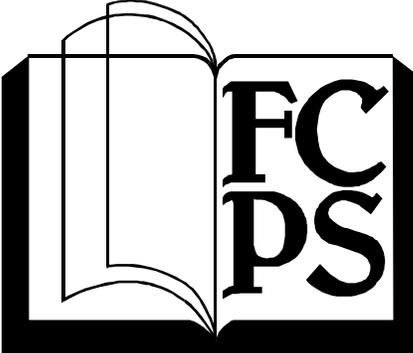


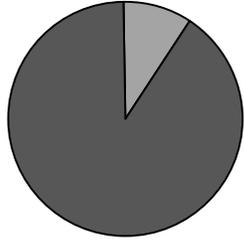
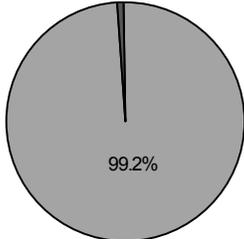
School-Based Programs: Middle School

Program	Page
Core Middle School Instruction Program	37
International Baccalaureate Middle Years Programme	42
Middle School Block Scheduling Program	44
Middle School Focus Programs	46



School-Based Programs: Middle School

Core Middle School Instruction Program

	FY 2003 Approved		FY 2004 Proposed		Percentage of All Instructional Programs
	School-Based	Nonschool-Based	School-Based	Nonschool-Based	
FT Salaries	\$82,711,416	\$417,526	\$85,822,464	\$424,066	
PT Salaries and OT	2,667,133	441,160	2,971,626	293,855	
Employee Benefits	20,925,697	138,351	23,559,137	128,721	
Operating Expense	5,340,156	88,089	4,507,107	36,478	
Total Cost	\$111,644,402	\$1,085,126	\$116,860,334	\$883,120	
Positions	1,676.2	6.0	1,678.0	6.0	
Program Total	\$112,729,528		\$117,743,454		
Offsetting Revenue	\$0		\$0		
Net Cost	\$112,729,528		\$117,743,454		
Total Positions	1,682.2		1,684.0		
Number of Schools/Sites	25		25		
Number of Students Served	24,610		23,600		
Supporting Department Mandate	Instructional Services See Below				
Program Contact Phone Number	Linda Whitfield 703-846-8602				

Description

The direct instructional programs include all disciplines in which instruction is required by the state or otherwise available to students throughout the school division:

- English/Language Arts/Reading
- Fine Arts
- Foreign Languages
- Health and Physical Education
- Mathematics
- Science
- Social Studies

The middle school core program budget includes all the direct costs to operate 22 middle schools, the middle grades of 3 secondary schools (grades 7-8), and students in sixth grade at Glasgow, Holmes, and Poe Middle Schools. The number of classroom positions assigned to a middle school is determined by formulas approved by the School Board. Pupil-teacher ratios are not used to staff middle schools; the number of teachers assigned is calculated based on teacher load or the number of students a teacher

School-Based Programs: Middle School

instructs daily. In FY 2004, a total of 1,375.6 classroom teachers is required for the middle school program. The average systemwide class size is 25.0 students. Including other teacher scale positions, librarians, guidance counselors, art, music, reading, physical education, and English for speakers of other languages raises the number of teachers to 1,852.9 and reduces the systemwide middle school ratio to 18.5 students.

FCPS middle schools are instructionally organized into interdisciplinary teams generally consisting of English, mathematics, science, and social studies teachers. A team of teachers shares a common instructional planning time and works with a group of approximately 125-130 students. The team plans for instruction based on the specific needs of the team students, implements consistent discipline, and shares common expectations for learning. Middle schools are organized into teams to provide focus on cross-curricular connections and individual needs. Teachers are able to provide increased communication to parents, varied assessment, student intervention, and an integration of the electives into the core disciplines. Middle schools provide students with the challenge of a rigorous curriculum. The core curriculum is aligned with the Virginia Standards of Learning (SOL) and promotes success for all students.

Middle school students use technology such as word processing, database, CD-Roms, and spreadsheet software to gather, interpret, analyze, and present information in all subject areas. For example: in science classes, students use sensors connected to computers and graphing calculators to experiment and collect data; in mathematics they use software to explore geometric concepts; in English they use graphic and processing software to prepare layouts and publish written materials; and in social studies they use technology to gather and analyze data from a variety of informational sources. Controlled Internet access promotes enhanced opportunities to explore, gather, arrange, and present a wide variety of information.

Goals

English/Language Arts/Reading

The English program is designed to develop both student competency in communication skills and knowledge of literature and grammar. The English/Languages Arts curriculum contains the instructional objectives for teaching literature; language study; and the processes of reading, writing, speaking, listening, and viewing. The program integrates the use of technology into informational reading and writing strategies.

- Students will participate in advanced academic programs for Language Arts/English
- All students will improve their reading and writing skills and demonstrate high academic achievement

Fine Arts

The fine arts consist of a variety of programs that provide every child in FCPS with a well-rounded, sequential, and comprehensive arts education. Through studies in the fine arts, students will gain essential knowledge as defined by the National Standards for Education in the Arts and The Fine Arts Standards of Learning for Virginia Public Schools.

- The Fairfax County Public Schools (FCPS) Program of Studies will reflect the essential knowledge as defined by the *National Standards for Education in the Arts and The Fine Arts Standards of Learning for Virginia Public Schools*
- Students will apply their knowledge and understanding of content and skill development in the arts through performance/production
- FCPS will increase enrollment in all fine arts electives

School-Based Programs: Middle School

- Students will use cognitive skills and analytical thinking to develop the ability to evaluate performances and articulate preferences and choices. Connections with art forms in the community and the world will be expanded.

Foreign Languages

The goal of the foreign language program is for students to learn to communicate in a language other than English, understand the culture(s) in which the language is spoken, and develop insight into their own language and culture. Most students begin their foreign language studies in middle school, many with the Introduction to Foreign Languages course. Level 1 foreign language courses, which may be taken in middle school, grant students one high school credit and are considered the first year of a sequential program with students' language proficiency increasing during each successive year of study.

There is also a Middle School Immersion Transition Program. The majority of students participated in the Elementary Partial-Immersion Program, but fluent speakers of the language taught (French, German, Japanese, and Spanish) are also eligible. This program is designed to enable students to continue to develop their proficiency in the target language and to strengthen their knowledge of the structures of the language and culture(s). A high school credit is awarded upon successful completion of the eighth grade class.

Health Education/Physical Education

Health Education offers a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional, and social dimensions of health. The curriculum is designed to teach students the information and skills they need to become health literate, maintain and improve health, prevent disease, and reduce health-related risk behaviors. Physical Education offers a planned, sequential K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills; physical fitness, rhythm and dance; games; team, dual, and individual sports; tumbling and gymnastics. The major emphasis is to provide students with skills, knowledge and competency to lead active healthy lifestyles.

- Students will acquire the skills and information necessary to achieve and maintain a health-enhancing level of physical fitness and wellness

Mathematics

The mathematics program emphasizes the application of problem-solving strategies to mathematics learning and focuses on preparing all students for high school, credit-bearing courses. The program provides an instructional environment that encourages hands-on learning using manipulatives, current technologies, and a variety of strategies and materials. The curriculum includes algebra, data analysis, geometry, measurement and numerical reasoning. This is a challenging and comprehensive mathematics program that students should master prior to enrollment in Algebra.

- Students will develop the content knowledge to ensure success with high school mathematics

Science

The science program is laboratory-based and designed to prepare students for high school science classes. Both grade levels use a variety of instructional materials, with an emphasis on hands-on science activities and experiments to learn concepts and inquiry skills. The science program incorporates the experimental design model into laboratory experiences, and integrates technology including graphing calculators, CD-Roms, and probeware. The seventh grade program focuses on dynamic relationships among organisms,

School-Based Programs: Middle School

populations and ecosystems, cellular organization and processes, heredity, and diversity. The eighth grade program focuses on establishing an in-depth understanding of: the nature and structure of matter, energy transformation, the relationship of work, force and motion, and an exploration of the Sun-Earth-Moon system.

- Students will achieve a solid base of scientific knowledge and will apply this knowledge to solve problems

Social Studies

The social studies program focuses on assisting students to acquire knowledge and understanding about the United States in an increasingly interconnected world, and developing skills to participate as thoughtful and responsible citizens in a democratic society. The focus for grade seven is United States History 1877- to the present, and the grade eight focus is Civics/Economics/Geography. Students use technology to access, retrieve, organize, analyze, and evaluate electronic information from a variety of sources, and to communicate understanding of social studies concepts, skills, and processes.

- Students will gain skills, knowledge, and understanding that result from a comprehensive study of American history, geography, civics, and economics

Accountability Reporting Cycle

In 2002, all programs were in the First Review Phase of QPAS. The Review Reports were broken down by program areas (content areas) for QPAS: English/Language Arts, Fine Arts, Foreign Language, Health and Physical Education, Mathematics, Science, and Social Studies.

State and Federal Mandates

All programs are included in the Virginia State SOQ (Standards of Quality) and SOA (Standards of Accreditation).

Explanation of Costs

The middle school core program budget represents 7.2 percent of the total operating budget. The middle school core program is \$117.7 million and 1,684.0 positions in FY 2004. The increase in school-based positions is due to membership variability. Funding for part-time and overtime totals \$3.3 million and is equivalent to 143.9 full time positions. This funding consists primarily of substitutes for teachers and instructional staff, supplements for teachers, overtime and hourly funds for office assistants, bus drivers and custodians.

Instructional material allocations provide funds for schools to obtain materials to support the curriculum and to replace unusable materials and books. These funds are used to purchase textbooks, lab books, trade books, paperbacks, art and music print materials, and a variety of instructional supplies such as consumable science materials, physical education equipment, computer software and supplies, fine and practical art supplies, maps and globes, graphing calculators, and mathematics manipulatives.

The budget for the nonschool-based portion of the program is \$0.9 million and 6.0 positions. The middle school instruction team provides support to the instructional programs in all middle schools according to their specific needs including developing and revising curriculum to reflect School Board and systemwide

School-Based Programs: Middle School

priorities, state standards, and national research. The team provides teacher training for all new and revised instructional programs and the state testing program as well as training for and support of the integration of technology into all curricular areas. Staff development is provided in instructional strategies and methods to meet the needs of diverse student populations in middle schools.

Facilities Impact

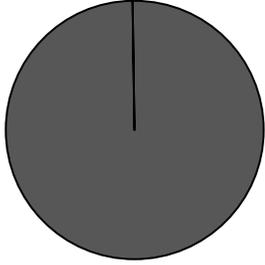
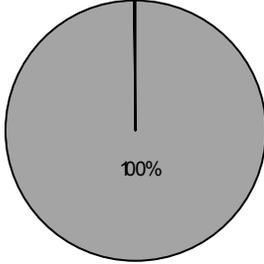
The middle school core program is delivered in 25 middle schools and centers. Student diversification is requiring a sustained program of new facility construction and renovation. See the trends and issues described in the Department of Facilities and Transportation Services.

Transportation Impact

Fairfax County Public Schools transports middle school students daily in a fleet of buses owned or leased by the school system.

School-Based Programs: Middle School

International Baccalaureate Middle Years Programme

	FY 2003 Approved		FY 2004 Proposed		Percentage of All Instructional Programs
	School-Based	Nonschool-Based	School-Based	Nonschool-Based	
FT Salaries	\$197,457	\$0	\$191,145	\$0	 <p>0.03%</p>
PT Salaries and OT	83,601	0	63,584	0	
Employee Benefits	55,864	0	52,752	0	
Operating Expense	45,500	0	56,852	0	
Total Cost	\$382,422	\$0	\$364,332	\$0	
Positions	3.0	-	3.0	-	
Program Total	\$382,422		\$364,332		
Offsetting Revenue	\$0		\$0		
Net Cost	\$382,422		\$364,332		
Total Positions	3.0		3.0		
Number of Schools/Sites		6		6	 <p>100%</p>
Number of Students Served		3,053		3,419	
Supporting Department	Instructional Services				
Mandate	None				
Program Contact	Linda Whitfield				
Phone Number	703-846-8602				

Description

The International Baccalaureate Middle Years Programme (IBMYP) consists of a five-year program, designed for grades six through ten. Currently, it is being implemented in Glasgow MS, Hughes MS, Whitman MS, Mt. Vernon HS, South Lakes HS, and Stuart HS. It provides a wide-based, educational curriculum with academic rigor that concentrates on the interdisciplinary relationships among eight subjects. These eight subjects are English, mathematics, humanities, foreign language, science, fine and performing arts, physical education, and technology. The program promotes communication and vertical articulation within the pyramid of schools from elementary to middle to high school.

Goals

- Ensure that schools implement the IBMYP effectively and appropriately
- To increase student academic achievement at the middle and high school level in each of the three pyramids selected for program implementation
- To increase the number of juniors and seniors enrolled in International Baccalaureate (IB) Diploma courses at the three high schools

School-Based Programs: Middle School

Accountability Reporting Cycle

The Office of Program Evaluation (OPE) is conducting a formal program evaluation. The implementation of the program is multiyear and the evaluation is expected to be completed in fall 2005. Given this timeline, OPE provided interim reports in fall 2001 and fall 2002, a final report in fall 2003 and a follow-up report in fall 2005. The Office of Middle School in Instructional Services monitors the implementation and staff development component yearly.

Explanation of Costs

The FY 2004 budget for IBMYP is \$0.4 million and includes 3.0 positions; one position is assigned to each middle school. The part-time hourly funds in the amount of \$63,584 represent approximately 2.8 full-time equivalent positions. This funding supports hourly teachers, substitute teachers during training, and professional development. There is no budget impact at the three high schools.

Facilities Impact

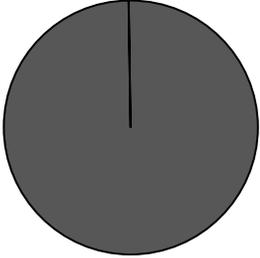
None

Transportation Impact

None

School-Based Programs: Middle School

Middle School Block Scheduling Program

	FY 2003 Approved		FY 2004 Proposed		
	School-Based	Nonschool-Based	School-Based	Nonschool-Based	
FT Salaries	\$630,556	\$0	\$0	\$0	<p>Percentage of All Instructional Programs</p> <p>0.0%</p>  <p>Percentage of Costs that are School-Based</p> <p>0%</p> 
PT Salaries and OT	0	0	0	0	
Employee Benefits	157,973	0	0	0	
Operating Expense	0	0	0	0	
Total Cost	\$788,529	\$0	\$0	\$0	
Positions	12.0	-	-	-	
Program Total		\$788,529		\$0	
Offsetting Revenue		\$0		\$0	
Net Cost		\$788,529		\$0	
Total Positions		12.0		-	
Number of Schools/Sites		14		0	
Number of Students Served		15,303		0	
Supporting Department Mandate	Instructional Services None				
Program Contact Phone Number	Linda Whitfield 703-846-8602				

Description

Middle school team block scheduling offers flexibility in matching instruction to time required for learning. Blocked schedules allow for 60 to 90 minute class periods rather than the traditional 47-minute class periods. The FY 2003 budget has 14 middle schools on a blocked schedule: Cooper, Jackson, Glasgow, Holmes, Poe, Sandburg, Whitman, Hayfield, Key, Twain, Lake Braddock, Lanier, Stone, and Hughes. By class periods, teachers are able to set the stage for learning, review prior learning, engage students in a variety of learning activities, and then provide closure to the lesson all in one uninterrupted span of time. Blocking allows for schedule adjustments to accommodate assemblies, guest speakers, team teaching, and student activities without causing school wide disruptions.

Goals

- To allow larger blocks of time for direct instruction to students
- To provide greater flexibility in the use of time for students and learning

Accountability Reporting Cycle

First review fall 2003 (contingent on program funding)

School-Based Programs: Middle School

Explanation of Costs

As part of the FY 2004 divisionwide budget reduction, funding for the Middle School Block Scheduling Program will be eliminated.

Facilities Impact

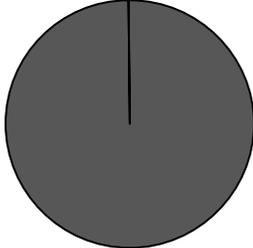
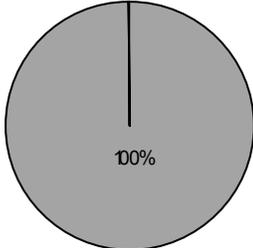
None

Transportation Impact

None

School-Based Programs: Middle School

Middle School Focus Programs

	FY 2003 Approved		FY 2004 Proposed		Percentage of All Instructional Programs 0.1%
	School-Based	Nonschool-Based	School-Based	Nonschool-Based	
FT Salaries	\$498,651	\$0	\$461,796	\$0	
PT Salaries and OT	37,877	0	38,635	0	
Employee Benefits	127,824	0	118,649	0	
Operating Expense	32,879	0	32,879	0	
Total Cost	\$697,232	\$0	\$651,959	\$0	
Positions	8.0	-	8.0	-	
Program Total	\$697,232	\$651,959			
Offsetting Revenue	\$0	\$0			
Net Cost	\$697,232	\$651,959			
Total Positions	8.0	8.0			
Number of Schools/Sites	4		4		
Supporting Department	Instructional Services				
Mandate	None				
Program Contact	Linda Whitfield				
Phone Number	703-846-8602				

Description

Cooper Middle School: Principal – Arlene Randall, 703-442-5802

The FY 2004 budget provides \$57,898 for Cooper Middle School including a 1.0 teacher position and staff development and training for teachers. This program is designed to assess each student's unique talents and provide learning opportunities based on those special attributes. This schoolwide plan assumes that elective subjects are as important as the core program to influence achievement on the SOL and provides staff development and training in collaboration with core and elective teachers, parents, and community.

Goals

- To provide staff development and training for teachers to enhance student learning
- To assist with student achievement on the state Standards of Learning tests

Number of Students Served: 943

School-Based Programs: Middle School

Glasgow Middle School: Principal – G.J. Tarazi, 703-813-8702

The FY 2004 budget provides \$444,000 including 5.5 teacher positions to support instructional initiatives in reading, mathematics, visual literacy, and technology. Included in this amount is \$20,344 for part-time hourly funding that represents less than 1.0 full-time equivalent position. This part-time hourly funding provides summer support in math for students and staff development training for math and science teachers that focus on instructional initiatives. The funding supports a required reading class for all sixth grade students, providing appropriate reading materials and reading across the curriculum strategies. The visual arts initiative provides art in the core subjects in sixth and seventh grades, makes art classes available to all ESOL-A students, and expands art elective offerings in the eighth grade. Staff development for teachers in technology, interdisciplinary planning, pedagogy, and assessment of student achievement is provided.

Goals

- To support instructional initiatives that will increase student progress
- To continue summer support for students and summer training for teachers in math and science
- To provide ESOL-A students the opportunity for the visual arts program

Number of Students Served: 1,215

Kilmer Middle School: Principal – Paul Farmer, 703-846-8803

The FY 2004 budget provides \$26,139 for a 0.5 teacher position to support a focused, problem-based mathematics, science, and technology program with a special emphasis on gifted and talented center students.

Goals

- To support a focused mathematics, science, and technology program for gifted center students

Number of Students Served: 223

Whitman Middle School: Principal – Otha Davis, 703-660-2400

The Whitman Middle School budget for the Instructional/Assessment Focus School provides \$123,923 including 1.0 teacher position, supplies, and part time hourly funding of \$19,737 that represents less than 1.0 full-time equivalent position. This funding provides leadership, support, direction, and staff development activities for teachers to raise the achievement of all students. Funding also provides technology support for all teachers on integrating technology within the classroom.

Goals

- To provide support for all teachers to integrate technology into the curriculum
- To support staff development for teachers to raise student achievement

Number of Students Served: 1,009

School-Based Programs: Middle School

Accountability Reporting Cycle

First QPAS review fall 2003

Facilities Impact

None

Transportation Impact

None