

MEMORANDUM: ACTL COUNCIL INPUT on LITERACY

To: Cristina Diaz-Torres, School Board Chair and Board liaison for ACTL
David Priddy, Interim School Board Chair
Dr. Francisco Durán, Superintendent
Dr. Gerald Mann, Chief Academic Officer

From: Advisory Council on Teaching & Learning

CC:¹ Mary Kadera; Bethany Zecher Sutton; Miranda Turner; Sarah Putnam; Kerri Hirsch; Sarah Cruz; Dr. Gaby Rivas; Terri Murphy; Cheryl McCullough

Date: March 22, 2024

PURPOSE

The primary purpose of this memo is to suggest topics the ACTL Council would like to see included in the [ELA monitoring reports](#) that will be presented at the April School Board meetings. ACTL believes these are topics that should be part of the district's assessment of the success of our current approaches to teaching literacy and are of interest to the APS and broader Arlington communities.

These topics are not an exhaustive list of the appropriate components of the monitoring reports. They are reflective of the main issues that surfaced in ACTL meetings and in ACTL members' engagement with the communities they represent.

A secondary purpose is to provide input from ACTL on [literacy instruction](#).

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METHOD

During the 2023-24 school year, the ACTL Council has conducted a series of learning sessions, community engagement steps, and conversations on literacy instruction. These are described below.

October ACTL Council meeting	Staff from the offices of ELA, English Learners, Advanced Academics & Talent Development,, and Academics shared a presentation on literacy with ACTL followed by Q&A and discussion.
October - March	ACTL reps shared information with their communities and solicited input, guided by key takeaways from the October presentation and a set of common questions. Some ways reps engaged with their communities include: <ul style="list-style-type: none">● PTA & Padres Latinos meetings● Parent group listservs and WhatsApp groups● Google Forms● Conversations with school administrators, staff, and teachers
November ACTL Council meeting	The following committees presented their draft recommendations to the ACTL Council followed by Q&A and discussion: <ul style="list-style-type: none">● Advanced Academics & Talent Development● Dual-Language Immersion Sub-subcommittee
December ACTL Council meeting	The following committees presented their draft recommendations to the ACTL Council followed by Q&A and discussion: <ul style="list-style-type: none">● ASEAC● Science● Social Studies
January ACTL Council meeting	The following committees presented their draft recommendations to the ACTL Council followed by Q&A and discussion: <ul style="list-style-type: none">● Early Childhood● ELA <p>In elementary and secondary break-out groups, ACTL members discussed the input they had gathered to date from their school communities.</p>

February & March	The ACTL Chair met with the Student Advisory Board and with English Learner students at Wakefield to hear some student experiences and perspectives on literacy education in APS (Appendix A).
March ACTL Council meeting	<p>The following committee presented its progress to the ACTL Council followed by Q&A and discussion:</p> <ul style="list-style-type: none"> • English Learners <p>Three secondary teachers of ELA, English Learners, and Social Studies shared their perspectives on literacy education with ACTL.</p> <p>The ACTL Chair shared perspectives from the Student Advisory Board and Wakefield English Learner students.</p> <p>The Office of Academics provided a mid-year update on ELA.</p> <p>In elementary and secondary break-out groups, ACTL members discussed the additional input they had gathered from their school communities.</p> <p>ACTL members in attendance at the meeting revised this memo. The memo was also shared via email with all ACTL members prior to submission.</p>

ACTL SUGGESTS THE FOLLOWING TOPICS/QUESTIONS BE ADDRESSED IN THE 2023-24 ELA MONITORING REPORTS

ELEMENTARY

- 1) What is the **rate of change** in student academic progress, as a whole and for subgroups? (ie, Not just growth, but how does the growth in academic progress since the adoption of CKLA compare to the years prior to adoption?)
 - a) Does the Office of ELA look at student academic progress by *school*, and by *subgroup by school*? Does it use that data to address disparities? How?

- 2) There are conflicting reports about **whether CKLA has robust writing components**, and **whether any deficiencies in writing instruction are due to weaknesses in the CKLA curriculum or to a misunderstanding/lack of understanding of how to effectively implement CKLA writing components**.

- b) It would be helpful for the ELA monitoring reports to provide clarification on what the writing components of CKLA are and, if needed, what supplementing APS is doing.
- c) Has APS identified elementary schools/classrooms where writing instruction is being implemented particularly well? Has it identified schools/classrooms where it is not? What steps has APS taken or will APS take to replicate the successes of the former and build the capacity of the latter?

3) Some parents, teachers, and school volunteers report that **CKLA does not lend itself well to differentiation.**

- d) It would be helpful for the ELA monitoring reports to provide clarification on what differentiation options are built into CKLA and, if needed, what supplementing or modifying APS is doing:
 - i) for Special Education students
 - ii) for English Learners
 - iii) for students identified for Gifted Services
 - iv) for any student who needs additional support or additional rigor

4) How is the school system **bringing best practices in alignment** across the county? Is APS doing enough to share knowledge between schools, especially to help with differentiation and other gaps in the CKLA program? ACTL reps felt strongly that there needs to be more consistency across schools.

5) **Some parents, particularly those who are not literate themselves, do not know how to encourage their children to read or how to support their learning to read.** Do the offices of ELA and English Learners give guidance to elementary schools on how to support these parents? Also, reaching these parents can often be difficult. Reps have observed that it's usually the same few parents who show up at school events and information sessions, meaning many more are not being reached through these events.

6) How is APS seeking **feedback from elementary teachers** on what is going well with CKLA vs what is not? What are frequent themes of that feedback? How is APS making use of this information, or how does it plan to make use of it?

7) How is APS seeking **feedback from elementary students** about what they think is helpful to them in learning to read and write? What are frequent themes of that feedback? How is APS making use of this information, or how does it plan to make use of it?

SECONDARY

1) What is the **rate of change** in student academic progress, as a whole and for subgroups? (ie, Not just growth, but how does the growth in academic progress to date this year compare to prior years?)

a) Does the Office of ELA look at student academic progress by *school*, and by *subgroup by school*? Does it use that data to address disparities? How?

2) RE the Office of ELA's work to "**provide writing tasks in the curriculum for every grade level**" (<https://www.apsva.us/curriculum/english-language-arts/> in the ELA Secondary Curriculum tab), is the work to provide the tasks complete? Are secondary teachers implementing the new writing tasks this year? What are some examples of new writing tasks that families might see their secondary student doing?

3) What types of **professional development** are secondary teachers doing related to building literacy for students who did not experience the Science of Reading in elementary school?

a) Are Social Studies and Science teachers also doing professional development on literacy?

b) What is the participation rate?

4) How is APS seeking **feedback from secondary teachers** on what is going well with new secondary resources and instruction vs what is not? What are frequent themes in that feedback? How is APS making use of this information, how or how does it plan to make use of it?

5) How is APS seeking **feedback from secondary students** about what they think is helpful to them in learning to read and write and what else they need? What frequent themes are in that feedback? How is APS making use of this information, or how does it plan to make use of it?

BOTH ELEMENTARY & SECONDARY

1) Many voices in the community and APS have noted that teachers have expressed they do not have sufficient **time to give robust feedback on writing** to their students. Given that the budget for 2024-25 is unlikely to include reductions in class sizes, is APS considering taking anything off teachers' plates to free up time for them to provide feedback on writing? If so, how are those decisions being made and what might they entail?

2) APS leadership staff have mentioned helping teachers develop "**creative ways**" to give feedback. Have "creative ways" been developed? What are some examples? How are they being shared with teachers? What do teachers say about how well they are working? What's an example of this being put into practice that students and families might be seeing?

3) **AI** has been mentioned as a potential tool for giving feedback on student writing. In what step of the process to determine whether and how to have teachers use AI to give feedback is APS?

FEEDBACK ON LITERACY INSTRUCTION FROM ACTL COUNCIL

This feedback comes from ACTL members representing their school communities. It has been gathered over six months from across APS schools that vary in grade level, geography,

demographics, and instructional approach. ACTL members engage with their communities in a variety of ways, such as in PTA and Padres Latinos meetings; through parents listserv and WhatsApp groups; through conversations with other parents, teachers, and administrators; through gathering input via electronic forms; and so on.

ACTL reps play an important role in raising up perspectives from school communities; however, reps are not able to access or engage all members of school communities. Acknowledging that the feedback we are sharing does not include all voices, we nevertheless hope it contributes to increased awareness of APS leadership of some community perspectives on and perceptions of literacy instruction.

WHAT'S GOING WELL

ACTL supports the Office of Academics' efforts to explicitly include discussion of Advanced Academics, English Learner, and Special Education when talking about ELA, and including those staff in ELA presentations. We appreciated that staff from the offices of English Learners and Advanced Academics & Talent Development joined Sarah Cruz when she presented to ACTL in October.

ELEMENTARY

- 1) Generally, K-1st parents are reporting positively on CKLA.
- 2) Some elementary schools are sending out detailed weekly (or biweekly) newsletters to families on what students are learning; parents tend to find these very helpful. Back to School Night was also mentioned by a number of secondary parents as an effective way of learning about APS's literacy programs and resources.
- 3) The Office of English Learners is providing useful supports to help with CKLA. (Teachers have to do a lot of scaffolding to make CKLA work with EL and SPED students).
- 4) Some people feel CKLA provides robust cross-curricular opportunities (with the exception of 4th grade VA history) in ES.
- 5) When parents meet with teachers about their child's reading, the parents often feel they get useful guidance on how to support their child with reading.

SECONDARY

- 1) Generally, parents of students in new intensified MS courses are reporting positively on them.
- 2) Positive feedback on the use of consumables in middle school literacy courses.
- 3) Parents across secondary schools feel that when students write multiple drafts, with teacher feedback on each one, the final product is much better than the original.

4) Writing is happening in intensified classes. (There's less clarity for some parents about how much writing is happening in non-intensified classes.)

5) Some Jefferson parents are saying that they are seeing evidence of more instruction in grammar, basic sentence structure, etc.

6) Secondary ACTL reps present at the March ACTL meeting reacted favorably to news from the Office of Academics about efforts underway to increase "vertical alignment." This work speaks to concerns we heard in the teacher presentations about students arriving at middle school with very different levels of writing skill, which parents also have experienced as a problem.

CHALLENGES

READING

1) Some people feel CKLA often doesn't connect well with other content areas, especially 4th grade VA History.

2) Many reports of CKLA not having differentiation. This is notably problematic for English Learners, Special Education students, and advanced students.

3) Families continue to be concerned about catching up the upper elementary and secondary kids who didn't have the Science of Reading in early elementary. There's a lack of knowledge about what is being done to catch these kids up, whether it's enough, and whether it is effective.

4) There is concern about having so much reading instruction being on ipads. Part of this relates to feedback: the work on ipads, and feedback on that work, is not seen by parents so they are unaware of their student's progress or how they might help. There also seemed to be a desire for, and belief in the benefit of, reading hard-copy books.

5) Especially in the younger grades, there are some reports that the CKLA program requires too much old-style sitting and listening to the teacher, and not enough group work, independent work, choice, etc.

6) Parents who are not literate themselves are particularly challenged in supporting their children in learning to read, or in even being aware of whether their children are reading on grade level. For example, when one ACTL rep met with a small group of English Learner parents at her school, seven out of the nine parents had students who were identified for tutoring and all seven of the parents were surprised about it. They had not previously been aware that their children were not reading on grade level.

WRITING

1) There are reports that writing instruction is still not sufficient across grade levels:

- We hear many reports of there not being enough writing in CKLA. Some parents feel that the amount of writing students are doing in elementary school has gone down from pre-CKLA levels. Concern about a lack of spelling and grammar instruction/practice/feedback. This came up at the secondary level but was attributed to lack of instruction at elementary level.
- Continued concern about the need for detailed feedback on writing for secondary students.

2) Students are coming to middle school with vastly different reading and writing skills. There is an expectation that rising MS students will have some exposure to writing five-paragraph essays, but most elementary schools are not coming close to that in 5th grade.

- English Learners are also coming with very different skills

3) At both the elementary and secondary levels, there is a concern that there is simply not enough time in the day for writing instruction. The elementary school day schedule is tightly packed already. In middle and high schools, there is only so much time in the ELA block; writing (with teacher feedback) needs to happen in other content areas, too.

COMMUNICATION

1) There is a lack of knowledge about the resources available to secondary students who need additional help.

2) There is a lack of knowledge about what happens after a student is flagged for intervention. In order to be effective advocates and partners, parents need to understand what options are available to them and their students and also what supports the school is required to offer.

3) At all grade levels, there is inconsistency across schools in sharing student work and resources with parents. This is especially true for English Learner parents who may not have English literacy and/or technical literacy to access information online.

4) There continues to be a lot of concern about learning loss. Some parents aren't seeing what is being done to help students make up the skills they missed learning.

5) "We get many messages about a lot of things, but not about literacy."

- Also, schools and APS need to meet families where they are. We need to meet needs via different times of day, going into the community, etc.

ADDITIONAL FEEDBACK

1) Some families recognize the importance of coaches and of professional development to develop teachers' skills, both in teaching CKLA and in teaching secondary students who didn't get the Science of Reading in elementary.

- However, there is a related concern about whether coaches are being implemented effectively, especially at the secondary levels. There is a lot of conflicting information about what coaches are supposed to do, what they are actually doing, whether they are getting tasked with other duties, etc.

2) Widespread feeling that interventionists (ie, working directly with students) are critically important.

3) ACTL would like to see APS seek feedback from teachers, students, and parents about CKLA and about secondary literacy teaching (eg, via focus groups, written input opportunities, open office hours).

4) Some parents need help with school readiness from ages 0-4. One Spanish-speaking mom of a new baby described a program at the hospital where she was able to sign up for books immediately. Others noted that they had no such program and did not read to their children when they were babies or toddlers. Partnerships between APS and the County and local organizations may be helpful in addressing this gap.

STAFF COMMENTS

The English Language Arts (ELA) Office acknowledges that there are both strengths and opportunities for growth in literacy instruction across APS. We will use the feedback provided as we craft the ELA monitoring reports to address the questions and suggestions. The ELA Office is partnering closely with the Offices of English Learners, Special Education, and Advanced Academics and Talent Development to ensure that we meet the needs of all learners. In addition, while literacy instruction falls heavily into the work of the ELA Office, we are cognizant of the fact that literacy instruction is the work of all educators. We are collaborating across content offices towards the achievement of shared literacy goals including increased opportunities for all students to engage in writing.

¹ Mary Kadera, School Board member
 Bethany Zecher Sutton, School Board member
 Miranda Turner, School Board member
 Sarah Putnam, Executive Director of Curriculum and Instruction, Office of Academics
 Kerri Hirsch, Director of Curriculum and Instruction, Office of Academics
 Sarah Cruz, Secondary ELA Supervisor, Office of Academics
 Dr. Gaby Rivas, Elementary ELA Supervisor, Office of Academics
 Terri Murphy, Director of the Office of English Learners
 Cheryl McCullough, Supervisor of Advanced Academics & Talent Development

Appendix A

PERSPECTIVES FROM STUDENTS

The ACTL chair met with the Student Advisory Board and with English Learner students at Wakefield to get their input on what they think has been helpful in developing their literacy skills and what they think would be even more helpful. While this was a small number of students and is not presumed to represent every student's experience, it serves as one checkpoint to consider how our perspectives as adults mesh with the perspectives of student learners.

Perspectives that were common to both groups of students:

- We are more motivated to read and write when we can choose our books / our writing topics.
- We need to write a lot more frequently.
- We need clear and detailed instruction – and instructions/rubrics – on how to structure essays and papers.
- Reading assigned books together in class, and discussing their meaning along the way, is often helpful.

Notes from the conversations with each group of students follow below.

STUDENT ADVISORY BOARD

February 28, 2024

Approximately 22 students from Arlington Tech, H-B Woodlawn, Wakefield, W-L, Yorktown.

What is one example of something from elementary school that helped you become a better reader or a better writer? (This could be a particular assignment, or a way your teacher gave feedback, or something else your teacher did...or whatever was helpful to you.)

- Enjoyed the booklets where you learned letter formation by tracing letters
- Liked doing an essay assignment where you had to make an argument about something you did or didn't like about your school – it felt relevant and kids were motivated to do it
- Exchanging letters with pen pals in a sister school in a different country – also liked adding drawings to those
- Liked doing creative writing in 1st grade – we always did it on green paper – when the green paper came out, we knew we were doing fun writing
- Liked it when our teacher read to us (both at lower and upper elementary grades)
- Started liking books more once the teachers introduced more variety of types of books (ie, genres)
 - *Lots of head nodding to this*

What is one example of something from middle or high school that has helped you become a better reader or a better writer?

- Having rubrics for writing assignments helps a lot – you can use the rubric as a checklist to make sure you’re including everything you’re supposed to
 - *Lots of head nodding*
- Classes where you practice doing essays many times throughout the school year helps you become better at writing that type of essay (students cited doing this in AP English classes, in particular)
 - *Several students nodded their heads at this*
- College Composition class is helpful for learning syntax
- Having audiobooks can help a lot
 - For just pleasure reading, may just listen to the audiobook
 - When you need to learn content from the book, it helps to read the print version and also listen to the audiobook
- Reading together with your class can be helpful (can be fun, and can help you understand challenging books – Macbeth given as an example)
 - *Several students nodded their heads at this*

In your opinion, what are one or two changes APS could make that would do even more to help students become better readers and/or writers?

- Need to write a LOT more
 - *Lots of head nodding*
- Students need to learn cursive
 - When they get to high school and need to be able to read primary source documents in history classes, many of those documents are in cursive
 - *Several students nodded their heads at this*
 - Cursive is a faster method of writing, and in high school you will need to be able to write quickly
- History classes have 4 large writing assignments with very structured rubrics – need to write a lot more smaller assignments in order to build up to the large ones

What is one thing you wish adults knew about what students need to be able to learn to read and write well? ("adults" could be parents/guardians, teachers, or the School Board)

- We need to enjoy what we’re writing
 - More choices
 - Ex: 3 prompts, choose 1 – this could be done for Social Studies classes, too
 - Ex: Write about anything during X time period in history
 - *Universal head nodding about wanting to enjoy what you’re reading/writing about and wanting to have choice*
- Students don’t learn in the same ways.
 - Dyslexic students need to be taught in specific ways.

- English Learner students need to know English by the time they take SOLs because SOLs are in English
- Concern for the kids who were in elementary school during the pandemic; concerns they didn't get the foundation they will need for high school.

ENGLISH LEARNER STUDENTS AT WAKEFIELD

March 4, 2024

Four English Learner students in an "English Extension" course designed to provide additional support to upperclassmen who need to further develop their skills to pass the Reading and Writing SOL exams. The class has 31 students from 17 countries who speak 14 languages. The class is co-taught by two adults.

The four students who contributed the perspectives below are from China, Mongolia, Guatemala, and Ecuador. They had been in the U.S. 3 years (two students), 7 years (one student), and 9 years (one student). One of the students said they had had a moderate amount of English study in their home country before they moved to the U.S.; two had a minimal amount (numbers, colors, basic greetings); one had none.

What is an example of something a teacher has done in high school that has helped you become a better reader or writer? What is an example of a school assignment you have done that has helped you become a better reader or writer?

- Read daily and discuss the readings daily in class so we understand. Also, have us practice vocabulary words from the book, then identify the words in the book and discuss what they mean. And, have us write sentences using the vocabulary words.
 - *There were several responses like this. One student noted doing this in their ELD 10 class in particular. Another student also noted that they likewise found it very helpful in elementary school when they would read the books together in small groups, and have to write summaries of the books.*
 - Doing quizlets about the books
 - Discussing the books in small groups was also cited as particularly helpful.
- Read sample papers that other people have written that are very good, so we can see examples of good writing.
- Allow us to use Google Translate when we don't understand something we are reading.
- Do presentations and practice pronouncing words.
- For writing, writing every day is important.
 - *Everyone agreed writing daily/frequently is important*
 - Helpful to have sample starting sentences or sample starting paragraphs.
- Helpful to have clear instructions about how to write an essay, with samples and specific instructions on how to write the first paragraph, how to write the supporting paragraphs, how to write the closing paragraph, and how to use punctuation and capitalization.
- Helpful to have instruction on how to take notes on what you are reading
- Helpful to be taught how to evaluate the credibility of an author.

- It's more interesting when we can write something where we express our opinion. It makes you want to write more (ie, longer pieces of writing).
- Word of the day – we learn about it, write sentences with it... This helps us build our vocabulary.
- Reading poems and doing notations on the poem.

In your opinion, what should schools do differently to help students who are learning English improve their reading or writing?

- More choice in the books we read. It's better when they are interesting to us.
 - It would help to hear a summary of some books and what is interesting about the books, and then let us choose.
 - Have us write about what we think is interesting about the book.
 - *Lots of head nodding from all the students on this point.*
- More small group work.
- Varied opinions on what is the most difficult between reading, writing, speaking, and listening.
 - Three of the students felt that reading and writing was the most difficult and that most needed more instruction and practice in reading and writing.
 - Need more focus on writing and reading in English from the beginning. "Start this in ELD 1." We need this to be able to pass the WIDA test.
 - One of the students felt that speaking was the hardest and that they needed more opportunity in class to practice speaking.
 - All four students felt that listening to spoken English is the least challenging for them because they get opportunities throughout every day to hear teachers and other people speak.
- More instruction on how to structure essays and research papers.
- Practice writing on sensitive topics so we get experience in how to advocate for ourselves or things we think are important.
- Needed more practice writing/forming letters in the way it is common in the U.S. (This student said that, in their home country, they wrote much larger. It has taken them a lot of time to get accustomed to forming letters of a smaller size.)
- In elementary school, they learned new words but didn't use them every day. They easily forgot those and needed to re-learn them later. Need to practice new words again and again.

What is something you wish adults knew about what students need to be able to learn to read and write in English?

- Feeling comfortable is important.
 - The two Spanish-speaking students said they feel most comfortable in their ELD classes because they are with other students who are also learning English. And, there are always other Spanish speakers in those classes.
 - In the early days of being in the U.S. and not understanding any English, it helped to be in classes with other Spanish speakers who could help tell you what you needed to do.

- The student from Mongolia said they feel more comfortable in non-ELD classes because then most people are speaking English, which they understand. In the ELD classes, there are often groups of students speaking their home languages, which this student doesn't understand.
- English Learners often have trouble understanding each other because "our English isn't good, and because we have so many different accents."
- We want people to have more patience with us because we are still learning English.

Appendix B

RELEVANT ACTL COMMITTEE RECOMMENDATIONS

Advanced Academics & Talent Development / Gifted Services Advisory Committee

[2023-24](#)

Advisory Committee on English Learners

[2022-23](#)

Arlington Special Education Advisory Committee

[2023-24](#)

Dual-Language Immersion Sub-Subcommittee to the Advisory Committee on English Learners

[2023-24](#)

Early Childhood Advisory Committee

[2023-24](#)

[2022-23](#)

English Language Arts Advisory Committee

[2023-24](#)

[2022-23](#)

[2021-22](#)

Social Studies Advisory Committee

[2023-24](#)

[2021-22](#)

Appendix C

ACTL MEMBERS & MEETING ATTENDANCE

ACTL members

On the [ACTL page](#) of the district website, click on the “ACTL Roster” button to view the member list.

October 4, 2023 attendees (in-person meeting)

Janet Sater, Sheryl Adler, Anne Paris, Katie Sunderland, Trisha Anderson, Tia Alfred, Melissa Hyatt, Cloe Chin, Kelli Bergin, Courtney Markle, Todd Truitt, Heather Toronjo, Emily Chua, Nathaniel Green, Alice Rose Tewell, Amy Graham, Chris Fuller, Terri Murphy, Jamie McHenry, Katie Cochran, Gerald Mann, Ginnie Gordon, Kristin Devaney, Mike Miller, Jimisha Relerford, Alice Burke, Jill Abbott, Wendy Pizer, Shannon Brady, Jenny Roahen Rizzo, Mike Cieslak, Terri Murphy, Sarah Cruz, Cheryl McCullough, Kerri Hirsch, Sarah Putnam

Attending via Zoom: Kate Merrill

November 1, 2023 attendees (in-person meeting)

Marietta Palmer, Kelli Bergin, Michael Cieslak, Melissa Hyatt, Tia Alfred, Sara Kirschner, David Rowland, Courtney Markle, Carlisle Levine, Jill Abbott, Todd Truitt, Courtney Markle, Katie Cochran, Greg Eastman, Cheryl McCullough, Daniel Marschall, Kristin Devaney, Rosaelena O'Neil, Christopher Martini, Trisha Anderson, Ginnie Gordon, Jocelyn Gould, Kate McKenney, Janet Sater, Anne Paris, Jenny Roahen Rizzo, Wendy Bermudez, Paula Cordero Salas, Rachel Berkey, Cristina Diaz-Torres, Gerald Mann

Attending via Zoom: Shannon Brady, Jamie McHenry, Emily Chua

December 6, 2023 attendees (in-person meeting)

Marietta Palmer, Kelli Bergin, Michael Cieslak, Melissa Hyatt, Tia Alfred, David Rowland, Heather Toronjo, Jill Abbott, Todd Truitt, Trisha Anderson, Ginnie Gordon, Kate McKenney, Janet Sater, Cloe Chin, Vivek Nakarmi, Jerome Terrell Fleming, Kelly Krug, David Siu, Dr. Darrell Sampson, Adora Williams, Dat Le, Caroline Rogus, Kirstin Pickle, Sarah Putnam, Anne Paris, Jenny Roahen Rizzo

Attending via Zoom: Kristen Parsons, Sara Kirschner, Wendy Pizer, Jocelyn Gould, Jimisha Relerford, Jennifer Wheelock

January 3, 2024 attendees (virtual meeting)

Michael Cieslak, Jenny Roahen Rizzo, Katie Cochran, Anne Paris, Kate McKenney, Melissa Hyatt, Kelli Bergin, David Rowland, Ginnie Gordon, Heather Toronjo, Amy Graham, Greg Eastman, Kristin Devaney, Sara Kirschner, Emily Chua, Marietta Palmer, Trisha Anderson, Jimisha Relerford, Jill Abbott, Maggie Slye, Todd Truitt, Sheryl Adler, Tia Alfred, Sheila Kelly, Jamie McHenry, Erik Johnson, Courtney Markle, Cloe Chin, Jessica Mueller, Janet Sater, Cameron Childs, Shannan Ellis, Carl Seward, Mike Miller, Kate Merrill, Gaby Rivas, Sarah Cruz, Kerri Hirsch

March 6, 2024 attendees (in-person meeting)

Michael Cieslak, Kelli Bergin, Katie McNabb Cochran, Jess Mueller, Ginnie Gordon, Jimisha Relerford, Melissa Hyatt, Sam Klein, Heather Toronjo, Kati Costar, Kerri Hirsch, Anne Paris, Emily Chua, Tia Alfred, Jocelyn Gould, Janet Sater, Jill Abbott, Jane Kim (for Todd Truitt), Amy Graham, Jenny Roahen Rizzo

Attending via Zoom: Kate McKenney, Jennifer Goen, Sara Winter, Katherine Garcia-Larner

Appendix D

ACKNOWLEDGEMENTS

ACTL is grateful to the many people who have provided information, experiences, and perspectives that have informed our discussions and input on literacy teaching and learning in APS.

Staff

Dr. Gerald Mann, Sarah Putnam, Kerri Hirsch, Sarah Cruz, Dr. Gaby Rivas, Terri Murphy, Cheryl McCullough

Advisory subcommittees & their staff liaisons

Advanced Academics & Talent Development Advisory Committee

Advisory Committee on English Learners

Arlington Special Education Advisory Committee

Dual-Language Immersion Sub-Subcommittee to the Advisory Committee on English Learners

Early Childhood Advisory Committee

English Language Arts Advisory Committee

Social Studies Advisory Committee

Administrators, teachers, school staff, parents/guardians, and students who gave input to their ACTL representatives

Student Advisory Board members, Dr. Chris Willmore, Wendy Pilch

Wakefield English Learner students & their teacher, Megan Lordos