutorial during every CLT meeting • Best Practices/Differentiation Workshops • Professional development supported growing expertise • Weekly articulation among CORE department chairs and Administration • The Learning Council was streamlined to better meet academic needs based on SIP objectives • Improved parent communication through emailed grade reports • Parent Outreach Program to increase Blackboard usage, parent/teacher communication, and student success • Falcon Success Plan implemented by all teams to monitor student progress, growth, and success on a student by student basis 	<p><u>Best Practice Instruction & Assessment:</u></p> <ul style="list-style-type: none"> • Reexamine CLT model/practices to preserve what is working and address what is missing • Ensure instruction encourages growth for <i>each</i> student • Continue common assessment development and analysis • Identify needed areas of PD for effective instructional delivery • Encourage classroom visits • Prepare for impending changes (accommodations, VGLA/VMASST, SOL’s, rigor of instructional material); VGLA available only one more year for special education students on the English/reading SOL test. VGLA is no longer available for special education students on the mathematics SOL test. <p><u>Ongoing Data Analysis & Customized Student Plan:</u></p> <ul style="list-style-type: none"> • Refine early data monitoring and synthesize communication and documentation in order to better serve needs (SOL, SRI, grades, other test scores, vertical and anecdotal articulation, DIT matrix) • Continue to streamline data sources and analysis into common document • Refine intervention tools (F.T., academic labs, Falcon Challenge, Falcon Success Plan) • Systematically place students in

<p><u>2010-2011 Math Performance Indicators:</u></p> <p>Mathematics SOL pass rates for Economically Disadvantaged students and Black students will increase from 92% to 94%; pass rates for Limited English Proficient students will increase from 94.4% to 95.4%; pass rates for Hispanic students will increase from 90.1% to 93%; pass rates for Students with Disabilities will increase from 91.7% to 94%.</p>	<p><u>Results for the 2010 Mathematics SOL tests show</u></p> <p>The Mathematics SOL pass rate for Economically Disadvantaged students decreased from 92.37% to 92.36%; the pass rate for Black students decreased from 92.68% to 87.75%; the pass rate for Limited English Proficient students decreased from 94.36% to 92.12%; the pass rate for Hispanic students decreased from 90.10% to 89.99%; the pass rate for Students with Disabilities decreased from 91.79% to 85.48%. Of the 879 FMS students who took a Mathematics SOL in 2011, 845 were successful. The Mathematics SOL pass rate for all FMS students over the past three years has dropped from 96.29 to 96.17, a statistically insignificant change.</p>	<p><u>Inhibited:</u></p> <ul style="list-style-type: none"> • Student attendance including student tardies and unexcused absences • ESOL was not fully able to participate in CLT meetings • eCART Computer availability required creative solutions to utilize Horizon resources and impaired full application • Implementation and structure of Falcon Time is a work in progress to best meet the needs of students on a class-by-class basis. • Not every parent/guardian was registered to receive grade reports via email. • Course placement changes as a result of SRI data were not made until second quarter or later <p>Multiple math classes and preps created stratification within teacher collaboration planning.</p>	<p>academic courses and support classes</p> <ul style="list-style-type: none"> • Develop and clarify Franklin's Pyramid of Interventions • Continue student reflection on assessment results <p><u>Comprehensive Communication & Relationships:</u></p> <ul style="list-style-type: none"> • Simplify and centralize student data • Review attendance accountability process and ensure communication occurs between students, parents, and the school. • Communicate more effectively among each stakeholder (gen. ed., ESOL, team, electives, admin., specialists) • Ensure availability through master schedule • Ensure every parent receives a copy of grade reports; if families are not registered via email, provide paper copies.
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SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts																								
<p>Essential Life Skills</p> <p>Objective: All staff members will provide experiences for all students to consistently apply ethical judgment, to build good character, and to develop practical life skills.</p> <p><u>2010-2011 Essential Life Skills Performance Indicators:</u></p> <p>By the end of the school year, the Franklin Advisory Council will be 100% implemented and through student data and counselor analysis RAMP will be 70% completed.</p> <p>By the end of the school year, 95% of 7th grade student population will have developed and identified their personal goals through lessons and activities.</p> <p>By the end of the school year, 10 PBS lessons and activities will be offered through Falcon time with 100% implementation.</p> <p>On an end of year PBS survey, 90% of students will respond affirmatively to questions relating to the essential life skills of their students in the areas of:</p>	<p>-According to a student survey conducted in June 2011, students rated the most positive character traits in the following order:</p> <table border="1" data-bbox="558 321 947 521"> <tr><td>Respect</td><td>7%</td></tr> <tr><td>Safety</td><td>18%</td></tr> <tr><td>Responsibility</td><td>17%</td></tr> <tr><td>Honesty</td><td>4%</td></tr> <tr><td>Caring</td><td>21%</td></tr> <tr><td>Citizenship</td><td>33%</td></tr> </table> <p>Additionally, 91% of students surveyed agreed that respect was exhibited by Franklin students.</p> <p>-41% of the students said they witnessed Citizenship the most.</p> <p>-Throughout the 2010-11 school year, 100% of the student body participated in the PBiS activities and instruction.</p> <p>-All Franklin students participated in the PBiS program through team assemblies, PA and lunch announcements, and special recognition activities.</p> <p>-Only 25% of the 7th grade students developed and identified their personal goals.</p> <p>-Throughout the 2010-11 school year, 100% of the student body participated in the PBiS activities and instruction.</p> <p>-All Franklin students participated in the PBiS program through team assemblies, PA and lunch announcements, and special recognition activities.</p> <p>-Only 25% of the 7th grade students developed and identified their personal goals.</p>	Respect	7%	Safety	18%	Responsibility	17%	Honesty	4%	Caring	21%	Citizenship	33%	<p>Supported:</p> <p>Selection of Student of the Month; PBiS iTUNEn2 Franklin cards; PBiS workshops; Harassment and Bullying lessons; SRO lessons; Discipline data; SR&R student assemblies; iTUNEn2 FMS Survey; 2010 Fairfax Teacher Working Conditions Survey Summary Results</p> <p>Inhibited:</p> <p>Specific recognition will be extended to the bus, lunch, after school program, and home environment.</p> <p>-The PBiS Coach transferred schools midyear, thus the PBiS student survey was modified. For the 2011-2012 school year, we have established PBiS Co-coaches</p> <p>-The 7th grade student goal collection was fully implemented for only 25% of the students</p>	<p>100% of the student body (7th and 8th graders) will participate in the on-line iTUNEn2 FMS survey onsite in physical education classes using the Physical / Health Education Blackboard website</p> <ul style="list-style-type: none"> - Faculty survey will be implemented - Parent survey will be implemented - Parent information sessions during both semesters -Implement school advisory council via RAMP -Targeted student groups during regularly scheduled Falcon Time activities <p>- Discipline Infractions</p> <table border="1" data-bbox="1629 919 2011 1032"> <tr><td colspan="2">Total Referrals for 10-11</td></tr> <tr><td>Grade 7</td><td>197</td></tr> <tr><td>Grade 8</td><td>150</td></tr> </table> <p>- Disruptive Demo</p> <table border="1" data-bbox="1629 1068 2011 1182"> <tr><td colspan="2">Total Referrals for 10-11</td></tr> <tr><td>Grade 7</td><td>55</td></tr> <tr><td>Grade 8</td><td>25</td></tr> </table>	Total Referrals for 10-11		Grade 7	197	Grade 8	150	Total Referrals for 10-11		Grade 7	55	Grade 8	25
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|---|--|--|--|
| <ul style="list-style-type: none">• Responsibility for their actions• Civic duties and responsibilities• Respect for people, property, and authority• Consideration of others• Work habits and ethics• Self advocacy• Organization• Safety | | | |
|---|--|--|--|

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Responsibility to Community</p> <p>Objective:</p> <p>3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.</p> <p>3.2 Be respectful and contributing participants in their school, community, country and world.</p>	<p>Performance Indicators: By the end of the school year, completion levels of Franklin’s 8th grade students in service learning or citizenship projects will increase from 94% to 97%, as evidenced by social studies department records of student service hours.</p> <p>Quantitative and Qualitative Data: Actual increase from 94% to 95%</p>	<p>Supported:</p> <ul style="list-style-type: none"> • Introduction Research Project • Posting students research work helped students find opportunities • Video clips showing examples of service learning in action engaged and enhanced student understanding <p>Inhibited:</p> <ul style="list-style-type: none"> • Too little time to follow up on students who were not completing their hours • There was some confusion as to how many hours could count towards both NJHS and Service Learning • Several parents of students not doing service learning did not support teacher and administrative efforts to help their students be successful 	<ul style="list-style-type: none"> • Revised dates for implementation and completion • Earlier data collection and intervention • PTA could sponsor an event making students aware of service learning opportunities that exist in the community and/or sponsor a service learning activity (ex. Walk a Thon) • Increased After School Program involvement • Business partnership could provide incentives to the students for completing hours and/or organize service learning events/activities • End of year celebration for completion of service hours. This celebration could be sponsored by the school or PTA
<p>3.1 Know and practice the duties, responsibilities, and</p>	<p>Performance Indicator: By the end of the school year, the percentage of 8th grade students who indicate they’ve increased</p>	<p>Supported:</p> <ul style="list-style-type: none"> • Service learning research project 	<ul style="list-style-type: none"> • Continue to support the understanding of service learning with

<p>rights of citizenship in a democratic society.</p>	<p>their understanding of citizenship will increase from 77% to 80% and as measured by an end-of-the-year student survey completed in the classroom setting.</p> <p>Quantitative and Qualitative Data: Actual increase from 77% to 96.53%</p>	<ul style="list-style-type: none"> • Civics curriculum • PBiS presentations, activities and skits • Student Rights and Responsibilities Programs presented by administrators 	<p>the introductory project in Civics classes</p> <ul style="list-style-type: none"> • Improve the presentation methods of PBiS and Student Rights and Responsibilities by increasing student involvement • Increase the efficiency of technology used in the presentations of PBiS and SR&R
<p>3.2 Be respectful and contributing participants in their school and community.</p>	<p>By the end of the school year, student participation in the After School Program will increase from 94% to 97% and will serve as evidence that service learning and citizenship are an on-going part of the school's core curriculum, as measured by the after school attendance records and quarterly reports.</p> <p>Quantitative and Qualitative Data: Actual increase from 94% to 96%</p>	<ul style="list-style-type: none"> • Greater variety of programs offered in the After School Program • Improved record keeping of attendance for After School (Pro Systems) • Vendor/business donated incentives to encourage student participation • Increased staff involvement 	<ul style="list-style-type: none"> • Focus more programs on female involvement • Increase participation on non late bus days • Continue to offer a variety of programs to attract more student participation • Use bar- coded IDs to make recording attendance more efficient
<p>3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.</p>	<p>By the end of the school year, 75% of Franklin's 7th grade students will indicate that they have an increased understanding of service learning and citizenship, as measured by an end-of-year student survey completed in the classroom setting.</p> <p>Quantitative and Qualitative Data: 98% of the students indicated an increased understanding.</p>	<ul style="list-style-type: none"> • 7th grade teachers lesson on introduction to service learning • Service Learning Club • PBiS presentations, activities and skits • Student Rights and Responsibilities Programs presented by administrators 	<p>Will not continue as an indicator due to the focus of service learning in the 6th grade.</p>

STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

Check all that apply to this school improvement plan objective.

- 1.1. Achieve their full academic potential in the core disciplines of:
 - 1.1.1 English language arts
 - 1.1.2 Mathematics
 - 1.1.3 Science
 - 1.1.4 Social studies
- 1.2 Communicate in at least two languages
- 1.3 Explore, understand, and value the fine and practical arts.
- 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.
- 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)* Increase student achievement in mathematics and English/language arts in grades seven and eight through continued improvement of literacy/numeracy and critical thinking skills.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources

- English/Reading SOL pass rates for Economically Disadvantaged students increased this year +6.28% from 86.08% to 92.36% (3-year gain of +5.31%); pass rates for Hispanic students increased this year +5.56% from 84.44% to 90% (3-year gain of +2.69%); pass rates for Limited English Proficient students increased this year +7.14% from 85.40% to 92.54% (3-year gain of +4.72%); pass rates for Students with Disabilities increased this year +4.1% from 89.55% to 93.65% (3-year gain of +5.15%). Of the 889 FMS students who took the Reading SOL in 2011, 868 were successful. The pass rate on the English/Reading SOL for all FMS seventh grade students has increased +3.9% from 93% in 2007 to 96.9% in 2011; the pass rate for all FMS eighth grade students has increased +4.5% from 94.1% in 2007 to 98.6% in 2011.
- The Mathematics SOL pass rate for Economically Disadvantaged students decreased from 92.37% to 92.36%; the pass rate for Black students decreased from 92.68% to 87.75%; the pass rate for Limited English Proficient students decreased from 94.36% to 92.12%; the pass rate for Hispanic students decreased from 90.10% to 89.99%; the pass rate for Students with Disabilities decreased from 91.79% to 85.48%. Of the 879 FMS students who took a Mathematics SOL in 2011, 845 were successful. The Mathematics SOL pass rate for all FMS students over the past three years has dropped from 96.29 to 96.17, a statistically insignificant change.

Therefore, the plan to achieve the objective includes, but is not limited to, increasing student achievement in all subgroups by further refining the analysis of data, the development and implementation of early, persistent and individualized intervention strategies, and the focused review of *each* student's weekly progress.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Supported:

The Franklin Professional Learning Community uses:

- CLT-developed content and curriculum aligned with state standards and with FCPS Program of Studies and pacing guides.
- Appropriate and engaging materials, including instructional technology to deliver and support instruction for each student.

- A variety of teaching strategies to engage and enrich learning including but not limited to direct instruction, whole- and small-group discussion, and individual and group work.
- Differentiation of instruction supported by Best Practices workshops by FMS Best Practices Liaison.
- Maturing Collaborative Learning Teams (CLT) facilitated by grade-level leaders, with a *minimum* of twice per week meetings, to create and refine instructional lessons, teaching strategies, common vocabulary and assessments, and intervention materials, as well as to discuss and analyze data for the purpose of instructional decision making and delivery techniques.
- Early identification and tracking of students who require intervention, based on the vertical articulation of elementary school information, testing data, Scholastic Reading Inventory (SRI) pre/post scores, and teacher observations.
- School-wide Predictive Value Data monitoring for each student including testing data, grades, and special program participation.
- Varied intervention delivery formats such as placement in mathematics and reading support classes, Falcon Time (embedded intervention/enrichment period in first year of development/implementation), and core academic labs in the After-school Program to extend individual, targeted intervention opportunities. Falcon Time intervention is supported by CORE (department chairs and administrators) meetings during Falcon Time to collaborate on instruction and to guide implementation of intervention and enrichment.
- The most appropriate end-of-course assessment tool (such as SOL, VMAST, VGLA, VAAP, Plain English Mathematics SOL tests) and new ESOL accommodations to measure and report with validity the academic progress and mastery of content each student achieves.
- Grade reports transmitted electronically to parents, and ESOL parent liaison outreach initiatives to improve communication with families.
- Mentoring opportunities for FMS faculty and staff to support individual students and foster relationships in the Falcon Challenge Mentoring Program.
- First-year pilot of Falcon Success Plan to monitor student progress by way of an individualized learning plan for students whose success requires tailored, carefully monitored experience. Interdisciplinary teams reviewed data and placed students with a Falcon Time teacher who could address the student's primary academic need.
- Professional development to build subject expertise and leadership capacity at county and state levels; teachers present at state and FCPS conferences, train FCPS teachers, and are called upon regularly for FCPS curriculum committees. Two additional FMS teachers achieved National Board for Professional Teaching Standards certification in November of 2010.

Subject-Area Specific: English

- English CLT serves as a county exemplar for the mature CLT; several teachers in CLT are long-term members of FCPS and VA DOE Standards of Learning committees, resulting in advanced understanding of instructional requirements.
- ESOL teacher attended at least one weekly CLT meeting to provide professional development on ESOL topics.
- Each English teacher utilized week-by-week data monitoring of individual student progress towards goals; interventions were implemented and for each student whose progress did not maintain expected momentum.

Subject-Area Specific: Mathematics

- Math teachers are professional leaders at county and state levels and instruct the FCPS honor curriculum training and academy and graduate courses.
- Number of course options and availability to students has expanded.
- More students are taking above grade-level mathematics courses (Math 7 Honors and Algebra I, Algebra I Honors, Geometry Honors).
- Math CLT's use common assessments, Best Practice strategies, and planning to enhance instruction methods and outcomes.
- Math CLT's discuss formative and summative assessment results to ensure students are receiving additional instruction and opportunities needed.

Inhibited:

- The master schedule did not consistently support the instructional objectives of the SIP in regards to student placement, balanced class enrollment, and CLT participation.
- Lack of access to sufficient technology resources impeded fluid compliance with FCPS directives and time constraints for eCART assessments, and maximized use of Horizon by both faculty and students.
- First-year implementation of electronically-delivered grade reports began at semester and did not reach 100% of families.
- First-year Falcon Time implementation was focused on logistics of space, time, movement, and activity. Efforts to develop a streamlined, common instructional approach and to monitor student progress were implemented but not mastered.

Subject-Area Specific: English

- Placement action on early October SRI testing data happened in second semester rather than first.

Subject-Area Specific: Mathematics

- Integrated ESOL Math support was provided to identified ESOL students through general education Math support classes
- Through definitive assessment and achievement review, students in grade 7 were identified throughout the 1st semester needing additional Math support outside of the initial identification at the beginning of the school year, which necessitated the creation of an additional Math support section
- Due to highly diverse course offerings and necessary preparatory time needed by the Math teachers, we met as CLT's that were too differentiated

The Franklin Professional Learning Community will:

- Collaboratively forecast student needs in relation to the master schedule to guarantee adequate and appropriate classes are offered, and each SIP objective is supported.

- Maximize utilization of formative data analysis through collaborative learning visits, the review and refinement of CLT-developed common assessments, eCART assessments, and analysis functions of eCART/EDSL.
- Continue efforts to address discrepancies in achievement, particularly for subgroup students, with targeted, individualized interventions, and to challenge successful students with enrichment.
- Continue to prioritize differentiation of content and engage in ongoing staff development.
- Build upon last year's use of Falcon Time and After-school Academic Labs to ensure mastery of necessary skills by each FMS student.

Best Practice Research:

Lev Vygotsky wrote in *Mind in Society* (1978), “Children grow into the intellectual life of those around them.” An understanding of this truth compels the Franklin community to remain current with educational research and to know and implement best practices to foster individual student investment and achievement.

- 2011-2012 Whole School Professional Reading: *Teach Like A Champion: 49 Techniques That Put Students on the Path to College* (2010) by Doug Lemov, synthesizes best practices in setting high expectations; planning, structuring and delivering lessons that ensure academic achievement; student engagement; classroom culture; and critical thinking.
- 2011-2012 Administration and Leadership Team Reading: *A Repair Kit for Grading: 15 Fixes for Broken Grades* (2011) by Ken O'Connor examines four common challenges within academic grading: distorted achievement, low-quality or poorly organized evidence, inappropriate grade calculation, and linking grades more closely to student learning. O'Connor proposes the implementation of fifteen grading “fixes” to promote accurate, consistent, and substantive grading methods and reflect authentic student achievement.
- *The Differentiated School* (2008) by Carol Ann Tomlinson, Kay Brimijoin, and Lane Narvaez and *Differentiation in Practice: A Resource Guide for Differentiating Curriculum* (2003) by Carol Ann Tomlinson and Caroline Cunningham Edison are foundational resources used to guide professional training and collaboration and support teachers in their efforts to effectively and increasingly differentiate instruction.
- *A Whole New Mind: Why Right-Brainers Will Rule the Future* (2006), author Daniel Pink discusses cognitive diversity and identifies six abilities essential for professional success and personal fulfillment – design, story, symphony, empathy, play and meaning – and provides a range of actions to take to develop these abilities in self and others. Teachers will continue to help each student develop these abilities to achieve the FMS vision.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1	<p>English reading SOL pass rates for Economically Disadvantaged students will increase from 92.36% to 94%; pass rates for Hispanic students will increase from 90% to 92%; pass rates for Limited English Proficient students will increase from 92.54% to 94%; pass rates for Students with Disabilities will increase from 93.65% to 95%.</p> <p>Mathematics SOL pass rates for Economically Disadvantaged students will increase from 92.36% to 94%; pass rates for Black students will increase from 87.75% to 90%; pass rates for Limited English Proficient students will increase from 92.12% to 94%; pass rates for Hispanic students will increase from 89.99% to 91%; pass rates for Students with Disabilities will increase from 85.48% to 90%.</p>

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics and English/language arts in grades seven and eight through continued improvement of literacy/numeracy and critical thinking skills.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Strengthen relationships within the FMS community to increase academic achievement.	Chris Woodby Admin. Team, Teachers, Families, Students, After-school Coordinator, PBiS Committee, PTA President, Parent Liaison	No materials needed	X	X	X	X	Before-school orientations: Franklin Jumpstart student readiness and new Falcon Flyover student schedule distribution; Back to School Night, SR&R Family Presentation, ESOL parent conferences, Principal's coffee, PTA meetings, Curriculum Orientation for new families, PBiS data, Falcon Time surveys, Falcon Challenge data, Human Relations Committee data, notes from CLT, team, CORE, and department meetings.
2. Create a school environment in which regular attendance is expected, valued, and evaluated.	Patricia Bowers Admin. Team, Counselors, Teachers	Class XP, SASI, Falcon Success Plan	X	X	X	X	SASI capabilities will be harnessed to flag and track chronic attendance patterns. Parent communication and accountability measures will be implemented centrally.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics and English/language arts in grades seven and eight through continued improvement of literacy/numeracy and critical thinking skills.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
3. Refine and maintain communication among faculty, staff, families, and students concerning school community success.	Sharon Eisenberg Students Parents Teachers Specialists Counselors Social Service Professionals? Administration	<i>The Current</i> Newspaper, weekly Keep-in-Touch emails, quarterly newsletter, Blackboard	X	X	X	X	Email, phone, detailed grading reports via email, Blackboard (FCPS 24/7) student/family use data, Back to School Night, Franklin Live broadcasts, and parent outreach initiatives.
4. Improve the effectiveness of communication among the FMS school community.	Helen Formhals FMS Faculty and Staff	No Materials Needed	X	X	X	X	FMS Daily Bulletin, Principal's Climate Check; Exit interviews, FCPS surveys, CLT and team notes, CORE and TLC needs assessments, creation/evaluation of FMS communication norms.
5. Expand and optimize predictive value data to improve instruction and student performance.	Dave Gerstner Assessment Coach, Counselors, Admin. Team, CORE, Leadership Council, Best Practices Liaison	eCart/EDSL, SASI, SRI	X	X	X	X	Admin/Core/Team/Department meetings, detailed grading reports; formative/summative assessments; SRI growth reports; WIDA data; attendance and discipline data.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics and English/language arts in grades seven and eight through continued improvement of literacy/numeracy and critical thinking skills.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Identify students whose academic success is at risk, and intervene both during the school day and after with additional, targeted support monitored week by week.	Patricia Bowers Admin. Team, Counselors, Teachers, Specialists, Assessment Coach, After-school Coordinator, Parent Liaison	eCart, EDSL, SASI,SRI, predictive value data, grades	X	X	X	X	Deliberate student placement in courses, support courses (including dual enrollment), Falcon Time placements, After School Core academic labs; Falcon Challenge pairing; Predictive Value data monitoring, Falcon Success Plans.
7. Develop a system to evaluate FMS intervention outcomes.	Turnell Sims/ Dave Gerstner Admin. Team, Core, Counselors, Specialists, Teachers, After-school Coordinator	FCPS Instructional Services support	X	X	X	X	Develop timely review of progress through Admin./Core/TLC/Team meetings.
8. Refine expertise and use of Best Practices.	Courtney Brown Admin. Team, CORE, TLC, Best Practices Liaison	Blackboard (24/7), <i>Teach Like a Champion</i> , <i>A Repair Kit for Grading: 15 Fixes for Broken Grades</i> , PRIM, predictive value data, eCart/EDSL, substitute coverage, FCPS Instructional Services support	X	X	X	X	Whole-school Book Study Presentations and departmental instructional initiatives (<i>Teach Like a Champion</i>), Leadership book study and departmental policy/practice review (<i>A Repair Kit for Grading: 15 Fixes for Broken Grades</i>), Blackboard (24/7), classroom observations, collaborative learning visits, Best Practice professional development sessions, CORE and The Leadership Council meetings.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics and English/language arts in grades seven and eight through continued improvement of literacy/numeracy and critical thinking skills.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
9. Maximize the use of technology by staff, students, and families.	Jennifer Barry/Les Jones Admin. Team, Vanguard, SBTS, TSPEC, FMS Staff, Students, Families	Smartboards, School Pads, Airliners, digital document cameras, Classroom Netbook Lab, Professional Response System, Blackboard (24/7), SBTS, FCPS technology training as needed	X	X	X	X	Monitor staff, student and family use of Blackboard (24/7) and personal devices in the classroom, eCART and other technologies, Tech Friday Trainings for FMS faculty/staff, Academy Technology After-School Specials, use of electronic textbooks in history and civics classes; pilot of paperless Netbook classroom in grade 7 history class.
10. Professional development designed by pyramid literacy team that focuses on vocabulary instructional strategies	Stephanie Floros	Revised Bloom Taxonomy flip charts	X	X	X	X	Staff development attendance LA C3 Meeting notes CLT grade level meeting notes with Stephanie Floros, Reading Specialists

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Check all that apply to this school improvement plan objective.

- | | | | |
|-------------------------------------|---|-------------------------------------|--|
| <input type="checkbox"/> | 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> | 2.5 Be inspired to learn throughout life. |
| <input checked="" type="checkbox"/> | 2.2 Work effectively within a group dynamic. | <input checked="" type="checkbox"/> | 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> | 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input checked="" type="checkbox"/> | 2.7 Develop practical life skills. |
| <input type="checkbox"/> | 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> | 2.8 Make healthy and safe life choices. |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: (*action-oriented: What we will do to improve programmatic and/or instructional effectiveness*)

All staff members will provide experiences for all students to consistently apply ethical judgment, to build good character, and to develop practical life skills.

RATIONALE FOR OBJECTIVE: (*student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research*)

Data Sources:

Data sources include SASi information, survey results, various data-collections and anecdotal information collected through team meetings, focused discussions, and Positive Behavior Intervention Support (PBiS) survey student responses. As per results of a PBiS Team survey based on benchmarks of quality (BOQ) completed in June 2011, the following ratings will provide a new base-line for program amendments, additions, and refinement.

PBiS Team follow-thru	71%	Teaching	67%
Faculty commitment	33%	Implementation	58%
Discipline	92%	Crisis Plan	33%
Data	43%	Evaluation	38%
Expectations	90%	Comprehensive score for PBiS full implementation	60%
Acknowledgment	53%		

Throughout the 2010-11 school year, 100% of the student body participated in the PBiS Program. Franklin students were actively exposed to PBiS through team assemblies, Falcon Time discussions and PBiS-based lessons, PTA and lunch-time announcements, on-going staff and student acknowledgements, various recognitions, and frequent staff updates about the program.

School Year	Grade	Total # Referrals	Population % of referrals	Infraction <i>Disruption</i> Includes DD/CD	Infraction <i>Disruption Demo</i> DD	Infraction <i>Class Disruption</i> CD	Infraction <i>Defiance</i>	Infraction <i>Disrespect</i>	Infraction <i>Inappropriate Language</i>
2009-2010	7*	115	40%	21	13	8	9	38	4
	8	175	60%	51	13	38	11	26	15
	7 and 8	290		72	26	46	20	64	19

2010-2011	7	197	57%	55	10	45	10	31	30
	8*	150	43%	25	17	8	12	31	7
	7 and 8	347		80	27	53	22	62	37

*Denotes grade-level tracked from 2009-2010 thru 2010-2011, same administrators

In addition, a review of the data on consequences showed the following:

- 86 students had served at least 1 AIA
- 232 students have a SASi discipline record, a record that cannot be expunged for 5 years, 25% of our student body
- 21 students have repeated entries for class disruption- 2 or more incidents
- 155 SASi discipline entries for disrespect, for cited students, dating from elementary school through middle school

This information will serve as new base-line data, as well, and will be reviewed in the following year's plan.

The number of discipline referrals, as reported through SASi, show an increase of about 20% total discipline referrals between SY's 2009-2010 and 2010-2011, even though our PBiS program offerings were expanded and character education lessons focused on the program tenants, and were actively implemented and evaluated for usability. Grade 7 referrals equaled 57% of the 347 total administrative referrals submitted by teachers, whereas Grade 8 owned 43% of the total referrals submitted. The grade 7 to grade 8 track denoted above earned a relatively consistent percentage of the discipline referrals noted in SASi. The changes between grade-levels have been closely reviewed by the PBiS team and will continue to be tracked by the PBiS coach and grade-level administrators.

While the increase in overall referral totals is evident, there is a marked consistency in numbers of referrals for noted infractions; disruptions, including behaviors in and out of the classroom, disrespect, and inappropriate language.

The following areas of focus will be observed:

- Work to reduce recidivistic behaviors with all students, focusing on infractions of disruption and disrespect
- Decrease the overall number of referrals and incidents that warrant the submission of administrative referrals, thereby increasing the impact and instances of PBiS-created and promoted activities and strategies.
- Define the clear correlation between respect and safety, as per the PBiS survey results, and increase the empowerment of students and staff in creating, maintaining, and celebrating the safe environment here at Franklin Middle School
- Share discipline data and positive recognition information with staff at each monthly faculty meeting
- Reduce the overall number of administrative referrals from teachers, through varying activities and strategies implemented through Falcon Time, building relationships, and increasing positive recognitions and acknowledgements of students.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Through regular and reciprocated communication between the PBiS team and teaching teams, the staff has demonstrated a strong commitment to our model and student participation has proven to be enthusiastic and effective. The embedded activities of the program will further promote student responsibility and self-advocacy. The PBiS Team has identified the year's foci to increase the positive and respectful interactions amongst our school members, based on a thorough review of the available SASi discipline, PBiS, and anecdotal data, and to augment the empowerment of students in their peer relationships and personal goal setting.

As listed previously, a major focus and commitment of the Franklin community will be on cultivating relationships. The PBiS team will continue to incorporate a lessons-binder, with easy-to-implement lessons during Falcon Time, focusing on building respectful relationships and encouraging safe and responsible behaviors in school, at home, and in the community. The lesson plans incorporate various instructional strategies, including Kagan structures, to develop and support student engagement and respectful interaction. In addition, *iThinks* announcements over the PA system, highlighting a monthly theme, will be made into the PBiS lessons for those designated Falcon Time days.

The PBiS Team will also continue to provide opportunities for positive student recognition, where faculty, bus drivers, and cafeteria staff will actively recognize and reinforce positive student behaviors. The After-School Program staff will be trained on the PBiS program, as well. We will continue the successful implementation of the appropriate models, and as a result, students will gain ownership of good character, ethical judgment, and practical life skills.

The Franklin school counselors will develop, implement, and analyze programs to achieve RAMP Certification (Recognized American School Counselor Association Model Program). These programs will be implemented through targeted student groups, creation of the Advisory Council, data analysis, and personal, social emotional, and career programs. The Director of Student Services and the PBiS Coach will communicate about the programs developed to support RAMP Certification and ways that the certification will compliment and will be enhanced by the PBiS program.

Best Practice Research:

Research in best practices for the goal of Essential Life Skills supports the acquisition and reinforcement of basic interactive and advocacy skills, in concert with the development of appropriate and ethical decision-making. *The Global Achievement Gap*, by Dr. Tony Wagner, reinforces that the skills highlighted within Franklin's program are —essential competencies and habits of mind for life in the twenty-first century. Active use of and reference to Franklin's PBiS program focuses on three tenants of *iTUNEn2 Franklin*, to conceptualize and exemplify the expectations students should demonstrate school-wide, and those that staff will continue to actively model. Robert Sylwester states in *A Biological Brain in a Cultural Classroom* (2000) that —Emotions derive attention and attention drives learning. This connection between students' emotion and their capacity to learn is actively acknowledged in Franklin's focus on relationships. Additionally, in

reflecting on readings that reinforce the importance of relationships, D. Goleman, R. Boyatzis, and A. McKee, in *Primal Leadership; Realizing the Power of Emotional Intelligence* (p. 123) state —The central theme of a humanistic philosophy is that close, personal relationships give meaning to life [they] assess the worth of an activity in terms of how it affects their close relationship.”

According to *the Report to the Nation, Smart and Good High Schools; Integrating Excellence and Ethics for Success in School, Work, and Beyond* (2000), Drs. T. Lickona and M. Davidson outline the results of their studies in several diverse schools throughout the nation and highlight the following:

- There is national consensus regarding the need for character
- Good and smart (high) schools educate for character- both performance character and moral character

In Daniel Pink’s book, *A Whole New Mind*, the concept of empathy is defined as an important characteristic that builds self-awareness (p. 160). The need for a person, a student, to look at a situation or concern from another perspective and understand the elements that develop an —ethic for living (p. 165) is the fundamental principle behind Franklin’s PBiS program. Our program supports the development of respectful interactions within the various group dynamics each student will encounter during a lifetime.

We will enhance our program under the direction of the PBiS committee through the following initiatives: increased communication with parents about the program, distribution of the PBiS brochure, regularly scheduled Falcon Time activities, additional student recognitions involving more staff, including administrative acknowledgement of respect, responsibility, and safety, beginning with a vigorous introduction of the program during the first week of school. The common language and definitions are used by all staff and students and graphics are displayed throughout the school for reference. The Franklin staff will continue to utilize the FCPS Blackboard resource of *Best Practices for Teaching and Learning*. Leadership Council members will collaborate within their CLT’s to discuss and facilitate the active use of this resource, in the development of relationships and critical-thinking opportunities. In addition, the PBiS team will continue to meet monthly to review discipline and anecdotal data, to refine program activities, and to plan future opportunities for student recognition. In addition, the *2010 Fairfax Teacher Working Conditions Survey Summary Results* have been analyzed by the administrative team and a Focus Group, assembled in March 2010. Data that directly shows an impact related to the goal of Essential Life Skills falls within the category of *Student Conduct and Safety*. Specifically, the Focus Group noted that staff believes a high percentage of students understand the expectations under the PBiS tenants, that students do care for one another, and that the staff works in a safe environment. The percentages were low in the categories of belief that students actually make personal efforts to stop bullying behaviors and that the teachers’ efforts to maintain discipline are consistently supported. These concerns have been discussed and will continue to be discussed by the PBiS Team. The correlation between this survey and the 2009-2010 student PBiS survey, where 87% of students believed that respect was demonstrated by students and the increase in disciplinary infractions in the areas of disrespect and inappropriate language are significant areas where the data will need to be more closely reviewed for gaps in alignment. The PBiS team plans to address these discrepancies through providing the PBiS lessons to provide awareness, positivity, and empowerment to students. The Focus Groups will continue to meet throughout the school year to address the concerns regarding the staff and how they are supported. The outcome of these meetings will be noted on the *Reflections and Results Sheet* for this school plan.

In the 2011 publication of *Comprehension Going Forward*, Ellin Oliver Keene collected support from seventeen established educators and researchers that show Essential Life Skills builds the foundation for great comprehension instruction. The Dalai Lama said the role of education must be “to cultivate warm heartedness and compassion.” He said it was essential for the salvation of our world. This is a role of education that goes far beyond testing. It is education that causes hearts and minds to expand, that helps us understand we are all, as human beings, deeply connected and dependent upon one another. It is the antidote to war and destruction, if there is one (p. 44). Engaging children in the process, and bringing their voices into the mix, deepens and increases their capacity for learning, understanding, and remembering-and scaffolds them for success during independent practice (p.47). We engage students in our PBiS program by students creating announcements and bulletin boards that celebrate our diversity, as well as our three tenants of iTUNEn2 Franklin: Respect, Responsibility, and Safety.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.2	By the end of school year, the Franklin Advisory Council will remain 100% implemented, and through student data and counselor analysis Recognized ASCA Model Program (RAMP) will be 90% completed.
2.6	By the end of the school year, 95% of seventh grade student population will have developed their personal goals, including academic and career plan, through the Health Program of Studies.
2.7	<p>By the end of the school year, fifteen PBiS lessons and activities will be offered through Falcon Time with 100% implementation.</p> <p>On an end of year PBiS survey, 95% of students will respond affirmatively to questions relating to the essential life skills in the areas of:</p> <ul style="list-style-type: none"> • Responsibilities for the actions • Civics duties and responsibilities • Respect for people, property and authority • Consideration of others • Work habits and ethics • Self-advocacy • Organization • Safety

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All staff members will provide experiences for all students to consistently apply ethical judgment, to build good character, and to develop practical life skills.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Implement student groups and create Franklin Advisory Council	Kathy Hudson Counseling Team	School Funded	X	X	X	X	Monitor student data collection and counselor analysis
2. Develop and implement lessons and activities that encourage and support goal identification.	Mapp Young Student Services Team, PBiS Team, Falcon time teachers, Health teachers and Counseling Team	Health POS lesson	X	X	X	X	Completion of HPE POS goal lesson worksheets
3. Increase student and family awareness of positive and appropriate behavior through lessons, activities, student and faculty recognition, and regular communication.	Mapp Young, Susan Harris, Clara Hauth Faculty, PBiS Team and Team Leaders	PBiS lessons and character education curriculum School Funded	X	X	X	X	SASi data, school visuals, Falcon Time class discussions and lessons, reflective activities, iThinks PA announcements and surveys
4. Continue the “iTUNEn2 FMS” model	Mapp Young, Susan Harris, Clara Hauth PBiS and Administrative Team	School funded	X	X	X	X	Kagan training, Best Practice strategies’ and team meetings to ensure engagement and connection to PBiS expectations

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All staff members will provide experiences for all students to consistently apply ethical judgment, to build good character, and to develop practical life skills.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. Gather iTUNEn2 Franklin and SASi discipline data	Asma Junco/Mapp Young PBiS coach, Administrative Team and Team Leaders	None	X	X	X	X	Discussion at team meetings and notes, tracking student behavior trends and SASi discipline data will help show increase in student success

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Check all that apply to this school improvement plan objective.

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

The faculty and staff of Franklin Middle School will seek and promote service learning and citizenship opportunities for all students as a central component of the school's core curriculum.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

According to teacher records collected in June 2011, 95% of 8th grade students participated in a wide variety of service learning and/or citizenship projects. Statistics compiled by Franklin's After School Program staff indicate that 96% of Franklin students participated in one or more aspects of the program during the 2010-11 school year.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Programmatic strength is that service learning and citizenship is an on-going part of the school's core curriculum through various clubs, activities, and classroom opportunities. Franklin will continue to expand its focus beyond the 8th grade civics curriculum to include additional in-school and after-school service learning and citizenship opportunities for both 7th and 8th grade students, facilitated by teachers, staff, and community groups.

Best Practice Research:

Statistics (based on the National Youth Leadership Council "Community Service and Service-Learning in U.S. Public Schools, 2004: Findings from a National Survey") reveal that 66% of U.S. public schools involve students in community service projects; only 28% of schools engage students in service learning. At the middle school level the percentages are 69% and 31%, respectively. In schools that offer service learning, approximately one-third of students are engaged. Furthermore, most schools offer service learning through one-time events and in individual courses, rather than integrating service learning throughout the school's curriculum framework and doing extended projects. The NYLC's current report, "Growing to Greatness 2008, the State of Service Learning" reveals several reasons given by middle school students for volunteering and giving back to the community. The survey found that middle school students have a great desire to give to their communities, they have specific causes they appreciate and value, and they would like to go beyond just donating, to be involved in a learning experience. ("Growing to Greatness 2008, the State of Service Learning" p. 53.)

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.1 and 3.2	By the end of the school year, completion rates of Franklin’s 8 th grade students in service learning or citizenship projects will increase from 95% to 97%, as evidenced by social studies department records of student service hours.
3.1	By the end of the school year, the percentage of 8 th grade students who indicate they’ve increased their understanding of citizenship will increase from 96% to 98% as measured by an end-of-year student survey completed in the classroom setting.
3.2	By the end of the school year, overall student participation in the After School Program will increase from 96% to 98%, with 90% participation from our Hispanic population, as measured by the after school attendance records and quarterly reports.
3.4	By the end of the school year, 75% of Franklin’s seventh grade students will indicate that they have an understanding of how they can have a positive impact on the environment as measured by a student survey completed in the classroom setting.

**STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE:								
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.					How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.		
1. Evaluate students' enhanced understanding of citizenship. (3.1)	Bryan Holland School Counselors, SRO Civics Teachers, Administrative Team	Planning Hours FCPS Civics POS	X	X	X	X	Class records in social studies, Attendance records of assemblies and presentations will ensure participation.	
2. Increase student opportunities for service to the community. (3.2)	Chris Woodby/Mike LaMay Civics Teachers Teachers Librarian After-school specialist Administrative Team Service Learning Club and Sponsor	FCPS Civics POS Resources for after-school programs, SCA and electives	X	X	X	X	Class records each quarter will provide data and show greater participation. After-school attendance will allow students to participate in opportunities as part of service learning.	

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Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.					How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.		
3. Increase student opportunities to be respectful contributors in their school community. (3.2)	Chris Woodby Teachers, Librarian, After-school Specialist, Administrative Team, PTA/Community Members	Resources needed for after-school activities, clubs and special classes. Feeder school activities, PTA initiatives such as “Beautification of Franklin”	X	X	X	X	Teachers and program sponsors will maintain attendance records and quarterly after-school program reports which will keep track of hours and to encourage other students to get involved. School staff and PTA members will monitor beautification efforts throughout the school year.	
4. Provide more opportunities for students to learn how they can have a positive impact on the environment. (3.4)	Asma Junco Science Teachers Teachers Librarian After-school clubs	FCPS science POS, Resources for after-school activities,	X	X	X	X	Class records in science, attendance records of after-school clubs and activities, participation records of the 7 th grade environmental field trip.	

RESULTS AND REFLECTION
A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
Academics Objective:			

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
Essential Life Skills Objective:			

<p>SIP Objectives</p> <p>Responsibility to the Community</p> <p>Objective:</p> <p>.</p>	<p>Results related to performance indicators</p>	<p>Reflection on critical factors that supported and inhibited success</p>	<p>Implications for ongoing improvement efforts</p>
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