Executive Limitation #9: Instructional Program

The Superintendent shall not fail to maintain a program of instruction for all students that is aligned with the Division's Strategic Plan Goals and offers innovative academic learning experiences that foster the strengths and meet the needs of each and every learner. Furthermore, the Superintendent shall not fail to maintain an instructional program that implements professional practices to engage, empower, include, and challenge the whole learner through varied opportunities.

The Superintendent shall not fail to:

1. *Deliver academic curriculum and a rigorous instructional program that:*
   a. *Aligns to Division and state academic standards;*
   b. *Builds the knowledge students need to be productive stewards of a future sustainable society;*
   c. *Ensures challenging, supported, and relevant opportunities for all students to learn, achieve and thrive as defined by the Division's Strategic Plan goals;*
   d. *Focuses on consistent delivery of academic programs and opportunities at every school;*
   e. *Appropriately utilizes technology resources in a balanced manner.*
2. *Ensure programs, curriculum, and materials support equitable access and opportunity for all students.*
3. *Regularly review instructional programs and practices to ensure they are based on a comprehensive and objective review of best practices research to ensure their continuing effectiveness.*
4. *Ensure consistency in instructional expectations across all schools and programs.*
5. *Effectively measure student progress toward achieving or exceeding the Division's Strategic Plan Goals.*
6. *Devise strategic and intentional data collection efforts that ensure thorough demographic information is collected to comprehensively focus on student success.*
7. *Provide an instructional program that includes opportunities for students to develop Executive Functioning, social, emotional, and Portrait of a Graduate skills as well as talents and interests in more specialized areas.*
8. *Implement inclusive and accessible instructional programs and practices that meet the unique strengths, backgrounds, readiness, and learning styles of each student and support students in the most enabling and least restrictive environment.*
9. *Support meaningful, research-based innovation in instructional delivery models and learning opportunities that will prepare students for graduation and support their success beyond FCPS.*
10. *Ensure appropriate and timely input from students, parents, and staff involved in the development of curriculum and instructional programs.*
11. *Ensure families have access to educational resources and information to support their child's school success.*

Superintendent's Interpretation:

This Executive Limitation calls on the Superintendent to maintain an instructional program that is aligned with the Division's Strategic Plan Goals.

I interpret this to mean that the Superintendent shall ensure that the instructional programming of the Division offers innovative, academic learning experiences that foster the strengths of each learner and meet the needs of each learner. Additionally, the program will implement professional practices that engage, empower, include, and challenge the whole learner through varied opportunities.

Further, I also interpret this Executive Limitation to mean that it is the responsibility of the Superintendent to direct the work of the Division so that organizational structures are in place to implement and monitor our progress in these areas and to share updates related to this progress with the Board on a regular basis.

Evidence of Compliance:

Certification:

I hereby present my monitoring report on Executive Limitation #9: Instructional Program (EL-9) in accordance with the reporting schedule set forth in the Board calendar. I certify that the information contained in the report is true as of September 26, 2024.

Evidence of Compliance: September 26, 2024

At the time of this report, to the best of my knowledge, information, and belief, I have gathered information and evidence that I believe supports compliance with the Board's Executive Limitation associated with this topic. In particular, I share with the Board the following information and indicators which I believe meets Executive Limitation #9.

Indicators Include, But Are Not Limited To, The Following:

1. Deliver academic curriculum and a rigorous instructional program.

Points below are evidence of 1a through 1e.

Newly Added or Updated Evidence:

- FCPS aligns its academic curriculum and instructional program to the Virginia Standards of Learning (SOL), which describe the Commonwealth's expectations for student learning and achievement in grades K-12. Full implementation of the 2024 English Standards of Learning and the 2023 Mathematics Standards of Learning will happen in the 2024-25 school year. FCPS has revised and/or purchased curricular materials to support the implementation of these standards in all classrooms. Social Studies is currently being revised to match the implementation of new standards in the 2025-26 school year.

- Planning and Pacing Guides (PPGs) are available across core content areas, including curriculum designed to meet the needs of diverse learners. These guides are designed to provide a high degree of direction and high quality curriculum resources to guide instructional planning and to work towards ensuring that all Standards of Learning are addressed.
  - In Mathematics, planning and pacing guides reflect VDOE standard revisions and also include teacher resources to support all students reaching Algebra I by 8th Grade.
  - In English Language Arts, grades K-6, basal curriculum materials have been purchased and have replaced previous FCPS planning and pacing guides. FCPS has adopted Benchmark Advance for the Elementary Language Arts basal resource. Benchmark Advance provides 9 common knowledge-building units across each of the K-6 grade levels. The units integrate social studies, science, and literary topics.
  - FCPS provides basal resources in print and digital formats to support curriculum and instruction across content areas including secondary language arts, secondary mathematics, world languages, science, and social studies.

Continuing Evidence:

- Our Division's comprehensive Special Education program is designed to offer instructional, psychological, social, and related services to help schools meet the unique needs of identified students and their families. This includes a network of support to staff, students, and families that works to eliminate obstacles, facilitate instruction, and enable students to succeed as individuals within the learning environment. FCPS provides special education services for students with disabilities, including students with individualized education programs (IEPs) and Section 504 Plans.
- English Speakers of Other Languages (ESOL) services are designed to support our Multilingual learners (MLs). These services are individualized to meet students' English language development needs and provides a scaffolded, content-based curriculum that fully aligns to the essential understandings, knowledge and skills of the grade level Standards of Learning. FCPS offers services for Multilingual learners (MLs) in each of our schools to provide all Multilingual learners with pathways to English language proficiency. These services are outlined in the FCPS Language Instruction Educational Program (LIEP) Model and Standards. The FCPS LIEP Model and Standards are informed by research and federal guidelines to provide a framework to guide school teams in implementing services for Multilingual learners including explicit English language development instruction by ESOL-endorsed teachers; scaffolded instruction in core content courses; and specialized literacy and numeracy programming for newcomer and SLIFE (students with limited or interrupted formal education) students.
- Schools in the FCPS Title I Program operate under the schoolwide instructional model which uses Title I funds to enhance the entire educational program of the school with a focus on closing access, opportunity, and achievement gaps.

Schools Served in FCPS Title I Program		
School Level	**2023-2024**	**2024-2025**
Elementary	42	44
Middle	2	4
High	0	2

- FCPS provides challenging, supported, and relevant opportunities for students to learn, achieve and thrive by providing a continuum of advanced academic services (AAP) for K-12 students that builds upon students' individual strengths and skills and maximizes academic potential for all learners. A framework for Honors at the secondary level supports a more consistent divisionwide implementation of Honors programming by defining the expectations for honors curriculum, instruction, and assessment across core content areas.
- FCPS incorporates opportunities into the curriculum to build FCPS Portrait of a Graduate skills, including the need to be productive stewards of a future sustainable society. Students are assessed on Portrait of a Graduate skills through the Portrait of a Graduate Presentation of Learning (POG POL) process.
- Specific programs and services foster global awareness, environmental literacy, civic engagement, and career readiness, including Get2Green, the Global Classroom Project, the Lewis Leadership Program, the Global STEM Challenges Program, International Baccalaureate, Career and Technical Education (CTE), and College Success Programs.
- FCPS World Languages programs, including elementary programs, offers a wide variety of language course offerings in middle and high school, and via online courses to develop students' linguistic and cultural competence. Opportunities for students to learn languages beyond English include the Foreign Language in Elementary School (FLES) program (7 languages), Dual Language Immersion programs (5 languages), and secondary World Language programs (11 languages). FCPS graduates who meet the requirements are also eligible for the Virginia Seal of Biliteracy, an award made by a state department of education or local district to recognize a student who has attained proficiency in English and one or more other world languages by high school graduation. Graduates in the 2023-2024 Cohort earned a total of 4,358 Seals of Biliteracy.
- A wide variety of elective courses are offered in secondary schools across content areas, including electives in Career and Technical Education (CTE), Computer Science, English, Fine and Performing Arts, Health and Physical Education, Math, Science, Social Studies, and World Languages. New courses are considered each year through the secondary course review process and added as funding is available.
- In addition to providing curriculum in core content areas, FCPS supports a variety of programs for students to apply their academic skills and knowledge to address real-world issues and needs in their communities, including service learning opportunities, advanced technical and specialized elective courses at six high school academies, and a number of specialized program sites for students. Additionally, the Career and Technical Education (CTE) program offers a wide variety of courses and training for students who want to engage in real world experiences as they prepare for the future. The Work-Based Learning (WBL) program provides students with a continuum of career-related experiences that extend classroom learning to support the development of career goals in preparation for education and employment beyond high school.

- [Thomas Jefferson High School for Science and Technology](#) (TJHSST) is a regional magnet Governor's School for Science and Technology in Northern Virginia. The school serves applicants from five different participating school districts: Arlington, Fairfax, Loudoun, and Prince William counties, as well as the City of Falls Church.
- FCPS provides training for teachers in appropriate use of technology resources in a balanced manner. These [digital resources](#) span multiple curricular areas and levels, including, but not limited to, ST-Math, Lexia, Mathspace, NewsELA, and the teacher use of Artificial Intelligence. FCPS provides a [Digital Citizenship](#) curriculum that is focused on how to use technology safely, responsibly, and ethically.

2. Ensure programs, curriculum, and materials support equitable access and opportunity for all students.

Newly Added or Updated Evidence:

- All schools will have new English Language Development basal resource materials for the 2024-25 school year; Benchmark Express for grades K-6; HMH for grades 7-8; Cengage/National Geographic for grades 9-12. These new instructional resources are physical materials that support ML student progress in reading, writing, listening, and speaking of English.
- Universal Design for Learning (UDL) is an approach for increasing access and agency in the learning process. The core tenets focus on learner variability and removing barriers in the learning design. UDL practices are connected to brain research and focus on multiple methods for learning motivation, multiple methods for acquiring new learning and multiple methods for demonstrating what has been learned. It can be applied to instruction, physical learning spaces, communications, professional learning and family and community engagement. During this school year, all central office staff and school-based leaders, including administrators, are learning about and beginning to implement UDL best practices.
  - The 2024-25 school year is focused on building an understanding of UDL principles. On the August 14, 2024 Staff Development day, all school staff participated in UDL kickoff trainings. Additional learning opportunities for staff are being developed and will be available throughout the year.
  - During the 2025-26 school year, all central office staff and school-based leaders, including administrators, will support school staff and teachers with the implementation of UDL principles.
- As a part of the FCPS [Equitable Access to Literacy Plan (EAL)](#), FCPS provides Lexia Core 5 and Lexia PowerUp access for all elementary and middle school students. Lexia supports differentiated instruction for students in word study, grammar, and comprehension.

Lexia Program	Minutes Averaged by Student per Week	Program Highlights
Core5 (K-6) PowerUp (grades 5-6)	52 minutes 50 minutes	● 66% of students advanced at least one grade level of material in Core5. ● 77% of students who used Core5 with fidelity reached skills at or above grade level.
PowerUp (grades 7-8)	41 minutes	● Of the students who met their recommended usage, 75% made significant progress from the beginning of the year.

● FCPS offers no-cost virtual tutoring as a resource to all students 24 hours a day, 7 days a week, through Varsity Tutors (replacing Tutor.com). They offer on-demand support that is one-on-one for both support and enrichment. Tutors can address any questions or specific skill gaps and students have automatic access through Clever. In addition to on-demand tutoring, Varsity Tutors also offers live group classes, essay review, and access to college and career readiness resources.
● FCPS continues to offer in-person high-impact tutoring which started in the 2022-23 school year. The focus of the program is to close achievement gaps and address learning loss from the pandemic in grades 3-8. Tutors meet consistently with groups of up to five students for small group instruction 3-5 times a week. The tutor targets specific learning needs in reading and/or mathematics and regularly assesses their learning and progress. As of May 2024, approximately 10,800 students were served through high-impact tutoring for the 2023-24 school year. For the 2024-25 school year, high-impact tutoring will be in 169 elementary and middle schools with approximately 550 tutors.
● School staff receive resources and guidance to ensure equitable and appropriate access to assessment opportunities for students. Guidance includes participation considerations and procedures for securing student access to testing accommodations and supports. Resources include the Consolidated Assessment Planning System (CAPS) with integration to student information systems, such as SEA-STARS to facilitate effective preparations to provide students the accommodations and/or supports they may need to access each assessment.

Continuing Evidence:

● Schools address the needs of students with disabilities, Multilingual learners, students in advanced academic programs, and other special populations. This includes individualized education programs (IEP), language services, and accommodations. Enrichment opportunities, scaffolds, and supports are integrated into all core subjects' planning and pacing guides.
● The Equitable Access to Literacy (EAL) Plan outlines the Division's continuous improvement efforts to align practices with science-based reading research. Some of the ways that FCPS ensures programs, curriculum, and materials support equitable access and opportunity for all students include explicit and systematic evidence-based literacy instruction that is grounded in science-based reading research.
● Schools offer multiple pathways and open enrollment for secondary students to pursue their interests and goals, such as Dual Enrollment (DE), International Baccalaureate (IB) Program, Advanced Placement (AP) Program, Honors, Advanced Academics Programs (AAP), and Academy and Specialized Programs.

- Advanced Academic enrichment opportunities are integrated into all core subject curriculum and lesson resources through the initiative of Access to Rigor which provides elementary and middle school students with opportunities to access rigorous and engaging learning experiences. Advanced Academics Resource Teachers receive specialized training and materials to provide all elementary and middle school students with opportunities to access rigorous and engaging learning experiences.

- FCPS Online Campus provides students the opportunity to access coursework that may not be available at their school site. The Online Campus supports a variety of needs, including students who may have a conflict with a course offering at their base schools, those who may not have access to a course at their school site, and those who wish to take a course over the summer. Currently, the Online Campus offers 108 courses.

FCPS Online Campus Course Registrations				
	Summer 2023	2023-2024 School Year	Summer 2024	2024-2025 School Year
Number of Class Registrations	4,200	3,600	4,780	4,380

- Nontraditional school programs include alternative high schools and learning centers, Interagency Alternative Schools (IAS), the AIM Program (Achievement, Integrity, and Maturity), state programs, out-of-school support, and the adult high school. These programs are designed to meet the diverse needs and interests of students who may face academic, social, or emotional challenges in traditional settings.

3. Regularly review instructional programs and practices to ensure they are based on a comprehensive and objective review of best practices research to ensure their continuing effectiveness.

Newly Added or Updated Evidence:

- FCPS uses a seven-year cycle for the adoption of new basal resources, generally aligned to the cycle of revision for the Virginia Standards of Learning. Currently, K-12 Social Studies is conducting a basal resource adoption process for implementation of new resources in the 2025-26 school year. K-12 Mathematics will be conducting a basal resource adoption process for implementation in the 2025-26 (secondary) and 2026-27 (elementary) school years.
- DSS has engaged an outside consultant to review the Enhancement Plan for Students with Disabilities and associated data, including data related to the inclusion of students with disabilities in general education.

Continuing Evidence:

- FCPS follows an annual curriculum development and revision process involving teams of diverse teachers and other subject matter experts to ensure that the curriculum is aligned with the Standards of Learning and reflects best practices in instruction and assessment. Improvements through revisions

and additions to curriculum resources are developed annually through the collaboration of central office teams and school-based educators during Summer Curriculum Projects (SCD). Projects range across all levels, across program goals aligned to the Strategic Plan and are responsive to the feedback collected from teachers.

- Central office teams implement continuous improvement cycles, such as Plan-Do-Study-Act, to monitor, adjust, and refine the instructional programs and practices based on data and feedback. This methodology for problem-solving and improvement is based on the practices of Improvement Science, which partners leaders and practitioners to examine root causes and implement data-driven, iterative change.
- Central office teams adopt and adapt research-based best practices and innovations in alignment with the FCPS Learning Model (such as project-based learning, Portrait of a Graduate outcomes, STEAM and Computer Science skills, and local alternative performance-based assessments) to enhance the instructional programs and practices.

4. Ensure consistency in instructional expectations across all schools and programs.

Newly Added or Updated Evidence:

- The FCPS Equitable Access to Literacy (EAL) Plan, in conjunction with the Virginia Literacy Act, provides clear expectations for evidence-based literacy instruction and assessment. Significant work is underway with providing professional development for teachers to support the use of high quality instructional materials and to support literacy development across grade levels.
    - As required by the Virginia Literacy Act, K-6 classroom, ESOL, and special education teachers and all 6-8 English, math, science, social studies, ESOL, and special education teachers will receive training in evidence-based literacy instruction aligned to science-based reading research during 2024-25 school year. This professional learning is being offered as Canvas courses developed by the Virginia Literacy Partnership (VLP). All required teachers will be enrolled in an evidence based literacy instruction (EBLI) Canvas course depending on their previous state approved EBLI training (LETRS or Orton Gillingham).
    - During the summer of 2024, over 5,800 elementary teachers and specialists attended three days of professional development on the implementation of the new elementary Language Arts and ESOL basal resources. For teachers who were unable to attend, August sessions were offered and an asynchronous version has been published for ongoing access.
    - Specific guidance has been developed for Language Arts and Social Studies to ensure that 6th grade students in the middle schools are receiving comparable time with EBLI as 6th grade students in elementary schools.
    - A variety of professional development opportunities have been developed for Pre-K-12 administrators, classroom teachers, literacy leaders, instructional coaches, specialists, and tutors to ensure the consistent implementation of Lexia.
    - Elementary literacy leader meetings will be held four times throughout the 2024-25 school year to ensure consistency in practices.
    - As part of FCPS' VDOE Division Literacy Plan, elementary principals will participate in quarterly literacy classroom walkthroughs. A look-for document highlights what should be implemented at different grade levels and for different components of literacy instruction. Project Momentum schools are required to do three walkthroughs a week.

- Secondary grading and reporting guidelines were updated this school year to increase consistency across the district. For the 2024-25 school year:
  - FCPS courses will use a uniform gradebook design with set category weighting.
    - Summative: These are final projects or tests that measure how well students have mastered what they learned. These assignments will make up 70% of student grades. If students need to improve their score, they may retake these assignments.
    - Formative: These are tasks that provide students with feedback on how well they have mastered what they are learning and smaller assignments that allow students to practice content. This includes assignments such as quizzes or homework and will make up 30% of a student's grade.
  - The required minimum number of assignments per quarter will now be set at seven.
  - The maximum percentage that a single assignment can count within a quarter has been increased to 35%
  - Students will have at least one opportunity to retake each summative assignment and earn up to 100%.
  - For assignments or assessments where a student made a reasonable attempt to show evidence of their learning, the minimum score that a student can receive is a 50. For assignments or assessments that a student did not attempt, a student can receive a zero.
  - As per Policy 2418: Reporting Student Progress to Parents and Guardians all high school credit bearing courses will utilize the 100 point letter grade scale.
  - FCPS will develop a clear charge for the Secondary Grading Advisory committee aligned to School Board revisions of Policy 2418 and the Strategic Plan, and will present updated recommendations to the Board in late Spring 2025 for implementation in the 2025-26 school year.
- At the elementary level, schools are provided with FCPS instructional time allocations to support the development of instructional and special school schedules. Virginia State Code and FCPS regulations guide the amount of time teachers have for planning and for the time students engage with academic content and with specials. The guidance provides a daily number of minutes and ensures consistency across all elementary schools.
- During the 2023-24 school year, Division leaders engaged in Instructional Rounds at schools across FCPS to create a common understanding of best practices for teaching and instruction, build trust, and create a culture of continuous improvement. A total of 20 schools hosted up to 15 Division leaders for Instructional Rounds. Initial Instructional Rounds involved visiting classrooms and observing instruction to discuss celebrations and questions with school leaders.
- The Division's assessment plan outlines the collection of assessments that fulfill various roles in measuring and monitoring student learning, expectations and guidance for student participation, and the calendar of testing windows to provide consistency in implementation.
- Schools are required to follow divisionwide expectations for the implementation of MTSS, a research-based framework through which school teams make data-based decisions to provide differentiated classroom instruction and necessary academic, behavior, and social-emotional wellness support for all students across all schools. For the 2024-25 school year, all interventions will be documented and progress will be tracked in MTSS in SIS.

Continuing Evidence:

- FCPS uses a curriculum repository, accessible to staff through our Learning Management System (Schoology), to provide teachers with access to curriculum, resources, and assessments by grade level and content area.
- Central office teams provide and facilitate professional learning and collaboration opportunities for teachers and school leaders, such as workshops, coaching, mentoring, and leadership cohorts, to build capacity and share best practices. Ongoing opportunities for learning and communication include the All-County Principal and Assistant Principal Meetings, Region Principal Meetings, divisionwide learning for all educators twice a year, department chair and lead teacher meetings, and meetings for educators in specialized roles.
- Staff communicates weekly through Infograms, Actiongrams, Superintendent's Weekly Reflections, and Employee News. Important and timely information is organized by topic, program, and department.
- The Division communicates clear and common standards, frameworks, and guidelines for curriculum and instruction, such as the FCPS Program of Studies aligned to the Virginia Standards of Learning, the FCPS Learning Model, Portrait of a Graduate student outcomes, and Program Standards. Through the Chief of Schools and the six Region offices, our Division is continuing to work toward consistent implementation of these expectations at all schools for each and every student.
- Elementary grading and reporting expectations outline the academic standards and the life, work, and citizenship skills that are prioritized at each grade level. This standards-based reporting system allows for clarity of student achievement and progress among teachers, students, and families.
- For the 2023-24 and 2024-25 school years, all schools developed a School Improvement and Innovation Plan (SIIP) aligned to Goal 3 of the Strategic Plan with consistent required areas at each level. Within each of these required areas, schools wrote measurable outcomes by analyzing data sets within a common data tool provided by staff and selected strategies from a bank of divisionwide high leverage strategies to support the consistency of implementation.
- Instructional Services maintains a standard course catalog, which establishes the required course offerings across all middle and high schools.

5. Effectively measure student progress toward achieving or exceeding the Division's Strategic Plan Goals.

Newly Added or Updated Evidence:

- In the 2024-25 school year, divisionwide common assessments in mathematics, reading, and science will be used in all elementary grades at the unit level. Sixth grade students in middle schools will also participate in reading unit assessments. At middle and high school levels, divisionwide common assessments will be used in select courses in reading, mathematics, and science at designated schools. Common assessment data will be used to improve student outcomes and increase instructional consistency across the division.
- Reading and mathematics screening and growth assessments are used Pre-K-12 multiple times per year for each student. The results of these assessments are used to support multi-tiered systems of support (MTSS) at the student level as well as progress-monitoring toward school improvement goals aligned to the Division's Strategic Plan.

- Staff support the monitoring of identified measures within each of the FCPS Strategic Plan Goals. Each goal has staff working on collecting, measuring, and analyzing relevant data points that support the achievement of each identified goal which was reported throughout the 2023-24 school year in a series of baseline reports. In the 2023-24 school year, Baseline Goal reports were presented for all five Goals based on initial priorities. During the 2024-25 school year, reporting will occur for all five goals to include updates on the efforts the Division is making to impact student outcomes.

Continuing Evidence:

- Staff report and communicate student progress and achievement to various audiences, such as students, parents, staff, the School Board, and the community, using different formats and platforms, such as quarterly progress reports, conferences, newsletters, websites, and presentations.

6. Devise strategic and intentional data collection efforts that ensure thorough demographic information is collected to comprehensively focus on student success.

Newly Added or Updated Evidence:

- The division is in the process of developing additional dashboards this school year to expand leadership team monitoring of student data and select operational data.
- The new MTSS Early Warning System (EWS) in SIS is intended to support schools to quickly identify students in need of intervention. The EWS allows staff to filter student data and create intervention plans for selected students. Additionally, EWS data will feed into the Student Support and Progress Monitoring tabs of MTSS in SIS intervention plans. Training on this new tool will be provided at the Quarter 1 MTSS Professional Learning Session.
- The Family Engagement Survey now includes race and ethnicity data, which will be federally required by 2029.

Continuing Evidence:

- Collect and maintain accurate and updated student information, such as enrollment, attendance, discipline, health, and special services, using various systems and tools (e.g., Student Information System, eCART, EDSL, and Health Information System).
- Local and state expectations are implemented for assessment and data reporting. An assessment map for all grades is provided and communicated to schools that include required and optional assessments.
- Reports for each goal in the Strategic Plan focus on student data for all students, for students in certain demographic groups, and for students in intersectional groups (such as those who are Multilingual learners and Students with Disabilities).
- All schools have access to a data tool to assist with writing School Improvement and Innovation Plans. Data within this tool can be filtered to show all students, for students in certain demographic groups, and for students in intersectional groups. Data can be filtered further to show specific grade levels and years as well.

7. Provide an instructional program that includes opportunities for students to develop Executive Functioning, social, emotional, and Portrait of a Graduate skills as well as talents and interests in more specialized areas.

Newly Added or Updated Evidence:

- In K-12 health education, students learn and practice skills in communication, decision making, and conflict resolution. Topic areas of instruction include body systems, nutrition, physical health, disease prevention/health promotion, substance abuse prevention, safety/injury prevention, mental wellness/social and emotional skills, violence prevention, and community/environmental health.
- Family Life Education (FLE) is a K-12 instructional program. FLE includes Human Growth and Development and Emotional and Social Health. A modified curriculum is available for students with low incidence disabilities. The Virginia Department of Education (VDOE) Standards of Learning (SOLs) for FLE are a resource for development of the curriculum. FCPS has a locally developed program. The curriculum promotes parent involvement. Parents/guardians may review the curriculum before instruction. Parents/Guardians may opt their child out of any FLE lesson or an entire FLE unit.
- A consistent scope and sequence and required advisory lessons for learning seminar were developed and published for all middle and high schools to ensure consistency and equitable access to lessons in Academic and Career Planning, Academic Habits (Executive Functioning), and Social-Emotional Learning.
- In the 2024-25 school year, FCPS will implement a Pilot to expand the development of Executive Functioning skills development support for students in grades Pre-K-12.
  - **Preschool:** pilot schools will use an Executive Functioning skills curriculum in special education preschool classrooms and early childhood inclusion classrooms.
  - **Elementary (K-6):** pilot schools will use an Executive Functioning skills curriculum at the Tier 2-3 levels.
  - **Middle and High School:** pilot schools will test how a dedicated section of Advisory can be used to support a subset of students with access to Executive Functioning skill development as a substitute for student enrollment in Strategies for Success. A primary goal of this pilot is to mitigate the existing issue of skill development courses (e.g., Strategies for Success) taking the place of other student elective options.

Continuing Evidence:

- There is ongoing development and implementation of resources to support integration of Social Emotional Learning (SEL) skills into academic content and across the school day. These skills overlap with Executive Functioning and Portrait of a Graduate (POG) attributes and are strongly aligned to welcoming environments that support belongingness, inclusion, and well-being.
- FCPS provides a wide variety of K-12 programs in art, music, theater, and dance instruction. Highlights of Fine Arts programming include the Instruments for All program, 6th grade All County Choral Festival, annual fine arts field trips (grades 4, 6, 7), Cappies Critics and Awards Program, district and state music assessments and festivals, the Scholastic Art Awards Program, extracurricular theater performances, VHSL one-act plays, co-curricular marching band, and the Institute for the Arts and Elementary Institute for the Arts.
- The Portrait of a Graduate Presentation of Learning (POG POL) is an ongoing process for students to apply, reflect and demonstrate evidence of growth of one or more Portrait of a Graduate attributes each

year. The Division continues to scale this performance-based assessment measure where all students will have the opportunity to engage in a POG POL by the 2025-26 school year.

8. Implement inclusive and accessible instructional programs and practices that meet the unique strengths, backgrounds, readiness, and learning styles of each student and support students in the most enabling and least restrictive environment.

Newly Added or Updated Evidence:

- An <u>Enhancement Plan for Students with Disabilities</u> is focused on our collective responsibility towards improved outcomes for students through: high quality instruction and inclusive practices; compliance with federal and state special education regulations; communication and engagement between staff and families; and, practices to ensure instructional staff are highly effective. Highlights of work in the 2024-25 school year includes:
  - Building the capacity of special education department chairs to provide literacy and mathematics coaching to special education teachers.
  - Implementing an Inclusive Education Framework with guiding principles around academic and social models of inclusion.
  - Providing professional development and resources to school-based administrators and teachers of advanced courses on instructing twice exceptional learners. Training was provided to 26 administrators on July 18, 2024 as part of the FCPS Leadership Kick-off Week. In addition, the FCPS Twice Exceptional Education Specialist will be providing training to novice teachers through the Great Beginnings Teacher Induction Program monthly meetings. The first of three trainings will take place on October 15, 2024.
  - Developing an Early Warning System tool that aids MTSS teams in using multiple data sources to ensure students in need of supports are identified and provided with interventions.
  - Developing divisionwide expectations for transition support between school levels for families (i.e., Pre-K to ES; 2nd to 3rd grade; ES to MS; MS to HS).
  - Updating the IEP Progress Report form in SEA-STARS.
  - Implementing machine translations via Google Translation Hub. Implementation began in April, 2024 with 402 translated pages completed through September 15, 2024.
  - Procured a contract with Boostlingo in August 2024 to begin development of a Language Services staffing management system.
  - Finalizing SEA-STARS functionality to securely translate IEP/504 documents and provide training for staff.
- In the 2023-24 school year, the Twilight Program offered opportunities for flexible scheduling of credit recovery and accrual to support student graduation. Fifteen high schools participated in the Twilight Program which served a total of 275 students. Of the 275 students served, 94% were either promoted to the next grade level or graduated. Through the Twilight Program, 344 courses were completed and 175 students graduated who may have otherwise dropped out of school. Additionally 13 out of the 15 high schools used the Twilight Program to reduce chronic absenteeism through flexible learning opportunities.
- Universal Design for Learning (UDL) has been prioritized as a key initiative to support and target Strategic Plan and Enhancement Plan goals that foster inclusivity and accessibility for all learners. In the 2023-24 school year, an introduction to UDL was embedded into All County Principal Meetings,

Instructional Coach and School-Based Technology Specialists professional learning, required school team and central office team half-day overview sessions, Leadership Kickoff Week, and most recently, for all school staff during the August 14th Staff Development Day. A strategic project team made up of a variety of central office and school-based stakeholders will be developing and implementing a multi-pronged plan for embedding UDL and Inclusive Practices into future professional development opportunities, division resources, curriculum resources and school/community engagement.

● Summer Learning Programs provide additional opportunities during the summer for learning. Enrollment for the summer of 2024 across learning programs was approximately 35,000 students. These programs included:

○ Extended School Year (ESY)
○ Credit Recovery
○ Bridge to Kindergarten
○ SOAR for elementary Math & Literacy
○ IMAGINE for middle school Math & Literacy
○ Trailblazers

○ Explorers
○ Young Scholars in elementary and middle schools
○ Online Campus
○ ESOL Online
○ School-based Credit Recovery SOL test only
○ Enrichment Camps

Continuing Evidence:

● FCPS has expanded preschool inclusion opportunities by identifying additional classroom sites, developing multiple preschool inclusion models that can be implemented throughout the district, and creating a Preschool Inclusion Plan to support our divisionwide efforts.
● Young Scholars (YS) is designed to identify and nurture students with high academic potential who may face additional barriers to access and success in Advanced Academic Programs (AAP) and courses. This may include students who are the first in their family to attend college in the U.S., Multilingual learners, students who are economically disadvantaged, and students who are twice exceptional.
   ○ The number of K-12 students identified as YS increased from 18,999 to 19,329 in the last year.
   ○ In addition to ensuring staff understand about the YS model and how it may be implemented in elementary and secondary schools, staff are currently testing new systems to document the wraparound supports provided to YS based on their individual needs to assist with transitions and continuity of supports for students in advanced coursework.

9. Support meaningful, research-based innovation in instructional delivery models and learning opportunities that will prepare students for graduation and support their success beyond FCPS.

Newly Added or Updated Evidence:

● The FCPS Portrait of a Graduate articulates the knowledge, skills, experiences, and attributes that students need to succeed in life and be "future-ready." The FCPS Learning Model is grounded in research-based practices, and it provides a common FCPS framework for the development of curriculum, professional development, assessment and instructional practices to achieve Portrait of a Graduate outcomes for all students. The domains of the Learning Model include specific practices that support a learner-centered environment, concept-based curriculum, meaningful learning experiences, and purposeful assessment.

- ○ FCPS Portrait of a Graduate connections and the domains of the Learning Model are embedded in all of our FCPS-created core content planning and pacing guides, K-12 (PPG).
  - ○ The FCPS Learning Model is embedded in professional learning opportunities for teachers, school-based administrators, and division leaders. Examples from 2023-24 include Great Beginnings, All County Principal Meetings, Leadership Team Instructional Rounds professional learning, ISTE Lighthouse Schools, POG Academy Course and Microcredential participants, POG POL Innovator Cohort members, InnovatED Symposium participants, and Learning Model Community of Practice members.
  - ○ The April 11, 2024 Academic Matters presentation to the School Board focused on Portrait of a Graduate and the Learning Model.
- School-based technology specialists (SBTS), in collaboration with the FCPS Educational Technology Team, work with staff and students to advance meaningful learning experiences with an emphasis on the development of digital literacy and digital citizenship in alignment with ISTE Standards.
- FCPS is leading innovation related to the possibilities that Generative Artificial Intelligence (AI) presents to public education. A framework of AI principles, guidance for staff, and innovation cohorts have been developed over the last year to explore safe and innovative use of AI in FCPS.
- Recently revised FCPS Mathematics curriculum infuses computer science standards into the curriculum to develop computational and algebraic thinking among all learners.
- STEAM and computational thinking are embedded in all Early Childhood Special Education (ECSE), inclusion, and Pre-K curricular resources in support of math, and kindergarten readiness. In elementary grades, STEAM and Computer Science (CS) learning can be integrated through content areas during the school day as exemplified in the updated FCPS Mathematics curriculum and Computational Algebraic Thinking standards. In secondary grades, FCPS offers a wide-range of industry-aligned electives. STEAM and CS support VDOE Standards of Learning for Computer Science and Science.
- Prior to the start of the 2024-25 school year, elementary principals were provided the opportunity to trade their monitor funds, to secure either a Foreign Language in the Elementary School (FLES) or STEAM teacher to provide increased access to these programs, while also providing teacher planning time. Records show that 25 schools made this choice.
- In FCPS there are over 150 CTE courses offered to more than 65,000 students in grades 7-12. Through many of these courses students have opportunities to earn industry credentials, participate in work-based learning experiences, and practice their leadership skills through Career and Technical Student Organizations.
- Get2Green is the environmental stewardship program for Fairfax County Public Schools. Get2Green has expanded in the past year to include stipended Get2Green leaders at each FCPS school. Get2Green leaders work with student-led action teams to develop a culture of environmental stewardship at their schools.

Continuing Evidence:

- FCPS has been recognized as a School Division of Innovation by the Virginia Department of Education for its use of local alternative assessments and performance assessments that require students to apply content knowledge and Portrait of a Graduate skills.
  - ○ With this designation, FCPS has a commitment that all students will engage with a Portrait of a Graduate Presentation of Learning (POG POL) by school year 2025-26. POG POL provides students with meaningful learning experiences where students apply, reflect upon and show

evidence of growth of specific POG attributes of skills through a portfolio and presentation of learning.

- The Global Classroom Project provides FCPS students an opportunity to partner with classrooms in other countries to develop relationships and collaborate on solutions to global issues outlined in the U.N. Sustainable Development Goals. Students utilize Portrait of a Graduate skills in relevant ways to broaden their global perspectives and tackle critical problems in our ever-changing world.
- The Academic and Career Plan is a process for students to plan for the future by exploring college and career options. Students work with their teachers and school counselor to discover their personal strengths and interests, create goals to help them achieve success, and plan for courses that meet high school graduation requirements.
- Career and Transition Services (CTS) provides special education services to eligible students with a wide range of student-focused, coordinated activities and support by offering classes and programs that teach: Workplace readiness skills, Employability skills, Self-advocacy, and Self-determination as part of the program of studies and work-based learning experiences. Based on student needs, CTS programming is available for high school students ages 18-22 years old through high school elective courses such as WAT, Secondary Transition to Employment (STEP), or Davis and Pulley Career Centers.
- College Success Programs include four individual programs that provide college readiness, access, and success services to students, including those who are traditionally underrepresented on college campuses. These programs are Advancement Via Individual Determination (AVID), College Partnership Program (CPP), dual enrollment (DE), and Early Identification Program (EIP). These programs also aim to increase the number of traditionally underrepresented students who enroll and succeed in higher education.

10. Ensure appropriate and timely input from students, parents, and staff involved in the development of curriculum and instructional programs.

Newly Added or Updated Evidence:

- The Advisory Committee for Students with Disabilities (ACSD) is a state mandated committee that provides an opportunity for parents and other School Board appointees to have a voice in the way FCPS provides services to students with disabilities. Functions of the ACSD include advising the School Board of needs in the education of children with disabilities, and participating in the development of priorities and strategies for meeting the identified needs of children with disabilities in FCPS. The committee collaborates with the Department of Special Services to develop recommendations related to program improvement.
- The Family Life Education Curriculum Advisory Committee (FLECAC) provides advice and recommendations to the curriculum coordinator as objectives and descriptive statements are developed and basal materials are considered for use in instruction as outlined in Regulation 1708: Family Life Education Curriculum Advisory Committee. The recommendations of this committee inform annual revisions to the Family Life Education Curriculum and any relevant recommendations to the School Board.
- The Advanced Academic Parent Advisory Committee (AAPAC) annually reviews the local plan for the education of gifted students, including revisions, and determines the extent to which the plan for the

previous year was implemented. The recommendations of this committee inform the development of annual improvement plans led by the Advanced Academics team.

- Title I Parent Advisory Committee (TPAC) was developed to reflect the intent of section 1118 of the Elementary and Secondary Education Act of 2001 to involve parents in the planning and implementation of the Title I program. The committee makes recommendations to the Title I program for strengthening the partnerships between home and school to improve student achievement; reviews annually the division-level Title I Family Engagement Policy; and responds to the charge from the School Board in an annual report.
- The Minority Student Achievement Oversight Committee (MSAOC) is an FCPS School Board advisory committee comprising community members, staff, and students who advocate for underserved students and families. The MSAOC identifies, reviews, and assesses issues affecting underserved students within the policies, curriculum, practices, and procedures of FCPS. The committee's responsibilities also include making recommendations to the School Board and leadership team; reviewing strategies and proposing solutions for closing the outcome and experience gaps; evaluating progress towards Strategic Plan goals; providing outreach to families about resources available through FCPS; and collaborating with the Chief Academic and Equity Officers. FCPS staff collaborates with community members to provide an annual report with divisionwide recommendations for actions to improve outcomes and experiences for students from underserved groups. Offices across FCPS use these recommendations to improve programming and practices.
- The FCPS Equitable Access to Literacy (EAL) Plan includes a steering committee of stakeholders such as parents, community members, administrators, teachers, and central office staff. This committee provides ongoing input to ensure that FCPS is progressing toward the goals of EAL.
- The Student Advisory Council (SAC) and Student Equity Ambassador Leaders (SEALs) provide feedback on instructional programs and policies and support advocacy for improvements to instructional operations.

Continuing Evidence:

- Programs and core curriculum subject teams solicit ongoing input from a variety of stakeholders each school year when making iterative revisions and additions to the curriculum resources and planning and pacing guides. Teachers and school staff are often collaborators in the development of curriculum revisions.
- Core subjects engage in a basal adoption process each 7-year cycle when state standards are revised. Regulation 3004: Adopted Basal Instructional Materials establishes the procedures whereby FCPS adopts basal instructional materials for local use. Accordingly, a basal review committee composed of teachers, administrators, and community members review materials and provide recommendations for School Board purchase. In addition, there is a one-month community review held for all FCPS community members to review materials and provide input.
- All Title I schools engage their community in developing a Family School Compact that outlines the partnership between the school and the family to include communication, engagement opportunities, and how the school and families will work together to improve student academic achievement.

11. Ensure families have access to educational resources and information to support their child's school success.

Newly Added or Updated Evidence:

- FCPS launched a redesigned website in August 2024. This modernized website focuses on improved usability and accessibility, more consistent and intuitive structure, revamped navigation, and enhanced search functionality. FCPS website usage from the 2022-23 school year to the 2023-24 school year showed a 6.1% increase in active users and a 10.6% increase in new users.
- Resources are provided on the public website to support families of students with a variety of strengths, interests, needs, and backgrounds such as resources related to Twice Exceptional (2e) learners and Dyslexia.
- The Special Education and 504 Parent Handbooks were updated to include a section on parent/guardian/caregiver participation in the special education process. Staff have been provided additional guidance documents, professional development, and resources to articulate the division's expectations regarding parental collaboration throughout the special education and 504 processes.
- The MSAOC Parent Advocacy Handbook is a comprehensive guide for families to support their children's success. It is a collaborative effort between FCPS staff and community members. The Parent Advocacy Handbook is translated into multiple languages and is also online. It is currently in the process of revision.
- Families can access a variety of Tools and Technology to support their child's learning and educational experience.
  - Families can use ParentVUE to access student information such as attendance, report cards, class schedules, grade books (MS and HS), course history, IEPs and 504 plans, and certain test history. Additionally score report letters that provide context for assessment results and interpretation guidance are also found in ParentVUE. Families without ParentVUE accounts and/or those who request it also receive this information by U.S. mail.
  - Schoology is a learning management system (LMS) that allows teachers to post assignments and other resources for their classes. Students can access Schoology from any computer or mobile device with internet access. Schoology Parent Account Provides access to families to view their child's courses, groups, assignments, and calendar.
  - TalkingPoints is an easy and safe way families can communicate in their home languages with their child's school and teachers. Families receive messages in the language they have listed as their correspondence language and can reply in any language and the message will be translated into English for the school.
  - Lightspeed Parent Reports provide families with summary information about websites visited by their student while using the FCPS computer.

- Back to School Night literacy resources were developed and distributed to elementary schools to provide parents with information regarding the Virginia Literacy Act, the new ELA core curriculum (Benchmark Advance) the new K-3 assessment called the Virginia Language and Literacy Screening System (VALLSS), and the state-required reading plans connected to the new assessments.
- The FCPS Family Academy provides online and in-person programming including classes, webinars, workshops, and programs offered by FCPS. These opportunities help families support their student's needs and learning at home. The Family Academy also includes information about community resources and programming available to help ensure every student has what they need to succeed.

Since its launch, the FCPS Family Academy webpage has received 3.5% of all FCPS web traffic and it continues to grow with increased awareness.

	July – August 2024	August – September 2024
Family Academy page views	1,414	2,462

- In the fall of 2023, online registration for learning opportunities was limited to families participating in the Family Resource Center webinars and the Co-Parenting: Two Homes program. Since the August 1, 2024 launch of the FCPS Family Academy, families are now experiencing centralized opportunities and online registration, creating a more efficient, accessible, and engaging experience, resulting in higher participation, better data tracking, and improved satisfaction.

	Aug. 1 - Sept. 15, 2023	Aug. 1 - Sept. 15, 2024
# of offerings	9	20
# of registrations	769	1160

- The Family Resource Center (FRC) offers confidential consultations, a lending library, free webinars, and resources to help adults support the success of all students, including those with learning challenges, special needs, and disabilities.

Family Resource Center 2023-24 School Year Data	
Telephone consultations	4,271
Email consultations	2,395
In-person consultations	194
Virtual consultations	194
Total	7,054

Continuing Evidence:

- Schools host Open Houses, Back to School Nights, and a variety of other events throughout the year to provide families with timely and relevant information about the curriculum, events and instructional learning experiences their child is engaged with, as well as, partnering with families on ways they can support their child's academic, mental, social and emotional success outside of school. At the end of the first quarter, all K-6 families are invited to attend a family-teacher conference to discuss their child's strengths and areas for progress.
- FCPS provides Family-Facing Curriculum pages that give an overview of what students are learning and when they are learning it across all levels and core courses and subjects. These pages are updated each school year to reflect any state standard or planning and pacing guide changes.

- School counselors work with students on individual plans for the courses taken throughout their middle and high school years. Planning for a school year typically begins in January or February of the previous year. The online course catalog is organized in the following categories: Middle School, 9th Grade, 10th-12th Grades, Online Campus, and Academies.
- Divisionwide newsletters are translated into FCPS' eight preferred languages (English, Amharic, Arabic, Chinese, Korean, Spanish, Urdu, and Vietnamese) and sent the same day. All schools now have access to training in how to provide translations in FCPS' eight preferred languages when sending eNotify messages (the electronic communication platform used for urgent or emergency messaging). Essential documents such as student handbooks are translated into the identified languages.
- The Office of the Ombuds works to serve students, families, employees, and community members by providing information about resources and how to access them, understanding concerns and providing support to resolve them. The Office of the Ombuds has been represented at all community engagement events to increase awareness across the division.
- Family liaisons and community liaisons work in schools and communities to help families get the information and assistance they need to support their children and to ensure their academic success. The family and community liaisons represent a variety of cultures, languages, and races. Family liaisons will welcome and orient families who are new to the school and community regardless of their background. They work to build families' capacity by helping them understand the school's culture, policies, procedures, and practices. The liaisons also help connect families to resources in the community.
  - Every FCPS school has at least one family liaison on staff. For the 2024-25 school year, there are 84 FTE family liaison positions, 23 hourly contracted positions, and 92 part-time hourly positions for a total of 199 family liaisons. FCPS has allocated an additional 42 FTE family liaison positions beyond the 41 allocated to Title I schools in 2023-24.