



**Arlington
Public
Schools**

Instruction



About Me

- Originally from Pennsylvania
- Bachelor's Degree, University of Delaware
- Master's Degree, The George Washington University
- English Teacher in Toyama, Japan
- Teacher of English Learners at Robinson Secondary School, Fairfax, VA
- Started teaching English Learners at ACHS in 2014
- National Board Certified Teacher
- Married with one daughter at James Madison University, one daughter at Yorktown High School
- Enjoy walking, reading, writing, & traveling



Development of the 2024-2030 Strategic Plan



APS Seeks Input to help develop the 2024-30 Strategic Plan Upcoming Engagement Opportunities

QUESTIONNAIRE- Complete by October 6

APS Staff & APS Parents/Guardians

- Received an individual, one-time use link to the questionnaire via email. if you did not receive this email please contact engage@apsva.us.

Community Members : <https://survey.k12insight.com/r/MPp02v>

APS Students : <https://survey.k12insight.com/r/K4MSnt>

- Students can also access the questionnaire link through Canvas.

COMMUNITY FORUMS - Open to all students, staff, families, and community members.

September 26: Washington-Liberty High School | 6:30 - 8:30 p.m.

September 27: Wakefield High School | 6:30 - 8:30 p.m.

- **Note:** This session will be held in Spanish with interpretation available in English

October 3: Yorktown High School | 6:30 - 8:30 p.m.



Questions? Write to:
engage@apsva.us

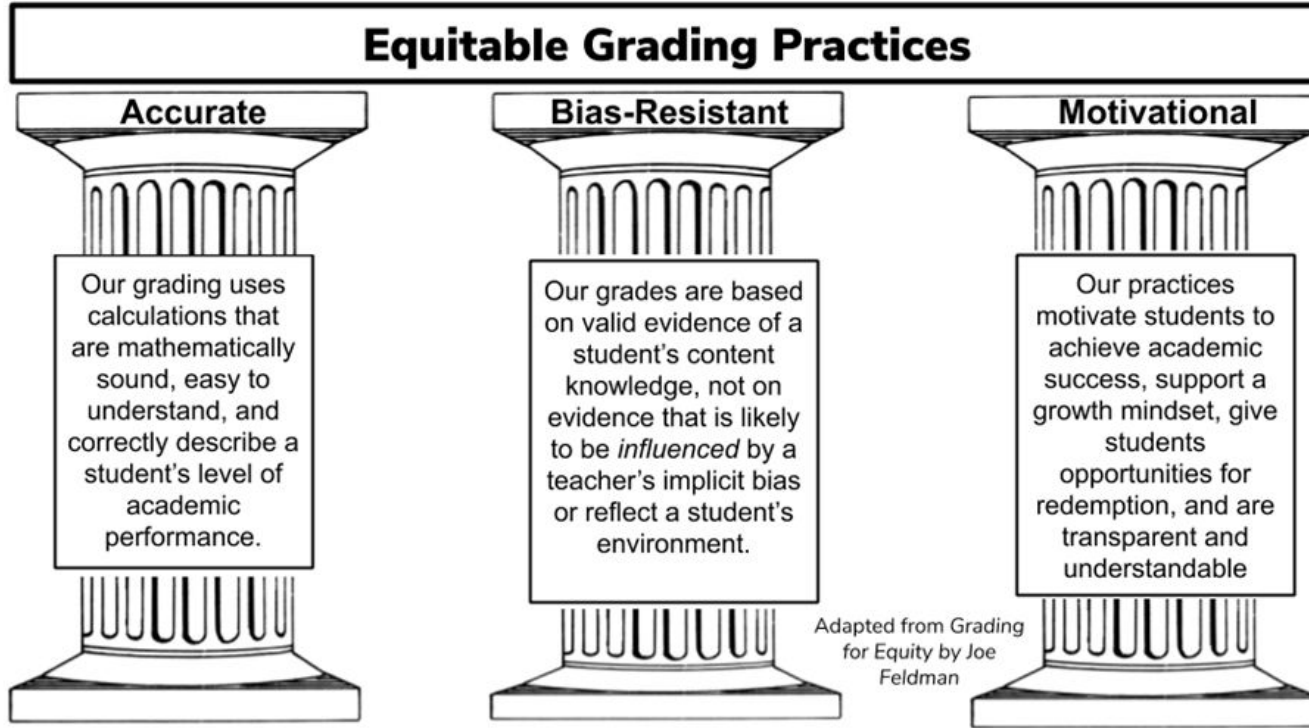
To Stay Up to Date:

- APS Communication Channels (Parent Square, Friday Five, Supt. Message, Facebook, etc.)
- Visit the Development of the 2024-2030 Strategic Plan Engage Page: <https://www.apsva.us/engage/development-of-the-2024-30-strategic-plan/>

APS Secondary Grading Policy & Implementation Updates

- The Arlington Public School Board adopted revisions to School Board Policy I-7.2.3.34 in June 2022
 - Policy I-7.2.3.34 Reporting Student Progress and Grades
- Superintendent Durán adopted Policy Implementation Procedures for Policy I-7.2.3.34 in June 2023
 - Policy Implementation Procedures I-7.2.3.34 PIP-2 Reporting Student Progress and Grades (Secondary)

Equitable Grading Practices



Updates to Grading Practices

Updated policy implementation procedures included the four following main changes to grading practices at the secondary level:

- Revised grade calculation procedures to minimize the impact of formative assessments
- Revised late work penalty procedures
- Addition of a retake/revision opportunity for all students
- Updated grade descriptors for A-E

ACHS Grading Policy

- ACHS uses competency based grading.

- *“The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes.”*

Dr. Robert Mendenhall, President, Western Governor’s University

ACHS Grading Policy

- Each course has its own set of competencies linked to Virginia Standards of Learning.
- Progress towards course competencies will be indicated as follows: *insufficient evidence*, *developing*, *proficient*, and *highly proficient*.
- As the term progresses, students' mastery of the competencies progresses.
- By the end of the semester, students with no more than one competency with “insufficient evidence” or “developing” will receive credit for the course and a final letter grade.

English 9 for Levels 2 & 3 EL Students

This course follows the grade 9 Virginia English SOLs and incorporates the WIDA English language proficiency standards for reading, writing, speaking, and listening. We focus on a variety of genres of texts (fiction and nonfiction). We study various language forms (grammar and sentence structure) and expand your vocabulary to help you improve your writing. There will be a variety of writing assignments for you to work on the quality of your writing, including the Virginia State Performance Based Assessment (PBA).

Virginia Standards of Learning for English 9

9.1 I can make multimodal presentations, both independently and in small groups.	9.2 I can produce, analyze, and evaluate media messages.	9.3 I can develop my vocabulary by studying word origins, derivations, and figurative language.	9.4 I can read, comprehend, and analyze literary texts.
9.5 I can read and analyze nonfiction texts.	9.6 I can write in a variety of forms, emphasizing persuasion and analysis.	9.7 I can edit writing for accuracy.	9.8 I can create a research product

Materials: *Edge: Reading, Writing, & Language* (Level A for EL 2 students and Level B for EL 3 students); Lexia PowerUp Literacy online program, articles from Newsela and other APS databases, *Romeo and Juliet* (graphic novel), and other materials as needed.

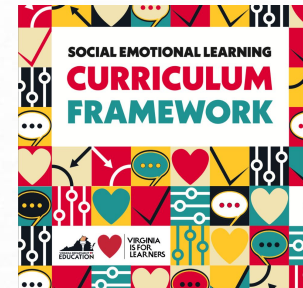
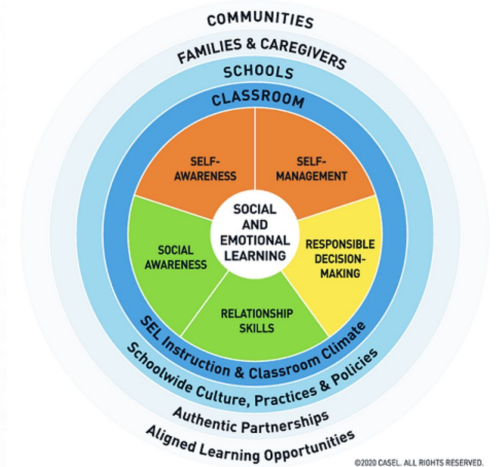
Updates to Interim Progress Reports

The policy implementation procedures indicate that interim progress reports (IPRs) will no longer be generated by teachers at the midpoint of each quarter.

- Weekly automated message with grade summaries will be sent to parents/guardians starting in early September.
- This message will remind parents/guardians that detailed information on student progress can be found in ParentVue .

Social Emotional Learning

- APS has set three **SEL priorities**:
 - Provide ongoing learning for all staff in SEL competencies and curricular resources
 - Provide students ongoing opportunities to learn and practice SEL
 - Prioritize regular, individualized outreach to students, families, and staff to continuously improve our support systems
- Aligned to 5 SEL competencies and curriculum frameworks outlined by VDOE
- ACHS will be utilizing Second Step as the SEL curricular resource
- [SEL 3 Signature Practices](#)
- SEL Survey (grades 3-12) in the fall and spring





**PAPER for
Grades 9-12**

What is Paper?

- Educational Support System provided by school district
- FREE for all students in grades 6-12
- 24/7 unlimited live chat tutoring
- Unlimited review of written work, including college applications & essays
- Available in English, Spanish, French, Mandarin

Paper Tutors



- Real human tutors **support your students**
- Paper tutors guide students through the learning process rather than giving away answers.
- Encourage students to become self-advocates and reach out for help whenever they need it.

How can Paper support your students?

Supporting college and career readiness

- Support after sports practice, work, and other after-school activities
- Encourages persevering through challenging concepts
- College essays, resumes, and post-secondary planning
- Promotes self-directed learning
- AP and IB test practice
- PSAT, SAT, and ACT prep
- Credit recovery



Learn more about the Paper platform & tutors

Explore your student's dashboard & sign up for a free webinar

Get started by building Paper into your student's homework routine



Contact Information

- 703-228-5350
- jamie.odeneal@apsva.us
- Contact through Parent Square

*The best way to contact me is through email. I will always try to respond within 48 hours (other than weekends.)

Always feel free to reach out with any questions or concerns!

