

## Priority Ranking Ballot ACI 2014- 2015 Recommendations

Listed below, in presentation order by committee, are the 22 recommendations that received a tie or majority vote by ACI members. Please choose your top ten recommendations from the list and rank them from 10 to 1 with 10 being your highest priority. This ballot must be returned to ACI by December 30, 2013.

Committee	Recommendations listed by number used in committee reports	Estimated Additional Budget Costs	ACI Vote Y-N-A	Rank Order
CTAE	Provide Full Quality Points for Dual-Enrolled, College Credit Courses	\$5000	24-0-1	
CTAE	Empower Teachers to Use Integrated Teaching and Learning Activities within All Curriculum Areas	\$1000	10-4-8	
CTAE	Advance Student Outcomes through Career Pathways and Community Engagement	\$120,000	24-0-0	
Early Childhood	The Office of Early Childhood should create and implement a centralized process for VPI and Montessori Pre-Kindergarten registration.	Dependent on APS implementation	21-0-0	
Early Childhood	APS should contract with an outside firm to conduct a comprehensive, independent evaluation of the Primary Montessori program; concurrent with and in addition to the Early Childhood Program Evaluation.	\$10,000 - \$15,000	18-0-3	
Early Childhood	The Department of Instruction should develop accountability measures for ensuring compliance with all aspects of the current APS Homework Policy as written.	Nominal; reallocation of staff time	13-1-7	
ESOL-HILT	Charge School Administrative Team with monitoring progress and determining instructional supports for ELLs at Level 5 and require schools to include in their School Management Plan the specific measures and supports that will be provided to ELLs at Level 5, until such students exit the LEP status.	Budget reallocation	19-0-1	
ESOL-HILT	Create a planning factor that would provide .2 HILT Resource Counselors per 50 LEP students to adequately meet the growing needs of these students.	\$333,480	20-0-0	
ESOL-HILT	Require all educational departments and offices to develop a comprehensive pathway document in coordination with the ESOL/HILT office that lays out strategic course sequencing and credit accumulation opportunities that an ESOL/HILT student must take to encourage both on-time and long-term graduation.	\$2400	20-0-0	

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FACS	Provide full-time supervisory staffing to support FACS programs and instructional needs as is done for other subject areas.	\$114,212	18-1-2	
Gifted Services	Reinstate intensified class options in all core subjects in all middle schools.	Reallocate existing staff	18-1-4	
Gifted Services	Provide Full-time RTGs In Each Elementary School	\$273,390	21-1-1	
Gifted Services	Augment and improve scheduling of advanced class options in all high schools.	Reallocate existing class schedule	19-0-4	
Gifted Services	Accurately Measure Gifted Student Progress	Dependent on APS implementation	19-1-3	
Health & PE	The curriculum goal for Physical Education (PE) in grades K-12 require all students enrolled in PE participate in moderate to vigorous physical activity (MVPA) for a minimum of 50% of each PE class.	Nominal	16-0-0	
Health & PE	APS support an Academic Achievement and Physical Activity Across the Curriculum pilot study for selected schools and grades that incorporates physical activity during classroom instruction in suggested time increments throughout the school day.	Utilize existing staff	16-0-0	
Health & PE	APS assess the consistency with which the Physical Education (PE) curriculum is implemented across the county. The results of the assessment will be used to bring all programs into alignment and will be shared, along with (evidence-based practice) best practice models, across the county.	No budget implication; process adjustment	16-0-0	
Health & PE	APS implement an incentive program within each elementary school in the county: The APS FitKids Recognition Program.	\$400 - \$1000	15-0-1	
World Languages	Develop and implement an extended year-long program of professional teacher Development to prepare teachers to differentiate instruction appropriately for students of differing abilities, backgrounds and learning styles.	Staff time; substitute time for PD	14-0-1	
World Languages	Continue to strengthen the articulation in WL instruction between elementary and Middle schools to ensure continuation of learning progress.	Staff time	13-0-2	
World	Begin planning now for World Language courses to be made a component of the "core" curriculum for grades K-8 by Fall 2016.	Re-allocation of staff time	13-1-1	

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Languages				
World Languages	Designate choice “Hub” schools in Middle and High School to offer low volume languages that are taught by a teacher	Re-allocate staff; time for planning/ implementing	12-1-1	