



**Arlington  
Public  
Schools**

**Instruction**



# About Me

Hello! My name is Christina Hogan. I have been an Arlington teacher for about 9 years. I am from California. I was a teacher in California for 10 years. I enjoy teaching students from diverse backgrounds and who speak different languages. I enjoy teaching the Evening students here at Arlington Community High School. It has been wonderful getting to know all of my students this year.



# 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](mailto: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](mailto:engage@apsva.us)

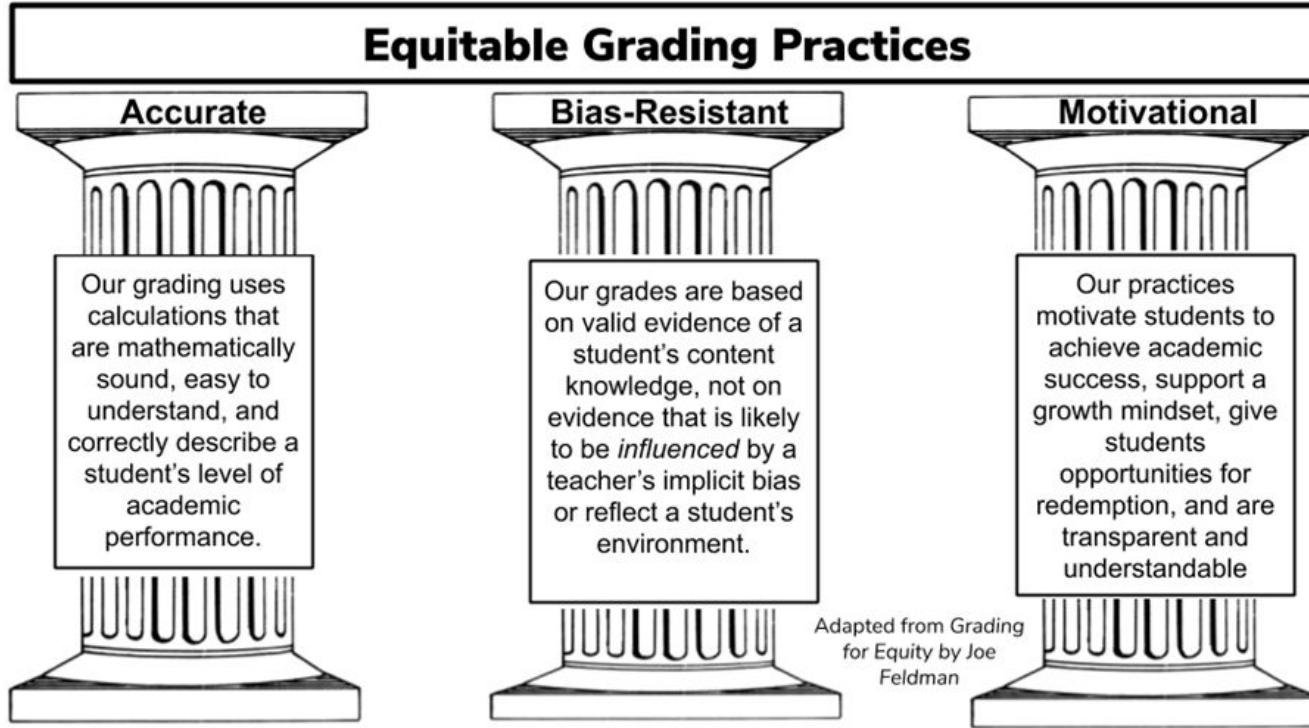
### To Stay Up to Date:

- 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, Level 2 Overview

These are the Competencies we will learn in each of the four Language Development Domains

<p><u>Read</u></p> <ul style="list-style-type: none"><li>● Expand your vocabulary knowledge</li><li>● Read a variety of fiction and non-fiction</li></ul> 	<p><u>Write</u></p> <ul style="list-style-type: none"><li>● Develop narrative, expository and persuasive writing</li><li>● Develop your writer's voice</li><li>● Use new vocabulary and grammar in writing; edit writing</li></ul> 
<p><u>Research/Listen</u></p> <ul style="list-style-type: none"><li>● Use reference materials to create a research product</li><li>● Use reliable websites to locate factual information</li></ul> 	<p><u>Develop Oral Language</u></p> <ul style="list-style-type: none"><li>● Use new vocabulary and grammar structures when speaking</li><li>● Make oral presentations</li><li>● Produce, analyze and evaluate media messages</li><li>● Share ideas with partners and small groups</li><li>● Develop skills in listening for key information</li></ul>

# English 9, Level 2 Overview

These are the Virginia Standards of Learning for our Class that are aligned with our Competencies.

- **Communication and Multimodal Literacies**

- 9.1 The student will create multimodal presentations. (*What does multimodal mean? In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means.*)
- 9.2 The student will produce, analyze, and evaluate media messages.

- **Reading**

- 9.3 The student will extend vocabulary development.
- 9.4 The student will read, comprehend, and analyze literary texts.
- 9.5 The student will read and analyze nonfiction texts.

- **Writing**

- 9.6 The student will write in a variety of forms, emphasizing persuasion and analysis.
- 9.7 The student will edit writing for capitalization, punctuation, spelling, and sentence structure.

- **Research**

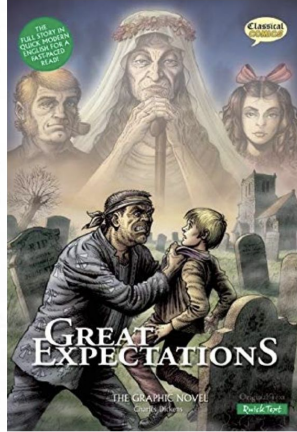
- 9.8 The student will create a research product.

# English 9, Level 2 Overview

## Resources and materials

**Texts:** “EDGE A” Text and Workbook

**Great Expectations**  
by Charles Dickens



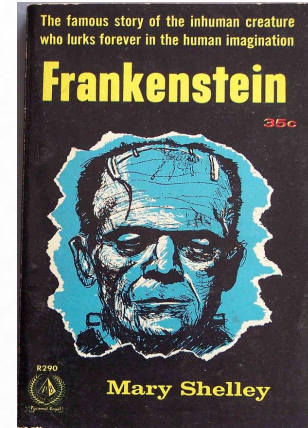
**Romeo and Juliet**  
by William Shakespeare



**George Orwell's 1984**



**Mary Shelley's Frankenstein**



**Resources:** Canvas, Class Notebook in Canvas, ESL Collective, BrainPop, Paper Tutoring

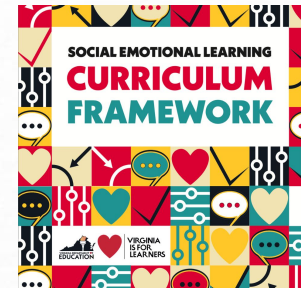
# Updates to Interim Progress Reports

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



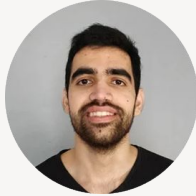


**PAPER for  
Grades 9-12**

# 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.



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# How can Paper support your students?

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

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



# Contact Information

