Advisory Council on Instruction

MID-YEAR REPORT

2016-2017

Arlington Public Schools

MID-YEAR REPORT

The Advisory Council on Instruction (ACI) is made up of representatives from each school as well as community organizations to assist in reviewing the system-wide curriculum and instructional program and in developing recommendations for improvement. The ACI is made up of approximately 50 individuals appointed by the School Board who are familiar with or interested in instructional issues. Additionally, fifteen curriculum-based advisory committees report to the council annually.

ADVISORY COUNCIL ON INSTRUCTION 2016-17 UPDATES

The ACI met throughout the first semester of 2016 to delve into areas of focus for Arlington Public Schools. Meetings included presentations on eliminating opportunity gaps, high school redesign, personalized learning, and the resource adoption process for new instructional materials. Also, curriculum-based advisory committees presented their reports to the ACI for consideration. Reporting committees included Career, Technical, and Adult Education; Gifted Services; Health and Physical Education; World Languages; ESOL/HILT; Early Childhood; and Summer School. Finally, the ACI provided input on the instructional focus for the new high school to be completed in 2020. Possibilities presented included:

9th Grade Academy
Position all 9tth graders in one building with emphasis on preparing them for the rigors of high school.

Alternative High
A project-based, collaborative high school model, with a focus on student autonomy and choice, integrating science, technology, and the humanities with the aim of creating products and projects to be presented to the community at large. Described as a cross between HB Woodlawn and the Fairfax TJ High School of Science and Tech.

Business High School
Concentration on finance, leadership, marketing, economics, entrepreneurship, etc. Following the National Business Education Association (NBEA) standards should play a key role in high school business curriculum. The NBEA develops nationwide standards for business teachers to make sure students across the country are prepared for the business world.

Comprehensive
Maintain traditional way of providing education without adding any special features that may cause further divisiveness in the community.

Creative and Performing Arts
Concentrating on creative and performing arts and humanities.

Early College High
Small, independent schools that provide high school academic content along with access to college classes. Students can achieve two years of college credits toward a bachelor's degree while they earn their high school diploma. Staff identifies each student's interests, strengths, and needs through an initial home visit, ultimately creating a personalized learning plan. These schools are primarily designed for students who are generally underrepresented in postsecondary education – students from low-income families, students of color, and English language learners. Bard High School Early College (BHSEC) was the first school to implement the Early College High School model. BHSEC was founded in June 2001 on the belief that many young people are academically and socially prepared to do serious college work at age 16. The unique curriculum enables highly motivated students to gain credit for two years of college, earning an associate of arts degree as well as a high school diploma. While BHSEC's students come from many different backgrounds, all have a strong record of academic excellence and commitment to learning. The University of Dayton, the Dayton Public School District, and key education leaders created Dayton Early College Academy — a small, personalized high school where students are well on

their way to earning both a high school diploma and up to two years of college credit toward a bachelor's degree.

HB Program

Add another HB program at another location.

High Tech /STEM

Specializes in providing high tech opportunities.

High Tech – 6 yr. w/ Assoc. Degree

Unlike most American high schools, it is a six-year program geared towards technology. At the end of six years, if not before, pupils will finish with an associate degree at no cost to the student. In a country with $1.2 trillion in college debt, 40m student loan borrowers and average student debt of $35,000 that is no small thing. When they finish school, pupils will have a shot at joining Big Blue. P-Tech, which opened in the autumn of 2011, was developed by IBM in partnership with New York city and the City University of New York. It aims to shake up education and change what vocational education means.

High School Hubs

In order to address the wide array of needs created by the diverse population of students, through partnering with businesses, developers and universities, create smaller theme based learning centers throughout the County.

International Baccalaureate

Increase the number of slots at Washington-Lee. Offset the numbers by transferring non-IB students to other schools.

International Business School

A combination of Business School Principles, International Baccalaureate and World Languages with an emphasis on international diplomacy and world issues.

Leadership/Public Service High School

Incorporate the IB Community Service Component with social action, justice, internships and required community service and real world opportunities. Partnership opportunities are plentiful with local county, state and federal government - emergency response, defense and charitable organizations.

On-Line High School

Earn your high school diploma online and on your terms. James Madison High School is one example of an on-line program that provides a flexible, affordable, accredited education. They help to prepare students for college, qualify for a better job, or finish what you started years ago. Each year, an average of 2,500 traditional-age students, adult learners and homeschoolers graduate from JMHS.

STEAM

Science & Technology, interpreted through Engineering & the Arts, all based in Mathematical elements. The A stands for the broad spectrum of the arts going well beyond aesthetics; it includes the liberal arts,
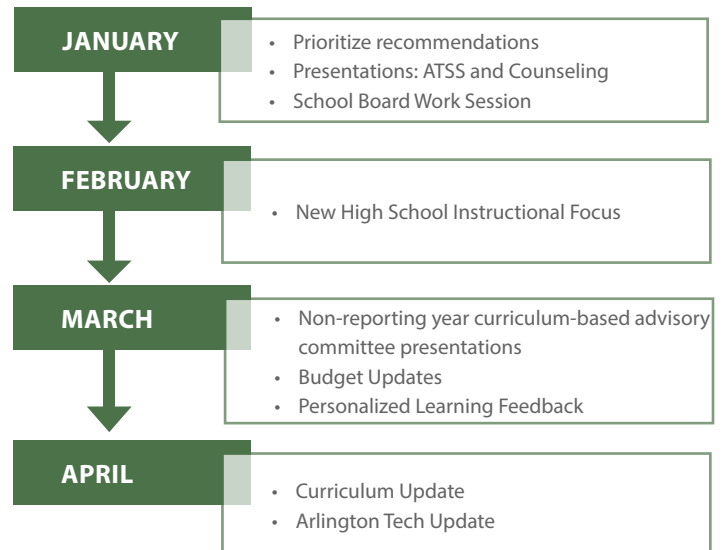
formally folding in Language Arts, Social Studies, Physical Arts, Fine Arts & Music that each shape developments in STEM fields. Shifting to a STEAM perspective means understanding learning contextually; not only in terms of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and global development.

World Language Hubs

"Language hub" is a magnet program to attract students who want to learn one or more of the low enrollment (in APS) world languages in classes instructed in a face-to-face format by a teacher of the language. It is comparable to other APS magnet programs in such areas as STEM, Language Immersion, Art or Music, in that it provides a kind of instruction that is not available at other schools. Students interested in that instruction would transfer into the hub school from their current school.

NEXT STEPS

Throughout the second semester, the ACI will continue its focus on APS' priorities. The timeline for 2017 includes:

JANUARY
- Prioritize recommendations
- Presentations: ATSS and Counseling
- School Board Work Session

FEBRUARY
- New High School Instructional Focus

MARCH
- Non-reporting year curriculum-based advisory committee presentations
- Budget Updates
- Personalized Learning Feedback

APRIL
- Curriculum Update
- Arlington Tech Update

ADVISORY COUNCIL ON INSTRUCTION STATUS OF 2015-16 RECOMMENDATIONS

Committee	2015-16 ACI Recommendations	Status as of May 2016
Math	Provide support, mentoring, and resources to teachers interested in using the "Flipped Classroom" approach	FY17 Budget
Math	Ensure presence of a full-time Math Coach in every APS elementary school	DOI and ELT review
Math	Increase transparency of math teaching methods in communications with parents	In progress
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
Arts	Provide Physical Education credit for participation in Marching Band	DOI and ELT review
Arts	Provide stipend funding for accompanists for all secondary choral programs	FY17 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	Will be considered 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	DOI review
Science	Implement APS policy requiring all 7th and 8th 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	Will be considered during upcoming policy and procedures review process
Science	Provide funding and support for one full-time Sustainability and Outdoor Learning Coordinator (SOLC), starting with the 2016-2017 school year. NOTE: This is a joint recommendation with the Superintendent's Advisory Committee on Sustainability.	DOI and ELT review
Science	Fund School Garden/Outdoor Classroom infrastructure through mini-grants. NOTE: This is a joint recommendation with the Superintendent's Advisory Committee on Sustainability.	FY17 Budget
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	FY17 Budget, decision on whether or not to make training mandatory is to be determined
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.	FY17 Budget
ELA & ASEAC	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.	Will be considered during upcoming policy and procedures review process
ELA & ASEAC	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	FY17 Budget
ELA	Develop and support a summer reading intervention program that provides targeted Tier 2 and Tier 3 interventions to students at all grade levels	DOI review
Student Services	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).	DOI and ELT review
Student Services & ASEAC	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 1:650. This represents an increase of 18 psychologists and 22.5 social workers	FY17-19 Budgets
Student Services	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.	In process through Whole Child Working Group
ASEAC	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.	Will be considered during upcoming policy and procedures review process