

January agenda

Attendance sign-in



- 7:00 - 7:05 (5 min) **Welcome; Approve Dec minutes; Review meeting norms**
- 5 min **Review subcommittee recommendation process**
- 7:10 - 7:30 (20 min) **Early Childhood Advisory Committee**
- 7:30 - 7:50 (20 min) **Math Advisory Committee**
- 7:50 - 8:10 (20 min) **English Language Arts (ELA) Advisory Committee**
- 5 min buffer
- 5 min **Transition to small groups**
- 8:20 - 8:40 (20 min) **Discuss literacy in small groups**
- 8:40 - 8:55 (15 min) **Summary of small group discussions in large group**



ACTL norms

Support others
by actively
listening and
staying engaged

Model a culture
of respect,
professionalism,
and mutual
learning

Share using full
information
(avoid jargon,
acronyms, using
only first names)

Subcommittee recommendation process

**Develop
recommendations
with staff input**

**Discuss
with
ACTL
Council**

**Discuss with
School Board
in work
sessions**

**Submit
recs to
School
Board**

Jan 9 @ 6:30 pm:

Advanced Academics, ASEAC, Early Childhood, ELA,
Math, Social Studies, *EdTech*

Jan 23 @ 6:30 pm:

CTAE, Science, Student Services, Immersion, *English
Learners, School Health Advisory Board (SHAB), World
Languages*

Attendance sign-in



What is compelling about the recommendation?

Any concerns about the recommendation?

What additional information or rationale is needed?

Raise your
virtual hand

One
comment
or question
at a time

Think about
your full
community
and its
various
voices

Early Childhood Advisory Committee

Chair: Maggie Slye

Staff liaisons: Elaine Perkins, Cameron Childs

Vice Chair: Kate McKenney

Rec 1: Fund PreK curriculum resource adoption

Rec 2: Adjust the PreK application window to support full VPI enrollment

Math Advisory Committee

Chair: Todd Truitt

Vice Chair: Greg Eastman

Staff liaisons: Shannan Ellis, Elem Supervisor

Carl Seward, Secondary Supervisor

Rec: Fund 15 Math Interventionists to be distributed across all grade levels at certain elementary schools, with priority given to schools with the greatest need.

English Language Arts (ELA) Advisory Committee

Chair: Mike Miller

Vice Chair: Kate Merrill

Staff liaisons: Sarah Cruz, Secondary Supervisor

Gaby Rivas, Elementary Supervisor

Rec 1: Hire three district level writing coaches (one for ES, one for MS, one for HS) to provide teachers with job-embedded professional learning in support of ELAAC's 22-23 recommendation (ie, "to create and implement a long-term plan for writing instruction that spans K-12...")

Rec 2: Hire two additional district-level literacy coaches (one for elementary, one for secondary) to provide teachers with job-embedded professional learning.

Recommendation #1: APS should hire three district-level writing coaches (one for elementary, one for middle school, and one for high school) to provide teachers with job-embedded professional learning in support of ELAAC's 2022-2023 recommendation.

- I. "APS should create and implement a long-term plan for writing instruction that spans K-12 and guarantees that secondary students produce longer, multi-draft, research-driven writing supported by substantive teacher feedback."
- II. Interviews with APS graduates indicated that they felt unprepared for the rigors of college-level writing.
- III. Teachers of English are enthusiastic readers, not necessarily writers.
- IV. Writing coaches would help teachers become more effective and efficient at writing instruction.
 - A. Direct instruction
 - B. Effective, efficient feedback
- V. Budgetary constraints will likely mean that writing-coach positions would be prioritized in future years.

Recommendation #2: APS should hire two additional district level literacy coaches (one for elementary and one for secondary) to provide teachers with job-embedded professional learning.

I. One of APS's priorities this year is secondary literacy.

II. APS has proven success with the current grant-funded one elementary literacy coach and one secondary literacy coach.

III. In response to secondary school administration and staff, the ELA office submitted a budget request on behalf of the high school principals for one full time literacy coach per comprehensive high school and a .5 literacy coach for the programs.

A. Five site-based high-school coaches

B. Seven literacy coaches for middle schools

IV. It would be the intent of the supervisors to be sure that a portion of their work is directed explicitly to coaching and training teachers in writing.



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sign-in

Literacy

What is going well with teaching & learning?
What is going well with communication?

(ie, What does ACTL suggest APS continue doing?)

What are the teaching & learning challenges?
What are the communication challenges?

(ie, What would ACTL like to see APS adjust?)

In April, the Office of ELA will present
monitoring reports to the School Board.

**What information/data does ACTL think should be
included in those reports?**