

Fairfax County Public Schools

**School Improvement Plan
2009 – 2010**

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	Hudson, Kathy	Lead School Counselor
Holland, Bryan	Assistant Principal, Committee Chair	McGill, Margaret	School Counselor
Yarborough, Rob	Director of Student Services, Committee Chair	Montes de Oca, Waleska	ESOL teacher, Dept. Chair
Junco, Asma	Assistant Principal	Parmentier, Amy	Social Worker, PBS Committee Chair
Sims, Turnell	Assistant Principal	Pickett, Marcia	Parent, PTA president
Adriance, LaDuska	Librarian	Young, Mapp	PE Teacher, Dept. Chair
Barry, Jennifer	School-based Technology Specialist	Woodby, Christopher	After School Coordinator
Bell, Susan	Social Studies teacher, Dept. Chair		
Bragg, Tabatha	Foreign Language teacher, Dept. Chair		
Brandt, Suzanne	Parent, PTA Treasurer		
Canavan, Eileen	Special Education teacher, Dept. Chair		
Floros, Stephanie	Reading Specialist		
Freeman, Patricia	Math teacher, Dept. Chair		
Friel, Elaine	Special Education teacher		
Gardner, Suzanne	English teacher		
Gerstner, David	Health/Assess. Coach/PE		
Griffin, Michelle	Science teacher, Dept. Chair		
Hannemann, Janet	Family & Consumer Sciences teacher, Dept. Chair		

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.

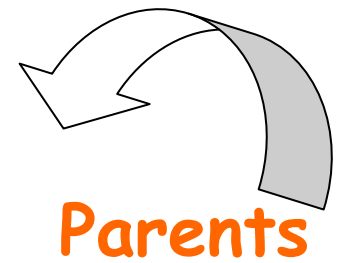
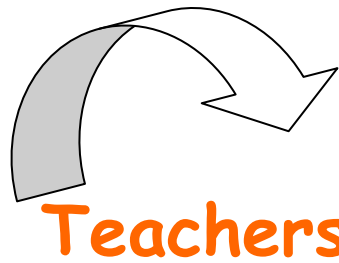
SCHOOL—VISION STATEMENT

The Franklin Middle School learning community will continue to implement best practices in education and integrate cutting-edge technology to engage all students. Challenging core academic subjects and fine and practical arts will support and enrich students in an inclusive environment. Each Franklin Middle School student will become self-aware individuals who are productive and responsible members of society and the global community, problem-solvers, critical thinkers, and effective communicators.

SCHOOL—MISSION STATEMENT

The Franklin Middle School learning community consisting of parents, students 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 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 community-minded, life-long learners.

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



Relationships
iCHOOSE Respect

- Diversity and the contributions of all stakeholders is the strength of our community.

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.
- Effective teachers are essential to student success, and learning occurs best when instruction is tailored to individual needs.
- Parents and the Franklin Staff partner to equip our students with essential academic, critical thinking, and communication skills.

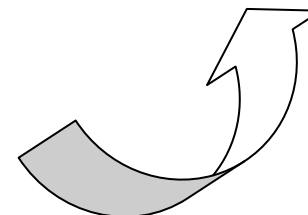
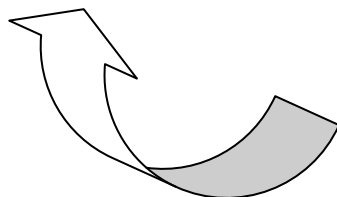
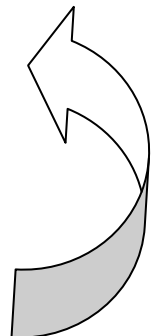
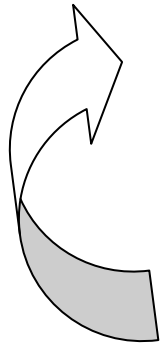
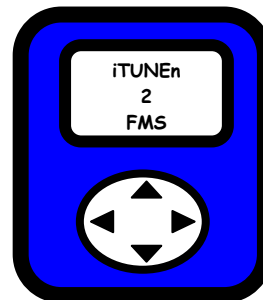
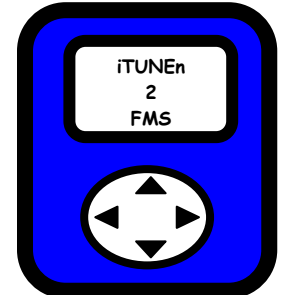
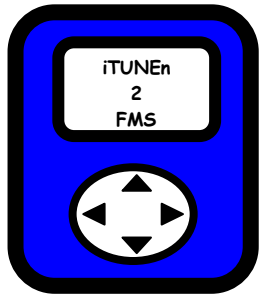
iCARE about Safety

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

Relationships

Students


Relationships




School Demographics

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


Enrollment	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
General Education	285	30.68	238	25.35	216	23.33
Gifted School-Based	512	55.11	575	61.24	585	63.17
English for Speakers of Other Languages	39	4.20	42	4.47	37	4.00
Special Education Services	145	15.61	135	14.38	139	15.01

[Graph](#) 


English Proficiency	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
English Proficient	835	89.88	837	89.14	826	89.20
Limited English Proficient	94	10.12	102	10.86	100	10.80

[Graph](#) 


Gender	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Female	450	48.44	472	50.27	473	51.08
Male	479	51.56	467	49.73	453	48.92

[Graph](#) 


Free/Reduced - Priced Meals	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Yes	87	9.36	102	10.86	107	11.56
No	842	90.64	837	89.14	819	88.44

[Graph](#) 

Ethnicity	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Asian or Pacific Islander	172	18.51	189	20.13	179	19.33
Black (Not of Hispanic Origin)	55	5.92	53	5.64	42	4.54
Hispanic	70	7.53	77	8.20	69	7.45
White (Not of Hispanic Origin)	589	63.40	567	60.38	581	62.74
Other	43	4.63	53	5.64	55	5.94

[Graph](#) 

Mobility Rate	2006-07	2007-08	2008-09
	%	%	%
Division	15.20	14.76	14.59
School	7.39	9.57	8.02

[Graph](#) 

Adequate Yearly Progress (AYP) Report- English

School/Division/State AYP Detail Report

School Year: 2009 - 2010 based on data from 2008 - 2009 AYP Overall Status This Year: Made AYP
 State: Virginia Last Year: Made AYP
 Division: 029 - FAIRFAX CO PBLC SCHS Other Academic Indicator(s): Attendance
 School: 0440 - FRANKLIN MIDDLE Small N Status: Not Small N
 Small N Value: 50

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
English Performance	All Students	B-Year	2595	2769	93.71%	81%	Yes
		Current	880	921	95.54%	81%	Yes
		Previous	868	928	93.53%		
	Black	B-Year	111	143	77.62%	81%	No
		Current	33	42	78.57%	81%	TS
		Previous	39	49	79.59%		
	Economically Disadvantaged	B-Year	222	282	78.72%	81%	No
		Current	84	104	80.76%	81%	Yes
		Previous	79	95	83.15%		
	Hispanic	B-Year	173	211	81.99%	81%	Yes
		Current	59	68	86.76%	81%	Yes
		Previous	62	74	83.78%		
	Limited English Proficient	B-Year	270	338	79.88%	81%	No
		Current	102	121	84.29%	81%	Yes
		Previous	94	119	78.99%		
	Students with Disabilities	B-Year	308	425	72.47%	81%	PP
		Current	116	140	82.85%	81%	Yes
		Previous	95	140	67.85%		
	White	B-Year	1666	1736	95.96%	81%	Yes
		Current	566	580	97.58%	81%	Yes
		Previous	543	570	95.26%		

Adequate Yearly Progress (AYP) Report- Mathematics

School/Division/State AYP Detail Report

School Year: 2009 - 2010 based on data from 2008 - 2009 AYP Overall Status This Year: Made AYP
 State: Virginia Last Year: Made AYP
 Division: 029 - FAIRFAX CO PBLC SCHS Other Academic Indicator(s): Attendance
 School: 0440 - FRANKLIN MIDDLE Small N Status: Not Small N
 Small N Value: 50
 Not Title I

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
Mathematics Performance	All Students	B-Year	2607	2785	93.60%	79%	Yes
		Current	881	925	95.24%	79%	Yes
		Previous	867	936	92.62%		
	Black	B-Year	112	144	77.77%	79%	No
		Current	37	43	86.04%	79%	TE
		Previous	37	48	77.08%		
	Economically Disadvantaged	B-Year	223	278	80.21%	79%	Yes
		Current	87	104	83.65%	79%	Yes
		Previous	74	93	79.56%		
	Hispanic	B-Year	177	207	85.50%	79%	Yes
		Current	59	67	88.05%	79%	Yes
		Previous	61	74	82.43%		
	Limited English Proficient	B-Year	305	351	86.89%	79%	Yes
		Current	113	124	91.12%	79%	Yes
		Previous	106	126	84.12%		
	Students with Disabilities	B-Year	291	420	69.28%	79%	PP
		Current	112	140	80.00%	79%	Yes
		Previous	85	139	61.15%		
	White	B-Year	1647	1734	94.98%	79%	Yes
		Current	555	577	96.18%	79%	Yes
		Previous	536	568	94.36%		

Franklin Middle School Special Programs

Student Achievement Goals – Academic

- After-school Core Academic Subject Labs
- After-school SOL Remediation classes
- Focused Remediation classes, including 4 sections of Reading Tutorial, 5 sections of Read 180, and 6 sections of Math Support
- Honors Algebra 1 and Honors Geometry
- 8th grade Algebra 1
- Professional Learning Communities
- SOL Predictive Value Data
- Special Education Programs serving students in self-contained and general education classes: Learning Disabilities, Emotional Disabilities, Mental Retardation, Autism, Other Health Impaired, Speech and Language, Hearing Impaired, Visually Impaired
- Student Book Club
- TSA Technology Student Association
- Vertical Articulation within Chantilly Pyramid

Student Achievement Goals - Essential Life Skills

- After-school Clubs and Sports and Recreational Activities
- College Partnership Program
- Peer Mediation Program
- Positive Behavior Support (Character Education Program)
- Silent Fire & Evacuation Drills Program

Student Achievement Goals - Responsibility to Community

- Business Partnership with Waterford at Fair Oaks
- National Junior Honor Society
- Peer Helping Program
- Student Council Association
- Student Mentoring Program

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.

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

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

Increase student achievement in mathematics and 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:

SOL data from 2005-2008 showed inconsistent performance across SOL content area tests among our subgroups—particularly for Black Students and Students with Disabilities. Common assessments and eCart assessments in core classes showed weakness in critical and inferential thinking; and this weakness is supported by results evident in SOL analysis.

For example, 2007-8 Adequate Yearly Progress indicators show an overall pass rate of 93% in mathematics, compared to 77% for black students, and 61% for students with disabilities. In English, AYP indicators show an overall pass rate of 94%, compared to 80% for black students and 68% for students with disabilities.

Data from 2008-9 shows overall improvement in the mathematics pass rate for black students rising from 77% to 86%, and Students with Disabilities pass rates rising from 61% to 80%. The mathematics pass rate for white students was 96.2%. English/reading scores for black students were statistically static at 78.6%, but Students with Disabilities rose from 68% to 82.9%. The English/reading pass rate for white students was 97.6%.

Based on the SOL data from the year 2008-2009, the instructional strategies implemented positively impacted student achievement. Therefore, our objective is to further increase student achievement by increasing the understanding and use of vocabulary, and furthering our understanding and use of best instructional practices within all curriculum areas.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Teachers are utilizing appropriate content and curriculum aligned with state standards and with FCPS Program of Studies and pacing guides. Appropriate materials, including technology, are used to deliver and support instruction for all students. Professional Learning Communities meet a minimum of twice a week to create and refine instructional lessons, teaching strategies, common assessments, and intervention materials as well as to discuss and use data to make and tweak instructional decisions. A variety of teaching strategies are used to engage and enrich learning, including but not limited to direct instruction, whole and small group discussion, and individual and group work. Intervention strategies for academically at-risk students include early identification based on elementary school information, testing data, and Chantilly Pyramid literacy transition rubrics. Consequent placement in mathematics and reading support classes staffed by two and one-half full-time teachers boosts each student's opportunities to pursue and achieve noticeable growth and to experience success. The after-school math lab, a new 2008-2009 program, extended teacher-student contact by providing individual, targeted intervention opportunities twice each week.

Two overarching strategies will guide renewed efforts to address discrepancies in achievement for subgroup students. First, Franklin community members will focus on relationships. This will be supported by our iTUNE 2 FMS Positive Behavior Support program, school-wide team days, the after-school program, and a new one-on-one mentoring initiative pairing identified at-risk students with invested FMS faculty or staff members. Secondly, differentiation of content, understanding and use of vocabulary, process, and/or product will be an instructional priority based on individual formative data including classroom observations and eCart and PLC-developed assessments. Additionally, FMS faculty and parents will continue to select the most appropriate end-of-course assessment tool (such as VGLA, VAAP, Plain English Math SOL tests) to measure with validity the academic progress and mastery of content each student achieves.

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 stake holders to know and implement best practices to foster individual student investment and growth through rigor, relevance, and relationships. Research can help us succeed.

Ellin Keene, author of *Mosaic of Thought* (1998) and *To Understand* (2008) asserts that teacher *and* student *each* contribute essential elements toward maximizing literacy learning:

Teachers:

- Create a visible climate that encourages serious, but joyful work on authentic tasks
- Create an unseen culture of rigor, inquiry and intimacy by continually expecting more, probing ideas further and pressing children to explore their intellect
- Teach a few concepts of great import, in real depth, over a long period of time
- Use 5 key instructional strategies: think aloud, modeling, conferring, demonstration and sharing to ensure retention and reapplication of concepts learned

Students:

- Understand and engage in the processes, procedures and rituals of a learning community
- Apply concepts of great import in a wide variety of texts and contexts
- Fully utilize the resources available and move independently in the classroom . . . [toward] scholarship and inquiry

Carol Ann Tomlinson reminds educators in *The Differentiated Classroom: Responding to the Needs of All Learners* (1999) that research studies over the past thirty years have proven that learning is *most* effective when students are challenged at a moderate level. Tomlinson argues, “What is moderately challenging and motivating for one learner may offer far too little challenge (and therefore little motivation) for a classmate. The same task just may be too stressful for yet another classmate. Learning tasks must be adjusted to each student’s appropriate learning zone. Further, tasks must escalate in complexity and challenge for students to learn continually.” (pp. 19-20) Franklin Middle School’s Instructional Council members will investigate *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 Eidson as we endeavor to translate research into practice.

In *Principled Practices for Adolescent Literacy: A Framework for Instruction and Policy* (2006), the authors emphasize the importance of student, parent, and school faculty participation in “respectful environments characterized by high expectations, trust, and care.” (p.30) Relationships among all involved parties take place within and outside of the classroom and are linked by mutual investment of time, respect, support, and learning. In this type of environment, students “have a voice in their education” (p.32) and demonstrate growth in literacy and learning as a result of their participation in this partnership.

Through staff development with professionals and researchers including Mulligan, Keene, and ThinkWorks, mathematics and English teachers will investigate and apply further the power of critical thinking skills. Mathematics teachers are embedding their instructional professional development through the use of *Accessible Mathematics* by Steven Leinwand. Teachers from each core department will attend the Advanced Academic Programs (AAP) Annual Professional Development Days. Teachers throughout the core and elective subjects continue to attend FCPS-sponsored Kagan trainings and implement Kagan strategies. Currently fourteen FMS teachers are Kagan trained to boost attention and retention and to encourage students to collaborate and build relationships while improving critical thinking and problem-solving skills. Teachers will continue to explore implications of our learning from *Ahead of the Curve* as we seek to ensure that assessments measure and communicate with validity and reliability the progress our students are making. And this year, the Instructional Council will participate in professional discussions and workshops highlighting a comprehensive framework for effective instruction based on *The Art and Science of Teaching* by Robert Marzano.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1	<ul style="list-style-type: none"> • In order to narrow the achievement gap, English reading SOL pass rates for Black students will increase from 78.6% to 88%; pass rates for Students with Disabilities will increase from 83% to 89%. • In order to narrow the achievement gap, mathematics SOL pass rates for Black students will increase from 86% to 91%; pass rates for Students with Disabilities will increase from 80% to 88%. • The pass advanced rate for grade 8 students taking the reading SOL will increase from 64.3% to 68%. The pass advanced rate for grade 7 students taking the reading SOL will increase from 62% to 66%. • The pass advanced rate for Algebra I Honors students taking the end-of-course Algebra I SOL will increase from 85.4% to 89%. The pass advanced rate for Geometry Honors students taking the end-of-course Geometry SOL will increase from 91.3% to 95%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What teachers 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.	
1. Strengthen relationships to increase academic achievement.	Admin. Team, After-school coordinator, PBS Committee, PTA President	No materials needed	X	X	X	X	Principal's Coffee and PTA Attendance, PBS Data, Qualitative feedback from Mentor/Mentee evaluation forms, Human Relations Committee Data, notes from PLC, Team and Department Meetings
2. Create a school environment in which regular attendance is expected and valued.	Admin. Team	Class XP	X	X	X	X	Class XP data will be checked regularly to allow continual follow-up
3. Increase communication among department/grade-level teachers, special education teachers, and specialists, and among teachers, parents and students.	Admin. Team, Counselors, PLC and Team Leaders, Specialists, Dept. Chairs	<i>Kiteline</i> Newsletter <i>The Current</i> Newspaper Keep In Touch PLC Notes Blackboard Middle School Council	X	X	X	X	PLC folder on FMS server, email, phone logs, team meeting notes, detailed grading reports, and monitor blackboard student/parent use
4. Identify students whose academic success is at risk, and intervene early with additional, targeted support.	Admin. Team, Counselors, Teachers, Assessment Coach	EDSL, SASI	X	X	X	X	Team meetings & mentorship program which will allow staff to monitor and adjust their plans and strategies

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What teachers 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. Increase knowledge and implementation of best practices (i.e. Learning Walks, differentiation, and vocabulary)	Admin. Team, Instructional Council, Department Chairpersons	Blackboard, Professional Development by Mulligan, Keene, ThinkWorks, Leinwand, and FCPS AAP program	X	X	X	X	Blackboard, Professional Development by Mulligan, Keene, ThinkWorks, Leinwand, and FCPS AAP program will be used to increase skills that will enhance student learning
6. Utilize predictive value data to improve instruction and student performance.	Assessment Coach, Lead Counselor, Admin. Team, Dept. Chairs, Team Leaders	EDSL, SASI	X	X	X	X	Team meetings, mentorship program, detailed grading report, and monitor e-cart formative assessment data which will be used to individualize instruction
7. Increase the technology competency level of staff, student, and parent community.	Admin. Team, Vanguard	Smartboards, School Pads, Airliners, Document Cameras, Professional Response System, Blackboard, and eCart; SBTS and central office will help provide training as needed.	X	X	X	X	Classroom observations and collaborative learning walks; monitoring student and parent use of Blackboard; monitoring progress of eCart Assessment Calendar will be used to track use by staff, student, and parent community.

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 checked="" type="checkbox"/> | 2.1 | Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> | 2.5 | Be inspired to learn throughout life. |
| <input type="checkbox"/> | 2.2 | Work effectively within a group dynamic. | <input 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, and anecdotal information collected through team meetings, focused discussions, and student responses to video-scenarios. As per results of a student survey conducted in September 2009, students rated the most positive and prevalent character traits as follows:

Respect	33%
Safety	31%
Responsibility	19%
Honesty	16%
Caring	12%
Citizenship	8%

Additionally, 60% of students surveyed agreed that respect was demonstrated by Franklin students.

The number of discipline referrals, as reported through SASi, shows varying differentials between SY's 2007-2008 and 2008-2009. Grade 7 experienced a 45% decrease in administrative referrals versus Grade 8, which experienced an increase in referrals of almost two-fold. This change between grade-levels has been closely reviewed by the PBS team and will continue to be tracked by the PBS coach and grade-level administrators.

Throughout the 2008-09 school year, 100% of the student body participated in the Character Education videos and workshops, shown on a regularly scheduled basis. All Franklin students were actively exposed to the Positive Behavior Support program (PBS) through team assemblies, Period 5 class discussions and PBS-based lessons, PA and lunch-time announcements, on-going staff and student acknowledgements, various recognitions, and frequent staff updates about the program.

Knowledge of Programmatic/Instructional Strengths and Weaknesses

Through regular communication from the PBS team, the staff has demonstrated a strong commitment to our model and student participation has proven to be enthusiastic and effective. The new initiatives for this year's program will further promote student responsibility and self-advocacy. The PBS Team has identified the year's focus to increase the positive and respectful interactions amongst our school members, based on a thorough review of the available SASi discipline, PBS, and anecdotal data.

As listed previously, the focus of the Franklin community will be on cultivating relationships. The PBS team created a lessons-binder, with easy-to-implement lessons for Period 5 teachers, focusing on building respectful relationships. The lesson plans incorporate various Kagan strategies to develop and support student engagement and respectful interaction.

The PBS 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. 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.

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." (Introduction) Active use of and reference to Franklin's character education 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 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

We will enhance our program under the direction of the PBS committee through the following initiatives: increased communication with parents about the program, distribution of the PBS brochure, 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. FCPS' Blackboard resource of *Best Practices for Teaching and Learning* has been introduced to

faculty. Instructional Council members will collaborate within their PLC's to discuss and facilitate the active use of this resource, in the development of relationships and critical-thinking opportunities. In addition, The PBS team will continue to meet monthly to review discipline and anecdotal data, to refine program activities, and to plan future opportunities for student recognition.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1 & 2.7	<p>On a midyear PBS survey, 80% of teachers and students will respond affirmatively to questions relating to the essential life skills of their students in the areas of:</p> <ul style="list-style-type: none"> • Responsibility for their actions • 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**

A							
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. Increase student awareness of behavior and expectation of goals	PBS Team, Team Leaders, SCA, Administrative Team, and Franklin Live Team	School and grant funded	x	x	x	x	SASi data, school visuals, Period 5 class discussions and reflections will show awareness and allow reflection of the strategies
2. Implement the “iTUNEn2 FMS” model	PBS and Administrative Team	School funded	x	x	x	x	Kagan training, Best Practice strategies’ and team meetings to ensure engagement and connection to PBS expectations
3. Gather iTUNEn2 Franklin and SASi discipline data	PBS coach 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 2009, 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 64% of Franklin students participated in one or more aspects of the program during the 2008-9 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>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound Goals)</i>
3.1, 3.2	By the end of the school year, participation levels of Franklin’s 8 th grade students in service learning or citizenship projects will increase from 95% to 98%, 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 77% to 80% and as measured by an end-of-year student survey completed in the classroom setting.
3.1	By the end of the school year, 75% of the 7 th graders 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.
3.2	By the end of the school year, evidence that service learning and citizenship is an on-going part of the school’s core curriculum, student participation in the after school program will increase from 64% to 70% as measured by the after school attendance records and quarterly reports.

**STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY 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)	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)	Civics Teachers Teachers Librarian After-school specialist Administrative Team	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.
3. Increase student opportunities to be respectful contributors in their school community. (3.2)	Teachers, Librarian, After-school Specialist, Administrative Team	Resources needed for after-school activities, clubs and special classes	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 others to do hours.

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 all academic subjects in grades seven and eight through continued improvement of literacy and critical thinking skills.</p>	<p>Results for the 2009 English/reading SOL tests show statistical stasis within the subcategory Black Students -- 79.59% (2008) to 78.57% (2009). Scores for Students with Disabilities show an increase of 15% from 67.85% (2008) to 82.85% (2009)</p> <p>Results for the 2009 SOL Mathematics test show an increase of 9% for black students -- from 77% (2008) to 86% (2009). Scores for Students with Disabilities show an increase of 19% - from 61% (2008) to 80% (2009)</p> <p>Overall Student scores on the Scholastic Reading Inventory did not increase from September 2008 to June 2009. However, some student's individual scores rose dramatically. 63% of students in general education reading classes showed average gains of 88 lexile points. 37% of students showed an average decrease of 62 lexile points.</p>	<p>Supported: In English, the development of common unit assessments produced powerful discussions about content and calibration of instructional delivery and expectations of students. Regular review of individual student data by every English teacher ensured that teachers followed the progress of each learner. English PLC collaboration matured as participants realized a safe environment to admit need and to share expertise. Student data from classroom observations and from formative assessments including eCart assisted English, reading, ESOL, and special education teachers when planning re-teaching and enrichment opportunities. The utilization of VGLA as an appropriate end-of-course assessment for students who can demonstrate content mastery in an alternative manner allowed special education teachers to assist students in recognizing growth. While 39 FMS students did not pass the reading SOL, <i>significant</i> gains for individual students and categories are noted.</p> <p>In Mathematics, the implementation of an after-school Math Lab contributed to the increase in student achievement. Teachers participated regularly in active PLCs to collaborate on instruction and common assessments. Data was regularly reviewed to identify students who were at risk. Teachers continued to strengthen the teaming situations, and collegial relationships developed; true co-teaching is flourishing.</p> <p>The use of alternative assessments increased the achievement of our students with disabilities.</p> <p>Inhibited: The continued implementation of the pacing guide, catalogue tests, and</p>	<p>To continue improvement in all areas, FMS will begin utilizing predictive value by providing all core teachers with SOL scores from the past two school years along with their letter grade from the subject the year prior.</p> <p>In addition, FMS admin will further disaggregate the predictive value data to create a mentor program for at-risk students.</p> <p>Due to the success of our after school Math Labs, all core curriculum areas will implement an after school program tailored to their curriculum to provide individual student academic support.</p> <p>To continue improvement in reading scores, continued efforts will be made to strengthen communication and collaboration among reading specialists, ESOL teachers, and special education teachers with all departments.</p> <p>Math teachers will work with a common vocabulary—especially where all teachers can share that common vocabulary.</p> <p>All teachers want to provide more emphasis on application and opportunity for discourse in the classroom. There should also be continued exposure to the regular math curriculum for students in our subgroups as opposed to a more</p>

		<p>interpretation/utilization of eCart data presented challenges. Several eCart unit assessments for English/reading required students to use FMS computers. Because computer access became limited, teachers struggled to fully harness eCart's potential. Likewise, teachers need more training to understand and apply the power of data tracking and its impact on day-to-day instructional decisions. Student's poor attendance record inhibits student success as well.</p>	<p>restricted environment.</p> <p>Both math and English teachers see the value of student reflection with assessment. Students are now asked to utilize a test question analysis form to reflect on individual test performance. Students need the opportunity to reflect on thinking and should be encouraged to voice their confusion or break down of comprehension; that is where learning continues to happen.</p> <p>Across the curriculum FMS will use higher-level thinking strategies to become better readers through the ACTIVE reading program.</p> <p>A=Ask Questions C = Connect T =Track Down Important Information I =Infer V = Visualize E = Evaluate and Synthesize</p>
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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 increase ethical judgment, to build moral character, and to develop practical life skills.</p>	<p>-According to a student survey conducted in September 2009, students rated the most positive character traits in the following order:</p> <table border="1" data-bbox="774 386 1075 613"> <tr> <td>Respect</td> <td>33%</td> </tr> <tr> <td>Safety</td> <td>31%</td> </tr> <tr> <td>Responsibility</td> <td>19%</td> </tr> <tr> <td>Honesty</td> <td>16%</td> </tr> <tr> <td>Caring</td> <td>12%</td> </tr> <tr> <td>Citizenship</td> <td>8%</td> </tr> </table> <p>-Additionally, 60% of students surveyed agreed that respect was exhibited by Franklin students.</p> <p>-Throughout the 2008-09 school year, 100% of the student body participated in the Character Education videos and workshops, which were shown on a tri-weekly schedule during Period 5.</p> <p>-All Franklin students participate in the PBS program through team assemblies, 5th period classes, PA and lunch announcements, special recognition, and staff notification.</p>	Respect	33%	Safety	31%	Responsibility	19%	Honesty	16%	Caring	12%	Citizenship	8%	<p>Supported: Selection of Student of the Month; PBS iTUNEn2 Franklin cards; Character Education Videos and workshops; Discipline data; SR&R student assemblies; iTUNEn2 FMS Survey Results.</p> <p>Inhibited: Specific recognition will be extended to the bus, lunch, after school program, and home environment.</p>	<p>- 100% of the student body (7th and 8th grade) will participate in the on-line iTUNEn2 FMS survey onsite in physical education classes using the Physical / Health Education Blackboard website.</p> <p>- Faculty survey will be implemented</p> <p>- Parent survey will be implemented</p> <p>- Parent information session in September 2009.</p> <p>- Discipline Infractions</p> <table border="1" data-bbox="1587 789 1965 938"> <tr> <td colspan="2">Total Referrals for 08-09 SY</td> </tr> <tr> <td>Grade 7</td> <td>61</td> </tr> <tr> <td>Grade 8</td> <td>241</td> </tr> </table> <p>-Disruptive Demo</p> <table border="1" data-bbox="1587 977 1965 1127"> <tr> <td colspan="2">Total Referrals for 08-09 SY</td> </tr> <tr> <td>Grade 7</td> <td>1</td> </tr> <tr> <td>Grade 8</td> <td>15</td> </tr> </table>	Total Referrals for 08-09 SY		Grade 7	61	Grade 8	241	Total Referrals for 08-09 SY		Grade 7	1	Grade 8	15
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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>Responsibility to the Community</p> <p>Objective: 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.</p>	<p>All students demonstrated an understanding of the duties, responsibilities & rights of citizenship. Over 95% of 8th grade students participated in a wide variety of service learning and/or citizenship projects. After school community participation did increase from 60% to 64%. Over 90% of all students indicated a sense of civic engagement and responsibility.</p>	<p>Supported: SR&R presentations & updates by assistant principals; classroom guidance lessons by counselors; service learning emphasis in civics classes; after-school clubs & programs emphasizing environmental concerns and service to the community; school-wide recycling & conservation activities.</p>	<p>Expand school-wide emphasis to include 7th graders in the end of the year survey and to establish a service learning club.</p>