Arlington Public Schools
Department of Teaching and Learning ϕ Syphax Education Center ϕ 2110 Washington Blvd. ϕArlington, VA 22204

ACI Recommendations 2016-19

Committee	2016-17 ACI Recommendations	Status as of May 2019
CTAE	Provide a full-time staff person to create private and public partnerships in order to expand local business connections and develop a coordinated network of student work-based learning opportunities for all Arlington students.	Allocated in FY 20 budget
CTAE	Create and provide structured coordination of college and high school credits between Northern Virginia Community College (NVCC) and APS to maximize approved options for students.	In progress - developing a document that will crosswalk these classes
CTAE	Ensure that bus transportation is available for academic opportunities such as field trips to the Qualcomm/Virginia Tech Thinkabit Lab, as well as for work-based learning opportunities.	Field trip time restrictions are still in place when busses are needed
Early Childhood	Needs of the Whole Child: Amend the APS Wellness Policy section 25-3 ("Support for Students– Wellness") regarding outdoor recess time and commit to a minimum of 30 minutes per day for children pre-K through 2nd grade. Ensure the APS recess policy is successfully communicated to and implemented by ALL pre-K and elementary programs.	Revisions would need to be made to the Wellness Policy Implementation Procedures (PIP) to ensure 150 minutes is the minimum for PK-2nd grade
Early Childhood	Technology in Early Childhood: APS should develop and articulate specific school-level and classroom-level goals for personalized digital learning device (i.e., iPad) use in elementary classrooms and formulate a plan for evaluating the effectiveness of the program (both during and after implementation).	Reviewed during Acceptable Use policy revision; 1:1 Digital Device Study launched in December 2018 with Phase Two to be completed November 2019
Early Childhood	Technology in Early Childhood: APS should suggest time limits on school-related personalized learning device use for its youngest learners, in the same way it sets limits for homework and suggests minimum recess times. APS should also develop ways to communicate information on usage and best practices to parents.	APS has provided the information from the American Academy of Pediatrics on usage. Shared devices are now in place K-2 (previously K-1).

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ESOL/HILT	Charge School Administrative Team with creating for the School Board a detailed analysis of the implementation of recommendations related to increased instructional and counseling support for English learners (ELs) for purposes of holding a work session on the matter.	Not completed as written, however, staff continue to work with schools on instruction and counseling issues for ELs.
ESOL/HILT	Create a roll-out plan and professional development for comprehensive pathway document to familiarize families and staff who serve ELs (teachers and counselors) with course sequencing and credit accumulation opportunities that an ESOL/HILT student must take to encourage on-time graduation post-secondary readiness.	Staff continues to work with HILT Resource Counselors and ESOL/HILT teachers. Additional classes for content credit have been created.
ESOL/HILT	Create a working team that includes the ESOL/HILT, Early Childhood, and ELA to jointly examine the approach, goals, and instructional resources for ELs in early literacy and English language development to improve instruction and supports for ELs. Augment ESOL/HILT staff with an Early Childhood specialist to help lead this work on behalf of ELs and provide ongoing support to schools.	Grant money was used to create a .5 FTE position to work with early childhood teachers, providing professional learning. Additionally, these groups come together when writing curriculum for all learners.
Gifted Services	Reinstate intensified class options in all core subjects in all middle schools.	Ongoing conversations will continue as we work to challenge and engage gifted learners within cluster groups in addition to infusing critical and creative thinking strategies in all classrooms.
Gifted Services	Add a full-time Teacher Specialist in the Gifted Services Office.	This position has not been funded.
Gifted Services	Improve and increase consistency and uniformity of gifted services implementation across the county.	On-going
Health and Physical Education	Reduce the size of its HPE classes, particularly at the middle and high school level in order to fully meet the goals of its strategic plan.	Class sizes have been reviewed

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World Languages	The earned Virginia Seal of Biliteracy should be indicated on the high school transcript.	Completed
World Languages	Implement consistency and equity in implementing best practices for delivering Program of Studies components in the different schools at each level of education.	Due to budget reductions, only 11 elementary schools have a proficiency-based FLES program, 10 elementary schools now have an exploratory Spanish program.
World Languages	Last year, APS approved hiring a FLES Instructional Coach. Two additional positions need to be established and filled to support APS language programs.	Not implemented due to budget constraints; FLES coach position was reduced in budget.
World Languages	Every 6th grader needs to have the opportunity to enroll in a world language course.	There has been progress with the new 6th grade options, it varies by school.
World Languages	Carefully investigate and address needs of the APS Immersion programs in grades K-12 and Spanish for Fluent Speakers program in 6-12.	Currently evaluating APS immersion programs as part of the program evaluation process. Additionally, curriculum writing for Spanish for Fluent Speakers began in summer 2017 and will continue. Immersion curriculum writing K-5 will begin in June 2019.
Summer School	Revise the Summer School courses and catalogue to meet the needs of APS students and parents.	Completed
Summer School	Have a teacher/principal oversee the provision of Summer School.	DTL staff hire dedicated administrators to oversee the middle and high school programs. At the elementary level, instructional coaches are hired to support the Assistant Principals at the strengthening cluster sites. The enrichment programs are overseen by DTL curriculum staff.
Summer School	Create a no cost pilot two-week ESOL/HILT session in late August for new non-native English speaking students to APS.	This is not planned for implementation at this time.

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Summer School	Overhaul the Summer School Budget	2019 program fees for all enrichment and new work classes were increased to reduce costs by 10%. Summer school has also partnered with Extended Day to restructure the strengthening programs to include recreational activities, resulting in the need for fewer certified teachers and cost savings.

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Arts	Establish line item funding for Visual Arts supplies that is consistent for all middle schools.	Staff met with the middle school principals to discuss funding for middle school Arts courses. The discrepancy among schools was discussed and principals agreed that they would address the issue. The Arts office continues to collaborate with principals and monitor teachers' program needs.
Arts	Provide Physical Education Credit for Participation in Marching Band	Staff investigated potential options and other models within other school divisions. Through the investigation, the VDOE notified APS staff that no school division in Virginia permits marching band to count for PE credit. While APS students have access to online health, there are elements of the Physical Education curriculum that students would not be able to access via their participation in Marching Band.

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		Therefore, APS is currently not in a place where we can move forward with this recommendation.
ELA	Building on ATSS progress at the elementary level, effective ATSS literacy interventions must be available to all students in the secondary grades as well, including the high schools, with a focus on fidelity, targeting student needs, intensive training, and progress monitoring.	The ELA Office continues to coordinate and collaborate closely with ATSS regarding literacy interventions at the secondary level. Teacher training in intervention strategies and literacy programs will continue, while providing oversight and consultation regarding the implementation of those interventions.
ELA	APS should adopt a rigorous secondary writing curriculum incorporating instructional best practices for grades 9-12 that is continuous from year to year, ensures that all students have mastered fundamental writing skills, and includes writing experience over the four years that reflect sufficient quantity, quality, and diversity to ensure that all students make at least a year of growth during each school year, and are college- and career-ready by graduation.	Currently, ELA has facilitated the creation of an APS English curriculum to align with the 2017 SOL. The curriculum for grades 9 and 10 is available for teachers, and we are currently working with teams on the creation of curriculum for grades 11 and 12. Throughout 2018-19, the VDOE has been reexamining and revising their expectations for writing at the secondary level. The work of this year will continue to impact the curriculum, as well as how it is implemented in 2019-20.
Math	Ensure Presence of a Full-Time Math Coach in Every APS Elementary School.	Currently only 2 out of 23 APS elementary schools have a 1.0 FTE (full time employee) staff allocation for a Math Coach. All other elementary schools have a 0.5 Math Coach allocation. Sixteen Principals who are not allocated 1.0 positions have reallocated staffing funds to fund *at least* * a 1.0 Math Coach. One

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		additional Principal has reallocated funds to create a 0.7 Math Coach position.
Math	Apply Selective Algebra I Acceleration	Middle School Algebra I enrollment criteria have been strengthened to increase student success and correlate with Virginia's current definition of Algebra readiness. This has led to a decline in the share of APS middle school students taking High School credit math (including Algebra I) from 76% at the end of 2017-18 to 61.5% for 2018-19 as more APS students focus on building solid Pre-Algebra skills in middle school, which should improve the likelihood of success in high school math and beyond.
Science	Provide additional funding for staffing and transportation needs at the Outdoor Lab to afford middle and high school students the opportunity to visit the Outdoor Lab.	Additional T-scale staff allowed for concurrent programs this year and reinstated days that were eliminated for high school classes. In addition, the Outdoor Lab was able to reschedule dates that were cancelled due to inclement weather.
Science	Beginning in the 2018-19 school year, provide funding and support for one full-time Outdoor Learning Coordinator to ensure that learners across all schools have grade-level appropriate outdoor learning opportunities and access to Arlington County parks and nature centers.	No funding was provided for the Outdoor Learning Coordinator position. However, the Science Office developed a partnership with Arlington County Nature Centers to provide classroom-based programs for all elementary schools. This allowed Nature

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		Center staff to work directly with first grade students on the animal characteristics unit.
Science	Conduct an assessment of the consistency across APS middle schools of (i) science instruction differentiation and (ii) approaches to, and support for, independent science projects.	The Science Office has been working with middle school science teachers this year to develop a progression plan for teaching scientific research that will result in greater consistency across the middle schools. This includes determining the requirement to complete the independent science projects in the middle school.
Science	Provide funding and support for one full-time Sustainability Coordinator starting with the 2018-2019 school year.	Did not receive funding for this position due to budget constraints.
Social Studies	Increased focus on global education and citizenship	Embedded global and citizenship resources have been added to curriculum documents and will be increased during curriculum work (Summer 2019). The Social Studies Office has also promoted professional learning opportunities that teachers can participate in to increase their lens on global education. We have suggested that a citizenship course, aligned to the Profile of a Graduate, be added as a professional learning option for teachers that would help them develop ways of embedding real life citizenship scenarios into their content.

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Social Studies	Support Performance Assessment Tasks (PATs) in Social Studies instruction and devote necessary resources to continue developing them.	The Social Studies Office has reviewed the offerings and increased the options for Performance Assessment Tasks. Professional learning sessions around the creation of PATs and how to embed the assessment into instruction have been offered.
Special Education	Improve and increase consistency and uniformity of special education services implementation across the county.	A draft Student Support Procedure Manual combining ATSS and IAT, 504, and IEPs is almost complete, and will be ready to launch by the start of 2019-20 school year. We are also planning for the revised Coordinator role, with a liaison from the DTL supporting each school, to coordinate consistent application of best practices, regulations, and policies for ATSS, 504, and IEPs. Planning and preparation, including staffing and professional learning is underway to commence in late August, with ongoing professional learning through the fall.
Special Education	Require general education teachers and building level administrators to attain core competencies for the education of students with disabilities.	The Dept. of Teaching and Learning is continuing to build the Professional Learning Framework. Competencies in the larger areas of Connect, Create, Innovate are being flagged as “Must Know/Must Do” within a staff member’s 1st year in APS, within 3 years in APS, and long-term competencies within 5 years in APS. Determining these benchmarks is part of the next phase of developing the Professional

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		Learning Framework over the summer and into the fall of 2019.

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CTAE	Provide a full-time staff person to continue to develop opportunities with the community and make connections to schools. APS CTE Staff will invite Arlington County Government-supported programs to join the APS Works initiative.	Allocated in FY 20 Budget
Early Childhood	APS should develop a Strategic Plan for Equitable Developmental Opportunities to address the opportunity gaps present before kindergarten	Committee has been meeting to consider next steps
Early Childhood	Expand and align the continuum of educational models in early childhood education to meet the needs of all Pre-Kindergarten-2 learners	Committee met in March 2019 and shared and discussed the new pilot Community Peer Program for SY 2019-20
ESOL/HILT	Make student English Language Proficiency (ELP) levels and corresponding coursework and sequencing more clear and accessible to parents. We propose to include the ELP level of each student in ParentVUE. Also, we recommend that the acronym “HILT” be eliminated from all course labeling in favor of using WIDA levels, which are the levels that the state of Virginia uses for ELP.	ESOL/HILT staff is starting the process to complete a change in the names of levels for purpose of clarity.

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ESOL/HILT	Add a full-time Early Childhood Specialist to the ESOL/HILT Office in the Department of Teaching and Learning. While there is currently a part-time employee in this position, there is a strong need for a full-time employee to coach and educate all early childhood teachers on effective and appropriate instructional strategies for Dual Language Learners (DLLs).	This has not been allocated in the FY 20 budget.
Gifted Services	Pilot an intensified English 7 course, open to all students at the middle school level.	Ongoing professional learning, in collaboration with content offices and school based instructional coaching, using the Gifted Services professional learning cycle will continue to challenge and engage gifted learners within cluster groups in addition to infusing critical and creative thinking strategies in all classrooms.
Gifted Services	Add a Teacher Specialist staff position to the Office of Gifted Services	This has not been allocated in the FY 20 budget.
World Languages	As part of the yearly official APS Monitoring and Evaluation of World Language programs, so as to monitor learning success and equity of learning opportunity, the national Standards-Based Measurement of Proficiency (STAMP test) should be administered to all students enrolled in language class in grade 5, in addition to continuing to test in 8th grade immersion and High School levels IV and above.	The current allocation of funds does not support expansion of testing for all students.
World Languages	Enhance and improve the learning of Spanish and English literacy and help close the achievement gap in elementary immersion classes through implementing increased Spanish instructional time in grades K-2 and	Elementary Immersion principals and the World Languages supervisor attended La Cosecha conference. Staff will be working over the summer

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	transitioning subsequently to an evenly balanced 50-50 use of instructional time in grades 3-5. Begin this program at the kindergarten level. Start this year to assess baseline understanding of the concept of literacy in kindergarten and to assess progress in the development of Spanish reading skills in the second or third grade of Spanish-English immersion for comparison with the third grade English Reading SOL.	(2019) to review and revise curriculum including options to increase Spanish Language Arts and corresponding assessments.
World Languages	Support the Social Studies Advisory Committee initiative to prepare globally competent APS graduates. World Languages and Social Studies should collaborate to create complementary lesson topics and joint activities for curriculum development that will prepare APS graduates for successful career and community engagement in a diverse world.	The Offices Social Studies and World Languages will continue to explore opportunities to collaborate on curriculum writing and creation of interdisciplinary units.