

Priority Ranking Ballot ACI 2010- 2011 Recommendations

Listed below, in alphabetical order by committee, are the 24 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.**

Committee	Recommendations listed by number used in committee reports	Estimated Additional Budget Costs	ACI Vote Y-N-A	Rank Order
Career Technical and Adult Education	1: APS should actively promote CTE opportunities to students, parents, teachers, guidance counselors, and the broader Arlington community.	\$20,000.00	32-0-0	
Career Technical and Adult Education	2. Increase College Access through the Governor's Career and Technical Academy in Arlington (GCTAA)	\$51.00 per enrolled Student plus professional development at \$10,000.	31-0-1	
Career Technical and Adult Education	3. Support the Arlington Education and Employment Program (REEP)	\$230,000	31-0-1	
Career Technical and Adult Education	4. Fostering Creativity and Innovation and 21st Century Skills	\$30,000.00	32-0-0	
Early Childhood	1. The Office of Early Childhood should review instructional practices related to social and emotional learning, particularly classroom management techniques, in early childhood classrooms across the district in order to determine the extent and consistency of best practices. As apart of that review, data from the CLASS assessments completed for program evaluations should be disaggregated to analyze such instructional practices.	\$0	25-1-3	
Early Childhood	2. Despite increasing budget constraints, APS should maintain the size of its Pre-K programs. Inclusion of at risk children, as defined by qualification for free and reduced lunch, should continue to be the priority.	\$0	26-2-1	
ESOL-HILT	1: Focus and prioritize professional development based on student needs as evidenced by achievement outcomes.	\$26,717	25-1-2	
ESOL-HILT	2: Streamline and expedite the processes for identification and the provision of special education services for English Language Learners.	\$0	26-0-1	

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ESOL-HILT	3: Strengthen the FLES program by ensuring that Spanish-speaking ELLs receive differentiated instruction that, when possible, includes content instruction.	\$10,400	19-3-6	
ESOL-HILT	4: The ESOL/HILT CAC recommends that APS utilize assessment instruments that provide a more complete and accurate picture of the needs and abilities of English Language Learners.	Total annual cost of \$13,950	27-0-1	
ESOL-HILT	5: Conduct a comprehensive review of the instructional services provided to English Language Learners across the entire curriculum and offerings in APS	\$0 if the data collection for the evaluation begins with SY 2012-13 funds.	27-1-0	
Family and Consumer Sciences	APS create and fund a full-time fatherhood specialist position for the Teenage Parenting Programs.	\$85,000	21-2-2	
Gifted Services	1: Consider achievement levels as a factor in class placements: <ul style="list-style-type: none"> • at the elementary level, implement cross-grade achievement grouping with appropriate curricular adjustments at all levels, with grouping in all core subjects by at least third grade; • provide intensified class options in all core subjects at the middle and high school levels. 	\$0	24-7-1	
Gifted Services	2: Base instructional and placement decisions for students on objective measures of individual student progress in order to close individual achievement gaps	\$52,500	24-5-3	
Gifted Services	3: Provide an equitable, appropriate education for all students, including gifted students, through consistent application of APS policies across schools, and by maintaining and strengthening Resource Teacher for the Gifted (“RTG”) staffing levels.	Maintain the planning factor	31-0-1	
Health and Physical Education	1: Identify alternative HPE offerings for 11th/12th grade that will appeal to a broader audience of students, with the primary objective of increasing participation rates in the current elective. The HPEAC realizes this could be an extended effort, and would like to help in shaping changes to the curriculum over the coming year. Part of this effort would also explore how to “best fit” the elective into the busy academic schedules of our students.	\$1,040	21-1-0	
Health and Physical Education	2: Continue to update all HPE curriculum (elementary through high school) to reflect the current “state of knowledge” regarding the negative effects of drug and alcohol use on the brain development of adolescents and teenagers – with the goal of making primary and secondary school curricula consistent and equally up-to-date (e.g., APS staff recently updated the “Too Smart Too Start” curriculum for primary school students).	\$2,600	22-0-0	

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Health and Physical Education	3: Incorporate homework assignments into the HPE curriculum –specifically at the secondary level – that <i>require</i> discussion between students and parents. The goal should be to promote dialog between students and parents, and to engage parents more directly in the HPE curriculum – not create “busy work.”	\$2,600	12-6-4	
Health and Physical Education	4: Enhance the effort to “strengthen family bonds and reinforce skills at home,” as advocated by the current “Too Good for Drugs” curriculum, <ul style="list-style-type: none"> • Maintaining information about the program, including the newsletters designed for parents, on the APS website. • Sharing the “Too Good for Drugs” newsletters more broadly with the APS parent and staff communities. 	\$0	21-0-1	
World Languages	1: APS should re-commence expanding elementary school language programs to serve all Arlington’s children, and do so as rapidly as possible	\$2,055,000.	21-1-3	
World Languages	2: APS should provide Sixth Grade Spanish language instruction during the school day in every Middle School to all students who rise from fifth grade FLES or Immersion programs or have comparable proficiency.	\$0	25-0-0	
World Languages	3: The Virtual Virginia courses for Chinese II-IV should be supplemented and supported by direct classroom instruction.	\$172,000	25-0-0	
World Languages	4: APS should adopt a model of differentiated content instruction in Spanish in every school that has a percentage of Hispanic heritage students or fluent speakers of 40% or more.	\$3,000 per school.	24-0-1	
World Languages	5: APS should carry out annual standards-based assessment of student progress in elementary and middle school language programs, in addition to high school.	\$30,000	25-0-0	