

**Fairfax County Public Schools**

**School Improvement Plan  
2008 – 2009**

**Franklin Middle School**

**Cluster VII**

**Sharon Eisenberg, Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



## COMMITTEE MEMBERS

Name	Position	Name	Position
Eisenberg, Sharon	Principal	Montes de Oca, Waleska	ESOL teacher, Dept. Chair
Holland, Bryan	Assistant Principal, Committee Chair	Scott, Kimberly	English teacher, Dept. Chair
Fitch, Theresa	Director of Student Services, Committee Chair	Silverthorn, Patricia	School-based Technology Specialist
Adriance, LaDuska	Librarian	Sims, Turnell	Assistant Principal, Special Education
Avedisian, Maggie	Parent, PTA president	Woodby, Christopher	After-School Program Specialist
Bell, Susan	Social Studies teacher, Dept. Chair		
Bragg, Tabatha	Foreign Language teacher, Dept. Chair		
Canavan, Eileen	Special Education teacher, Dept. Chair		
Carboni, Joan	Parent		
Floros, Stephanie	Reading Specialist		
Freeman, Patricia	Math teacher, Dept. Chair		
Friel, Elaine	Special Education teacher		
Gardner, Suzanne	English teacher		
Gerstner, David	Health/P.E. teacher		
Griffin, Michelle	Science teacher, Dept. Chair		
Hannemann, Janet	Family & Consumer Sciences teacher, Dept. Chair		
Jenkins, Carl	School Resource Officer		
Junco, Asma	Assistant Principal		
McGill, Margaret	Counselor		

## **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 community will continue best practice teaching and will utilize cutting-edge technology to engage all students in challenging core academic subjects and fine and practical arts with support and enrichment in an inclusive environment. We shall prepare students for higher-level and life-long learning to become self-aware individuals and to develop as productive and responsible members of society and the global community.

### **SCHOOL—MISSION STATEMENT**

The Franklin Middle School community provides students a rigorous instructional program in a safe and nurturing environment. The curriculum and climate challenge and support each student to strengthen foundational 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.

## **SCHOOL—CORE VALUES/BELIEFS**

### **OUR ACTIONS REFLECT THE FOLLOWING BELIEFS:**

Each child should be provided the unique opportunity to realize his or her full potential and demonstrate personal responsibility and individual accountability.

Effective teachers are essential to student success, and learning occurs best when instruction is tailored to individual needs.

Setting high expectations for all our students helps equip them with essential academic, critical thinking, and communication skills.

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

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

Collaboration with parents and the community supports student achievement.

All children can learn and demonstrate self-confidence and should continuously pursue lifelong learning.

All staff will model ethical and appropriate choices for our students in and outside of the classroom.

# Special Programs

After School Programs, Clubs and Activities offered five days a week (40+ activities)

After-school SOL Remediation classes (7 weeks)

Business Partnership with Waterford at Fair Oaks

College Partnership Program

Extended Honors Algebra I classes (2 sections)

Focused Remediation classes, including 6 sections of Reading Tutorial, 5 sections of Read 180, and 6 sections of Math Support.

National Junior Honor Society

Peer Helping Program

Peer Mediation Program

Positive Behavior Support (Character Education Program)

Professional Learning Communities

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 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.

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**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—especially in the Black Students and Students with Disabilities subgroups. Common assessments in core classes showed weakness in critical and inferential thinking, and this weakness is supported by results already 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.

Also, BART testing over the course of 2005-2008 revealed inconsistent performance among these subgroups on concepts taught when compared to the overall group. SRI data indicates that some students enrolled in Reading Support classes are performing at the Below Basic level.

### Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Teachers are utilizing appropriate content and curriculum that 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. Intervention strategies for academically at-risk students include early identification based on elementary school information and testing data, and placement in mathematics and reading support classes. Franklin's staffing model includes two full-time teaching positions dedicated to academic support.

Three areas in particular will be targeted this year to address the discrepancies in achievement in the Students with Disabilities and Black Students subgroups: creating more active-learning opportunities for students using Kagan cooperative learning strategies; differentiating instruction within individual classes through scaffolding activities and small-group instruction; and identifying the most appropriate tools (such as VGLA, VAAP, Plain English Math SOL tests) to measure academic achievement of identified students.

### 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 Kylene Beers and Robert Probst will share materials and ideas through department, PLC, and faculty meetings. According to Kylene 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." 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. 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 professionals and researchers including Marzano, Antonetti, and Kagan, mathematics and English teachers will incorporate active learning and differentiation based on student needs-including both remediation and enrichment opportunities. Mathematics teachers will 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. Also, all mathematics teachers will consistently utilize the active learning strategies as presented by Antonetti's cube, a countywide focus directed by the Office of Middle School Instruction. Additionally, teachers throughout the core and elective subjects have been actively involved in Kagan strategies trainings, sponsored by FCPS, to promote more team building within the classroom and active integration of content. Mathematics teachers will use Kagan cooperative learning strategies to boost attention and retention and encourage students to collaborate as they develop and improve critical thinking and problem-solving skills. Instructionally, all teachers will consistently utilize the active learning strategies as presented by Antonetti's cube, a countywide 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. Additionally, teachers throughout the core and elective subjects have been actively involved in Kagan strategies trainings, sponsored by FCPS, to promote more team building within the classroom and active integration of content. This year, the Instructional Council will participate in professional discussions and workshops centered on Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning, by Douglas Reeves. These discussions will highlight the challenges of assessment.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1	<ul style="list-style-type: none"><li>• In order to narrow the achievement gap, English pass rates for Black students will increase from 75% to 81%; Students with Disabilities, 68% to 81%. Mathematics pass rates for Black students will increase from 73% to 79%; Students with Disabilities, 65% to 79%.</li><li>• Students in reading support classes (Reading 7, Reading 8, Read 180) will improve in SRI performance from September 2008 to June 2009, as evidenced by an increase of 75 Lexile points.</li></ul>

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Participate in staff development opportunities for data analysis, assessment, questioning techniques, and cooperative learning (Kagan training)	Admin. Team, Instructional Council; Kagan-trained teachers	Admin staff will sponsor an annual Instructional Summit in August, and an in-service day for the Franklin faculty with Dan Mulligan in October. Copies of <i>Ahead of the Curve</i> will be read and discussed by members of the Instructional Council. Kagan cooperative learning materials and supplies will be purchased.	X	X	X	X	Meeting notes, participation in staff development and workshops, classroom observations, and walk- throughs
2. Utilize technology to support instruction	Vanguard (Technology Team); eCart Team; Department Chairs	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 walk-throughs; monitoring student and parent use of Blackboard; monitoring progress of eCart Implementation Calendar

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
3. Strengthen home/school communication between targeted subgroup parents and Franklin faculty to encourage academic progress and success.	Teachers, Admin. Team, and Counselors	No materials required	X	X	X	X	Phone logs, emails, detailed grade reports.
4. Maintain master schedule that allows for department/grade level planning and includes special education teachers and specialists with core departments.	Guidance Director	No materials required	X	X	X	X	Implementation and use of time will be monitored by subject-area administrators.
5. Initiate an after-school mathematics lab three days/week staffed by at least two math teachers.	All Math Teachers	Classroom materials; sponsored by After School Program	X	X	X	X	Communication among math teachers regarding student progress.

**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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
6. Implement instructional strategies for strengthening teaching of literacy/numeracy across the curriculum. Strategies will include: <ul style="list-style-type: none"> <li>a. Assessment <i>for</i> learning,</li> <li>b. Reading/thinking strategies,</li> <li>c. Engagement through authentic cooperative learning &amp; Kagan team strategies</li> <li>d. Differentiated instruction,</li> <li>e. Common literacy &amp; mathematics vocabulary used across curricular areas</li> <li>f. School-wide reading initiative.</li> <li>g. Student reflection activities in English and mathematics classrooms</li> </ul>	Franklin Staff; County Content Specialists, Reading Specialist	<i>Ahead of the Curve</i> , Literacy/Numeracy-rich materials in classrooms and throughout the building; staff development opportunities; department and PLC meetings; access to professional readings, speakers, and research; “Franklin Reads” posters; county-provided resources.	X	X	X	X	Classroom teacher observations, walk-throughs; PLC meetings and discussions; documented lesson plans that provide direct instruction in critical thinking and comprehension strategies; student-produced artifacts.

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
7. Identify students demonstrating need for academic support and/or intervention, and place in appropriate settings (remediation, after-school time with teachers, tutorial class, After School Program)	Counselors; Admin. Team; Teachers	Necessary course supplies and materials; appropriate staffing	X	X	X	X	Team meetings and notes; counselors, eCart data, CogAT and STAN 10 data, student grades and performance.
8. Increase the number of underrepresented populations and subgroup students in Honors classes.	Faculty/Counselor recommendations, Admin. Team, Parent Liaison; Parents	Data from SOL, STAN 10/CogAT, student artifacts				X	Monitoring enrollment in honors classes.
9. Strengthen communication between Special Education Department, general education teachers, and parents of identified students to encourage academic progress and success.	Department Chairs/Admin. Team, Counselors		X	X	X	X	Phone logs, emails, brochures.
10. Develop student mentoring programs focused on identified subgroups	Principal, Special Education Assistant Principal	Materials on social skills; study skills; peer pressure; decision-making; character-building; goal-setting; emotional & behavioral development	X	X	X	X	Participation will be monitored by Principal and Assistant Principal; identified students will be encouraged to participate.

## 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.                    |

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**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 good character, and to develop practical life skills.

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

Data Sources:

According to a student survey conducted in June 2008, students rated the most valuable 6 Pillar character traits in the following order:

Respect	45%
Responsibility	32%
Citizenship	11%
Fairness	10%
Caring	9%
Trustworthiness	9%

Additionally, 99.5% of students surveyed agree that caring is used by Franklin students, while 0.5% do not agree that caring is used by Franklin students. Throughout the 2007-8 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. Also, 100% of the student body was introduced to the PBS Character recognition program through team assemblies for SR&R updates, PA announcements, and staff notification.

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### Knowledge of Programmatic/Instructional Strengths and Weaknesses

Data reflects a strong staff commitment for our model and enthusiastic student participation in our newly implemented program. Our model has increased the promotion of student responsibility and self-advocacy. The PBS Team has identified the year's focus to increase the awareness of respect amongst students, based on a thorough review of last year's data.

SASi discipline data and anecdotal records from team meetings have defined the areas of the school where the increase of students exhibiting and practicing respect shall be directed. Student behavior in the halls, on the bus, and in the cafeteria will be areas of focus.

The PBS Team will also increase the 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 organizational and advocacy skills and development of appropriate decision-making. The direction of character education has focused on the Six Pillars of Character and last year's adopted 3-point directive of *iTUNEn2 Franklin*, to highlight and model good character and responsibility. This year, we have made the following PBS changes to the team and framework: the addition of our social worker as the coach and guidance counselor as new PBS team members; the 2008 PBS parent brochure to promote the program; and the integration of the PBS program starting the first week of school. The active use and reference of a 3-point directive conceptualizes the expectations students should demonstrate school-wide, and those that staff will actively model. The common terminology is used by all staff and students and graphics are displayed throughout the school for reference. The PBS team will meet monthly to review discipline and anecdotal data, and to plan future opportunities for student recognition.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <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 an end of year PBS 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"> <li>• Responsibility for their actions</li> <li>• Respect for people, property, and authority</li> <li>• Consideration of others</li> <li>• Work habits and ethics</li> <li>• Self advocacy</li> <li>• Organization</li> </ul>
2.1 & 2.7	<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"> <li>• Responsibility for their actions</li> <li>• Respect for people, property, and authority</li> <li>• Consideration of others</li> <li>• Work habits and ethics</li> <li>• Self advocacy</li> <li>• Organization</li> </ul>

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS  
WORK PLAN**

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Students are made aware of expectations and goals through team activities and assemblies.	PBS Team, Team Leaders, SCA, Administrative Team, and Franklin Live Team	School funded	x	x	x	x	SR&R quarterly assemblies reflections, school visuals, Period 5 class discussions and reflections
2. Teachers will actively implement the “iTUNEn2 FMS” model through differentiated instructional strategies and classroom management	PBS and Administrative Team	School funded	x	x	x	x	Kagan training, strategies’ presentation during faculty meetings, and PLC
3. Parents are provided with information on the “iTUNEn2 FMS” model and essential life skills plan through elective classes	PBS Team and Principal	School funded	x	x	x	x	Kiteline quarterly newsletter, Keep in Touch, Franklin web-site, written communication, PBS parent brochure
4. Students & teachers will engage in team assemblies and after- school forums	After school Program Specialist, Team Leaders	ASP budget	x	x	x	x	After school program attendance, SASi discipline data
5. PBS coach will assist teams and gather data in monthly team meetings	PBS coach and team leaders	none	x	x	x	x	Discussion at team meetings and notes, tracking student behavior trends and SASi discipline data
6. Character education discussions will be held in fifth period classrooms quarterly.	Human Relations Committee	none	x	x	x	x	Student responses to videos and discussion prompts

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>						
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>		<b>In-Process Measures</b>	
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.		3 <sup>rd</sup> Qtr.
7. All 8 <sup>th</sup> grade students will participate in JA Finance Park program	Math & Civics Teachers; Admin Team	JA Finance Park materials		X	X	Attendance is mandatory. Records will be maintained.

## 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.

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**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.

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

Data Sources:

Results of a student survey conducted in June 2008 show that 75% of all Franklin students indicated a sense of civic engagement and responsibility. According to teacher records collected in June 2008, 90% of 8<sup>th</sup> 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 60% of Franklin students participated in one or more aspects of the program during the 2007-8 school year.

### 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 through several clubs, activities, and classroom opportunities, as opposed to a one-time event. However, Franklin would like to expand its focus beyond the 8<sup>th</sup> grade civics curriculum to include additional in-school and after-school service learning and citizenship opportunities for both 7<sup>th</sup> and 8<sup>th</sup> grade students, facilitated by teachers, staff, and community groups. We would like to expand opportunities for students by adding activities sponsored by Boy & Girl Scout organizations, and activities focused on conservation and environmental issues, such as the Ecology Club and Recycling Club.

### 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

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	By the end of the school year, participation levels of Franklin’s 8 <sup>th</sup> grade students in a service learning or citizenship project will increase from 90% to 92%, as evidenced by social studies department records of student service hours.
3.2	By the end of the school year, the percentage of all Franklin students who indicate a sense of civic engagement and responsibility will increase from 75% to 77%, as measured by an end-of-year student survey completed in the classroom setting.
3.2	By the end of the school year, student participation in the after school program will increase from 60% to 70%.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Counseling department will present classroom lessons on responsible behavior and citizenship. (3.1)	Counselors, Guidance Director, SRO	PowerPoint Presentation Planning Hours	X				Attendance is mandatory; records will be maintained.
2. As part of the curriculum, 8 <sup>th</sup> grade teachers will require all students to complete a service learning or citizenship project. (3.2)	Civics Teachers, Assistant Principals	FCPS Civics POS		X	X	X	Students will submit documentation of service hours, and complete a reflection on the experience.
3. Teachers and staff will provide additional opportunities for both 7 <sup>th</sup> & 8 <sup>th</sup> grade students to contribute to the community. (3.2)	Teachers, Librarian, After-school Specialist, Administrative Team	Resources for programs such as Teddy Bear Project, Kids Need You Reading Program , Ecology Club, and Canned Food Drive, National Junior Honor Society, Recycling, Study Buddy, Peer Helping, Community Scout projects	X	X	X	X	Teachers and program sponsors will maintain attendance records and quarterly after school program reports.
4. Staff will recruit students for after school program . (3.2)	After-school Specialist, Franklin Staff	Kiteline Quarterly Newsletter, Announcements and Franklin Live.	X	X	X	X	Quarterly program reports

## 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;"><b>Academics</b></p> <p><b>Objective:</b> Increase student achievement in all academic subjects in grades seven and eight through continued improvement of literacy and critical thinking skills.</p>	<p>Preliminary results for the 2008 SOL tests show an increase in English scores from 92% in 2007 to 93.8% in 2008, an increase of 1.8%. Math scores decreased from 92.5% in 2007 to 90% in 2008—a decrease of 2.5%. Grade 7 social studies increased by 1.6% from 96% to 97.6%.</p>	<p><b>Supported:</b> In English, the implementation of active reading strategies, the English pacing guide, and catalogue tests contributed to reading success. PLC time and collaboration were used much more effectively; teachers shared strategies and instructional techniques; use of data was much more effective in determining reteaching and enrichment opportunities. In math, continued teacher collaboration facilitates student success. While there may have been students who did not pass the actual SOL, significant gains for individual students are noted, especially special education students. Teachers are seeing strengths in teaming situations; relationships are developing, true co-teaching is happening. Also, most students continue to demonstrate a strong sense of the process of math.</p> <p><b>Inhibited:</b> The initial implementation of the pacing guide and catalogue tests presented some challenges. With the revisions for the 2008-2009 school year, and the introduction of eCart, English teachers believe that they will have even more success with instruction and preparing students for SOLs. In math, data shows that ESOL and special education students struggle with application, likely due to vocabulary or problem-solving strategies.</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. Math teachers want to work with a common vocabulary—especially where all teachers can share that common vocabulary. All teachers want to provide more emphasis on application and opportunity for discourse in the classroom, as data shows that students are strong with process. There should also be continued exposure to the regular math curriculum for students in our subgroups as opposed to a more restricted environment. Both math and English teachers see the value of student reflection with assessment. Students need the opportunity to show and reflect on thinking and be able to voice their confusion or breakdown of comprehension; that is where learning continues to happen.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts																										
<p><b>Essential Life Skills</b></p> <p><b>Objective:</b> All staff members will provide experiences for all students to increase ethical judgment, to build moral character, and to develop practical life skills.</p>	<table border="1" data-bbox="562 269 961 378"> <tr> <td>99.5% of the student body agree that caring is used by Franklin students</td> </tr> <tr> <td>0.5% of the student body does not agree that caring is used by Franklin students</td> </tr> </table> <p>-According to the survey, students rated the most valuable 6 Pillar character traits in the following order:</p> <table border="1" data-bbox="562 638 951 865"> <tr> <td>Respect</td> <td>45%</td> </tr> <tr> <td>Responsibility</td> <td>32%</td> </tr> <tr> <td>Citizenship</td> <td>11%</td> </tr> <tr> <td>Fairness</td> <td>10%</td> </tr> <tr> <td>Caring</td> <td>9%</td> </tr> <tr> <td>Trustworthiness</td> <td>9%</td> </tr> </table> <p>- 100% of the student body participated in the Character Education videos and workshops. Shown on a tri-weekly schedule during Period 5.</p> <p>- 100% of the student body was introduced to the PBS Character recognition. Through team assemblies for SR&amp;R updates, PA announcements, and staff notification.</p> <p>- Currently 10% of the student population completed the on-line Character Education survey.</p>	99.5% of the student body agree that caring is used by Franklin students	0.5% of the student body does not agree that caring is used by Franklin students	Respect	45%	Responsibility	32%	Citizenship	11%	Fairness	10%	Caring	9%	Trustworthiness	9%	<p>Supported: Selection of Student of the Month; PBS iTUNEn2 Franklin cards; Character Education Videos and workshops; Discipline data; SR&amp;R student assemblies; Character Education Survey Results.</p> <p>Inhibited: Specific recognition will be extended to the bus, lunch, and after school program.</p>	<p>- 50% of the student body (7<sup>th</sup> grade) will participate in the on-line Character Education survey onsite in physical education classes. 50% of the student body (8<sup>th</sup> grade) will participate by taking the online survey at home using the Physical / Health Education Blackboard website.</p> <p>- According to the on-line Character Education survey, 34% of Franklin students would like to learn more about citizenship.</p> <p>- SR &amp; R review will be expanded to 4 times per year with a parent information session in September 2008.</p> <p>- Discipline referrals</p> <table border="1" data-bbox="1539 1036 1940 1149"> <tr> <td colspan="2">Total Referrals for 07-08 SY</td> </tr> <tr> <td>Grade 7</td> <td>23%</td> </tr> <tr> <td>Grade 8</td> <td>15%</td> </tr> </table> <p>-Disruptive Demo</p> <table border="1" data-bbox="1539 1190 1940 1304"> <tr> <td colspan="2">Total Referrals for 07-08 SY</td> </tr> <tr> <td>Grade 7</td> <td>18%</td> </tr> <tr> <td>Grade 8</td> <td>19%</td> </tr> </table>	Total Referrals for 07-08 SY		Grade 7	23%	Grade 8	15%	Total Referrals for 07-08 SY		Grade 7	18%	Grade 8	19%
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	- Staff members were encouraged to distribute 5 PBS iTUNEn2 Franklin cards per week.		
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>Responsibility to the Community</b></p> <p><b>Objective:</b> 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>	All students demonstrated an understanding of the duties, responsibilities & rights of citizenship. Over 90% of 8 <sup>th</sup> grade students participated in a wide variety of service learning and/or citizenship projects. Over 90% of all students indicated a sense of civic engagement and responsibility.	Supported: SR&R presentations & updates by ass't 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.	Expand school-wide emphasis on conservation & environmental issues.