

Committee	2016-17 ACI Recommendations	Status as of March 2018
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	At this time there are no funds for a full time position. The CTAE office and others are continuing to develop business opportunities for students.
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 2 nd grade. Ensure the APS recess policy is successfully communicated to and implemented by ALL pre-K and elementary programs.	Revisions need to be made to the Wellness Policy 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).	In progress during Acceptable Use Policy revision process
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.	Under consideration during Acceptable Use Policy revision process
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 ELs 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	Grant money was used to create a .5 FTE position to work with early childhood teachers,

	with an Early Childhood specialist to help lead this work on behalf of ELs and provide ongoing support to schools.	providing professional learning.
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.	Did not receive funding due to budget constraints.
Gifted Services	Improve and increase consistency and uniformity of gifted services implementation across the county.	In Progress - Working with IS to improve data for consistency of implementation
Health and Physical Education	The HPEAC recommends that APS work to 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.	Currently not complete. Staff continues to recommend that HPE class size be the same as other core courses. The content in health education, such as FLE and socio-emotional learning, can be sensitive. Smaller classes would allow for more effective and best instructional practices to take place.
World Languages	The earned Virginia State Seal of Biliteracy should be indicated on the high school transcript.	Currently not complete. WLAC would like a Seal to be on final transcript. At this time, transcripts are often requested before the Diploma. The Seal of Biliteracy is a diploma Seal. Discussion about putting a Seal on the transcript requires conversations about other seals as well.
World Languages	Implement <u>consistency and equity</u> in implementing best practices for delivering Program of Studies components in the different schools at each level of education.	2a: FLES generally complete. Most students have 90 min a week

		<p>2b: Middle schools No change Some schools have 90% access to a world language for 6th grade, some schools only 50%.</p> <p>2c: Improvement on differentiated course offerings for 6th and 7th grade</p> <p>2d: Good progress, ASL in one middle school</p> <p>2e: Online instruction - mixed status; Hub school not adopted, high schools have more face-to-face time</p>
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 has been reduced in budget.
World Languages	Every 6 th grader needs to have the opportunity to enroll in a world language course.	There has been progress with the new 6th grade options. Two schools have 90% enrollment in world languages; One has 68%, one at 50% and two are currently under 50%
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 under investigation
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.	Team within DLT collaborates with administrators as needed
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.
Summer School	Overhaul the Summer School Budget	Continuing to evaluate summer school budget needs as program revisions are made

