



**Arlington
Public
Schools**

Instruction



About Me



This is my first year teaching at Arlington Community High School.

I began to teach in 2002 in Puerto Rico and have taught in Texas and Virginia.

In my career as an educator, I have been a classroom teacher, an English Learner teacher, and a math interventionist in elementary and middle schools.

My favorite things to do are:

- **read fictional and nonfiction books in English and Spanish**
- **yoga**
- **travel and cycle with my husband**
- **cross stitch**
- **play with my dog, Poppy**



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

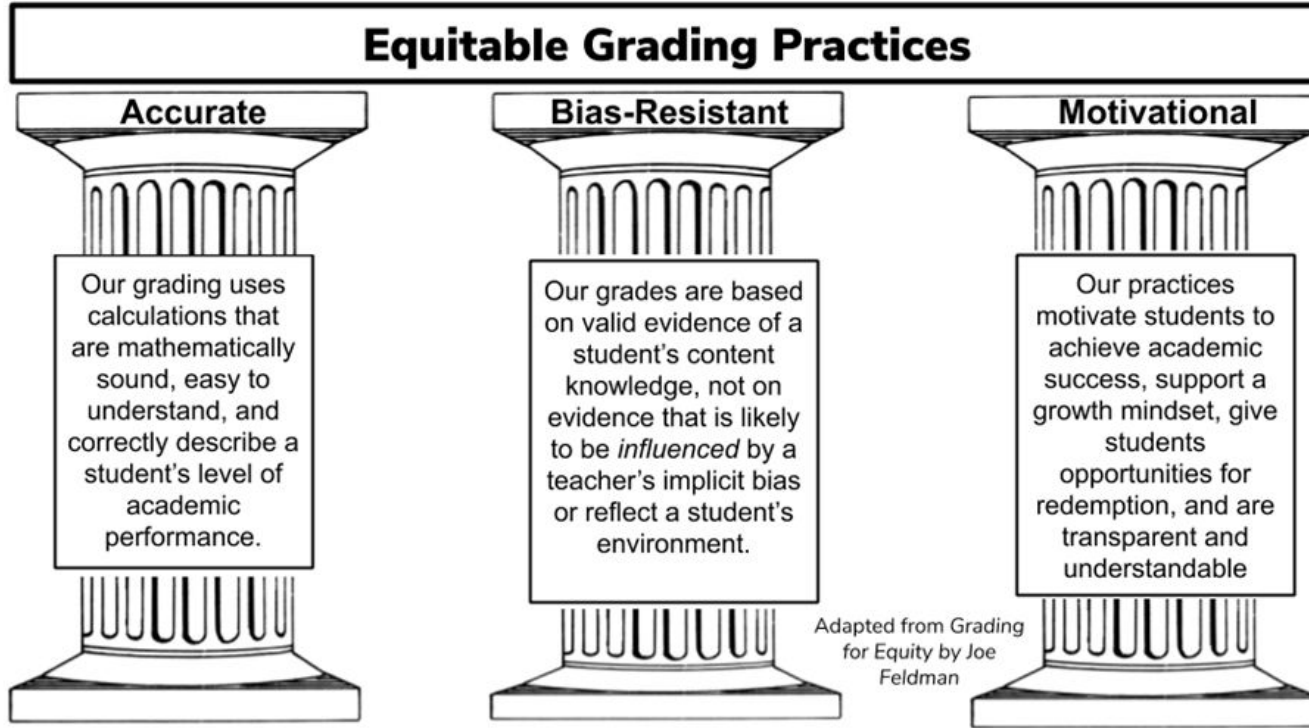
To Stay Up to Date:

- 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.

ELD 3 Overview

Important points from the Syllabus

- This course is designed to support language development focusing on social and academic English.
- Through authentic, relevant content and sequenced lessons, students will use and develop language through engaging activities which integrate the four language domains of listening, speaking, reading, and writing.
- In addition, students will enhance their critical thinking skills through the use of language when interpreting and accessing information, ideas, and concepts from a variety of sources.
- This course is aligned with the WIDA Standards.

Competencies

- Identify main ideas from short content-related oral presentations.
- Organize information related to different perspectives orally.
- Pose and respond to questions in small group discussions.
- Connect causes to effects in a series of statements.
- State claims matched to evidence using a series of related sentences.
- Ask clarifying questions in a respectful manner.
- Identify detailed descriptions, procedures, and information in paragraphs.

Resources: Pathways 3 (Listening, Speaking, and Critical Thinking)

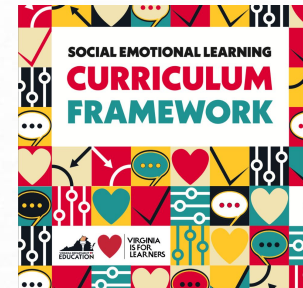
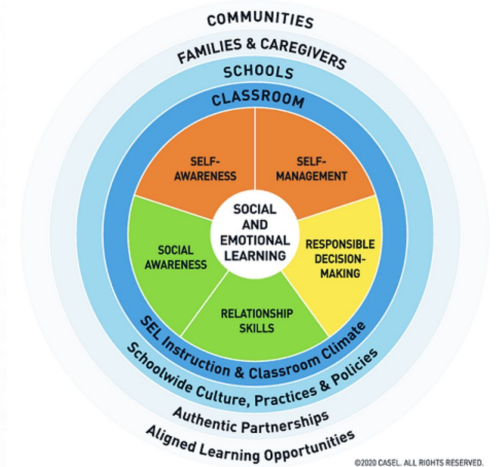
Updates to Interim Progress Reports

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



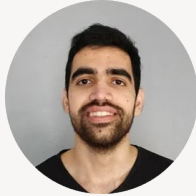


**PAPER for
Grades 9-12**

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



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Contact Information

