

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

Committee	2019-20 Recommendations	Status as of June 2022
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English Language Arts	<p>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.</p>	<p>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.</p>
English Learners	<p>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</p>	

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Social Studies	External equity audit (or internal committee) to review curriculum and resources. The SSAC believes that to support	

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 ex1.01	

		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 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.

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.	Sg5(D)-4(T)9(L)3P

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

English Language Arts	<p>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.</p>	<p>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.</p>
English Language Arts	<p>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.</p>	<p>The move towards implementation of The Writing Revolution, as well as the 9th Grade Writing Performance</p>

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

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	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. <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>
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World Languages

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 re to finhe stude