

Franklin Military Academy

2021-2022

Weekly Agenda

*The Home of the Mighty Knights
Going From Good To Great*



(H) Col. David A. Hudson, Principal

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Welcome To Franklin Military Academy

Team, we have the pleasure of welcoming, for the first time, LTG Clark the Commandant of the Air Force Academy arriving to Franklin at 10:30-11:30. Selected Cadets are requested to be in the auditorium. A list will be sent today. Thank you for your cooperation. His Bio is below.

Lt. Gen. Richard M. Clark is the Superintendent, U.S. Air Force Academy, Colorado Springs, Colorado. He directs a four-year regimen of military training, academics, athletic and character development programs leading to a Bachelor of Science degree and a commission as a second lieutenant in the United States Air Force or United States Space Force.

Lt. Gen. Clark graduated from the U.S. Air Force Academy in 1986. His commands include the 34th Bomb Squadron, Ellsworth Air Force Base, South Dakota; 12th Flying Training Wing, Randolph AFB, Texas; Eighth Air Force, Barksdale AFB, Louisiana, and Joint Functional Component Commander for Global Strike, Offutt AFB, Nebraska. He has also served as a White House Fellow in Washington, D.C.; the Commandant of Cadets, U.S. Air Force Academy, Colorado; Senior Defense Official/Defense Attaché, Cairo, Egypt, and as the Commander, Third Air Force, Ramstein Air Base, Germany.

Prior to his current assignment, Lt. Gen. Clark served as the Deputy Chief of Staff for Strategic Deterrence and Nuclear Integration, Headquarters U.S. Air Force, the Pentagon, Arlington, Virginia.



MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Reminders

School Closed
September 16th

Early Dismissal
October 15th

BACK TO SCHOOL NIGHT

Wednesday, September 29, 2021 (Middle School Only) 6:00 p.m.
Thursday, September 30, 2021 (High School Only) 6:00 p.m.

Meet your cadet's teachers and hear about the upcoming school year.

Hear about Franklin Military Academy
Title I Program & Community In Schools

Learn How To Join the PTSA and Meet the PTSA Board Members

Hear about this year's PTSA fundraisers.

[Link To The Virtual Meetings](#)

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



Happy Birthday

Johnetta Guishard-September 9th

Tiffany Fierson – September 10th

Haeyun Kim – September 24th

Andrew Giffin - September 22nd



The graphic features a blackboard background with a white torn-edge paper overlay. On the paper, the Wawa logo is in red, followed by 'Cheers to Classrooms' in a mix of script and bold sans-serif fonts. To the left of the text are four black dots. Below the paper, a red Wawa coffee cup with a white bird logo and 'Wawa' text is shown. An orange crayon is on the left and a blue crayon is on the right. The word 'FREE' is written in large red letters, followed by 'Coffee for Teachers & School Administration' in red. Below this, the text 'Any Size, Any Store, Any Time from September 1 – 30, 2021' is underlined. The bottom section contains three paragraphs of black text on a yellow background.

Wawa
Cheers to
Classrooms

FREE
**Coffee for Teachers &
School Administration**

Any Size, Any Store, Any Time from September 1 – 30, 2021

We're proud to support teachers and school administration who educate, guide, and inspire children across our area this September.

During our month-long celebration, Wawa will fund classroom projects and resources, totaling up to \$25,000, through [DonorsChoose.org](https://www.donorschoose.org).

All 940 Wawa stores have selected local schools to bring Wawa goodies and cheer for the new school year!



BOYS & GIRLS CLUB

BACK2SCHOOL™

Back to School will look different this year.

Register Today for After-school Programs

Transportation provided from select schools! Annual membership applications are \$15 a year, and programming is \$50 a month. Scholarships are available for income-qualifying individuals.

Programs and Activities

- Education & Career
- Health & Life Skills
- Character & Leadership
- Sports & Fitness
- Morality & Values
- Arts & Culture

Ages

6-18

Hours

2:30 pm - 6:30 pm

Contact Us

The Salvation Army Boys & Girls Club

3701 R Street, Richmond, VA 23223

Enroll today: <https://online.traxsolutions.com/bgcrsa/main>
salvationarmybgc.org/rva, (804)222-3122



**Mandatory parent
orientation
Wednesday,
September 1 at
6:30 PM**

**Providing pick up
service for Bellevue,
Chimborazo, and Henry
Marsh. All other school
must provide their own
transportation.**

**SPOTS ARE
LIMITED!**

**Whatever
It Takes to
Build Great
Futures.**

Franklin Military Academy Please Join Us Virtually

First PTSA Meeting of the Year

BACK TO SCHOOL NIGHT

Wednesday, September 29, 2021 (Middle School Only) 5:00 p.m.

Thursday, September 30, 2021 (High School Only) 5:00 p.m.

Meet your cadet's teachers and hear about the upcoming school year.

Hear about Franklin Military Academy
Title I Program & Community In Schools

Lear How To Join the PTSA and Meet the PTSA Board Members

Hear about this year's PTSA fundraisers.

Link To The Virtual Meetings

Wednesday, September 29, 2021 at 6:00 p.m. - Middle School

Thursday, September 30, 2021 at 6:00 p.m. - High School

Franklin Military Academy Chain of Command

Chain of Command

Battalion commander- Diggs
Battalion XO- Johnson
Command Sergeant Major- Greene
S1- Watson 2 junior Asia & Carshay
S2- Hunt
S3- Eubanks/Guishard
S4- Porter
S5- Maday

Alpha Commander- Artis
Alpha XO- Jones
Alpha 1st sergeant- Harris-McKenzie

Bravo commander- Cotman
Bravo XO- Mahki Tyler
Bravo 1st sergeant- Goodwyn

Charlie Commander- Bolden-Jones
Charlie XO- Xavier Coleman
Charlie 1st sergeant- Cheatham

Rats Commander- Warren
Rats XO- Booker
Rats 1st sergeant- Duguid

Middle School Commander- Whyche
Middle school XO- Clark
Middle school helpers(6 needed any grade)- Williams, Hatchett, Goode, Argueta-Islas, Farley

From Mr. Wenberg (ITRT) Mr. Wenberg's Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Thomas Jefferson HS	Thomas Jefferson HS	Franklin Military Academy	Franklin Military Academy	George Wythe HS
PM	Thomas Jefferson HS	George Wythe HS	Thomas Jefferson HS	Franklin Military Academy	George Wythe HS

On Tuesdays and Wednesdays, I will be traveling between buildings so it is possible that I could be late arriving at my afternoon building.

You can access the [appointment calendar here](#). *You will need to be logged into your RPS account to see the calendar.*

You can access the appointment calendar and other resources on [my ITRT website](#). *You will need to be logged into your RPS account to access the site.*

[Please watch this short video](#) before you book any appointments using the calendar I've set up.

FRANKLIN MILITARY ACADEMY – Lunch Schedule

Please ensure that you go to lunch on time so that we stay on schedule. The times listed are the time you are to arrive in the cafeteria. Please place garbage cans outside of rooms by the end of lunch for collection by the custodians.

Middle School Lunch 12:42 – 1:07

Corey 109	12:42
Watson 107	12:45
Guishard Media Center	12:47
Gilliam 106	12:50
Dubinsky 104	12:53
Clarke	12:55
Bush 101	12:57
Corey 202	1:00
Paschall 210	1:03
Barclay 206	1:05
Carter 308	1:06

High School Lunch 1:19 – 1:44

James 203B	1:19
Lindley 311	1:21
Nunez 301	1:23
Day 303C	1:25
Simons 209	1:28
Diaz 204B	1:31
Pomier 203A	1:33
Williams 307	1:35
Wester 310	1:37
Richardson Gym	1:40
Kim 305	1:42

RPS High School

2021-22 Two-Hour Early Dismissal Bell Schedule

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	8:45am-9:00am	15
1st Period	9:05am-10:10am	60
2nd Period	10:15am-11:20am	60
3rd Period & Lunch	11:25am-12:30pm	90
<u>Lunches</u> First Lunch Second Lunch Lunches Will Be Called	12:30pm-2:00pm	25 25 25
4th Period	12:30pm-2:00pm	56
Dismissal	2:00pm	N/A

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RPS High School

2021-2022 Regular Bell Schedule

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	8:45am-9:00am	15
1st Period	9:05am-10:39am	94
2nd Period	10:44am-12:18pm	94
3rd Period & Lunch	12:23pm-2:21pm	118
<u>Lunches</u> First Lunch Second Lunch	12:42pm-1:07pm 1:19pm-1:44pm	25 25
4th Period	2:26pm-4:00pm	94
Dismissal	4:00pm	N/A

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Draft Bell Schedule 2021-2022
Formation
Franklin Military Academy

PERIOD	TIME	MINUTES
Arrival / Breakfast / Lockers	8:30 - 8:45	15
Community Circle / Formation (after Nov)	8:45 - 9:00	15
1st Period	9:00 - 10:29	89
2nd Period	10:32 - 12:01	89
3rd Period / Lunches	12:04 - 1:58	114 (89 instructional + lunch)
<i>1st Lunch</i>	12:24 - 12:49	25
<i>2nd Lunch</i>	1:00 - 1:25	25
4th Period	2:01 - 3:30	89
Formation (Until Nov)	3:30 - 4:00	30
Dismissal	4:00	

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From Superintendent Kamras

Helpful Information To Start The School Year

Top 10 Reminders for Day 1 - I've tried to keep this short and sweet so you can quickly get through it and start your long weekend. Please don't hesitate to email me if you have any questions!

1) The First Day – **We're back on Wednesday, September 8**, for preschool-12th grade in-person instruction and preschool-5th grade virtual instruction (6th-12th grade virtual instruction began last week). RPS is closed on Monday, September 6, in observance of Memorial Day, and on Tuesday, September 7, in observance of Rosh Hashanah.

2) New Start and End Times – We have **new start and end times** for school this year. Click here for all the details and please contact your student's school if you have any questions.

3) Symptom Checking – Please use the symptom checker below before you head out the door. If you have any symptoms, **stay home and get tested**. Do this for yourself and the RPS family.

WELLNESS SCREENER EXAMINADOR DE BIENESTAR		FEVER OF 100.4°F AND OVER FIEBRE DE 100.4°F Y MÁS	VOMITING OR DIARRHEA VÓMITOS O DIARREA	NASAL DISCHARGE / DIFFICULTY BREATHING SECRECIÓN NASAL / DIFICULTAD PARA RESPIRAR	CONSTANT COUGHING TOS CONSTANTE
I NEED TO STAY HOME IF I HAVE... NECESITO QUEDARME EN CASA SI TENGO LOS SIGUIENTES SÍNTOMAS...					
RPS RICHMOND PUBLIC SCHOOLS	SORE THROAT DOLOR DE GARGANTA	SEVERE HEADACHE OR EARACHE DOLOR DE CABEZA O DE OÍDO INTENSO	UNCONTROLLABLE PAIN DOLOR INCONTROLABLE	RED, IRRITATED EYE WITH PAIN/DRAINAGE OJOS ROJOS E IRRITADOS CON DOLOR/DRENAJE	RASH OF UNKNOWN ORIGIN ERUPCIÓN DE ORIGEN DESCONOCIDO

4) Bus Routes – Our bus routes are now available on our website at www.rvaschools.net/busstops. **Families of exceptional education students will receive phone calls on Monday** with bus stop information.

5) School Access Rules – To further prevent the spread of COVID-19, **parents and caregivers will NOT be allowed to enter schools without an appointment**. I know many families like to

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Office of The Principal

walk their young children to class on the first day but we can't allow this, as it would introduce too many people into our buildings and impair our ability to contact trace in the event of an infection. I've asked principals to hold firm on this so please extend them grace and understanding. Thank you.

6) Meals – To prevent students from crowding together for long periods in traditional lunch lines, we will be using **"grab and go" meals that students will pick up from kiosks** in various locations. We will likely continue this practice until we feel it's safe to return to a more traditional setup. That means there won't be hot meals for the time being. Thank you for your understanding.

7) Chromebook Password Reset – You may remember this one from last year. For security reasons, we'll be doing a password reset for all student Chromebooks on **Tuesday, September 7, at 9 am**. See below for all the details.

9) Vaccination – Vaccination remains the most effective way to prevent the spread of COVID-19. If you haven't already taken this step, please consider doing so for the children in your life, particularly for those who are too young to be vaccinated themselves. To help, we're holding COVID-19 vaccination clinics in partnership with the Richmond City Health District on **Wednesday, September 8**, and **Wednesday, September 29**, from 3 pm - 6 pm, at Clark Springs (1101 Dance Street). You can find additional walk-up COVID-19 vaccination events [here](#). As a reminder, all RPS employees must upload proof of full vaccination by **October 1**. Please visit www.rvaschools.net/vaccine for more information.

10) Grace – Hundreds of unsung heroes have been working around the clock for months to prepare for next Wednesday. Custodians have been cleaning, disinfecting, and painting. Facilities personnel have been upgrading HVAC systems, installing hospital-grade air scrubbers, and repairing bathrooms. Family liaisons have been pounding the pavement to share information in every neighborhood across the city. Academic personnel has been planning for our "moonshot" literacy program. Recruiters have been head-hunting all across the Commonwealth and beyond. Administrators have been translating COVID guidance into concrete action plans. And, of course, teachers have been preparing to welcome back our students with love. We're prepared for Wednesday because of these incredible people. **Please shower them with love and extend them grace as we all begin yet another unprecedented year.**

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Fire Drill

Safety Rules

Follow Your Teacher To Area In
Front of The School on 37th Street.

Face away from the building.

Make sure you are 3 or more feet
away from classmates.

Remain with your class at all times.

In the event your class is not released
by the administrator, wait for the
signal code green or the school bell to
sound before you go back into the
building.



Franklin Military Academy



Room Number_____

Fire Exit Door_____



Emergency Alerts

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Lock & Hide

Crisis Condition

Return to class and secure door

Lock & Teach

Trouble in the local area

Secure your classroom /office

Continue teaching until future notice

Lock & Check

Bomb threat procedures

Evacuate

Exit building due to an emergency

Take Fire Exit Route

Make Preparations To Depart For Primary/Alternate

Shelter location

Restrictive Movement

Only essential personnel may move freely

Shelter In Place

Report to designated areas

Assume required position(s)

Reverse Evacuation

Return to your facility

Normal Operation

Return to business as usual

Attention, Attention this is not a drill



Soccer Schedule

Pick up times for all games is 2:15p

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Opponents</u>
October 5, 2021	4:00p	Henderson	MLK vs Henderson
	4:00p	River City	Brown vs River City
	4:00p	Franklin	Binford vs Franklin
	4:00p	Albert Hill	Boushall vs Albert Hill
October 7, 2021	4:00p	Albert Hill	MLK vs Albert Hill
	4:00p	Henderson	Brown vs Henderson
	4:00p	River City	Binford vs River City
	4:00p	Franklin	Boushall vs Franklin
October 14, 2021	4:00p	MLK	Franklin vs MLK
	4:00p	Brown	Albert Hill vs Brown
	4:00p	Henderson	Binford vs Henderson
	4:00p	Boushall	River City vs Boushall
October 19, 2021	4:00p	MLK	River City vs MLK
	4:00p	Brown	Franklin vs Brown
	4:00p	Albert Hill	Binford vs Albert Hill

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4:00p	Boushall	Henderson vs Boushall
October 21, 2021	MLK	Binford vs MLK
4:00p	Boushall	Brown vs Boushall
4:00p	River City	Henderson vs River City
4:00p	Franklin	Albert Hill vs Franklin
4:00p		
October 26, 2021	Brown	Binford vs Brown
4:00p	Albert Hill	Henderson vs Albert Hill
4:00p	Boushall	MLK vs Boushall
4:00p	River City	Franklin vs River City
4:00p	Brown	MLK vs Brown
4:00p		
October 28, 2021	TBA	Tournament Round 1
4:00p		
November 3, 2021	TBA	Tournament Round 2
4:00p		
November 10, 2021	Armstrong	Tournament Championship
TBD		



League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

Please report all scores to tamos@rvaschools.net

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Girls' Basketball

Pick up times for all game is 2:15p

<u>Date</u>	<u>Location</u>	<u>Opponents</u>
October 5, 2021		
4:00p	River City	Binford vs River City
4:00p	Henderson	Albert Hill vs Henderson
4:00p	MLK	Franklin vs MLK
4:00p	Brown	Boushall vs Brown
October 7, 2021		
4:00p	Henderson	Binford vs Henderson
4:00p	Albert Hill	Franklin vs Albert Hill
4:00p	MLK	Brown vs MLK
4:00p	River City	Brown vs River City
October 12, 2021		
4:00p	Binford	Albert Hill vs Binford
4:00p	MLK	Boushall vs MLK
4:00p	Franklin	Brown vs Franklin



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Office of The Principal

Franklin Military Academy
701 North 37th Street
Richmond, Virginia 23223
Telephone (804) 780-8526
Fax (804) 780-8054

4:00p	River City	Brown vs River City
October 14, 2021	Brown	Binford vs Brown
4:00p		
	Albert Hill	River City vs Albert Hill
4:00p		
	Henderson	MLK vs Henderson
4:00p		
	Franklin	Boushall vs Franklin
4:00p		
October 19, 2021	Binford	MLK vs Binford
4:00p		
	Boushall	Albert Hill vs Boushall
4:00p		
	River City	Franklin vs River City
4:00p		
	Henderson	Brown vs Henderson
4:00p		
October 21, 2021	Binford	Henderson vs Binford
4:00p		
	Franklin	Albert Hill vs Franklin
4:00p		
	Brown	MLK vs Brown
4:00p		
	Boushall	River City vs Boushall
4:00p		
October 26, 2021	Binford	Franklin vs Binford
4:00p		
MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH		



Franklin Military Academy
701 North 37th Street
Richmond, Virginia 23223
Telephone (804) 780-8526
Fax (804) 780-8054

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4:00p	Albert Hill	MLK vs Albert Hill
4:00p	Brown	River City vs Brown
4:00p	Boushall	Henderson vs Boushall
October 28, 2021 4:00p	Boushall	Binford vs Boushall
4:00p	Albert Hill	Brown vs Albert Hill
4:00p	MLK	River City vs MLK
4:00p	Franklin	Henderson vs Franklin
November 1, 2021 4:00p	TBA	Tournament Round 1
November 3, 2021 4:00p	TBA	Tournament Round 2
November 9, 2021 TBA	John Marshall	Tournament Championship

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

*****Please report all scores to tamos@rvaschools.net*****

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DR. J. SMITH'S WEEKLY SCHEDULE 09/13/2021

Monday	Homeroom New rosters distributed Walkthrough
Tuesday	Biweekly Edgenuity meeting 10:00 Walkthrough
Wednesday	Attendance 10:00 Walkthrough
Thursday	School Closed
Friday	Walkthrough SBIT forms

Classes will continually be monitored as support. Please ensure that your google classrooms are set up. Be sure to send your links to all persons coming into your classroom.



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Good Apple Award

September 8, 2021

**SGT 1st Class Kelvin Gilliam
MAJ Zonita James
CPT Melody Reives
COL. Carlton Day**



From Central Administration:

Welcome back to the new school year!

Once a school year, all RPS employees are asked to complete courses to meet VDOE requirements.

Currently you will find the following courses in your Safe Schools training plan folder marked as mandatory.

Returning Employees from School Year 2020-21 - Sexual Harassment Refresher (15 minutes) - Blood Borne Pathogens (20 minutes)

New Employees - Coronavirus 101 What You Need to Know (16 minutes) - Sexual Harassment (35 minutes) - Blood Borne Pathogens (20 minutes) - Restraint and Seclusion (24 minutes)

There are a few additional courses assigned in your Suggested courses folder that may be helpful to review as well. They are not required.

Safe Schools will bookmark your progress if you don't complete a course in one session. Please try to complete these courses no later than October 31.

Here is the link to Safe Schools <https://rvaschools-va.safeschools.com>

Your User ID is your 6-digit RPS Employee ID number and there is no password.

Thank you in advance for helping us continue to provide our students with a healthy and safe learning environment.

School Day Starts 8:30 a.m. – 4:30 p.m.
Certified Staff has to work 8hrs a Day
Let me know if you are arriving or leaving early
Assessments For September

Assessment	Grades	Window
VA Growth Assessments	6-8	September 27-October 8
EL Mid & End Unit Assessments	6-8	Various (see MS Visual)
Eureka Mid & End Unit Assessments	6-8	Various (see MS Visual)
Science Amplify Unit Assessments	6-8	Various (see MS Visual)
WIDA - Fall	6-8	September 13-24
WIDA - Fall	9-12	September 13-24

Thanks for Making Our School a Safe Environment
Duties
September 13th -17th, 2021

- All teachers need to be at your doors to welcome students
- Have them line up 3 feet or more apart.
- Make sure they have their mask on
- Please follow the same steps for each class. An announcement will be made to change classes.
- Students are to walk on the right in the halls.
- Please take a roll at each period. Due to delays in moving to class for safety, start making students tardy ten minutes after classes are released.
- Attendance is extremely important. Make sure you make contact with parents when a student is absent.

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Standard 7 Goal Setting Guidance

2021-2022

This guidance is designed to provide suggestions for teachers in the development of SMART Goals for Standard 7, Student Academic Progress. It is organized alphabetically by content area and also includes links to specific content areas.

Reminders:

- Also, the goal is not to create additional assessments for the sake of teacher evaluations. We will use assessments already built into our curriculum and/or assessment calendar to create meaningful goals for student progress.
- There Many methods caused to set meaningful goals to assess student academic progress, and standardized assessments are just one. Teachers are encouraged to consider performance tasks with rubrics and standards-aligned portfolios, to name a few.
- Careful rubric construction is crucial for valid and reliable assessment results. Teachers must ensure that rubrics align with the standards and curriculum.

Most importantly, teachers and school leaders advising and reviewing goals should keep in mind that teacher-developed, division-led and state and national assessments serve the primary purpose for enabling teachers to understand student learning progress; and assessments should be used *for* and *of* learning. Their primary purpose should not be compromised based on the nature of setting goals for adult evaluation. Said another way, try not to create more pressure or intensity around the assessments, such that their true purpose is invalidated.

CTE	Math (Elementary)	Performing Arts (Elementary)	Science	Visual Arts (Elem)
LIEP	Math (Secondary)		School Counseling	Visual Arts (Middle)
ELA (Elementary)	PE (Elementary)	Performing Arts (Secondary)	Social Studies	Visual Arts (Secondary)
ELA (Secondary)	PE (Secondary)		Special Education	World Languages (Elem)
Library Services		Pre-Kindergarten	STEAM Resource	World Languages (Secondary)

CTE

Sample SMART Goals:

Middle or High School courses:

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During the **2021-2022** school year, students will be expected to achieve a **satisfactory rating** (one of the three highest marks) on the Student Competency Record (SCR) rating scale on at least 80% of the required (essential) competencies in a CTE course.

Competency Record Rating Scale

...RATING SCALE...

1 - Can teach others

2 - Can perform without supervision

3 - Can perform with limited supervision

4 - Can perform with supervision

5 - Cannot perform

High School courses:

During the 2021-2022 school year, 80% of students will demonstrate growth between the pre and post assessment post-assessment areiness Skills Assessment.

High School courses:

During the 2021-2022 school year, 80% of all students will score a ____% (indicate passing score for the specific exam) or higher on their respective industry credential exam (fill in name of the specific exam).

Available Assessments:

- All High School CTE courses: Workplace Readiness Skills Assessment
- Economics & Personal Finance: Wise Financial Literacy Certification
- Business & Information Technology: Microsoft Office Specialist Certification
- Project Lead The Way: Autodesk
- Agriculture:
- Varies by CTE course/area

LIEP

We want to share with you the Title III /LIEP goals for 2021-2022. As you create your SMART goals with your principals, make sure your goals are aligned with the RPS LIEP Program's targets. In order to calculate EL progress in language proficiency, please use the WIDA ACCESS for ELLs scores.

Progress for ELs is calculated as follows:

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Previous year Proficiency levels	Grades K-2 Current Year	Grades 3-5 Current Year	Grades 6-12 Current Year
1.0 - 2.4	1.0	0.7	0.4
2.5 - 3.4	0.4	0.4	0.2
3.5 - 4.4	0.2	0.2	0.1

TITLE III MEASURABLE OBJECTIVES

What is a Measurable Objective?

A measurable objective has four components:

- a) Subject (Who is the target or focus?);
- b) Behavior (What will be changed/improved?);
- c) Specific criteria for assessing improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
- d) Period for performance or assessment.

Measurable Objective 1:

By June 2022, 52% of ELs in K-12 will demonstrate progress in attaining English proficiency as measured by their performance on the spring 2020 WIDA ACCESS for English Learners (ELs) assessment.

Measurable Objective 2:

By June 30, 2022, ELs who were enrolled for the full Fall semester, will increase proficient scores on the SOL mathematics or state-approved assessment by 5%. RPS will utilize the push-in, pull-out, and consultation models depending on student need to deliver appropriate instruction at the elementary school level. Secondary level programs will use the Sheltered methodology, inclusion, push-in, and co-teaching as provided by the EL teachers within the scheduled ESL class.

Measurable Objective 3:

By June 30, 2022, EL, who were enrolled for the full Fall semester, will increase proficient scores on the SOL Reading by 5%. RPS will utilize the push-in, pull-out, and consultation models depending on student need to deliver appropriate instruction at the elementary school level. Secondary level programs will use the Sheltered methodology, inclusion, push-in, and co-teaching as provided by the EL teachers within the scheduled ESL class.

Measurable Objective 4:

By June 30, 2022, 85% of ESL endorsed teachers will participate in a minimum of 15 professional development hours designed for the implementation of the WIDA standards, best practices, Ellevation Strategi, es and TESOL 6 Ps as evidenced by sign-in sheets, permission to attend forms and receipts from conference travels.

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Measurable Objective 5:

By June 30, 2022, RPS will seek to have 10 teachers working towards completing an ESL endorsement. RPS will provide opportunities for teachers to receive both Praxis and coursework.

Measurable Objective 6:

By June 30, 2021, 35% of parents of ELs will participate in at least **two** parent involvement initiatives as measured by attendance sheets, agendas, and event flyers.

Sample SMART Goals: Example is tied to MO #1

Sample Goal #1	100% of my students in _____ (grade/class) with proficiency level(s) _____ will show _____ growth in the acquisition of the English proficiency based on the WIDA scores.
100% of my students in 3rd-grade class with proficiency level(s) of 2.0 will show growth in the acquisition of the English language based on the EL Progress tables by .7 for a total growth of at least 2.7. The expected growth for each student range is above.	
Sample Goal #2	100% of my students in _____ (grade) with proficiency level(s) _____ will show _____ growth in the acquisition of the English language based on the EL Progress tables. The expected growth for each student/each range is below.

Available Assessments:

Benchmark Skills Assessment
EL Curriculum Mid & End of Unit Assessment
District created interim assessments

Language Arts (Secondary)

Sample SMART Goals:

6th-8th EL Education Mid and End-of-Unit Assessment

During the 2021-22 school year 100% of my students will demonstrate measurable growth or progress in the literacy block to include reading and writing. Based on the EL Education Curriculum unit assessments, all students in my ____ block will improve their scores from the Mid-Unit Assessment to the End-of -Unit Assessment by 10% throughout each quarter.

6th-12th Standardized Assessment Example (ex. District created interim assessments)

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During the 2021-22 school year 100% of my students will demonstrate measurable growth or progress in literacy to include reading and writing. Based on a District Created Interim Assessment, all students in my ____ literacy block will improve their scores by 10% each quarter.

____ End-of-Unit _____

Available Assessments:

District Created Interim Assessments

EL Curriculum Mid & End of Unit Assessment

Library Services

Sample SMART Goals:

Elementary:

By the end of the year and to help support students in 3rd grade will increase skills and ability to independently use the Online Public Access Catalog (OPAC) for information needs so that they then can read widely and deeply using multiple formats such as print, digital, and audio (AASL Standard: Explore, Think, 1;

In order to improve the research skills of fourth grade students, students will complete one mini-project based on the Guided Inquiry research model and will engage in sustained inquiry (AASL Standard: Inquire, Grow 2; throughout the process. I will specifically evaluate topic definition (including narrowing and expanding) and keyword searching to answer their research question. Using a pre- and post-assessment, 100% of my students will earn 50-75 percent of the unearned points from the pre- and post-assessment.

By the end of the school year all 5th grade students, in order to show proficiency in self-selected reading choices, will be able to classify a selection of books from the library (or classroom library) by genre. Students will be able to tell what characteristics a book must have to fall under the basic genres including mystery, fantasy, dystopian or science fiction, realistic fiction, historical fiction, mythology, folk tales, animal stories, and humor. Throughout this unit, representing diverse perspectives during learning activities (AASL Standard: Include: . Using a pre- and post-assessment, 100% of my students will earn 50-75 percent of the unearned points on the assessment.

Upper Elementary to High School:

By the end of the year, all students in X's class will be able to use an online database to use evidence to investigate their question and draw conclusions from an article that answers their research question (AASL Standard: Inquire, Create, 1;). Using a pre- and post-assessment, 100% of my students will earn 50-75 percent of the unearned points on the assessment.

By the end of the year, all students in the X grade/class will improve their ability to use information ethically and responsibly and to demonstrate proficiency of what constitutes plagiarism by acknowledging authorship and demonstrating respect for the intellectual property of others (AASL Standard: Engage, Create, 2). Based on pre-assessment data, 100% of my students will earn 50-75 percent of the unearned points on the assessment.

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Middle/High School:

By the end of a research process for a specific subject area, students will improve their ability of how to use a given type of information container in order to integrate and depict in a conceptual knowledge network their understanding gain from resources (AASL Standard: Curate, Share, 2; Based on pre-assessment data, 100% of my students will earn 50-75 percent of the unearned points on the assessment.

By the end of a research process for a specific subject area, students will demonstrate proficiency in the ethical use of information by ethically using and reproducing others' work within the final product (AASL Standard: Engage, Create, 1; Based on pre-assessment data, 100% of my students will earn 50-75 percent of the unearned points on the assessment.

Available Assessments:

AASL's *National School Librarian Standards for Learners, School Librarians, and School Libraries* (2017).

AASL Standards website: <https://standards.aasl.org/> (Refer to the Learner Framework tab and Resources tab)

Assessing for Learning: Librarians and Teachers as Partners

Guide for Developing and Evaluating School Library Programs from the Nebraska Educational Media Association.

Mathematics (Secondary)

Sample SMART Goal:

During the 2021-2022 school year, 70% of my students will show growth in mathematical understanding as measured by the through-year Standards Of Learning assessments given in the Fall of 2021 and Spring of 2022.

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During the 2021-2022 school year, 80% of my students will increase performance on Eureka Mid and End of Module Assessments by 20% when Mid or End of Module 1 is compared to the final module in my grade level.

During the 2021-2022 school year, 70% of my students will meet or exceed 70% on Interim Assessments.

Available Assessments:

- Eureka Math Mid & End of Module Assessments (Math 6, Math 7, Math 7H/8)
- Unit Assessments (EOCs)
- Interim Assessments
- SOL Assessments

Available Assessments:

Performing Arts (Secondary)

Sample SMART Goals:

Band Sample: During this school year, the students in a High School Beginning band class will demonstrate measurable growth in music. All students will meet or exceed the benchmark for the music assessment which is a score of 3 or Proficient on the rubric. Data will indicate growth by at least one level. (When using Smart Music, a score of 75% or greater will be proficient)

Theatre Sample: By the end of the academic year, all theatre students in Theatre 1 will be able to recognize and demonstrate the ability to memorize and perform dramatic literature at a proficient level of competency by scoring x on a department-designed rubric.

Physical Education (Secondary)

Sample SMART Goals:

During the school year 100% of my students will show measurable improvement in the Focused Fitness challenge. Participation and baseline scores from the Fitnessgram and Functional Fitness (Progressive Aerobic Cardiovascular Endurance Run), all students will meet or exceed the functional fitness level for their age

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group. Students below expected baseline levels will meet or exceed age level expectations. Students currently meeting or exceeding the functional fitness level for their age group will show improvement in their cardio-respiratory endurance based on the initial pre-test.

Available Health & PE Assessments Resources: [Focused Fitness](#)

Science

Sample SMART Goals:

Evidence-Based Assessment Examples

During the _____ school year, 100% of my students will demonstrate measurable progress in a _____ (science unit). Using performance assessments (PA), students will show improved individual mastery of the specific concepts, as evidenced by (*this could take the form of a number of different metrics, depending on the summative assessment of the unit*).

During the 2021-22 school year, 100% of my students will demonstrate measurable progress, using the VDOE Performance Task Rubric, in the skills associated with scientific and engineering practices - observation, asking questions, using models, planning & carrying out investigations, analyzing & interpreting data, using models, and communication of data - using skill-based rubrics for performance based assessments.

5th-12th Standardized Assessment Example (ex. quarterly interim assessments)

During the 2021-22 school year 100% of my students will demonstrate measurable growth or progress in science & engineering practices and content-specific concepts. Based on a 100 point scale multiple-choice assessment, all students in my ____ block class will improve their scores on district provided quarterly interims between Q1 and Q3.

Available Assessments:

Performance-based assessments or problem-based assessments with rubrics, district provided interim assessments (5th grade and up), Amplify summative assessments (3rd grade - Physical Science).

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School Counseling

Sample SMART Goals:

- Students who missed five (5) or more days in quarter one will improve their pre-intervention attendance rate by 3-5% by the end of the third quarter.
- All Xth grade students participating in a study skills group, scoring in the 60-70% range on the Q1 Science interim test, will increase their test scores by 10% or more on the Science simulation test.
- X Grade students who are identified as 'at-risk' for promotion will meet the requirements to transition to the next grade level.
- Students with five (5) or more discipline referrals first quarter will decrease the number of referrals by 30% in each of the next two (2) quarters.
- X% of my high school student cohort will be on track to graduate by the end of the school year.

History/Social Science (Secondary)

Sample SMART Goals:

Evidence-Based Assessment Examples:

During the academic year, 100% of my students will demonstrate measurable progress in responding and writing free response AP Government questions. Using the College Board assessment rubrics, students will improve 50-75% of the unearned points (based on the scoring guidelines provided by the AP College Board) in their overall writing scores before the AP Test is given in early May.

By the end of the academic year, 100% of my students will show improvement in the ability to interpret charts, graphs, and political cartoons for the purpose of better understanding historical content. Using a pre- and post-assessment to determine their knowledge of these skills, students will improve 50-75% of the unearned points.

Performance Assessment Example (ex. multiple choice test):

During the academic school year, all students will demonstrate measurable growth in organizing information to gather and classify information, sequence events, and separate fact from fiction (skills progression chart standard 1c) BY moving at least one level on the PBA rubric (ranging from emerging to exceeding) WITHIN 3 performance assessments which ask them to apply history/social science skills. This goal supports students' ability to acquire -at least - a proficient rating by the end of the school year on their PBA. (In rare cases, when teachers have demonstrated at least 95% of their students have met this goal they will be able to provide evidence for each student who missed this measure to be rated proficient on this performance goal.)

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Available

Assessments and Resources:

[RPS Performance Assessments](#)

[History Assessments of Thinking](#)

[AP History Assessment Rubrics](#)

Exceptional Education

Sample SMART Goals:

During the current school year, 100% of the students with disabilities in my (name the class i.e. third-period Algebra 1) class will demonstrate measurable progress, according to the IEP's academic goals, as measured by the approved pre-and post- assessment. (Please see datasheet with specific goals for students)

During the current school year, 100% of the students with disabilities will demonstrate measurable progress by their IEP's academic goals. (Please see datasheet with specific goals for each student).

During the current school year, 100% my students receive multisensory reading strategy instruction will demonstrate measurable progress in accordance with their decoding and encoding IEP's academic goals.

During this school year, all students in my _ period class(es) will demonstrate a minimum of one year Lexile gain (middle school= 70 points, high school=70 points) according to the Scholastic Reading Inventory in the Read 180 software.

Available Assessments:

DRA, PAL's, Word Study Assessments, Multisensory Pre/Post Assessments, Read 180 Pre/Post Assessments, Interim assessments, content-specific assessments, running records, student-specific data collection, portfolio assessments, PSAT/SAT

Visual Arts (Middle School)

Sample SMART Goals:

During this school year, students will demonstrate growth by increasing the ability to apply a variety of techniques in observational drawing in three of four measurement areas based on pre- and post-assessment rubric.*

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Available Assessments:

A written test is not an appropriate performance assessment

Visual Arts (Secondary)

Sample SMART Goals:

During this school year, students will demonstrate growth by improving their application of critical thinking skills (interpret, analyze, and evaluate works of art) in three of four measurement areas based on pre- and post-assessment rubric.*

Available Assessments:

A written test is not an appropriate assessment

**Visual Arts SMART Goals may be based on content area as outlined in the curriculum framework and matching VA SOL that evaluates student's growth over the academic year.*

World Languages

Example of a Student Growth Goal – Steps to Follow:

- Describes the language performance of language learners in standards-based, performance-oriented learning environments
- Provides descriptive performance outcomes adaptable to fit differences in languages and learners
- Addresses student proficiency and mastery of language functions, contexts, intercultural competence and communicative literacy

***Sample Growth Goal (can tailor this to meet the needs of your students).**

For the **2021-2022 school year**, 100% of my students in my **[target language and level]** classes will demonstrate measurable progress with **[Interpersonal Speaking/Writing, Interpretive Listening/Reading, Presentational Speaking/Writing]** (*choose 1 area of focus) by advancing at least one ACTFL sub-level, from **[current performance descriptor]** to **[goal performance descriptor]: [insert proficiency-based rubric]**. Students with a high degree of written proficiency (such as native or heritage speakers or students)

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will be assessed using a more advanced reading and writing rubric. (Use DOE and ACTFL standards and information to guide you)

Available Assessments:

WLES (K-5) Teachers will assess students with Pre-Assessments and Integrated Performance Assessments and Rubrics that are embedded in their new 2021-2022 Curriculum Guides for each marking period.

The following assessments are already created and available:

- AAPPL - The ACTFL Assessment of Performance toward Proficiency in Languages (standards based language learning assessment across the 3 modes of education (Interpersonal, Presentational, and Interpretive)
- Speaking and listening prompts through the IPAs in *EntreCulturas*
- Unit quizzes and assessments through the digital textbook *EntreCulturas* for levels I-IV

Consider asking students to respond in the target language to open ended prompts such as:

- Describe yourself. (Level I)
- What do you do all week long? (Level II)
- Why should we care about the environment? (Level III)

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Franklin Military Academy

EXCEPTIONAL EDUCATION DEPARTMENT | SEMESTER 1 SCHEDULES

Maj. Claiborne Schedule

SECTION	Subject
BLOCK 1	303B, and Williams
BLOCK 2	Giffin, Walker, Smith
BLOCK 3	Reives
BLOCK 4	Thornton, Williams



Cpt. Loney Schedule

SECTION	Subject,
BLOCK 1	Kim, Paschall
BLOCK 2	Paschall, Nunez
BLOCK 3	Paschall, Lindley, Kim
BLOCK 4	Lindley, Wester

Cpt. Scott Schedule

SECTION	Subject
BLOCK 1	Carter, Giffin, Elie, Bush
BLOCK 2	Nunez, Hylton
BLOCK 3	Barclay, Dubinsky, Watson
BLOCK 4	Barclay/Watson/Giffin/Elie

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WEEKLY AGENDA

Department Meeting Wednesday

September 15, 2021

Allergy Meeting September 23rd – Please let parents know that the meeting will be on Thursday at 4:15 p.m. in the Auditorium.

Vocabulary in Action Word ^{of} the Week

Sedentary

Definition "A *sedentary* lifestyle could increase your levels of exhaustion. Luckily, small changes in your daily life can impact your activity levels for the better. Taking the stairs instead of taking the elevator, and adding a daily walk can make you feel more energized...."



Office of The Principal

Franklin Military Academy
701 North 37th Street
Richmond, Virginia 23223
Telephone (804) 780-8526
Fax (804) 780-8054

Bus Duty A.M. – SGT. Gilliam and Mr. Mills
BREAKFAST Grab & Go Breakfast. St

September 8th Homeroom
8:30 a.m. – 9:00 a.m.

All lunches will be in the classroom this week.

Bus Duty: Administration, 2:45 p.m, COL Day (M street), SFC Thornton (N Street), SSG Jefferson (37th Street), SSG Guishard (Floater), Administration 37th Street

Bus Dismissal

Bus lineup

M Street

271

312

359

Front of the school 37th Street

163

317

273

N Street

222

014

Custodian will check the k building after 4:15 p.m. If you are supervising cadets, make sure you have them with you at all times.

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Monday - September 13, 2021

- To keep parents and students continuously updated on students' academic progress, all teachers are asked to post a minimum of two graded assignments in ASPEN each week, for a total of at least 18 earned grades per student every nine-week marking period. To provide opportunities for practice and feedback, all teachers are expected to assign homework regularly, provide timely feedback on homework, and award homework grades based in part on effort and completion.
- Make sure you are maintaining the seating charts
- Make positive calls home
- Administration will be doing walkthroughs
- Lesson plans should be in Google Docs
- Make sure you are thinking of a goal for 2021-2022. The second week of October is 1st Goal meeting with the administration.
- General Clarke Visit – Col. Day – Selected Students Are Invited Due To COVID-19 – 10:00 a.m.
- Admin Meeting - 9:15 a.m.

Tuesday - September 14, 2021

- To keep parents and students continuously updated on students' academic progress, all teachers are asked to post a minimum of two graded assignments in ASPEN each week, for a total of at least 18 earned grades per student every nine-week marking period. To provide opportunities for practice and feedback, all teachers are expected to assign homework regularly, provide timely feedback on homework, and award homework grades based in part on effort and completion.
- Make sure you are maintaining the seating charts
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- Administration will be doing walkthroughs
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- Make sure you are thinking of a goal for 2021-2022. The second week of October is 1st Goal meeting with the administration.

Wednesday - September 15, 2021

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- To keep parents and students continuously updated on students' academic progress, all teachers are asked to post a minimum of two graded assignments in ASPEN each week, for a total of at least 18 earned grades per student every nine-week marking period. To provide opportunities for practice and feedback, all teachers are expected to assign homework regularly, provide timely feedback on homework, and award homework grades based in part on effort and completion.
- Make sure you are maintaining the seating charts
- Make positive calls home
- Administration will be doing walkthroughs
- Lead Teachers Meeting with their Departments 4:30 p.m. – Lead Teachers will check to make sure Google Links are in Google Doc Spreadsheet and teachers have signed up for committees. Please review where the lesson plans and data folders are located and procedures for writing 2021 Goals and any other department issues.
- Lesson plans should be in Google Docs
- Make sure you are thinking of a goal for 2021-2022. The second week of October is 1st Goal meeting with the administration.
- **Formation Schedule**

Schedule 2021-2022

Formation Franklin Military Academy

PERIOD	TIME	MINUTES
Arrival / Breakfast / Lockers	8:30 - 8:45	15
Community Circle / Formation (after Nov)	8:45 -9:00	15
1st Period	9:00 - 10:29	89
2nd Period	10:32 -12:01	89
3rd Period / Lunches	12:04 - 1:58	114 (89 instructional + lunch)
<i>1st Lunch</i>	12:24 - 12:49	25
<i>2nd Lunch</i>	1:00 - 1:25	25
4th Period	2:01 - 3:30	89
Formation (Until Nov)	3:30 - 4:00	30
Dismissal	4:00	

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Thursday - September 16, 2021

- No School

Friday - September 17, 2021

- To keep parents and students continuously updated on students' academic progress, all teachers are asked to post a minimum of two graded assignments in ASPEN each week, for a total of at least 18 earned grades per student every nine-week marking period. To provide opportunities for practice and feedback, all teachers are expected to assign homework regularly, provide timely feedback on homework, and award homework grades based in part on effort and completion.
- Make sure you are maintaining the seating charts
- Make positive calls home
- Administration will be doing walkthroughs
- Lesson plans should be in Google Docs
- Make sure you are thinking of a goal for 2021-2022. The second week of October is 1st Goal meeting with the administration.
- Lead Teachers your teaming log is due

Committee Sign up is due – If you did not sign up for committees, I will place you on committees. Please try to sign up for a least three – Thanks

Draft Bell Schedule 2021-2022 Formation Franklin Military Academy

PERIOD	TIME	MINUTES
Arrival / Breakfast / Lockers	8:30 - 8:45	15
Community Circle / Formation (after Nov)	8:45 - 9:00	15
1st Period	9:00 - 10:29	89
2nd Period	10:32 - 12:01	89
3rd Period / Lunches	12:04 - 1:58	114 (89 instructional + lunch)
1st Lunch	12:24 - 12:49	25
2nd Lunch	1:00 - 1:25	25
4th Period	2:01 - 3:30	89

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Formation (Until Nov)	3:30 - 4:00	30
Dismissal	4:00	

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FRANKLIN MILITARY SCHOOL – DAVID A. HUDSON

	Day	Time
Team Planning		
Faculty Meeting	THURSDAYS -	4:15 p.m.
Leadership Team Meeting	When Planned	4:15 P.M.
Graduation Meetings	THURSDAY	4:15 P.M.
Professional Development	Every Thursday	4:15 p.m.
School Planning and Management Team	1 ST WEDNESDAY OF THE MONTH	4:15 P.M.
Child Study Team	TUESDAY	ALL-DAY
Grade Level Planning	WEDNESDAY	ALL-DAY
Attendance Meeting	Wednesday	10:00 a.m.
Thursday Meeting 1 st Week	Instructional & Safety Priorities	Sept. 16 4:15 p.m.
Thursday Meeting 2 nd Week	School Climate and Culture Committee	Sept. 16 3:00 p.m.

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Thursday Meeting 3 rd Week	Instructional Priorities	TBA
Thursday Meeting 4th Week	Faculty Meeting	Sept. 16 3:00 p.m.

Franklin Military Academy – Evaluation Schedule

First	Last	Email Address	Room	Evaluator
Jonathan	Ashe	jashe@rvaschools.net	105	Hudson
Clara	Bannister	cbannist@rvaschools.net	MEDIA	Smith
John	Barclay	jbarclay@rvaschools.net	206B	Hudson
Nathaniel	Belton	nbelton@rvaschools.net	OFFICE	Smith
Meredith	Bush	mbush@rvaschools.net	101	Smith
Gilbert	Carter	gcarter3@rvaschools.net	308	Hudson
Denise	Claiborne	dclaibor@rvaschools.net	207A	Smith
Shanice	Clarke	sclarke2@rvaschools.net	102	Smith
Christal	Corey	ccorey@rvaschools.net	109	Hudson
David	Corey	dcorey@rvaschools.net	202	Hudson
Carlton	Day	cday@rvaschools.net	303C / OFFICE	Hudson
Natalie	Diaz	ntaylor2@rvaschools.net	204B	Smith
Theodore	Dubinsky	tdubinsk@rvaschools.net	104	Smith
Daniel	Elie	delie@rvaschools.net	103	Smith
Tiffany	Frierson	tfrierso@rvaschools.net	101A	Smith
Chaun	Gadson	lgadson@rvaschools.net	OFFICE	Hudson
Andrew	Giffin	agiffin@rvaschools.net	306	Smith
Kelvin	Gilliam	kgilliam@rvaschools.net	106	Hudson
Kim	Gray	kgray@rvaschools.net		Smith
Johnetta	Guishard	jguishar@rvaschools.net	106	Hudson
Adrianne	Hairston	ahairsto@rvaschools.net	OFFICE	Hudson
Sandra	Hayward-Jones	shayward@rvaschools.net	309A	Hudson
David	Hudson	dhudson2@rvaschools.net	OFFICE	
Amitie	Hylton	amitiehylton@gmail.com	205	Smith
Michael	Jamison	mjamiso2@rvaschools.net	204A	Hudson
Zonita	James	zjames@rvaschools.net	203B	Smith
Clinton	Jefferson	cjeffer2@rvaschools.net	309B	Hudson
Haeyum	Kim	hkim@rvaschools.net	305	Hudson
Eric	Lindley	elindley@rvaschools.net	311	Hudson
Special	Loney	sloney@rvaschools.net	207A	Smith
Eric	Martin	emartin3@rvaschools.net	OFFICE	Smith
Carine	Memine	cmemine@rvaschools.net	309A	Hudson
Dominique	Menefee	dmenefee@rvaschools.net	206A	Smith
Valerie	McConnico	Vmccenni@rvaschools.net	Cafeteria	Hudson
George	Mills	gmills2@rvaschools.net	106	Hudson
John	Nunez	jnunez@rvaschools.net	301	Hudson
Kathy	Paschall	kpaschal@rvaschools.net	210	Hudson
James	Patterson	jpatters@rvaschools.net	OFFICE	Smith
Jose'	Pomier	jpomier@rvaschools.net	203A	Hudson
Melody	Reives	mreives2@rvaschools.net	302 OFFICE 301A	Smith
Travis	Richardson	trichard@rvaschools.net	102	Hudson
Shaia	Scott	shaiascott2@gmail.com	207A	Smith
Mary	Simons	msimons@rvaschools.net	209	Hudson
Jennifer	Smith	jdavis5@rvaschools.net	109A	Hudson
Naiia	Smith	nsmith6@rvaschools.net	207	Smith
Brian	Taylor	btaylor2@rvaschools.net	208	Hudson
Herman	Taylor	htaylor@rvaschools.net	OFFICE	Hudson
			303B	
Leon	Thornton	lthornto2@rvaschools.net	108	Hudson
Nikitra	Walker	nwalker@rvaschools.net	304	Smith
William	Watson	wwatson@rvaschools.net	107	Hudson
Mark	Wenberg	mwenberg@rvaschools.net	OFFICE	Hudson
Matthew	Wester	mwester@rvaschools.net	310	Hudson
Danielle	White	dwhite4@rvaschools.net	201	Smith

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Office of The Principal

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Robin	Williams	rwillia8@rvaschools.net	307	Smith
Randa	Elswick	relswick@rvaschools.net	Nurse Office	Hudson

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FRANKLIN MILITARY ACADEMY
PLEASE MAKE SURE DATA IS TURNED IN ON TIME
Bi-Weekly Schedule Subject To Change
2021-2022

August 24th – 1st Day For Virtual Academy

Data Due - September 24th (Bring Data To Data Meeting)

*October 15, 2021– Professional Development Day – Student Early Dismissal

Data Due -October 22nd (Bring Data To Grade Level Meeting)

**November 2nd & 4th – School Closed For Staff & Students

November 5, 2021 – No School For Students - Teachers will report to have parent/caregiver conference

Data Due - November 19th (Bring Data To Grade Level Meeting)

** School Closed For Thanksgiving November 24th – 26th

*December 3, 2021– Professional Development Day – Student Early Dismissal

** School Closed For Winter Holiday December 22nd – December 31, 2022

** School Closed For Martin L. King Birthday – January 17, 2022

Data Due -January 27th (Bring Data To Grade Level Meeting)

*January 28, 2022 – Professional Development Day – Student Early Dismissal

** January 31, 2022 - School Closed For Students - Teacher Work Day

** February 21, 2022 - School Closed President Day

Data Due - February 25th (Bring Data To Grade Level Meeting)

*March 4th – Early Release Day For Students – Professional Development For Teachers

*March 18th Parents & Caregiver Conference – School Closed For Students

Data Due - March 25, 2022 (Bring Data To Grade Level Meeting)

**April 4th – April 8th - Spring Break – School Closed For Students & Teachers

12th Month Employees Report To Work

** April 18, 2022 - School Closed For Students & Teachers – Easter Monday

Data Due - April 22nd (Bring Data To Grade Level Meeting)

** May 3, 2022 - School Closed For Students & Teachers – Eid al - Fitr

** May 30, 2022 - School Closed For Students & Teachers – Memorial Day

** June 20, 2022 - School Closed For Students & Teachers – Juneteenth

*June 24, 2022 – Early Dismissal for Students



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Office of The Principal

Important Dates

September 20, 2021 – June 2022

Formal Observations and Informal Observations

Emergency Plans (10 Days of Enrichment and Stimulating Activities That Will Increase Academic Achievement) Make sure you place emergency procedures and place in plans that sub cannot leave the building unless they are permitted principal/assistant principal.

September 17, 2021– Sign Up For Committees

Please sign up for at least three committees.

September 27, 2021– Classroom Vision (Posted)

Teachers, make sure the students in your class come up with a classroom vision. The classroom vision needs to be posted in your classroom. Students may come up with their vision, but you will be required to have one for the entire class.

Goal (s) Meetings Submission

October 8, 2021- Submission of the Goal Setting for Student Progress Form 1st Quarter)

Teachers complete a draft of procedures and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to me by October 8, 2021.

February – 4, 2021 – Review 1st Semester Goal and Identify 2nd Semester New Goal

A mid-year review of progress on the goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, assistance from the evaluator, teacher-led conversations at a faculty meeting or professional development day, or in another format that promotes collegiality and reflection. The mid-year review should be held by February 14, 2019. It is the principal's responsibility to establish the format and select the time of the review.

February 14, 2022- Submission of the Goal Setting for Student Progress Form 1st Quarter)

Teachers complete a draft of procedures and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to me by October 8, 2021.

June 10, 2022 - End-of-Year Review of Goal

By June 1, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. The due date for the end-of-year reviews may be extended to include the current year's testing data or exam scores.

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Resources at the click of your mouse or tracking pad.

Description	Link
<u>Instructional Vision</u> The RPS Instructional Vision 2.0 drives how we plan, deliver, and assess instruction.	Instructional Vision 2.0
<u>Assessment Calendar</u> The assessment calendar shares the descriptions of all assessments and the timeline for the administration of assessments.	Assessment Calendar Final Draft
<u>Professional Learning Pods</u> We have created smaller learning communities for principals and teachers for district professional learning to be more responsive to individual school and student needs.	Professional Learning Pods
<u>Literacy Plan</u> The RPS Literacy Plan guides our focus on literacy.	RPS Literacy Plan
<u>Lesson Preparation & Planning</u> For K-8 teachers that use Eureka, EL Education, and/or Amplify curricula, teachers should use the Intellectual Preparation & Planning guidance and the planning document contained there. For other grades or content areas, please use the 5E or standard lesson plan document for planning. <i>*All of these are available on RPStech.</i> Preschool will use the <i>MyTeachingStrategies</i>	2021-2022 Intellectual Preparation & Lesson Planning Guidance 5E lesson plan Lesson plan Unit plan PK Instructional Guidance & Procedures

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lesson plan template in the "Teach Tab" of the platform. See details in the PK Instructional Guidance & Procedures document.	
<u>Literacy Block and Math Block</u> The visuals of the K-8 literacy and math blocks help to articulate the expectations of implementing the curriculum with integrity as well as provide personalized learning and small group instruction. The focus of the first month of school will be to ensure the structures of these blocks are established.	21-22 Literacy Block Requirements 21-22 Math Block Requirements
<u>K-5 Scope & Sequence At-A-Glance</u> For elementary leaders, a one-pager for each grade level will show the scope and sequence for all 4 content areas.	Coming soon
<u>Preschool Objectives At-A-Glance</u> For Preschool	PK Creative Curriculum Objectives for Development and Learning PK Learning Progressions
<u>Teacher Leadership</u> Instructional Coaches, Academic Architects, and Instructional Leads will have required monthly learning sessions throughout the year to build their leadership and have them transfer learning to their peers.	Cohort Dates
<u>Professional Learning Platform</u> The KickUp information sheet explains how our new platform will be used and contains helpful resources to utilize its features.	KickUp Information Sheet
<u>Digital Resources</u>	21-22 Digital Resources

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The updated digital resources documents explain are each intended to be used and who are points of contact for.	
<u>school-BasedAssignments</u> This spreadsheet is a one-stop-shop to see all the additional support staff assigned to each school.	School-Based Assignments
<u>Grading Practices & Windows</u>	Secondary Grading Procedures Elementary Grading Procedures HS grading timeline ESMS grading timeline
<u>Google Classroom Guidance</u>	Coming soon
<u>Secondary Master Schedule</u>	Master Schedule Guide
<u>Attendance</u>	Attendance GuideBook
<u>BOY Materials</u>	2021-2022 BOY Documents
<u>Cluster Meeting Dates</u>	ES Cluster Meeting Secondary Cluster Mtgs. SY21-22
<u>Exceptional Education</u>	Ex. Ed. Leadership Resources

Military Instruction

Guishard	<u>Military Ritual & Drill and Ceremonies Review; Intro to CHiSL</u>
Gilliam	<u>Introduction to Drill and Ceremony; Intro to Life Skills</u>
Jefferson	<u>Introduction, Elements of Leadership, Life After High School</u>
Thornton	<u>Introducing JROTC, Organizational and Traditional Service</u>
Day	<u>Instructions and Life After High School</u>

Language Arts

Reading

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- Identify word origins and derivations.
- Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- Identify and analyze the construction and impact of figurative language.
- Use word-reference materials.
- Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- Describe cause and effect relationships and their impact on plot.
- Explain how an author uses character development to drive conflict and resolution.
- Differentiate between first and third person point-of-view.
- Describe how word choice and imagery contribute to the meaning of a text.
- Draw conclusions and make inferences using the text for support.
- Identify the characteristics of a variety of genres.
- Identify and analyze the author's use of figurative language.
- Compare/contrast details in literary and informational nonfiction texts.
- Identify transitional words and phrases that signal an author's organizational pattern.
- Use reading strategies to monitor comprehension throughout the reading process.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

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- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
- b) Identify main idea.
- c) Summarize supporting details.
- d) Create an objective summary including main idea and supporting details.
- e) Draw conclusions and make inferences based on explicit and implied information.
- f) Identify the author's organizational pattern(s).
- g) Identify transitional words and phrases that signal an author's organizational pattern.
- h) Differentiate between fact and opinion.
- i) Identify cause and effect relationships.
- j) Analyze ideas within and between selections providing textual evidence.
- k) Use reading strategies to monitor comprehension throughout the reading process.

7th Grade Language Arts - SOL Test

Reading

7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Identify and analyze the construction and impact of figurative language.
- d) Identify connotations.
- e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- f) Use word-reference materials to determine meanings and etymology.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.
- b) Identify and explain the theme(s).
- c) Identify cause and effect relationships and their impact on plot.
- d) Differentiate between first and third person point-of-view.
- e) Identify elements and characteristics of a variety of genres.
- f) Compare and contrast various forms and genres of fictional text.
- g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.
- h) Compare/contrast details in literary and informational nonfiction texts.

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- i) Make inferences and draw conclusions based on the text.
- j) Use reading strategies to monitor comprehension throughout the reading process.

8th Grade Language Arts - SOL Test

Reading

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

- a) Identify and analyze the construction and impact of an author's use of figurative language.
- b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
- c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.
- d) Identify the meaning of common idioms.
- e) Use word-reference materials to determine meanings and etymology.
- f) Discriminate between connotative and denotative meanings and interpret the connotation.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
- b) Identify cause and effect relationships and their impact on plot.
- c) Explain the development of the theme(s).
- d) Explain the use of symbols and figurative language.
- e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.
- f) Identify and analyze characteristics within a variety of genres.
- g) Compare/contrast details in literary and informational nonfiction texts.
- h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- i) Compare and contrast authors' styles.
- j) Use reading strategies to monitor comprehension throughout the reading process.

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9th Grade Language Arts

Communication and Multimodal Literacies

9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) Use vocabulary appropriate to the topic, audience, and purpose.
- d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.
- e) Assume responsibility for specific group tasks.
- f) Share responsibility for collaborative work.
- g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.
- i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).
- k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
- i) Analyze how the author's specific word choices and syntax impact the author's purpose.
- j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

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10th Grade Language Arts

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

- a) Make inferences and draw conclusions using references from the text(s) for support.
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- a) Analyze text features and organizational patterns to evaluate the meaning of texts.
- b) Recognize an author's intended audience and purpose for writing.
- c) Skim materials to develop an overview and locate information.
- d) Compare and contrast informational texts for intent and content.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Analyze ideas within and between selections providing textual evidence.
- i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- j) Use reading strategies throughout the reading process to monitor comprehension.

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Writing

10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.

- a) Engage in writing as a recursive process.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Adjust writing content, technique, and voice for a variety of audiences and purposes.
- d) Communicate clearly the purpose of the writing using a thesis statement.
- e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- j) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- k) Elaborate ideas clearly through word choice.
- l) Use textual evidence to compare and contrast multiple texts.
- m) Revise writing for clarity of content, accuracy, and depth of information.
- n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use parallel structure across sentences and paragraphs.
- b) Use complex sentence structure to infuse sentence variety in writing.
- c) Distinguish between active and passive voice.
- d) Use colons correctly.
- e) Analyze the writing of others and suggest how writing might be improved.

11th Grade Language Arts – SOL Test

11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

- a) Apply information from texts to clarify understanding of concepts.
- b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
- c) Analyze technical writing for clarity.
- d) Paraphrase and synthesize ideas within and between texts.
- e) Draw conclusions and make inferences on explicit and implied information using textual support.

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- f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

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Writing

11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.
- f) Blend multiple forms of writing including embedding narratives to produce effective essays.
- g) Revise writing for clarity of content, accuracy and depth of information.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
- c) Distinguish between active and passive voice.

12th Grade Language Arts Writing

12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
- g) Revise writing for clarity of content, depth of information, and technique of presentation.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

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- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

12.7 The student will self- and peer-edit writing for Standard English.

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Edit, proofread, and prepare writing for intended audience and purpose.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

qualifications for potential occupational or educational opportunities.

Title I

Reading

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- d) Identify and analyze the construction and impact of figurative language.
- e) Use word-reference materials.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Describe cause and effect relationships and their impact on plot.
- c) Explain how an author uses character development to drive conflict and resolution.
- d) Differentiate between first and third person point-of-view.
- e) Describe how word choice and imagery contribute to the meaning of a text.
- f) Draw conclusions and make inferences using the text for support.
- g) Identify the characteristics of a variety of genres.
- h) Identify and analyze the author's use of figurative language.
- i) Compare/contrast details in literary and informational nonfiction texts.
- j) Identify transitional words and phrases that signal an author's organizational pattern.
- k) Use reading strategies to monitor comprehension throughout the reading process.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.

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- b) Identify main idea.
- c) Summarize supporting details.
- d) Create an objective summary including main idea and supporting details.
- e) Draw conclusions and make inferences based on explicit and implied information.
- f) Identify the author's organizational pattern(s).
- g) Identify transitional words and phrases that signal an author's organizational pattern.
- h) Differentiate between fact and opinion.
- i) Identify cause and effect relationships.
- j) Analyze ideas within and between selections providing textual evidence.
- k) Use reading strategies to monitor comprehension throughout the reading process.

Writing

- l) Revise writing for clarity of content including specific vocabulary and information.

Reading

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Identify the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
- i) Analyze how the author's specific word choices and syntax impact the author's purpose.

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- j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

9.5 The student will read and analyze a variety of nonfiction texts.

- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Analyze the author's qualifications, viewpoint, and impact.
- d) Recognize an author's intended purpose for writing and identify the main idea.
- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) Identify characteristics of expository, technical, and persuasive texts.
- g) Identify a position/argument to be confirmed, disproved, or modified.
- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.
- k) Analyze ideas within and between selections providing textual evidence.
- l) Use the reading strategies to monitor comprehension throughout the reading process.

AP Literature

Develop a paragraph that includes

- 1. A claim that requires defense with evidence from the text**
- and 2) the evidence itself.**

AP Language

8. A strategically use word, comparisons, and syntax to convey a specific tone or style in an argument

4. A Develop a paragraph that includes a claim and evidence supporting the claim.

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6th Grade Mathematics

Number and Number Sense

6.1 The student will represent relationships between quantities using ratios, and will use

7th Grade Mathematics

Number and Number Sense

- 7.1 The student will
- a) investigate and describe the concept of negative exponents for powers of ten;
 - b) compare and order numbers greater than zero written in scientific notation;
 - c) compare and order rational numbers;
 - d) determine square roots of perfect squares; and
 - e) identify and describe absolute value of rational numbers.

8th Grade Mathematics

Classroom procedures

Algebra

Expressions and Operations

- A.1 The student will
- a) represent verbal quantitative situations algebraically; and
 - b) evaluate algebraic expressions for given replacement values of the variables.

Geometry

- G.3 The student will solve problems involving symmetry and transformation. This will include
- a) investigating and using formulas for determining distance, midpoint, and slope;
 - b) applying slope to verify and determine whether lines are parallel or perpendicular;
 - c) investigating symmetry and determining whether a figure is symmetric with respect to a line or a point; and
 - d) determining whether a figure has been translated, reflected, rotated, or dilated, using coordinate methods.
- G.4 The student will construct and justify the constructions of
- a) a line segment congruent to a given line segment;
 - b) the perpendicular bisector of a line segment;
 - c) a perpendicular to a given line from a point not on the line;

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- d) a perpendicular to a given line at a given point on the line;
 - e) the bisector of a given angle,
 - f) an angle congruent to a given angle;
 - g) a line parallel to a given line through a point not on the line; and
- an equilateral triangle, a square, and a regular hexagon inscribed in a circle

Algebra II

- AII.5 The student will investigate and apply the properties of arithmetic and geometric sequences and series to solve practical problems, including writing the first n terms, determining the n^{th} term, and evaluating summation formulas. Notation will include Σ and a_n .

- AII.7 The student will investigate and analyze linear, quadratic, absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic function families algebraically and graphically. Key concepts include
- a) domain, range, and continuity;
 - b) intervals in which a function is increasing or decreasing;
 - c) extrema;
 - d) zeros;
 - e) intercepts;
 - f) values of a function for elements in its domain;
 - g) connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs;
 - h) end behavior;
 - i) vertical and horizontal asymptotes;
 - j) inverse of a function; and
 - k) composition of functions algebraically and graphically.

Pre Calculus

Functions

- MA.1 The student will investigate and identify the properties of polynomial, rational, piecewise, and step functions and sketch the graphs of the functions.
- MA.3 The student will apply compositions of functions and inverses of functions to practical situations and investigate and verify the domain and range of resulting functions.

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Science

6th Grade Science

- LS.2 The student will investigate and understand that all living things are composed of one or more cells that support life processes, as described by the cell theory. Key ideas include
- a) the development of the cell theory demonstrates the nature of science;
 - b) cell structure and organelles support life processes;
 - c) similarities and differences between plant and animal cells determine how they support life processes;
 - d) cell division is the mechanism for growth and reproduction; and
 - e) cellular transport (osmosis and diffusion) is important for life processes.

7th Grade Science - Life Science

- PS.5 The student will investigate and understand that energy is conserved. Key ideas include
- a) energy can be stored in different ways;
 - b) energy is transferred and transformed; and
 - c) energy can be transformed to meet societal needs.

Earth Science

- ES.12 The student will investigate and understand that Earth's weather and climate are the result of the interaction of the sun's energy with the atmosphere, oceans, and the land. Key ideas include
- a) weather involves the reflection, absorption, storage, and redistribution of energy over short to medium time spans;
 - b) weather patterns can be predicted based on changes in current conditions;
 - c) extreme imbalances in energy distribution in the oceans, atmosphere, and the land may lead to severe weather conditions;
 - d) models based on current conditions are used to predict weather phenomena; and
 - e) changes in the atmosphere and the oceans due to natural and human activity affect global climate.

Biology

- BIO.8 The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems. Key ideas include
- a) interactions within and among populations include carrying capacities, limiting factors, and growth curves;
 - b) nutrients cycle with energy flow through ecosystems;
 - c) ecosystems have succession patterns; and

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- d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.
- e) conclusions are formed based on recorded quantitative and qualitative data;
- f) sources of error inherent in experimental design are identified and discussed;
- g) validity of data is determined;
- h) chemicals and equipment are used in a safe manner;
- i) appropriate technology including computers, graphing calculators, and probeware, is used for gathering and analyzing data, communicating results, modeling concepts, and simulating experimental conditions;
- j) research utilizes scientific literature;
- k) differentiation is made between a scientific hypothesis, theory, and law;
- l) alternative scientific explanations and models are recognized and analyzed; and
- m) current applications of biological concepts are used.

Chemistry

CH.1 The student will investigate and understand that experiments in which variables are measured, analyzed, and evaluated produce observations and verifiable data. Key concepts include

- a) designated laboratory techniques;
- b) safe use of chemicals and equipment;
- c) proper response to emergency situations;
- d) manipulation of multiple variables, using repeated trials;
- e) accurate recording, organization, and analysis of data through repeated trials;
- f) mathematical and procedural error analysis;
- g) mathematical manipulations including SI units, scientific notation, linear equations, graphing, ratio and proportion, significant digits, and dimensional analysis;
- h) use of appropriate technology including computers, graphing calculators, and probeware, for gathering data, communicating results, and using simulations to model concepts;
- i) construction and defense of a scientific viewpoint; and
- j) the use of current applications to reinforce chemistry concepts.

AP Physics

- a) Unit Kinematics
- b) appropriate technology, including computers, graphing calculators, and probeware, is used for gathering and analyzing data and communicating results.



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Anatomy Physiology

The students will understand the purpose and anatomical features of the integumentary system.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

6th United States History to 1865

Geography

- USI.2 The student will use maps, globes, photographs, pictures, or tables to
- locate the seven continents and five oceans;
 - locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
 - locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
 - recognize key geographic features on maps, diagrams, and/or photographs.

7th United States History to Present

Geography

- USII.2 The student will use maps, globes, photographs, pictures, or tables for
- explaining how physical features and climate influenced the movement of people westward;
 - explaining relationships among natural resources, transportation, and industrial development after 1865;
 - locating the 50 states and the cities most significant to the historical development of the United States.

Grade Science Civics and Economics

- CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
- describing the functions of political parties;
 - comparing the similarities and differences of political parties;
 - analyzing campaigns for elective office, with emphasis on the role of the media;
 - examining the role of campaign contributions and costs;
 - describing voter registration and participation;
 - describing the role of the Electoral College in the election of the president and vice president;

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- g) participating in simulated local, state, and/or national elections.

9th Grade Geography

- WHI.1 The student will improve skills in historical research and geographical analysis by
- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.);
 - b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.);
 - c) identifying major geographic features important to the study of world history to 1500 A.D. (C.E.);
 - d) identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.);
 - e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.);
 - f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

10th World History and Geography: 1500 A.D. (C.E.) to the

- WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
- a) locating major states and empires;
 - b) describing artistic, literary, and intellectual ideas of the Renaissance;
 - c) describing the distribution of major religions;
 - d) analyzing major trade patterns;
 - e) citing major technological and scientific exchanges in the Eastern Hemisphere.

11th Virginia & United States History

Early America: Early Claims, Early Conflicts

- VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

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12th Virginia and United States Government

Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s

GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to

- a) analyze primary and secondary source documents;
- b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) evaluate the information for accuracy, separating fact from opinion;
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
- g) select and defend positions in writing, discussion, and debate.