



EXCELLENCE EQUITY & OPPORTUNITY

2023-30 STRATEGIC PLAN

September 26, 2024

Executive Limitation 9: Instructional Program



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.

Executive Limitation #9: Instructional Program

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.

Executive Limitation #9: Instructional Program

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.

Deliver academic curriculum and a rigorous instructional program.

- FCPS aligns its academic curriculum and instructional program to the Virginia Standards of Learning (SOL).
 - Full implementation of the 2024 English Standards of Learning and the 2023 Mathematics Standards of Learning will happen in the 2024-25 school year.
 - 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 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.
 - Mathematics planning and pacing guides reflect VDOE standard revisions and also include teacher resources to support all students reaching Algebra I by 8th Grade.
 - Basal curriculum materials have been purchased for English Language Arts (K-6) to replace previous FCPS planning and pacing guides. FCPS has adopted Benchmark Advance for the Elementary Language Arts basal resource.

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

- All schools will have new English Language Development basal resource materials for the 2024-25 school year. These new instructional resources are physical materials that support Multilingual learner (ML) student progress in reading, writing, listening, and speaking of English.
 - Benchmark Express for grades K-6
 - HMH for grades 7-8
 - Cengage/National Geographic for grades 9-12
- 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.
 - 66% of students advanced at least one grade level of material in Core5 (grades K-6)
 - 77% of students who used Core5 with fidelity reached skills at or above grade level (grades 5-6)
 - Of the students who met their recommended usage in PowerUp, 75% made significant progress from the beginning of the year (grades 7-8)

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

- Universal Design for Learning (UDL) is an approach for increasing access and agency in the learning process. The 2024-25 school year is focused on building staff understanding of UDL principles. On the August 14, 2024 Staff Development day, all school staff participated in UDL kickoff trainings.
- FCPS continues to offer [in-person high-impact tutoring](#) which started in the 2022-23 school year.
 - 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.

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.

- 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.
 - K-12 Social Studies is currently 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.

Ensure consistency in instructional expectations across all schools and programs.

The FCPS [Equitable Access to Literacy 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.
- 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.
- 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 evidence based literacy instruction (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.

Ensure consistency in instructional expectations across all schools and programs.

- [Secondary grading and reporting](#) guidelines were updated this school year to increase consistency across the district.
- 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.
- 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.

Ensure consistency in instructional expectations across all schools and programs.

- 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.
- 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.

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

- 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.
- 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.

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

- The new MTSS Early Warning System (EWS) in SIS is intended to support schools to quickly identify students in need of intervention.
- The Family Engagement Survey now includes race and ethnicity data, which will be federally required by 2029.

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.

- 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.

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.

Highlights of work on the [Enhancement Plan for Students with Disabilities](#) in the 2024-25 school year include:

- 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.
- Developing divisionwide expectations for transition support between school levels for families.
- Updating the IEP Progress Report form in SEA-STARs.
- Implementing machine translations via Google Translation Hub.
- 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.

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.

- 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.
 - Of the 275 students served, 94% were either promoted to the next grade level or graduated.
 - 13 out of the 15 high schools used the Twilight Program to reduce chronic absenteeism through flexible learning opportunities.
- 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.

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

- 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 for K-12 (PPG).
- The [FCPS Learning Model](#) is embedded in professional learning opportunities for teachers, school-based administrators, and division leaders. In the 2023-24 school year, the FCPS Learning Model was included in a variety of professional learning opportunities such as 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.
- 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.
- 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.

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

- FCPS collaborates with several groups, representing them in the development of curriculum and instructional programs. Examples of these groups include, but are not limited to:
 - [Advisory Committee for Students with Disabilities](#) (ACSD)
 - [Family Life Education Curriculum Advisory Committee](#) (FLECAC)
 - [Advanced Academic Parent Advisory Committee](#) (AAPAC)
 - [Title I Parent Advisory Committee](#) (TPAC)
 - [Minority Student Achievement Oversight Committee](#) (MSAOC)
 - FCPS [Equitable Access to Literacy \(EAL\) Plan](#) Steering Committee
 - Student Advisory Council (SAC)
 - Student Equity Ambassador Leaders (SEALs)

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

- 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.
- Families can access a variety of [Tools and Technology](#) to support their child's learning and educational experience.
 - 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.
- 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](#).
- 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.



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