

Committee	2015-16 ACI Recommendations	Status as of March 2018
Math	Provide support, mentoring, and resources to teachers interested in using the “Flipped Classroom” approach	Professional learning on the “Flipped Classroom” approach and other ways to personalize learning have been offered through countywide and/or school-wide sessions.
Math	Ensure presence of a full-time Math Coach in every APS elementary school	Currently 2 elementary school sites have been allocated at least one full-time math coach position. All schools have at least one half-time math coach allocation. Due to creative budgeting of many principals, in practice, 17 elementary schools have at least one full-time math coach.
Math	Increase transparency of math teaching methods in communications with parents	Several schools have hosted and are continuing to offer parent workshops with a focus on mathematics curriculum and teaching methods. We will continue to expand these offerings.
Arts	Establish line item funding for Visual Arts supplies that is consistent for all middle schools	Funded by reallocating \$9.31 from instructional supplies for FY17. Initiative was not funded in budget.
Arts	Provide Physical Education credit for participation in Marching Band	Pilot was not implemented in 2017-18 due to concerns about standards, alignment, and scheduling
Arts	Provide stipend funding for accompanists for all secondary choral programs	FY17 Budget Stipend was included in the budget
Arts	Establish a county wide PIP to include standardized art and music class times and frequency, including reinstating the policy 10 minutes in between classes for set up and transition at the elementary school level	Still under consideration during upcoming policy and procedures review process
Science	Provide teachers, students, and schools with the necessary administrative support, resources, training, and planning opportunities needed to efficiently and effectively practice integrative learning to enhance and deepen learning in both science and other subjects	Did not receive funding due to budget constraints. DTL will explore alternative approaches to supporting teachers with integrative instructional delivery models.

Science	Implement APS policy requiring all 7 th and 8 th grade students to conduct an independent science research project; in order to overcome perceived obstacles related to this policy, increase support for integrating Science, English Language Arts, and Math curricula	DTL is currently in the process of reviewing and writing curriculum and determining the levels of integration and collaboration between English Language Arts, Math and Science that is needed to support independent science research projects at the middle school level.
Science	Provide funding and support for one full-time Sustainability and Outdoor Learning Coordinator (SOLC), starting with the 2016-2017 school year. <i>NOTE: This is a joint recommendation with the Superintendent's Advisory Committee on Sustainability.</i>	Did not receive funding due to budget constraints.
Science	Fund School Garden/Outdoor Classroom infrastructure through mini-grants. <i>NOTE: This is a joint recommendation with the Superintendent's Advisory Committee on Sustainability.</i>	During FY17, mini grants totaling \$20,000 were made available for school gardens and outdoor classroom space. Nineteen elementary schools applied and received approximately \$1,000 each.
Social Studies	All Grade 4 and 5 teachers who teach social studies participate in a mandatory one-day History Alive! training by the end of the 2017-18 school year	While we continue to offer Social Studies Alive! Strategies for our elementary teacher through a one day workshop during the school year and a three day institute in the summer, it has not been made a mandatory training in the elementary grades. We do require all new secondary social studies teachers to take the training.
Social Studies	APS shall develop a sustained, systemic commitment to providing all schools and teachers the space and resources for effective multi-curricular integrated learning. The School Board will instruct the Superintendent's Office to develop guidance to school administrators supporting integrated learning at all levels and commission an inter-departmental, single grade-level curriculum review to provide teachers with connections among the different subject areas to aid the development of 2016-17 lesson plans.	While we have created some integrated literacy lessons for elementary classes, there has not been an organized project to integrate curriculum. With the new curriculum design, we anticipate that future projects supporting an integrated curriculum can be considered. Included in the new curriculum is a place where district resources are listed. Some of these resources will include integrated lessons.

<p>ELA & ASEAC</p>	<p>Adopt a Policy and PIP on ATSS to: Ensure that the Arlington Tiered System of Support (ATSS) is integrated into a coherent education framework for all students at all grade levels in all schools.</p>	<p>Will be considered during upcoming policy and procedures review process. Through close collaboration with Special Education, ESOL/HILT, and ATSS, we have established a tiered system of support for core and intervention services in literacy for all grade levels. ELA with support and guidance from ATSS, has created language arts intervention protocols for the elementary and secondary levels.</p>
<p>ELA & ASEAC</p>	<p>Within the ATSS framework, effective interventions must be available to all students at all grade levels, with a focus on fidelity, targeting student needs, intensive training, and progress monitoring.</p>	<p>We have been providing ongoing training for intervention strategies and programs for teachers during the last two years, and we plan to continue to do so in subsequent years. A multi-year plan is in place to build capacity of staff knowledge and expertise. We continue to work towards not only providing effective interventions, but identifying means for ensuring the fidelity of how those interventions are delivered, along with components of sustained progress monitoring. In order to have more effective and efficient progress monitoring, we now have data fields in our student information system to include areas for setting student goals, and outcomes for interventions.</p>
<p>ELA</p>	<p>Develop and support a summer reading intervention program that provides targeted Tier 2 and Tier 3 interventions to students at all grade levels</p>	<p>Students in summer school have and will continue to receive Leveled Literacy Intervention (LLI) and Orton-Gillingham, with the intent of providing small group instruction based upon students' specific needs. Interventions provided during summer school are aligned with recommendations from ATSS.</p>

<p>Student Services</p>	<p>Require all teachers and administrative staff - those licensed through the Virginia Department of Education - to receive high-quality, low-cost mental health training...Incorporate this requirement for all new hires and into APS teacher/administrative recertification (five-year cycle).</p>	<p>At the end of February 484 staff had been trained in Mental Health First Aid.</p>
<p>Student Services & ASEAC</p>	<p>Support the Office of Student Services' budget proposal for funding to increase support across all schools by improving social worker and school psychologist-to-student ratios with a goal of reducing the ratio from 1:1650 to 1:750. This represents an increase of 18 psychologists and 22.5 social workers</p>	<p>12 school psychologists and 12 school social workers have been hired so far.</p>
<p>Student Services</p>	<p>Expand the reach and impact of current information, programs, and opportunities for students, families, and the community to access youth social-emotional and mental health/resiliency resources, and develop new resources and accessible formats in collaboration with community partners.</p>	<p>An "In Crisis Need Help Now" button has been added to the main website; a flyer with APCYF on suicide prevention has been created and distributed to all schools and posted to website. Posted APCYF Making Connections brochure to website and printed copies in English and Spanish for schools to distribute</p>
<p>ASEAC</p>	<p>Adopt a policy statement reflecting APS' commitment to providing a well-supported inclusive education for all students and commit resources to take steps to actualize this vision through a well-conceptualized and data-driven implementation plan.</p>	<ul style="list-style-type: none"> •March-April 2018: Work with 2018-24 Strategic Plan Steering Committee to determine areas of focus related to inclusion •April 2018: Community engagement opportunities will take place around Strategic Plan elements •April 2018: Begin review of related policies •June 2018: Community engagement opportunities •September 2018: Information item at School Board meeting •October 2018: Action item at School Board meeting