

ACI 2019-20

September 18, 2019

Dana Milburn and Rebecca Hunter, ACI Co-Chairs

Agenda

7:00 Welcome and Opening Remarks

7:05 School Board Introduction and Remarks

7:15 Superintendent Remarks

7:20 School Board Priorities

7:30 Introduction of ACI Leadership Team, Committee Chairs, and Liaisons

7:40 Department of Teaching and Learning Overview

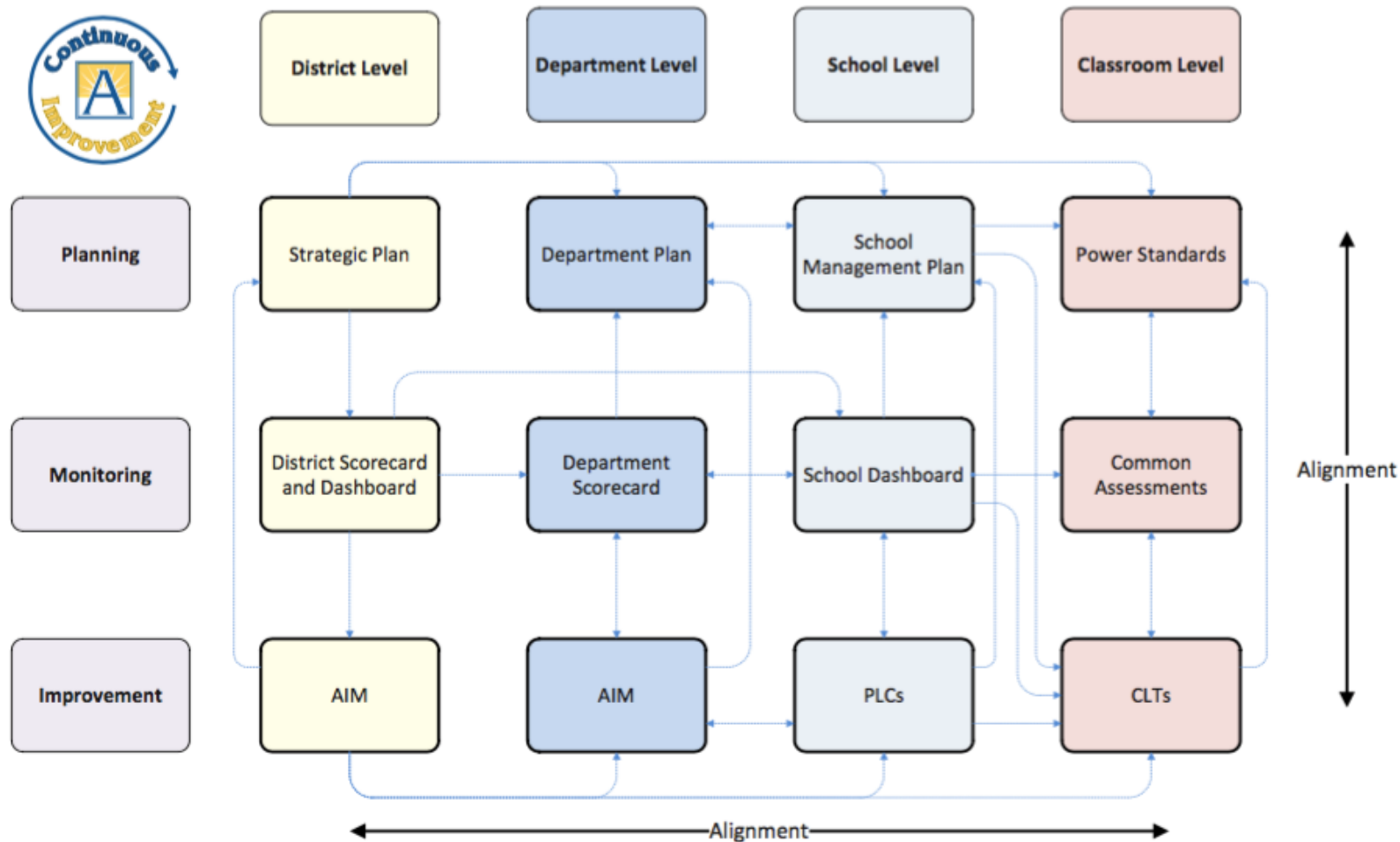
8:00 ACI 101

8:30 Informal Discussion with Committee Chairs and ACI Leadership

9:00 Adjourn

Strategic Plan

Strategic Plan: A Framework for Decision-Making



MISSION

To ensure all students learn and thrive in safe, healthy, and supportive learning environments

VISION

To be an inclusive community that empowers all students to foster their dreams, explore possibilities, and create their futures

CORE VALUES

EXCELLENCE: Ensure all students receive an exemplary education that is academically challenging and meets their social and emotional needs.

EQUITY: Eliminate opportunity gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student's unique needs.

INCLUSIVITY: Strengthen our community by valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.

INTEGRITY: Build trust by acting honestly, openly, ethically, and respectfully.

COLLABORATION: Foster partnerships with families, community, and staff to support the success of our students.

INNOVATION: Engage in forward thinking to identify bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness in our students.

STEWARDSHIP: Manage our resources to honor the community's investment in our schools; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.



Arlington
Public
Schools

APS Strategic Plan Goals

- **Multiple Pathways to Student Success**
- **Engaged Workforce**
- **Operational Excellence**
- **Strong and Mutually Supportive Partnerships**



Teaching & Learning Priorities 2019-20

INSTRUCTIONAL FRAMEWORK

The Instructional Framework defines the evidence-based practices that guide teaching and learning experiences throughout APS. It defines our expectations across grade levels, classrooms, and content areas for learning experiences.



CURRICULUM

The APS Curriculum defines the "what" for teaching and learning experiences to ensure PreK-12 vertical articulation. Each content area is reviewing and refining curriculum following the Understanding by Design framework while providing opportunities for authentic assessments, personalized learning, and integration of critical thinking, creative thinking, communication, and collaboration.

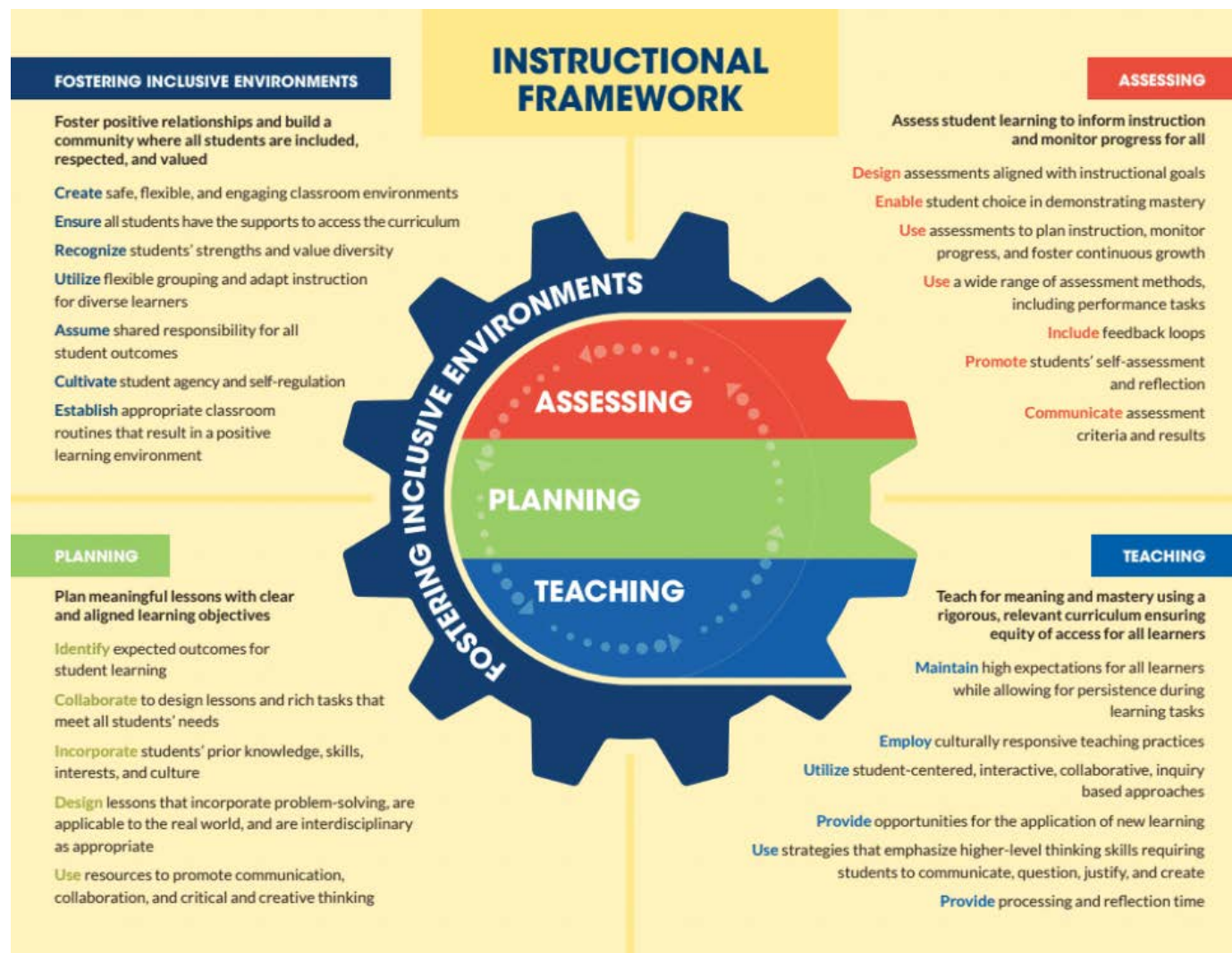


PROFESSIONAL LEARNING FRAMEWORK

The APS Professional Learning Framework defines the professional learning opportunities in place in APS to support the Instructional Framework and Curriculum.



Instructional Framework



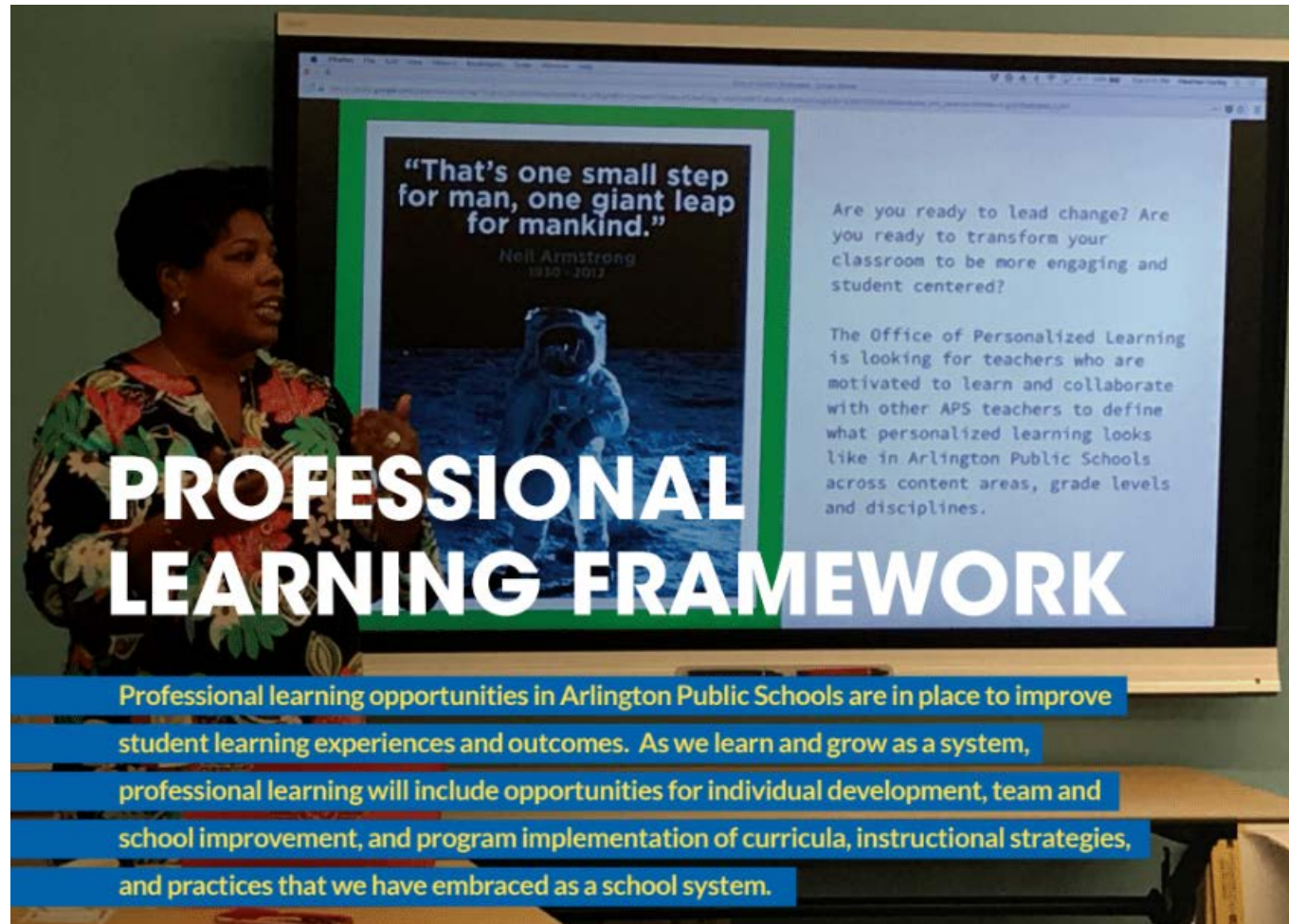
Curriculum



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Professional Learning Framework



PROFESSIONAL LEARNING FRAMEWORK

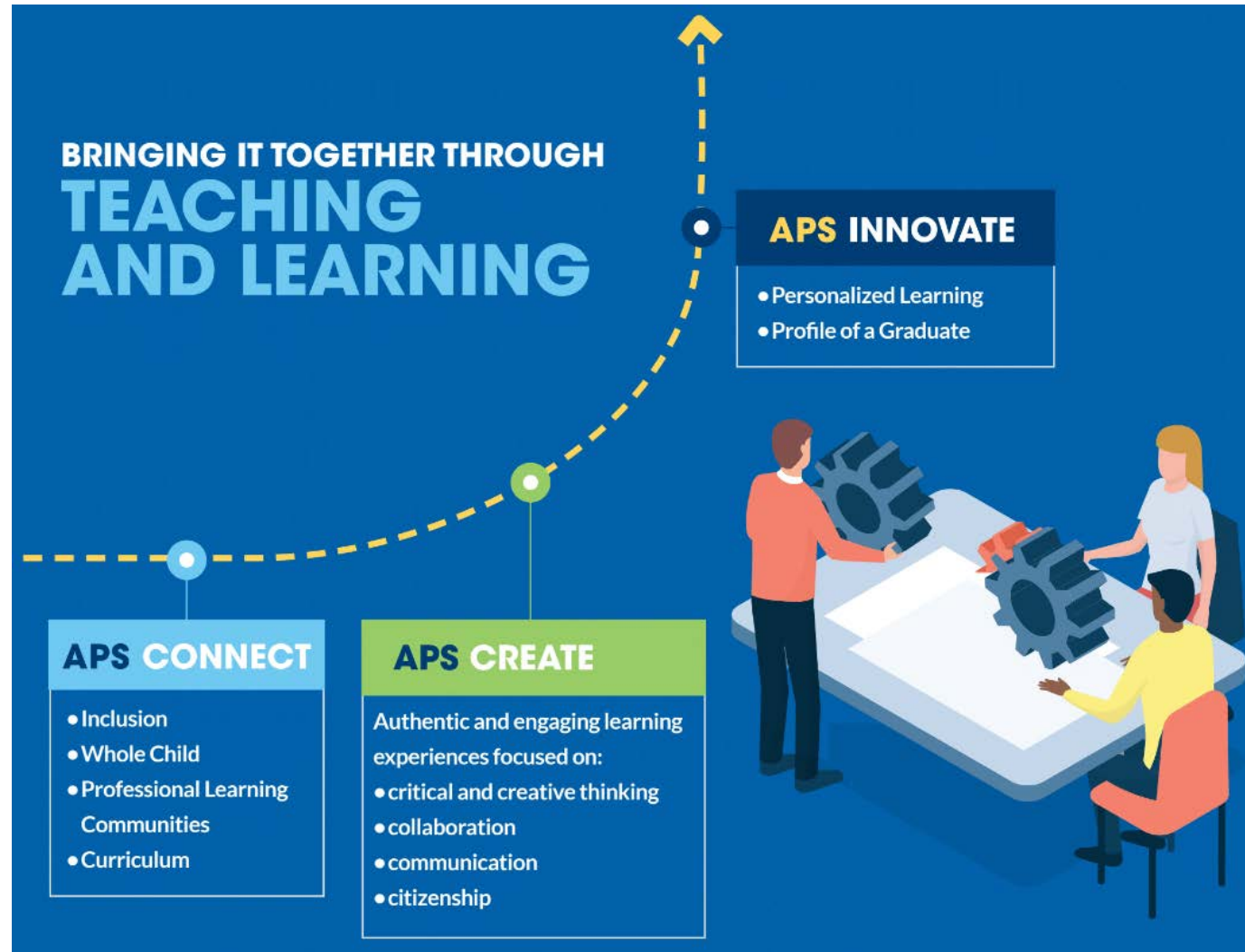
“That’s one small step for man, one giant leap for mankind.”
Neil Armstrong
1930-2012

Are you ready to lead change? Are you ready to transform your classroom to be more engaging and student centered?

The Office of Personalized Learning is looking for teachers who are motivated to learn and collaborate with other APS teachers to define what personalized learning looks like in Arlington Public Schools across content areas, grade levels and disciplines.

Professional learning opportunities in Arlington Public Schools are in place to improve student learning experiences and outcomes. As we learn and grow as a system, professional learning will include opportunities for individual development, team and school improvement, and program implementation of curricula, instructional strategies, and practices that we have embraced as a school system.

Professional Learning Framework



Professional Learning to Support Student Success

CONNECT:

INCLUSION:

Inclusive education is both a vision and a practice...of welcoming, valuing, empowering, and supporting the diverse academic, social/emotional, language, and communication learning of all students in shared environments and experiences for attaining the desired goals of education. Inclusion is a belief that everyone belongs, regardless of need or perceived ability, and that all are valued and contributing members of the school community (Villa and Thousand, 2016). Inclusive practice is an approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities, and demonstrate their knowledge and strengths.



Teaching & Learning Priorities 2018-19

- Continue to focus our work on the elements of the Teaching & Learning Framework
 - Instructional Framework
 - Curriculum
 - Professional Learning Framework
- Focus on improving teaching and learning experiences for Students with Disabilities
 - Co-teaching
 - Specially Designed Instruction
 - Student Support Visioning (ATSS, Student Study, IEPs, and 504s)
- Engage in development of the K-12 Instructional Pathways

ACI 101

ACI Purpose

“The Advisory Council on Instruction assists in the continuous systematic review of various aspects of the instructional program and in the development of recommendations for instructional improvement, including recommendations for the introduction of new programs, and to conduct studies of instructional topics from time to time as determined by the School Board.”

Arlington Public Schools School Board Policy 10-6.1, Advisory Council on Instruction

ACI Members

- School Representatives (voting)
- Community Representatives (voting)
- Committee chairs are *ex officio*, non-voting members of ACI
- Committee members are also welcome and encouraged to attend ACI meetings (non-voting)

What does ACI do?

- ACI is advisory, not a policy or voting organization.
- ACI is a forum for broad input and discussion of ideas.
- ACI strives to balance working top-down, by addressing School Board questions and priorities; and “bubbling up” by bringing ideas and concerns from school communities.
- Numerous ACI recommendations have been adopted by the School Board and are now in practice.

ACI Liaisons

School Board Liaison

Barbara Kanninen, *School Board Member*

Shares the work of the ACI with the School Board, advises ACI leadership, and provides information on School Board priorities to the ACI.

Senior Staff Liaison

Sarah Putnam, *Director of Curriculum and Instruction*

Primary APS liaison for the work that the ACI does and helps facilitate staff requests and information to and from the School Board. (This will change temporarily and might change permanently with new Assistant Superintendent's hiring and arrival.)

Administrative Liaison

Rosa Ewell, *Executive Administrative Specialist*

Maintains ACI roster and web page, provides meeting minutes and any documents needed, as well as setting up room arrangements/logistics.

ACI Leadership

Co-Chairs

Dana Milburn and Rebecca Hunter

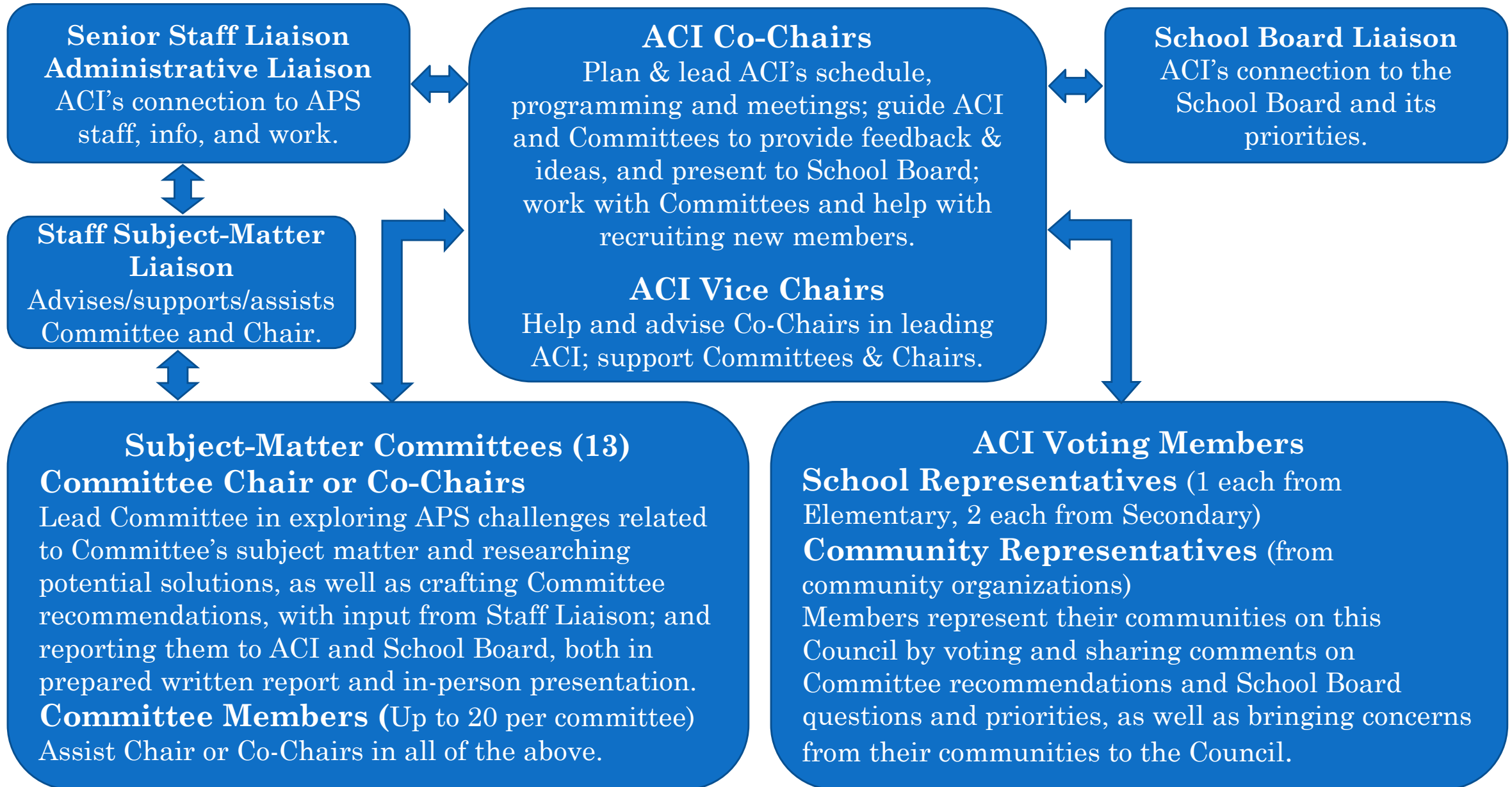
The co-chairs help plan the calendar, run the ACI meetings and all other general operating functions of ACI. Co-chairs are also available for any questions or help that might be needed by ACI members.

Vice Chairs

Kevin Dezfulian, Natalie Goldring, Laura LoGerfo, Nina Nichols, Ryoko Reed

Support committees (help with the report process as needed, availability to assist with content/recommendation preparation, as well), assist with organizing and presenting material at ACI meetings, manage working groups, ad hoc committees, and special projects.

ACI Organizational Chart



ACI 101

Subject-Matter Advisory Committees

ACI Committees

- ACI includes curriculum-based advisory committees that look across APS to review related programs and research potential best practices, improvements, and/or changes that might be recommended for that area.
- Committees recruit from among parent and community volunteers who have interest or expertise in the particular subject area.
- Half of the committees present a report (their recommending year report) to the ACI and the School Board each year in rotation, so that each committee provides recommendations every two years.
- Committee recommendations contained in their recommending year reports are evaluated by the ACI voting members and presented to the School Board for its consideration.

ACI Committees

- **Advisory Committee on English Learners (Formerly ESOL-HILT)**
- **Arlington Special Education Advisory Committee (ASEAC)**
- **Arts Education**
- **Career, Technical and Adult Education**
- **Early Childhood**
- **English Language Arts**
- **Equity and Excellence**
- **Gifted Services**
- **Math**
- **Science**
- **Social Studies**
- **Student Services**
- **World Languages**

Representative Examples of Successful ACI Advisory Committee Recommendations

- Middle School “ACT II” classes to expand Art electives
- 2nd/4th Universal Gifted Screening
- Additional HILT counselors
- Dual-enrollment quality points
- “Crisis/Need Help” button on all school or program websites, linking to APS/County social/emotional info & mental health services.
- Adoption of Virginia State Seal of Biliteracy
- Phonemic programs/pilots expanded, including RAN/RAS (Rapid Automated Naming) and Heggerty Phonemic Awareness
- School-based math coaches
- ESOL-HILT Program name updated to “Office of English Learners” for clarity, accuracy & accessibility to parents.
- Use of the NNAT (non-verbal testing) for gifted identification

Representative Examples of Successful ACI Advisory Committee Recommendations, Continued

- ATSS (Arlington Tiered System of Support)
- Added more school psychologists and social workers, reducing ratios from 1:1650 each to 1:775 & 1:850.
- Improvements and continued work in consistency of curriculum across schools
- American Sign Language offered as World Language
- “Support for Instructional Program Pathways -- opportunities for success for all
- Part-time English Learner Early Childhood Assistant added
- FLES (Foreign Language in Elementary Schools) in all ES
- Programs to identify and support students with Dyslexia
- Twice Exceptional (2e) Task Force
- Additional Outdoor Lab funding
- Flipped classroom” model pilot

Committee Meetings

- Third Wednesday of the month if possible, otherwise at the discretion of Committee Chairs.
- Take advantage of common meeting night to coordinate with other committees.
- School and community representatives are encouraged to visit committee meetings and join a committee in an area of interest.

Reporting Schedule

- According to ACI policy, all committees must submit a report each year.
- Recommending year reports will be discussed at Winter and Spring meetings. (For Committee reporting dates, please see ACI 2019-20 Calendar hand-out.)
- Committees are allotted 45 minutes per report.
- Recommendations will be discussed at School Board work sessions in January, as well as the following October, after the ACI evaluation process and staff feedback are completed.
- Non-recommending reports may be short updates, but will be allotted 45 minutes, as well, to discuss ideas in development.

ACI 101

Voting Membership:
School and Community
Representatives

ACI Meetings

- First Wednesday of the month, plus 2-3 extra meetings; 12-13 altogether.
- Our two additional meetings in the Spring accommodate reporting schedule and budget.
- Our reporting and meeting schedule is designed to allow for ACI to work on other topics of interest while also hearing and evaluating committee recommendations.
- Ad hoc committees or break out sessions may be used to cover more material in the time allotted.

ACI Calendar for 2019-20

- **September 18**
- **October 2**
- **November 6**
- **December 4**
- **January 8**
- **February 5**
- **March 4**
- **March 18**
- **April 1**
- **April 22**
- **May 6**
- **June 3**

Responsibilities of ACI Members

- **Attend meetings regularly, review committee reports, and evaluate the recommendations to be put forth to the School Board**
- **Actively participate in meetings and provide feedback on APS/School Board areas of focus**
- **Work in a courteous and constructive manner with all others**
- **Consult with the organization you represent – i.e., seek comments on reports and provide feedback to the ACI**
- **Represent your organization when evaluating recommendations**

Responsibilities of ACI Members

- View your school report card and be informed about what is going on at your school.
- Learn more about your school and student performance:
 - School Summary Data Report: https://www.apsva.us/wp-content/uploads/2015/09/School-Summary-Data-2016_web.pdf
 - APS Statistics: <https://www.apsva.us/statistics/>
 - School Management Plans: <https://www.apsva.us/school-locations/school-management-plans/>
 - School Overviews: <https://www.apsva.us/school-overviews/>

ACI Processes: Working Agreements

- We will do our best to be both efficient and fair in our meetings.
- We will assume positive intentions.
- We will maintain a courteous and constructive communication style, both in spoken and written communication.
- We will allow everyone's voice to be heard.
- We will focus on the work.
- We will promote a sense of inquiry.
- We will pay attention to self and others.
- We will do our best not to 'let the perfect be the enemy of the good.'
- We will prioritize best intentions rather than winning a point.
- We understand that ACI is advisory and does not set or control policy.

ACI Processes: Meetings with Committee Reports

One or two committees usually will report.

Committees have 45 minutes per report.

ACI members are expected to have thoroughly read each report before the meeting, and to be prepared to ask questions and fill out the evaluation rubric.

Committee Chair provides short overview of report (2-5 minutes); then Committee Chair and Staff Liaison discuss the report with the ACI membership, including responding to questions and considering feedback.

Committees will have time to make any desired changes in response to ACI member feedback and provide any revisions.

After any revisions, ACI voting members fill out an evaluation rubric for each recommendation.

During the May ACI meeting, recommendations from all of the recommending committees will be reviewed and discussed, and final rankings will be made by ACI members.

ACI Processes: Protocols for Discussion

- **ACI Voting Members may ask questions or comment first; if time permits, Committee Chairs/Members may do so next.**
- **We will follow the “1-minute/1-question” rule.**
- **We will demonstrate respect for all members’ time and all members’ perspectives, striving to be efficient and fair.**
- **Clarifying questions are preferred; ACI meetings are not an appropriate time/place to address individual student issues.**
- **Time permitting, a second round of questions may occur.**
- **The Co-Chairs reserve the right to shorten, redirect or stop questions and comments as necessary for meeting and time management.**
- **Any remaining questions and/or comments can be submitted in writing via email to the ACI Chairs for follow up with the presenting committee.**

ACI Processes: Rubric and Ranking

(See Rubric Handout)

- All recommendations will be evaluated on the ACI Rubric by voting members who attended the presentation, immediately after any revisions have been submitted by the Committee and distributed to voting members.
- Members who do not attend the presentation cannot evaluate recommendations they miss but will be asked to include those recommendations in rankings in May.
- After all committee reports, ACI will discuss and review the recommendations and rubric results as a whole, during our May meeting.
- After the May ACI meeting, voting members will rank all recommendations in order of preference.
- Ranking is independent from the rubric process.
- Both rubric data and the final ACI rankings will be presented to the School Board as part of ACI's reporting.

How do I get involved?

- School Representative: Each PTA or Principal nominates the school's representative(s).
- Community Organization Representative: If your organization would like to have an ACI representative, please contact the Co-Chairs.
- Joining a Committee: All of our committees have room for additional members. Please share with your school communities and visit the APS ACI website (www.apsva.us/aci) for an application *and* e-mail Rebecca and Dana, as well, so that we can help connect you to your Committee Chair.
- Want to do more? Talk to a Co-Chair -- we are excited to help you grow in your volunteering and advocacy.

More information?

- All meeting materials (agendas, minutes, reports, etc.) are posted on the ACI website: www.apsva.us/aci
- Dana and Rebecca are happy to hear from you at any time:

Dana Milburn: dmdb@rcn.com

Rebecca Hunter: rhunter0811@gmail.com

Comments and Questions



Informal Discussions with Fellow Members, Committees, and ACI Leadership

- **School and community representatives are invited to visit with any committee Chairs or Members present, if there is a committee in which you are interested.**
- **School and community representatives are also encouraged to get to know each other and share with those around you:**
 - **What you are hoping to get out of ACI this year?**
 - **What topics is your school or organization interested in or concerned about this year?**
 - **What questions do you have about ACI that haven't been answered?**
- **Co-chairs and Vice-chairs are available to visit with committees and representatives. Note cards are also available if you would rather turn in questions/comments.**

ACI 2019-20

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