

Fairfax County Public Schools

**School Improvement Plan
2007 – 2008**

Franklin Middle School

Cluster VII

Sharon Eisenberg, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Eisenberg, Sharon	Principal	Silverthorn, Patricia	School-based Technology Specialist
Kihm, Carole	Assistant Principal, Committee Chair	Sims, Turnell	Assistant Principal, Special Education
Fitch, Theresa	Director of Student Services, Committee Chair	Tiedge, Katrina	Parent; PTA president
Adriance, LaDuska	Librarian	Woodby, Christopher	After-School Program Specialist
Bell, Susan	Social Studies teacher, Dept. Chair		
Bragg, Tabatha	Foreign Language teacher, Dept. Chair		
Brown, Jodi	English teacher, Dept. Chair		
Carboni, Joan	Parent		
Floros, Stephanie	Reading Specialist		
Griffin, Michelle	Science teacher, Dept. Chair		
Hannemann, Janet	Family & Consumer Sciences teacher, Dept. Chair		
Jenkins, Carl	School Resource Officer		
Junco, Asma	Assistant Principal		
Malec, Ann	Math teacher, Dept. Chair		
Marty, Elena	Special Education teacher, LD Dept. Chair		
McGill, Margaret	Counselor		
Montes de Oca, Waleska	ESOL teacher, Dept. Chair		
Pryor, L. Kim	Special Education teacher, ED 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

We recognize that we are a dynamic and inclusive school community responsible for assuring that all students will learn to be productive and responsible members of society. We will engender a culture of life-long learning to empower our students to compete favorably in the ever-changing global economy. Franklin Middle School values the unique characteristics of individual students and offers a rigorous curriculum while addressing the needs for support and enrichment. In addition to the core academic subjects, Franklin Middle School believes in the integral importance of the fine and practical arts. Franklin staff will continue to use research and best practices, and integrate the newest instructional technology to create diversified learning opportunities which will continue to prepare our students for higher level learning.

SCHOOL—MISSION STATEMENT

The mission of Franklin Middle School, in collaboration with the school community, is to provide students with challenging instructional programs in a safe and nurturing climate. At Franklin, students develop communication skills, confidence, competence, creativity, and compassion while gaining enthusiasm for learning as a life-long endeavor.

SCHOOL—CORE VALUES/BELIEFS

We believe that each child is important and entitled to the opportunity to realize his or her fullest potential and demonstrate personal responsibility and individual accountability.

We believe that effective teachers are essential to student success, and that learning occurs best when instruction is tailored to individual needs.

We equip students with essential academic, critical thinking and communication skills and we set high expectations for all our students.

We believe that adults and children thrive in a vibrant, safe, enriching, and respectful environment.

We value diversity and acknowledge that all people contribute to the well being of our community.

We collaborate with parents and the community to support student achievement.

We believe all children can learn and demonstrate self confidence and will continuously pursue lifelong learning.

Special Programs

After School Programs, Clubs and Activities offered five days a week

After-school SOL Remediation classes supported by SDFY grant (7 weeks)

Business Partnership with Waterford at Fair Oaks

College Partnership Program

Extended Honors Algebra I classes (3 sections)

Focused Remediation Classes (2 sections)

National Junior Honor Society

Peer Mediation Program

Positive Behavior Support (Character Education Program)

Professional Learning Communities

Seventh and Eighth Grade Math Tutorial classes (8 sections)

Silent Fire & Evacuation Drills Program

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

Student Council Association

Student Mentoring Programs

Vertical Teaming within Chantilly Pyramid

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 checked="" type="checkbox"/> 1.1.3 Science | | |
| | <input checked="" 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 all academic subjects in grades seven and eight through continued improvement of literacy 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 2005-2007 showed inconsistent performance across SOL content area tests among our subgroups—especially black, Hispanic, LEP, learning disabled, and economically disadvantaged students. BART testing over the course of 2005-2007 revealed inconsistent performance among these subgroups on concepts taught when compared to the overall group. Common assessments showed weakness in critical and inferential thinking and is supported by results already evident in SOL analysis. Baseline data: 2006-7 Accreditation Pass Rates: English: 93%, Mathematics: 92%, Social Studies: 96%, Science: 96%. Mathematics pass rates for Black students, 72% ; Hispanic students, 86%; LEP students, 85%; Economically Disadvantaged students, 76%; Students with Disabilities, 67% ;White students, 94%. English pass rates: Black students, 75%;Hispanic students, 75%; LEP students, 76%; Economically Disadvantaged students, 70%; Students with Disabilities, 67%;White students, 95%.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Teachers are utilizing appropriate content and curriculum which is aligned with the state standards and with the district Program of Studies and pacing guides. Appropriate materials, including technology, are used to deliver and support instruction for all students. Professional Learning Communities meet regularly to share curriculum, teaching strategies, common assessments, and materials as well as to discuss and use data to make 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. One area that will continue to be addressed and improved is creating more active learning opportunities for students. Another area that will continue to be addressed is differentiating instruction not just for different programs within a course (i.e. special education, general education, honors), but also within individual classes. Direct instruction in all classes on thinking and literacy strategies will continue to be a focus. Print-rich environments to promote and support literacy will continue to be a school-wide focus. Data will continue to be monitored in an effort to close the achievement gap.

Best Practice Research:

Research in best practices for literacy revealed the need for developing comfort and expertise in the direct instruction of inferential and critical thinking in all core classes. Janet Allen states that 70 % of standardized test questions require inferential thinking. Teachers who are members of the middle school Adolescent Literacy Institute with Kylee Beers and Robert Probst will share materials and ideas through department, PLC, and faculty meetings. According to Kylee Beers “if we really want to affect students’ comprehension abilities—as opposed to affecting their understanding of one particular text—then we must realize that for at least some of our struggling readers, we need to teach comprehension strategies explicitly and directly.” All teachers utilize the active learning strategies as presented by Marzano. Using higher-level questions (which both require and facilitate critical thinking and inferential thinking) yields a percentile gain of 27 points according to Marzano. The English department through professional learning communities are incorporating concepts from Becoming a Nation of Readers. In this book reading is described in the following ways:

- **Skilled reading is constructive.** Becoming a skilled reader requires learning to reason about written material using knowledge from everyday life and from disciplined fields of study.
- **Skilled reading is fluent.** Becoming a skilled reader depends upon mastering basic processes to point where they are automatic, so that attention is freed for the analysis of meaning.
- **Skilled reading is strategic.** Becoming a skilled reader requires learning to control one’s reading in relation to one’s purpose, the nature of the material, and whether one is comprehending.
- **Skilled reading is motivated.** Becoming a skilled reader requires learning to sustain attention and learning that written material can be interesting and informative.
- **Skilled reading is a lifelong pursuit.** Becoming a skilled reader is a matter of continuous practice, development, and refinement.
- **Teachers need to teach comprehensive strategies directly.** Teachers should devote more time to teaching strategies for understanding not only stories but also social studies and science texts.
- **Students should do more extended writing.** Writing is most beneficial when students have a reason to communicate to a genuine audience

Through staff development with these professionals and researchers, teachers will incorporate active learning and differentiation based on student needs—including both remediation and enrichment opportunities. Continued work to promote vertical articulation will occur within the Chantilly Pyramid to both ease transitions from 6th to 7th and 8th to 9th grades and to ensure compatibility of instruction – common vocabulary, comprehension and thinking strategies, and critical thinking skills—from kindergarten through grade 12.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1	<p>Student performance of subgroups will increase by 5% in order to narrow the achievement gap, as follows:</p> <ul style="list-style-type: none"> • Mathematics pass rates for Black students, 72% to 77%; Hispanic students, 86% to 91%; LEP students, 85% to 90%; Economically Disadvantaged students, 76% to 81%; Students with Disabilities, 67% to 72%. • English pass rates for Black students, 75% to 80%; Hispanic students, 75% to 80%; LEP students, 76% to 81%; Economically Disadvantaged students, 70% to 75%; Students with Disabilities, 67% to 72%.
1.1.1	Student performance on the SOL tests in English will increase by 4%, from 93% to 97%, as measured on the Spring 2008 tests.
1.1.2	Student performance on the SOL tests in mathematics will increase by 4%, from 92% to 96%, as measured on the Spring 2008 tests.
1.1.3	Student performance on the SOL tests in science will increase by 4%, from 96% to 100%, as measured on the Spring 2008 tests.
1.1.4	Student performance on the SOL tests in social studies will increase by 4%, from 96% to 100%, as measured on the Spring 2008 tests.

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 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. Teachers will participate in staff development opportunities on active learning and literacy	Admin. Team English/Social Studies departments	Adolescent Literacy Institute teachers will present at faculty, department, and PLC meetings; admin staff will provide access to speakers, professional reading, and research	X	X	X	X	Through meeting notes, participation in staff development and workshops, classroom observations, and walk-throughs
2. Use of technology to supplement instruction	Franklin faculty and staff ; Vanguard - (Technology Team)	Smartboards, School Pads, Airliners, ELMO, Blackboard; SBTS and central office will help provide training as needed	X	X	X	X	Classroom observations and walk-throughs; monitoring student and parent use of Blackboard
3. Regular communication between ESOL department and parent organizations related to ESOL/LEP student body	Parent liaison, ESOL department teachers - supported by all academic teachers, admin team and counselors	Materials and refreshments needed to support ESOL parent coffee	X	X	X	X	Phone logs, emails, brochures, and parent liaison reports
4. Master schedule that allows for department/grade level planning and includes special education teachers with core departments	Guidance Director	No materials required	X	X	X	X	Implementation and use of time will be monitored by subject-area administrators

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 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.	
5. Strategies for teaching literacy in all the core areas including: active reading/thinking strategies, differentiated instruction, common literacy vocabulary	Admin. Team; MS Language Arts Specialist and MS Reading Resource teacher; Adolescent Literacy Institute teachers; Reading Specialist	Literacy-rich materials in classrooms and throughout the building; staff development opportunities; ALI sharing at faculty, department, and PLC meetings; access to professional readings, speakers, and research	X	X	X	X	Classroom teacher observations, walk-throughs; PLC meetings and discussions; documented lesson plans that provide direct instruction in critical and comprehension strategies; student-produced artifacts
6. Students demonstrating need for academic support and/or intervention will be identified and placed in appropriate settings (Read 180, tutorials, remediation, after school time with teachers, After School Program)	Counselors; admin. team; teachers	Necessary course supplies and materials; appropriate staffing	X	X	X	X	Team meetings and notes; student grades and performance; counselors
7. The number of underrepresented populations and students that are part of school subgroups participating in Honors classes will increase.	Faculty/counselor recommendations; admin. team; parents; parent liaison	SOL data				X	Monitoring enrollment in Honors classes
8.							
9.							
10.							

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 sound moral character and ethical judgment. | <input type="checkbox"/> | 2.5 | Be inspired to learn throughout life. |
| <input type="checkbox"/> | 2.2 | Be able to contribute effectively with 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 increase ethical judgment, to build moral 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:

In order to implement the SIP objective, the following data sources will be referenced: tests, staff anecdotes, attendance, SASI discipline, Blackboard, peer mediation, PBS framework and our after school program. Through analysis of this data, there will be a measurable assessment of students' increased awareness and practice of caring and respectful behavior. In addition, there will be an emphasis on the development of organizational skills.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Data reflects a strong staff commitment for our model and enthusiastic student participation in our existing program. However, our model has been passive in promoting student responsibility and self-advocacy. We believe through successful implementation of the appropriate models, students will gain ownership of sound moral 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 organizational and advocacy skills and development of appropriate decision-making. Over the past three years at Franklin, the direction of character education has focused on six directives to highlight and model moral character and responsibility. This year, a team of 11 staff, representing all disciplines, including a member of Transportation, was involved in a 2-day Positive Behavior Support training in August 2007, provided by the FCPS Department of Student Services. The creation of a 3- point directive conceptualizes the newly-implemented PBS framework, “iTune into FMS.” The common terminology and graphics will be displayed and used by all staff and students. The PBS team will meet monthly to review discipline and anecdotal data, and plan future instructions for student recognition. Instructionally, all teachers will consistently utilize the active learning strategies as presented by Antonetti’s cube, a county-wide focus directed by the Office of Middle School Instruction. The specific focus of the Eight (8) Engaging Qualities of Learning by Phillip Schlechty will provide responsive support in the classroom by framing opportunities for students to personalize instruction, make appropriate choices, and engage in positive teamwork and working with others.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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>
	10% reduction in discipline referrals for disrespect
	50% increase in mediation requests
	10% decrease in unexcused tardies
	<p>On an end of year climate survey, 80% of teachers 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 • Placement of self interest in perspective with the interest of others • Work habits and ethics • Self advocacy • Organization
	<p>On an end of year climate survey, 80% of parents 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 • Placement of self interest in perspective with the interest of others • Work habits and ethics • Self advocacy • Organization

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
	<p>On an end of year climate survey, 80% of students will respond affirmatively to questions relating to their essential life skills of in the areas of:</p> <ul style="list-style-type: none"> • Responsibility for their actions • Respect for people, property, and authority • Placement of self interest in perspective with the interest of others • Work habits and ethics • Self advocacy • Organization
	<p>On an end of year climate survey, 90% of responding parents will express satisfaction with:</p> <ul style="list-style-type: none"> • the communication of model implementation and goals • their child’s experiences with existing programs

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS
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. Teachers and staff are made aware of our model	Principal		x				Faculty meetings, PBS team training, electronic communication

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.		
2. Students are made aware of expectations and goals through teams, and assemblies.	PBS team and SCA	Grant money provided. Student planner provided by PTA.	x		x		SR&R, assemblies, school visuals	
3. Teachers have and will actively implement the “iTune in” model	PBS and admin. team	Grant money provided.	x	x	x	x	Team training, team meetings, faculty meetings	
4. Parents are provided with information on the “iTune in” model and essential life skills plan	PBS team and Principal	Grant money provided.		x	x	x	Kiteline quarterly newsletter, Keep in Touch, web sites, newsletters, written communication	
5. After school forums are provided	After school program specialist	ASP budget	x	x	x	x	After school program specialist, lunches, school visuals, SASI discipline	

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.

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:

Current 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.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Programmatic strength is that service learning and civic engagement is an on-going part of the school’s core curriculum as opposed to a one-time event. However, Franklin would like to expand its focus beyond the civics curriculum to include additional in-school and after school service learning and citizenship opportunities facilitated by teachers and staff.

Best Practice Research:

Research conducted by the National Youth Leadership Council “Community Service and Service-Learning in U.S. Public Schools, 2004: Findings from a National Survey” suggests that engaging students in service learning and civic engagement opportunities helps students become more active in the community, encourages altruism, and increases student knowledge of community. Additionally, service learning and civic engagement are viewed as a powerful tool for influencing students’ personal, social and academic development. More specifically, these opportunities are believed to reduce student involvement in at-risk behaviors; increase student academic achievement in core subjects; and increase participation in activities that improve attitudes toward school, develop critical thinking and problem-solving skills, and provide career awareness opportunities.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.1	All Franklin students will demonstrate an understanding of the duties, responsibilities, and rights of citizenship in a democratic society, as evidenced by successful completion of SR&R test administered in social studies classes.
3.1	By the end of the school year, discipline referrals for Franklin students will decrease by 2% from the previous 2006-2007 school year, as evidenced by SASI discipline data compiled by administrators.
3.2	By the end of the 2007-2008 school year, 90% of Franklin's 8 th grade students will have participated in a service learning or citizenship project, as evidenced by social studies department records of student service hours.
3.2	By the end of the school year, 60% of all Franklin students will indicate a sense of civic engagement and responsibility, as measured by an end-of-year student survey completed in the classroom setting.

**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. Teachers will present lessons on Students' Responsibilities and Rights to all students through social studies classes. (3.1)	Asma Junco Carole Kihm	SR&R Booklets	X				Attendance is mandatory. Absent students get individual instruction.
2. Assistant Principals will reinforce SR&R through team assemblies. (3.1)	Asma Junco Carole Kihm Turnell Sims	PowerPoint Presentation Planning Hours	X		X		Attendance is mandatory; records will be maintained.
3. Guidance department will present classroom lessons on responsible behavior and citizenship. (3.1)	Bill Tozier Tammi Case Maggie McGill Mark Stephan Theresa Fitch SRO Jenkins	PowerPoint Presentation Planning Hours	X				Attendance is mandatory; records will be maintained.
4. As part of the curriculum, 8 th grade teachers will require all students to complete a service learning or citizenship project. (3.2)	Carla Diamond Judy Huber Connie Lepore Megan Kokinda Michelle Murphy Jan Wolf Cherie Settle	FCPS Civic POS		X	X	X	Students will submit documentation of service hours.

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 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.	
5. Teachers and staff will provide additional opportunities for students to contribute to the community. (3.2)	Asma Junco Carole Kihm Turnell Sims Chris Woodby	Resources for programs such as Teddy Bear Project, Kids Need You Reading Program , Ecology Club, and Canned Food Drive, National Junior Honor Society	X	X	X	X	Teachers and program sponsors will maintain attendance records.
6.							
7.							
8.							
9.							
10.							