

Advisory Council on Teaching and Learning (ACTL) 3 Year Recommendation Report

Committee	2019-20 Recommendations	Status as of June 2022
Special Education (ASEAC)	Create a system of accountability that sets a vision for high expectations, greater consistency and compliance for principals and central office leadership by utilizing 90 Day Plans and other metrics recommended by the program evaluation.	Due to the many unexpected demands that came to be during the pandemic, the 90-day progress plans were not required to include special ed metrics. School based administrators have access to the special ed dashboard and have been trained on using it. The Office of Special Education (OSE) staff meets quarterly with administrators to review their data regarding risk ratio and Least Restrictive Environment (LRE) to identify opportunities and barriers.
Special Education (ASEAC)	Review and adjust planning factors to ensure staffing allocations best support inclusive practice for students with disabilities in a variety of settings.	A proposal to revise the planning factors was presented to the superintendent in 2021-22SY and his cabinet as well as the School Board. The superintendent has committed to making the revisions a priority in future budget proposals.
English Language Arts	APS should adopt a rigorous high school writing curriculum incorporating instructional best practices for grades 9-12 that is continuous from year to year. The curriculum should reflect sufficient writing quantity, quality, and diversity over the 9-12 continuum. Teacher assessments and feedback should ensure that every student makes at least one year of growth each school year so that every student masters the fundamental writing skills required to be college and career ready by graduation. The Science, Gifted, Social Studies and World Languages Advisory Committees support this recommendation.	<p>For 2022-23SY, the ELA Office will be providing sustained professional development to secondary teachers on The Writing Revolution. (The Writing Revolution is based on the Hochman Method, which is an explicit set of teaching expository writing using evidence-based strategies and is intended to be embedded in content area curriculum, with writing instruction.)</p> <p>For 2021-22SY, the ELA Office has implemented, for 9th grade students, a performance-based writing assessment to collect and disseminate data on students' writing. This initiative will add in 10th grade students in 2022-23SY, and 11th grade students in 2023-24SY. This endeavor allows the ELA Office to formally monitor student writing progress, at the high school level. The data will be used to modify curriculum and instructional expectations for writing.</p> <p>The ELA Office also works closely with the Social Studies Office to determine intersecting areas for performance-based assessments. (Please see their recommendations.)</p>

English Language Arts	APS should create, adopt, and implement a short-term plan to ensure that every teacher responsible for teaching a student to read has the LETRS reading training (Language Essentials for Teachers of Reading and Spelling). Details about who should be trained, when, and to what level of LETRS training should be required. This plan should be collaboratively discussed between ELAAC and the ELA Department. Until a training plan is developed, we will not know the budget implication of this recommendation.	In 2021-22SY, 25 reading specialists, 18 EL teachers and 59 principals and division administrators participated in LETRS training. For 2022-23SY, we are projecting 50 new reading specialists and K-2 teachers to engage in the yearlong 60-hour training. In addition, we have a 3 day science of reading training planned for Aug 10th for teachers who are not able to participate in the next LETRS cohort. The funding for LETRS training is coordinated between the ELA Office and the Office of Professional Learning.
English Learners	Empower EL Families: Maintain all Office of English Learner staff positions to strengthen Tier 1 instruction through professional development for all educators, based on the recommendations from the WestEd Program Evaluation, that will increase academic rigor, sustained quality interactions, and purposeful language practices in all classrooms	In the School Board's budget, there was the reinstatement of the .5 Secondary EL Specialist position that was reduced in 2021-22SY. The position will be a 1.0 again starting in 2022-23.
English Learners	Strengthen Teaching Through Professional Development: Continue professional learning for Bilingual Family Liaisons (BFLs) as it relates to family needs during the pandemic.	The Bilingual Family Liaisons will continue to meet monthly for training on topics ranging from 'what are standards-based report cards' to 'how to access and use ParentVUE.' These trainings relate to school specific and non-school specific topics.
Math	Provide 1.0 FTE Certified Math Coach for all elementary schools	APS approved several Math Coach positions in the FY23 budget. 10 out of 25 elementary schools now have a 1.0 Math Coach allocation. Priority for tiering of this allocation was given to Title I elementary schools and elementary schools with an enrollment over 650 students. High Schools also received Coach allocations; at 1.0 for comprehensive high schools. H-B Woodlawn and Arlington Career Center received 0.5 Math Coach allocations.
Math	Reduce Unnecessary/Untimely Math Acceleration in APS Middle Schools & Communicate Rationale to Parents	Mathematics placement is reviewed each year, based on historical data. Currently all pre-algebra standards are considered when determining Algebra readiness in middle school, which has resulted in fewer students enrolling in Algebra I when data suggests they are not yet ready. Parent communication regarding options and long-term course enrollment possibilities has been updated in placement letters and on the APS Mathematics website.

Science	Integrate IPs required for any course with curriculum delivery and support the projects within the school.	Science teachers shared that this would limit student choice and will be challenging for continuation projects. This recommendation is being further reviewed in 2022-23SY.
Science	Expand eligible IP types beyond experimental design to include research investigations (e.g., climate change impacts on ocean chemistry) and PBL efforts (e.g., water quality-friendly campus grounds management).	Students now have options to include experimental and engineering design projects as part of their research investigation. Other research investigation options are being considered in 2022-23SY.
Science	Move project due dates to spring and conduct a 'science symposium,' where projects of various types can be presented. Consider requiring all science students (intensified and standard) to conduct an IP.	Project due dates are more flexible and may not necessarily be aligned to science fairs and competitions. Currently, only high school intensified science courses are required to conduct independent projects. At the middle school level, all students will have the opportunity to conduct independent science projects through the new progression model.
Science	Consider multiple options to offer to students that continue to be interested in science fair participation: status quo if students and teachers can meet the tight deadlines; winter/spring data collection for participation in following year's science fair; move science fair to a 'club' format (this would allow for subjects beyond curriculum content).	This recommendation has been implemented in the middle school progression model where students have options to spend up to three years to develop and collect data for their independent project.
Science	Beginning in the 2021-22 school year, provide funding and support for one full-time Outdoor Classroom Coordinator (OCC) to ensure that elementary learners across all schools have frequent and sustained outdoor learning opportunities and experiences. This position will work across APS' 24 elementary schools to develop and deliver curriculum materials and activities, working in conjunction with and supporting teachers to complement in-class teaching and learning. Further, this position will provide a critical resource for hands-on science teaching and learning at the elementary level—where we can begin to inspire our youngest learners with a 'love of science' that is central to the Science Program's mission and vision.	The outdoor coordinator (OCC) position has not been funded in the School Board budget. However, during the 2020-21SY, Outdoor Lab staff conducted a school yard audit (for all elementary schools) to identify outdoor learning spaces available for instructional purposes. This will allow schools to begin leveraging outdoor learning space immediately and support future endeavors.

Committee	2019-20 Recommendations	Status as of June 2022
Social Studies	External equity audit (or internal committee) to review curriculum and resources. The SSAC believes that to support the continued efforts of the county to increase equity, an external audit must be performed, especially in the subject of social studies.	Beginning in the spring of 2021 the Social Studies Office, along with committees of teachers, began reviewing the Social Studies Curriculum documents. We began with the courses impacted by the African American History Education Commission recommendations and curriculum framework revisions (K, 1, 2, Virginia Studies, USHI, USHII, VA/US History). We removed inaccurate material, updated resources to represent more diverse perspectives, and reframed many of the essential questions and learning targets. New social studies standards will be posted in November of 2022 when we will undergo a full revision of the curriculum for all courses.
Social Studies	As part of the APS professional learning opportunities, provide a series of professional development courses focused on the goal of building student skills for active democratic civic engagement.	<p>The Social Studies Office has offered a variety of optional professional learning sessions and webinars that support teachers in building student skills around democratic civic engagement. Some of the titles offered include:</p> <ul style="list-style-type: none"> ● Becoming an Activist: A Conversation with Delores Huerta ● Athlete Upstanders & The Role of Activism in Sports ● Choices in Little Rock: An Approach to Teaching the Civil Rights Movement ● Effective Teaching Strategies with Facing History ● Foundations: Information Literacy ● Fun Social Justice Activities for Elementary Students ● Project Zero Thinking Routines: <ul style="list-style-type: none"> ○ See, Think, Wonder, Feel, Care ○ Think, Puzzle, Explore ○ Claim, Support, Question ● Inquiry professional learning <p>The Social Studies Office also has emphasized the social studies/history skills that are Standard 1 of each VDOE course. Throughout countywide professional learning we have engaged teachers in becoming familiar with the common rubric used to score students on these skills that are essential for becoming engaged citizens.</p>

Student Services	Create consistency across all APS schools and programs in district-wide SEL curriculum goals, expectations, and evidence-based program components	APS has aligned with VDOE's new SEL Standards for K-12 students as of July 1, 2021.
Student Services	Student Services central office guidance and professional development training for all APS school staff and administrators in the key elements, goals, and desired outcomes, for evidence based SEL programs, interventions, services, and practices available through APS to support student well-being and success.	To support all school staff, Student Services developed a new CANVAS SEL course introducing the new VDOE definition on SEL, VDOE SEL Standards, current APS alignment with VDOE SEL standards, monthly calendar activities, and additional VDOE resources such as articles, webinars and videos, including VDOE new Curriculum Framework K-12 to bring the standards to life and support implementation efforts in the classroom.
Student Services	Strengthen central office guidance for system-wide and school-based parent/family communications and engagement efforts focused on SEL in APS schools and programs, as well as between students and their families and friends.	Student Services has been posting on the Student Services webpage monthly SEL newsletters that have been shared with School and Community Relations to post on Friday's Five as well as with principals, school staff and families with additional information about Social-Emotional Learning, mental health support, and other relevant topics and resources
Student Services	Develop an APS SEL Coordinator position and hire an experienced SEL professional to provide much needed guidance, training and coordination of district wide SEL curriculum. This coordinator will provide district oversight, ensure equity, and measure the success of the program goals and outcomes.	In the FY 2023 Superintendent's Proposed Budget, Dr. Duran prioritized resources to foster student well-being and academic success by reinstatement of ATSS SEL specialist (frozen in FY22 budget). This position will help provide much needed training and coordination of district wide SEL curriculum.

Committee	2020-21 Recommendations	Status as of June 2022
Special Education (ASEAC)	Provide identified COVID Recovery/Compensatory Services, and ensure they are provided within the general education setting to the greatest extent possible.	Recovery services and compensatory services have been and will continue to be provided to students in a variety of settings that are appropriate and aligned to the services in the students' IEPs.
Special Education (ASEAC)	Provide a School-Based Virtual Model in the 2021-22 School Year.	APS provided SPED services for students in the VLP program and through Virtual Virginia courses with the support of special educators. This is also a model that will be implemented next year in terms of SPED support for students accessing instruction through Virtual Virginia.
Special Education (ASEAC)	Continue to implement and monitor inclusion, consistency, and accountability.	OSE meets regularly with school-based administrators to review inclusive practices and data related to special education in each school. Professional learning is also provided to staff to increase consistency across all schools. APS has not been able to increase our overall LRE percentage in the last few years and this is a priority area.
Arts	Virtual PE/Health Course for All Students - All APS students should have the option to take PE/Health online and count as graduation credit.	The Arts Education Supervisor continues to work with the Health & PE office to secure access to the online PE and Health courses for APS students.
Arts	Establish consistent line-item funding for Visual Arts supplies that is consistent for all Middle and High Schools.	Funding was allocated to meet this need.
Arts	Contingency Staffing for Secondary Arts Courses if Needed. There is some concern that an unanticipated consequence of virtual learning in the arts may be a drop-in enrollment.	The Arts Education supervisor worked collaboratively with building level administrators and Directors of Counseling (DOCs) to staff electives. HR was essential in providing contingency as needed.
Career Technical and Adult Education (CTAE)	Provide a full-time staff person to continue to develop opportunities with the community and make connections to schools.	Documentation sent to the HR Director to classify the position. The position was moved from school support to the CTE office this year. The CTE office hopes to post the position for hiring before 7/1/22.

Career Technical and Adult Education (CTAE)	With the pending reorganization of the Department of Teaching and Learning the CTAE advisory committee is advocating that the CTAE advisory committee stay intact with CTE, Arlington Community Learning (Adult Education), and REEP.	Arlington Community Learning is part of the CTAE office. REEP is under the Office of English Learners and will remain in that office.
Early Childhood	English Language Arts and Arlington Tiered System of Support should work together to articulate and make readily available to the public equitable processes for seeking and securing ATSS reading interventions.	We are working with the ELA and ATSS offices to ensure that a robust Tier I approach for structured literacy is used in PK-2 classes next year. Additionally, the Department of Teaching and Learning in collaboration with the schools will review criteria for determining when a child requires a reading intervention and will implement a consistent process to administer and monitor progress in each reading intervention. Additionally reading specialists are working with grade level CLTs to monitor and track student's responses to interventions in reading. Parents of children participating in a reading intervention will receive a copy of their child's reading intervention plan, as well as communication regarding their child's progress within the intervention. APS has implemented procedures for formalizing ATSS plans to include researched-based tiered interventions and monitor response to intervention. APS has provided professional learning on research-based interventions; APS uses universal screeners in early literacy, math and social-emotional skills beginning in PK to monitor all students and provide tiered intervention, Content offices and ATSS collaborate regularly to monitor data and provide support to schools.
Early Childhood	In support of ELAAC (English Language Arts Advisory Committee), ECAC asks APS to proceed swiftly with the planned English Language Arts new resource adoption to support a shift to structured literacy instruction.	Members of the Early Childhood Office will be participating in the future ELA resource adoption process. In addition, The ELA and Early Childhood Offices are working together to ensure LETRs training for select early childhood staff who will be providing professional learning on structured literacy to all PK teachers during pre-service and throughout the school year. Lastly, the PK programs will be implementing PK Heggerty and the use of Lexia for students in their four-year-old year.

		The ELA Office is in the process of curriculum resource adoption and the Early Childhood Office has participated in this process.
English Language Arts	APS should adopt new resources for ELA curriculum in grades K-12 to align with the science of reading and should immediately halt the use of any resources aligned to balanced literacy, including the Lucy Calkins Units of Study, Reading Recovery, and Leveled Literacy Intervention (LLI) programs.	The ELA Office has engaged in a Request for Purchase process to allocate new literacy resources for Grades K-12. ELA also works closely with the Office of ATSS on interventions that are evidence-based. The Units of Study will no longer be used in APS from 2022-23SY and beyond. Reading Recovery will no longer be used as an intervention in APS for 2022-23SY in accordance with HB418 which removes it from approved programs. LLI kits will no longer be used for reading intervention. Retirement resource removal process will be in June 2022.
English Language Arts	APS should provide significant professional learning in structured literacy as a “stop gap” until a new resource is adopted to replace Units of Study.	The ELA Office has provided several professional learning opportunities for teachers in structured literacy to include new phonics resources. In 22-23 and beyond- grade K-3 all have explicit and systematic phonics instruction and resources that are aligned to the science of reading.
English Language Arts	APS should require that all schools implement the Step Up to Writing Program. This should include targeted professional learning for teachers.	Step Up to Writing has been embedded in APS curriculum documents, and professional learning has been provided to teachers.
Equity and Excellence	Ensure equity remains central to goals and vision of APS.	While the E&E committee is no longer part of ACTL, action on this goal is the focus of the Office of Diversity, Equity, and Inclusion.
Equity and Excellence	Ensure students have equitable access to distance learning.	During the 2020-21SY staff worked to ensure students were able to access learning, both virtually and during the hybrid model.
Equity and Excellence	Ensure appropriate training for APS instructional and administrative staff to advance diversity and foster inclusion in classroom settings.	While the E&E committee is no longer part of ACTL, action on this goal is the focus of the Office of Diversity, Equity, and Inclusion.

Gifted Services	Consistency - Add a Teacher Specialist to the Gifted Services office.	A teacher Specialist was added for the 2021-22SY; another Teacher Specialist was frozen in the FY23 budget and planned to be added for FY24; Title II funds were approved for Young Scholars Coach for 2022-23SY until Teacher Specialist position is unfrozen for the 2023-24SY.
Gifted Services	Rigor – Implement intensified classes in middle school	Open enrollment advanced middle school courses in all core content areas will be implemented in 2023-24SY; In 2022-23SY, cluster sizes will increase.
Math	Need for Textbooks.	A full mathematics textbook adoption has been funded. Resources for grades K through Algebra II will be in teachers' hands prior to or by the time teachers return for pre-service week (August 2022). Students will have textbooks for home use. Resources for courses above Algebra II will be purchased by December 2022 and available for teachers and students shortly thereafter.
Math	Need for Detailed Syllabi.	MAC has currently indicated that the purchasing of textbooks should partially alleviate the challenges which seemed to be associated with the lack of resources for students at home, including more detailed syllabi. MAC remains interested in more detailed syllabi. Syllabi exemplars have been shared with secondary teachers and school administrators. Syllabi are vetted at the school level.
Math	Need for More Pen/Paper and Ability to Show Work/Receive Feedback.	"Students are currently engaging in more paper/pencil tasks, as this concern arose during the virtual learning experience. This issue is not prevalent across the district. Individual concerns should be addressed directly with the teacher and school administrator.
Science	Support the Science Program in conducting a comprehensive evaluation of curriculum delivery and student learning experience, performance, and outcomes by race, ethnicity, and socioeconomic status.	Science program evaluation was paused during the pandemic when schools were in virtual mode. Program evaluation will resume in the fall of 2022.

Science	Apply an equity lens to how APS implements independent projects.	This has been implemented through the middle school independent project progression model. As a result, there will be alignment with expectations and how independent projects are supported across all middle schools.
Science	Strengthen the execution and progress of elementary nature-based learning.	Staff supports this recommendation. In addition to visits to the Outdoor Lab in grades 3 and 5, APS is partnering with Arlington Nature Centers and other organizations to support nature-based and outdoor learning. During the 2020-21SY, Outdoor Lab staff conducted a school yard audit (for all elementary schools) to identify outdoor learning spaces available for instructional purposes. This will allow elementary schools to begin leveraging outdoor learning space immediately. In addition, professional learning opportunities have been offered to all elementary schools (through science lead teachers) to help teachers maximize outdoor learning space that is unique to their school (based on the school yard audit).
Science	Raise the bar of consistency across the science curriculum, ensuring that best practices in science instruction are identified and expanded.	Staff supports this recommendation. With the 2018 Science SOLs being fully implemented, the Science Office has updated and revised the science curriculum and identified instructional resources that can be used across all elementary schools.
Science	Strengthen and standardize ACTL-DTL business relationship.	Staff supports this recommendation and continues to work collaboratively with its ACTL advisory committee.
Social Studies	To ensure transparency and equity, an analysis of grade data by subject and teacher should be employed to examine grading practices and to uncover areas for improvement	The Social Studies Office participated in the division wide book study on <i>Grading for Equity</i> . The Social Studies Supervisor also attended the Grading for Equity Summit. APS has been engaged in revision of the grading policy. Our office includes equitable grading practices in our professional learning sessions, however, the division has not engaged in an analysis of grade data by subject and teacher.
Social Studies	As we navigate a fractured learning environment, Social Studies needs to maintain its standing in the curriculum	Given constraints on time and the multiple subjects that students engage in at the elementary, the Social Studies Office has been partnering with the ELA office to increase the amount of time that students are exposed to Social Studies

		<p>standards. We are currently planning for joint performance-based assessments for the 22-23 school year in 3rd, 4th, and 5th grades so that the importance of social studies in the acquisition of literacy skills is capitalized on.</p> <p>At the secondary level, Social Studies continues to be a course that students take at all grade levels in the middle school and in at least three grade levels at the high school. We provide a variety of courses at different levels of complexity to ensure that students can engage in social studies for all four years of their high school career.</p>
School Health Advisory Board (SHAB)	Implement Outdoor Lunch as the Primary Venue for Safe Dining.	Schools have provided outdoor lunch as their resources allow.
School Health Advisory Board (SHAB)	Update APS Mask Policy to Require Universal Adherence.	APS has updated the mask policy per CDC and VDH guidance.
School Health Advisory Board (SHAB)	APS-coordinated in-person meet-ups outdoors for Social Emotional Learning so all students can have a periodic opportunity to reconnect with their teachers, counselors, and peers in a safe, structured environment.	APS was unable to implement these meet-ups as staff's main priority at the start of virtual learning was focused on instruction. Social emotional learning was integrated as a priority into the instruction in the 2021-2022 school year in both the virtual and in-person models.
School Health Advisory Board (SHAB)	APS should assist more with Ergonomics given overuse of screen time and synchronous learning.	APS has provided ergonomic and healthy screen time guidance to staff to share with students, at the VLP Back to School Night and through various courses (ex. HPE).
School Health Advisory Board (SHAB)	APS should prioritize the development of outdoor learning spaces within our schoolyards.	While APS hasn't made this a systematic priority, several schools have implemented outdoor learning opportunities. Staff will continue to encourage schools to implement outdoor opportunities. There is an inventory within the Science Office.
Student Services	Conduct a full internal program evaluation of the APS Student Services Department, programs and services.	During the 2022-23SY, the Office of Planning and Evaluation will conduct a program evaluation of the Office of Student Services Social and Emotional Learning programs to thoroughly assess current level of services, systems and supports to guide future planning and decisions to enhance program effectiveness.

Student Services	Change student grading and expectations for this year, to allow far more latitude and decrease high levels of school-related student stress.	Policy I-7.2.3.34 Student Progress Program and Grading falls under the Office of Academics. Grading and homework policies were revised this school year and are slated for School Board review in June 2022.
World Languages	Develop improved consistency and equity in the Programs of Studies for all world language courses.	Though the Program of Studies is consistent and equitable, the implementation of course offerings at the 6th grade varies. Courses scheduled at each school vary due to staffing and student choice. Central office staff will continue to work with school-based staff to improve consistency.
World Languages	A Comprehensive Plan is needed for the Spanish for Fluent Speakers (SFS) program.	World Languages has worked with SFS teachers and developed units of study for SFS I. Curriculum work continues to be a priority and is ongoing. The World Languages Office also purchased a textbook to use as a guiding resource for SFS II and III in addition to a 6-year license.
World Languages	An Immersion Coordinator position is needed to guide dual language immersion instruction in every grade K- 12, under the direct supervision of the Supervisor of World Language Instruction.	A Dual Language Coordinator has been added to the FY 23 budget. The DLI Coordinator will report directly to the Director of the Office of English Learners.

Committee	2021-22 Recommendations	Status as of June 2022
ASEAC	Staff for Inclusion by Reforming Budget Planning Factors	OSE has submitted a proposal to the superintendent and his cabinet. The superintendent has committed to working on a phased in plan starting next year to revise the special education planning factors. In order to increase our overall LRE percentage, which has not happened, this is a critical piece.
ASEAC	Proactively Monitor and Invest in Pandemic Recovery Supports for Students with Disabilities	OSE continues to give guidance to schools on ways to support learning loss in a variety of ways to include recovery services, additional SPED services, behavioral supports and professional learning.
Career, Technical, and Adult Education	Fill the full time Partnership Coordinator position to create and sustain a pipeline of work-based learning opportunities for students (NOTE: position is already in the APS budget).	The funding for the position has been included in the budget for the FY 23 budget.
Career, Technical, and Adult Education	Fund a CTE Teacher Specialist position.	This position was not funded and will be in the Perkins plan for the final year of grant funding.
Early Childhood	Reverse the class size increases and return to 2018-2019 class sizes in kindergarten through second grade.	Supported in APS FY 23 Budget.
Early Childhood	Fully fund 2 full-time salaried Early Childhood Special Education classroom assistants for each pre-k special education classroom.	Supported in APS FY 23 Budget.
Early Childhood	Adjust the planning factor for reading staff (reading specialists and literacy coaches) and include pre-k students in the calculation.	The Office of Early Childhood supports this request for PK-5 and will continue discussion and collaborative work during SY 2023-2024

English Language Arts	APS must adopt or require a rigorous, continuous writing curriculum in grades 6- 12 that reflects sufficient writing quantity, quality, and diversity so that every student masters the fundamental writing skills required to be college and career ready by graduation.	The ELA Office engaged in the resource allocation process for Grades K-12, with consideration given to the SY22-23 budget. A writing resource approved for purchase will meet the expectations for secondary writing instruction, outlined in this recommendation. Professional learning for teachers is a current line item in the ELA budget, therefore no additional funding is required. Also, curriculum revisions and instructional expectations for writing do not require an increase in funding.
English Language Arts	APS must provide professional learning for teachers on instructional strategies aligned to the science of writing. This must include targeted learning on providing meaningful, timely, and actionable feedback on student writing.	The move towards implementation of The Writing Revolution, as well as the 9th Grade Writing Performance Based Assessment has moved the work forward of teachers' understandings about writing in APS.
English Language Arts	APS must cap secondary English classes at 24 students.	APS leadership has been working with the School Board to address issues of class sizes. We recognize that capping class sizes will require hiring additional teachers, which has significant budgetary implications. However, if APS is truly committed to graduating students who are college and career ready, this is a necessary expense.
English Learners	Provide all BFLs with computers Provide EL departments with a bank of computers/iPads to be used for in-class instruction for students who are waiting to receive their personalized devices	The OEL is in the process of costing out this recommendation. We understand the importance of BFLs and students having timely access to devices. This was not an item in the FY23 budget. If alternative funds and/or additional devices are not identified for the 2022-23SY, this may become a consideration for the FY24 budget.
Gifted Services	Institute open-enrollment, intensified English, social studies, and science courses at all middle schools, along with adequate supports for 2e students, English language learners, and others who might need assistance to thrive in these classes.	Open enrollment advanced middle school courses in all core content areas will be implemented in 2023-24SY; In 2022-23SY, cluster sizes will increase.
Gifted Services	Add a second Teacher Specialist staff position to the Office of Gifted Services to focus on supporting gifted services at the elementary school level.	A teacher Specialist was added for the 2021-22SY; another Teacher Specialist was frozen in the FY23 budget and planned to be added for FY24; Title II funds were approved for Young Scholars Coach for 2022-23SY until Teacher Specialist position is unfrozen for the 2023-24SY.

Math	Complete the K-12 full textbook/instructional resource adoption using the \$3.2 million.	A full mathematics textbook adoption has been funded. Resources for grades K through Algebra II will be in teachers' hands prior to or by the time teachers return for pre-service week (August 2022). Students will have textbooks for home use. Resources for courses above Algebra II will be purchased by December 2022 and available for teachers and students shortly thereafter. Resources will address intervention needs as well as support teachers with bridging standards to support grade-level proficiency.
Math	Implement a permanent 2.0 FTE allocation for Mathematics Coaches and 2.0 FTE allocation for Mathematics Interventionists at each school (elementary through high school) so that mathematics resources are on par with English Language Arts (ELA) resources.	Staffing allocations for Math Coaches have increased at the elementary level for 10 out of 25 school sites, from 0.5 to 1.0 allocations for the 2022-23SY. All comprehensive high schools received a 1.0 Math Coach allocation effective SY23. HB Woodlawn and Arlington Career Center received a 0.5 Math Coach allocation.
Science	A Renewed Emphasis on Elementary Science.	Staff supports this recommendation. This includes providing increased science instructional time across all schools and alignment of content delivery to ensure consistency and equitable instructional practices. The Science Office has updated and revised the science curriculum to align with the 2018 Science SOLs, as well as providing additional instructional resources to support elementary science. Formative science assessments are made available each quarter to all elementary schools that will measure whether students are making progress and if additional interventions are needed.
Science	Expand Outdoor Learning Opportunities for APS Students.	This is aligned with previous recommendations made by the Science Advisory Committee. During the 2020-21SY,, Outdoor Lab staff conducted a school yard audit (for all elementary schools) to identify outdoor learning spaces available for instructional purposes. This will allow elementary schools to begin leveraging outdoor learning space immediately. In addition, professional learning opportunities have been offered to all elementary schools (through science lead teachers) to help teachers maximize outdoor learning space that is unique to their school (based on the school yard audit).

Social Studies	APS should increase the amount of Social Studies instruction at the elementary school level.	Given constraints on time and the multiple subjects that students engage in at the elementary, the Social Studies Office has been partnering with the ELA office to increase the amount of time that students are exposed to Social Studies standards. We are currently planning for joint performance-based assessments in grades 3, 4, and 5 for the 2022-23SY so that the importance of social studies in the acquisition of literacy skills is capitalized on. We are working with the other content offices to develop curriculum maps that show how schools can pace the content to ensure that they are engaging in Social Studies instruction both on its own and in conjunction with ELA instruction.
School Health Advisory Board	System-wide adaptation and implementation of the 2022 Virginia Standards of Learning for Driver Education, Physical Education, and Health/Family Life Education	Central Office HPE will provide staff with professional learning opportunities that align with the new HPE and Driver Education (& FLE if VDOE approves new standards) SOLs during the 2022-23SY. Staff will conduct a crosswalk to align the new standards with the existing curriculum documents and introduce the new VDOE frameworks.
Student Services	Conduct a full program evaluation of the APS Student Services Department programs and services relating to the implementation of SEL programs and the tiered system of support. Partner with CASEL for an independent assessment.	During the 2022-23SY, the Office of Planning and Evaluation will conduct a program evaluation of the Office of Student Services Social and Emotional Learning programs to thoroughly assess current level of services, systems and supports to guide future planning and decisions to enhance program effectiveness.
Student Services	Formally adopt Virginia Department of Education standards and new guidelines around the delivery and management of SEL within APS.	The Office of Student Services has reviewed VDOE SEL standards and aligned it with APS SEL Curriculum as of July 1, 2021.
World Languages	<p>The immersion revisioning process concluded with several Task Force recommendations for the future of the program in APS. WLAC supports and recommends adoption of these task force recommendations.</p> <ul style="list-style-type: none"> - Realign the existing Dual Language Immersion from a 50/50 partial immersion program into a 80/20 early full immersion program starting 2023 with grades K-1. 	On March 10, 2022, the School Board unanimously voted to approve the change the early years model of DLI to an 80/20 instructional model in grades K-2, followed by 70/30 in grade 3 and 50/50 in grades 4-5. The DLI program will continue to be a Two-Way Dual Language Immersion model with the goal of 50% Spanish speakers and 50% English speakers. Full early immersion model will start the fall of 2023.

	<ul style="list-style-type: none"> - Allocate funding to develop a position for a district level DLI Coordinator to provide support to all four schools and support & coordinate the program elements. - Allocate funding to hire one Spanish reading specialist for each elementary school that is assigned to the school to support the continued training and development of their respective DLI programs. - Fund Spanish Language core materials for all dual language classrooms. - Expand access to the DLI program through marketing, recruiting and strengthening the PreK-12 pathway. - Secure or earmark funding for a well-articulated Professional Learning plan for all teachers working in Dual Language Immersion program schools and classroom instruction. 	<p>The Dual Language Immersion Coordinator position was created. The position is slated to be filled July 1, 2022. The allocation of a Spanish reading specialist is not complete. We will continue to work with the Office of Academics to support the need for this position with the goal of including these in the FY24 budget.</p> <p>There is an adoption committee set up to look at Spanish Language arts resources. The goal is to purchase K-1 teacher materials for FY23 to begin training teachers as we prepare to move to full immersion in K-1 in the fall of 2023. Work to create Dual Enrollment (DE) courses to strengthen the high school DLI program is underway.</p> <p>As we move forward, professional learning will be the work of the coordinator under the supervision of the Office of English Learners. The World Languages Office will continue to collaborate with the Office of English Learners to ensure appropriate professional learning takes place in Spanish language arts.</p>
World Languages	<p>In order to properly enrich the experience of the students enrolled in Spanish for Fluent Speakers, and to ease the burden placed on the teachers by trying to find suitable materials, the WLAC recommends additional time for a curriculum writing team to complete SFS 1 curriculum, purchase additional readers for all levels, and provide professional learning in the area of literacy to teachers of SFS. Budgetary estimate: \$10,800 for curriculum writing and \$3,000 for professional learning.</p>	<p>The World Languages Office conducted 3 curriculum writing days for SFS I during the 2021-22 school year. Our goal is to secure a week in June through the Office of Academics for three to four teachers to work on curriculum writing to complete units two and three for SFS I.</p>
World Languages	<p>The WLAC recommends supporting this new team of ASL teachers with professional learning in the new set of standards and additional time for curriculum writing. Budgetary estimate: \$3,600</p>	<p>The World Languages Office supported our ASL teachers through dedicating 6 days for curriculum framework work based on the new VA Standards of Learning for ASL. In addition, we scheduled a day of Instructional Rounds where all the new teachers went to observe two master ASL teachers.</p>