

**FRANKLIN ACADEMY E (MSID 5037)**  
**FRANKLIN ACADEMY F (MSID 5046)**

**ACHIEVEMENT OF SCHOOL/MISSION-SPECIFIC GOALS**

As outlined in Section I. Educational Plan: *Mission, Guiding Principles, and Purpose* of its 2011 Charter Application, the School's mission during its initial charter term was to develop critical thinking skills and attain high levels of academic achievement in students meeting the benchmarks of a standards-based curriculum *through a single-gender educational program* utilizing varied research-based instructional strategies, technologies, and media. During the remainder of the School's initial term and any renewal term, the School will apply its successful formula for the development of critical thinking skills and the attainment of high levels of academic achievement in its students meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media *through a traditional and strictly co-educational model of instruction*. It is the intent that all students will continue to engage in a rigorous curriculum promoting project-based learning, inquiry, creativity and teamwork while addressing each individual's learning style and specific needs. Through a sustained and integrated program of character development, the School's students explore the sense of community, integrity and obligations to self and our world. The core values of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship are the Six Pillars of Character upon which the foundation of our Character Education program is built. At the School, highly qualified staff and administration work with students, parents, and all stakeholders within the educational landscape to ensure that each student sets learning goals and empowers him/herself by mastering all core academic areas and developing a well-rounded education through special area classes that include art, chess, Spanish, technology, physical education, and music.

To meet School's mission, teachers are considered the first learners and have enthusiastically participated in aligned professional development opportunities to sharpen their knowledge and skills in utilizing current brain-based research, instructional strategies, technology, cooperative learning strategies, higher-order questioning techniques, multiple intelligences, and differentiation of instruction. Applying new learning to the classroom has resulted in students becoming active rather than passive learners. Students are observed working in cooperative learning groups, completing research on topics of their interest, utilizing technology on a daily basis, and using hands-on manipulative learning materials. Assessment data is routinely used to assess student performance and guide decision-making with regard to planning for instruction.

Another factor in the School's success has been an emphasis on creating a warm, caring environment for learning. Our focus on positive discipline and character education provides opportunities for students to develop self-discipline and community responsibility. Character-based lessons encourage students to compliment each other and problem solve together on classroom concerns. One character trait from the School's Six Pillars of Character is studied each month during the school year. Information about the monthly character trait is communicated in school calendars and on the morning news broadcast. The School's focus on character education is enhanced by our "Student of the Month" program. Students who exemplify the character trait of the month are nominated by their peers and are recognized as model citizens. Emphasis on the importance of daily attendance, direct instruction on organizational skills, and high standards for quality work performance contributes to an overall positive, productive learning environment for all students.

The School's rigorous approach to learning, individual needs-based instructional delivery system, differentiated instructional model, and student empowerment supplemented with classroom-based technology, continuous progress monitoring and assessments help us deliver its mission. The decentralization of services and shared decision making by all professionals within the School, a high level of parental involvement, and a web-based student information system allows parents to communicate with the School and track their child's progress. Holistically, the implementation of these mission-specific goals has encouraged a team-oriented framework that is conducive to the success of the overall

School program. During the remainder of its initial term and any renewal term, the School will continue its commitment to the mission, guiding principles, and purpose as set forth in this submission.

### **IMPLEMENTATION OF MISSION**

During its initial charter term, the School has successfully implementing its mission as outlined in Section I. Educational Plan: *Mission, Guiding Principles, and Purpose* of the 2011 Charter Application. As stated, the mission of the School was to develop critical thinking skills and attain high levels of academic achievement in students meeting the benchmarks of a standards-based curriculum through a single-gender educational program utilizing varied research-based instructional strategies, technologies, and media. During the remainder of its initial term and any renewal term, the School will apply its successful formula for the development of critical thinking skills and the attainment of high levels of academic achievement in its students meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media *through a traditional co-educational model of instruction*. It is the intent that all students will engage in a rigorous curriculum promoting project-based learning, inquiry, creativity and teamwork while addressing each individual's learning style and specific needs.

A key factor in the School's success has been an emphasis on positive discipline and character education. On a daily basis, opportunities are provided for students to develop self-discipline and community responsibility. The School's focus on character education is enhanced by its "Student of the Month" program. Students who exemplify the character trait of the month are nominated by their peers and are recognized as model citizens. Emphasis on the importance of daily attendance, direct instruction on organizational skills, and high standards for quality work performance contributes to an overall positive, productive learning environment for all students.

The School's rigorous approach to learning, individual needs-based instructional delivery system, differentiated instructional model, and student empowerment supplemented with classroom-based technology, continuous progress monitoring and assessments help the School deliver its mission. The decentralization of services and shared decision making by all professionals within the School, a high level of parental involvement, and a web-based student information system allows parents to communicate with the School and track their child's progress.

Annual professional development is provided to faculty and staff to help strengthen and enhance student performance within our learning environment, providing in-depth staff development and reflection time for teachers to monitor curriculum advancements and student achievement. All data is accurately monitored for use in School improvement planning. The implementation of these mission-specific goals has encouraged a team-oriented framework that is conducive to the success of the overall School program.

### **ENRICHMENT PROGRAM HIGHLIGHTS**

The K-5 enrichment program at the School is a thriving component of its curriculum and includes direct instruction in Art, Chess, Media/Technology, Music, Physical Education/Health, and Spanish. Instruction within each special area class adheres to the state and national standards for each respective discipline. Students in grades K-5 receive their special-area instruction from a certified teacher in each respective discipline within a structured 40-minute, six-day rotation in a co-educational setting. Each grade level is divided into 6 groups (A,B,C,D,E,F) to accommodate each class. Students in middle school grades have the opportunity to enroll in two elective courses each year, schedule and academic program requirements permitting. Middle school elective course offerings include: Art, Band, Chess, Chorus, Computer Applications, Drama, Journalism, Physical Education, Spanish, and Speech and Debate.