

VIRGINIA SCHOOLS TO WATCH

MODEL SCHOOL—VISITOR'S GUIDE

Franklin Middle School



Designated in 2004; Redesignated 2007

Franklin Middle School • Fairfax County Public Schools •
Fairfax County, Virginia • Principal: Sharon Eisenberg •
3300 Lees Corner Road, Chantilly VA 20151 •
703-904-5100
www.fcps.edu/FranklinMS

2005-07 School Statistics

(Source: Fairfax County Public Schools, Department of Information Technology)

Community: serving portions of western Fairfax County, Virginia, including Chantilly, Herndon, Oak Hill, and Fairfax
Enrollment: 929
Grade Levels: 7 & 8
School Schedule: Seven period day
7:25 am – 2:10 pm

Student Demographics

7.53%	Hispanic
63.4%	White
5.92%	African American
18.51%	Asian
4.63%	Other
9.36%	Free/Reduced Lunch
10.12%	English Learners

2005 AYP: Yes
2006 AYP: Yes
2007 AYP: Yes

School Characteristics and Replicable Practices

Academic Excellence

Franklin Middle School continues to be a high achieving school in Fairfax County Public Schools and the state of Virginia. Franklin offers a wide range of academic opportunities for students. Teachers are afforded a wide variety of professional development at the school, in the county, and outside the county. Administrators and teachers seek growth opportunities to enhance their professional practice that result in an increase in student achievement. The professional development is aligned with best practices for the middle school learner.

- Design and use of common formative assessments in departments
- Continued updates of curriculum maps
- Use Teacher Collaboration Service for department planning days
- Offer tutorial classes in reading and mathematics
- Provide Professional Learning Community (PLC) time in the school day
- Include all special education and English Speakers of Other Languages (ESOL) teachers in the PLC meetings
- Incorporate Marzano instructional practices and strategies in lesson plans

- Increase technology integration through the use of mobile labs, Smartboards, and Interwrite pads
- Utilize Benchmark Assessment and Reporting Tool (BART) aligned with SOL to monitor student progress and identify learning needs
- Use IGPro/Class XP in grading and attendance
- Use FCPS 24/7 Blackboard to communicate with parents and students about classroom activities and assessments
- Continue training in use of technology with School Based Technology Specialist (SBTS), Technology Specialist (TSSpec), and Vanguard (school personnel trained in integrating technology into instruction)
- Obtain full time Technology Specialist (TSSpec) on staff
- Designed and offered an Instructional Summit in summer to focus on vision, instruction, and goals for all teacher leaders

Developmental Responsiveness

Franklin Middle School embraces the middle school interdisciplinary approach establishing seven heterogeneous teams that include special education and English Speakers of Other Languages (ESOL) students. Teachers meet twice a week to discuss curriculum, team information and activities, and student issues. In addition, teachers, counselors, and administrators communicate regularly with parents using a variety of formats including email, phone calls, conferences, interims, and quarterly grades. Counselors and administrators are assigned by grade level and teams to work in partnership with teams.

- Seven interdisciplinary heterogeneous teams
- Creation of the Middle School Council comprised twenty staff members including team leaders and a representative from each elective area for increased communication and faculty input
- Six Pillars of Character Initiatives have replaced Hip Kids Character Education Program
- Team notes placed on server and distributed to all elective teachers
- Newsletter written quarterly to provide information to families
- New weight room to promote the health and fitness of students in physical education; weight room used by staff after hours
- After-school program expanded adding programs and an additional day
 - Newly hired After School Specialist to plan and implement program
 - Academic, recreational, and social program

Social Equity

Franklin Middle School continues to develop programs and offer opportunities to support students. Students are expected to master curriculum through high quality instruction. The curriculum is challenging and appropriately meets the needs of the diverse student learner. A school atmosphere is created that embraces life-long learning and promotes community service.

- Student Council Association (SCA) changed its officer/committee structure to reflect the needs of the student body and to better serve the school, increasing student involvement and participation
 - President and Vice-President
 - Communications Director
 - Faculty liaison

- Social director
- Philanthropy director
- Student well-being director
- After-school assistance is offered three days a week
- Homework club offered after school three days a week
- Peer mediation training program during after school time
- Six Pillars and Human Relations Committee joint effort re: bullying prevention and character development (weekly videos/student surveys)
- Professional Learning Community (PLC) meeting include special education and ESOL teachers

Organizational Structure and Support

Franklin seeks to remain on the forefront of excellence as an individual school and as a model for other schools. The Franklin staff continually evaluates and refines its structures and norms. The school staff and community strive to exceed previous performance.

- Moved from eight period day to seven period day bell schedule in 2006-2007
 - Incorporated daily activity period into fifth period classes
 - Reduced passing time in the hallways
 - Imbedded character education program and activities
 - Increased student accountability since school-wide activities are led by a classroom teacher rather than an additional activity period teacher
 - Allows for additional instructional time in all fifth period classes (sixty-four minute class while other classes are forty-eight minutes)
- Master schedule includes common planning time during the school day for all core departments and English Speakers of Other Languages teachers (ESOL)
- Special education core teachers have common planning times with mathematics, English, social studies, and science
- Formed Instructional Council- includes twenty-one staff members comprised of all department chairpersons including electives. A forum for instructional decisions using data to determine instructional strategies
- School Plan Committee is comprised of teacher leaders, administrators, and parents to design and implement a school plan reflective of our needs
- PLC and teacher planning days- to include two early closing for staff development
- Stanford 10 and CogAt testing in September for all seventh graders and eighth grade students new to Franklin- data needed to best meet the placement and instructional needs of our students
- George Mason University (GMU) interns for English Speakers of Other Languages (ESOL) each year
- Conferences- Greater Washington Reading Council (GWRC), Bullying Conference, Socratic Seminar Workshop, Office of Middle School Instruction (OMSI)/ Marzano strategies
- Vertical Articulation-Literacy Meetings
- VA Association for Physical Health Education and Recreation and Dance (VAPEHRD)