



Elementary School Planning in Preparation for 2021-22

August 21, 2019

For discussion purposes only

- Staff across APS schools and departments
- Division-wide perspective
- Balanced enrollment across schools
- All school levels involved
- Priority to support instruction, provide multiple pathways for students, and help keep resources in the classroom



(for discussion purposes)

- Ensure all neighborhood schools sit within their attendance zones
- Balance enrollment across schools
 - Create attendance zone for new school at Reed
 - Adjust boundaries at ES
- Propose program moves to support instruction and/or address county seat imbalance
- Identify potential efficiencies
 - Place PreK classes where these are needed most
 - Minimize travel time to neighborhood schools and increase on-time arrivals
- Begin to align options with the IPP

(for discussion purposes)

Change is coming

- Meeting topics are based on feedback from the July 15 and August 8 Meetings
 - Messaging Framework
 - What-If Scenarios (*for discussion purposes only*)
 - Facilities
 - Preparing for Change
- Large and Small Group Discussions

(for discussion purposes only)

Guiding Principles

- Follow boundary policy considerations
 - Balance demographics among schools when possible
 - Adhere to walk zones as much as possible
 - Use existing space as efficiently as possible
 - Increase operational efficiencies to keep more resources in the classroom
- Put instructional needs in the forefront of guide planning processes
 - What are the best possible sites to maintain the instructional integrity of option schools (e.g., 50/50 Immersion, Montessori)
 - Locate PreK where needed

- Division-wide perspective
- All schools offer academic excellence
- Multiple pathways to student success
- Our principals, teachers and staff stand ready to welcome all students
- Safe, healthy and supportive learning environments
- Balanced enrollment across schools
- Find efficiencies and keep resources in the classroom
- Minimize travel time to neighborhood schools
- APS welcomes input from all stakeholders

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What's best for students?

Questions Staff Considered When Developing Scenarios

Instruction

- What are the best possible sites to maintain the instructional integrity of option schools (ex. 50/50 Immersion, Montessori)?
- How can we reduce wait lists at option schools/program?

Policy

- How can we balance demographics (F/RL) across the county?
- How important is it to use buildings efficiently? (Address capacity utilization)

Operations

- How are possible moves helping us reach our objectives?

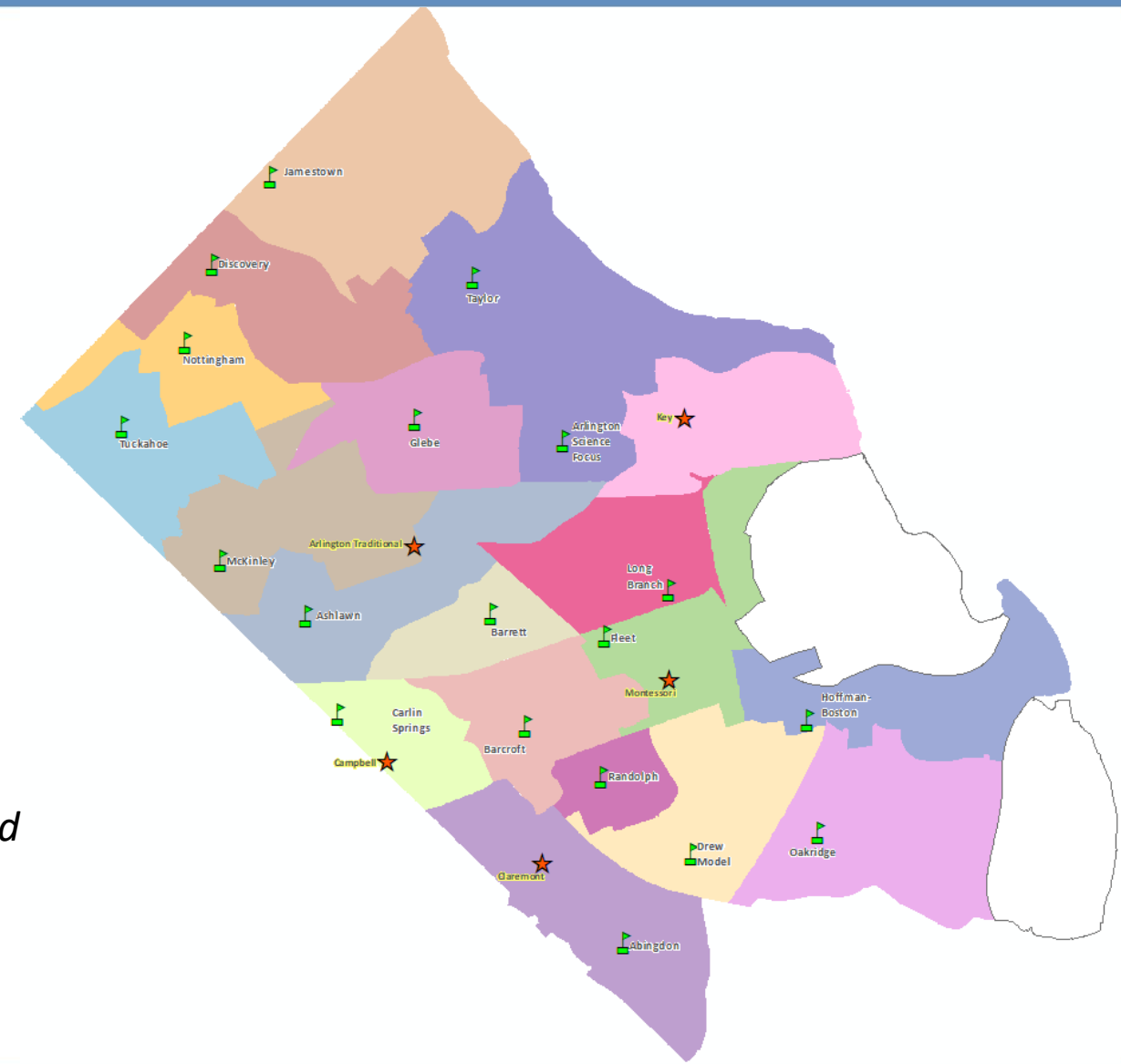
What-If Scenarios

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Boundary changes are initiated when:

- a new school opens
 - there's a need to relieve capacity at a school(s)
 - there's an insufficient number of students enrolled or projected to make the school operations effective
 - There's a need to leverage administrative, cost-efficiency or services,
 - capital expansion not possible
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- 6 Boundary Considerations:
 - Efficiency
 - Proximity
 - Stability
 - Alignment
 - Demographics
 - Contiguity

Elementary School Boundaries for SY 2019-20



Green Schools = Neighborhood Schools

Red Stars = Option Schools

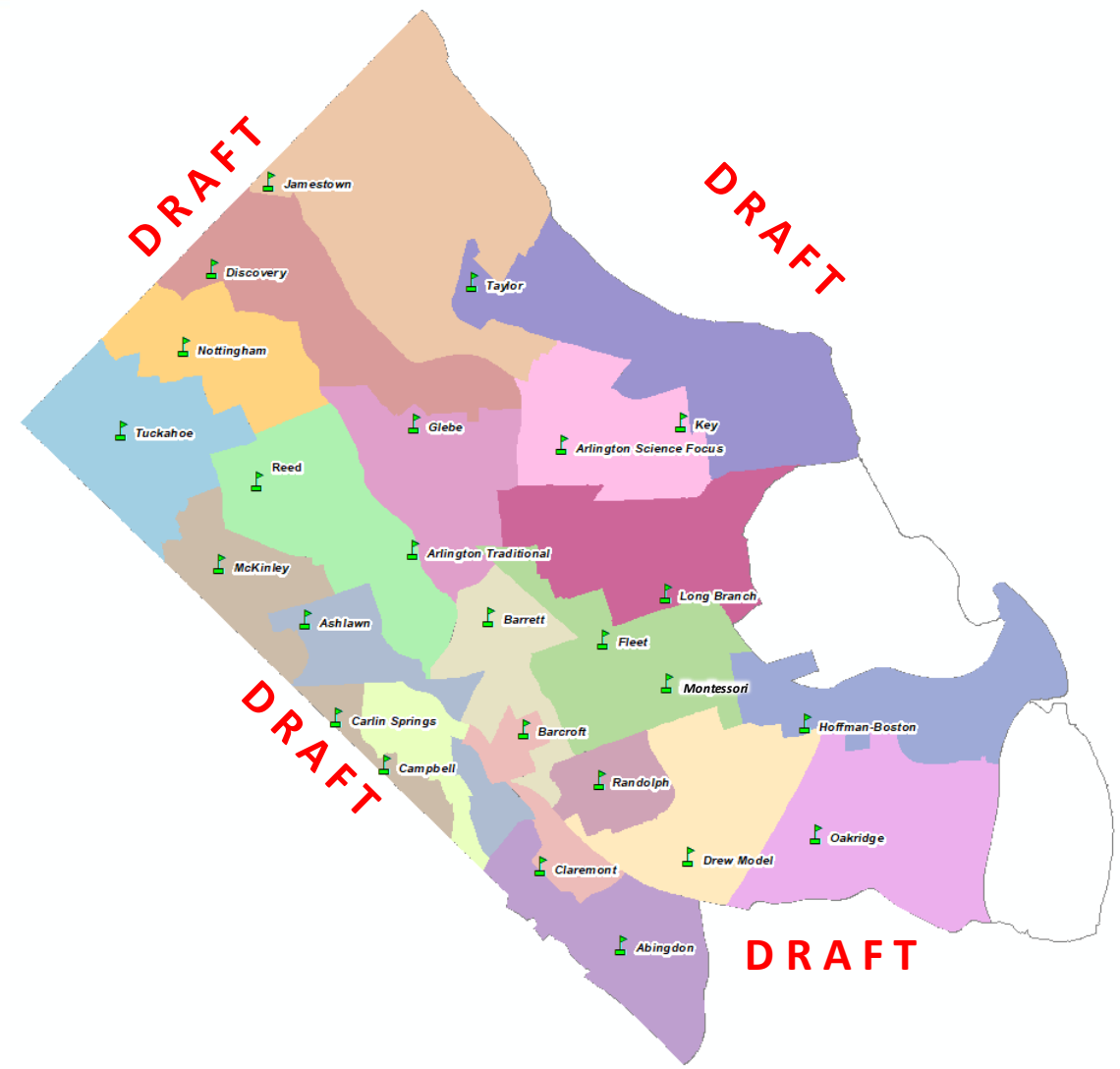
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“What-If” Scenario 1: Create Boundary for New School, No Program Moves *(for discussion purposes)*

When a new school opens, school board policy requires a boundary change.

This map depicts a *hypothetical scenario* if:

- a boundary was created to fill the New ES at Reed and
- there were no program moves



Observations:

- Almost every boundary is changed except for Drew, Hoffman-Boston, Oakridge, Randolph
- ASF is located within its boundary
- Ashlawn and McKinley have more north-south boundaries
- Ashlawn’s boundary is split into two separate sections
- Carlin Springs is located outside of its boundary
- Range in capacity utilization is 54% - 116%
- Range for F/RL is 3% - 100%

(for discussion purposes only)

(for discussion purposes only)

Small Group: “What-If” Scenario 1: Create Boundary for New School, No Program Moves

- 1) Discuss the scenario in small groups

- 2) One separate notes provide the following feedback for each scenario:
 - Benefits = Purple
 - Concerns = Orange
 - Other ideas = Yellow

- 3) Place your comments on the large scenario maps

(for discussion purposes only)

Program moves are a way to address district needs

Examples of issues at the elementary school level that could be addressed through program moves:

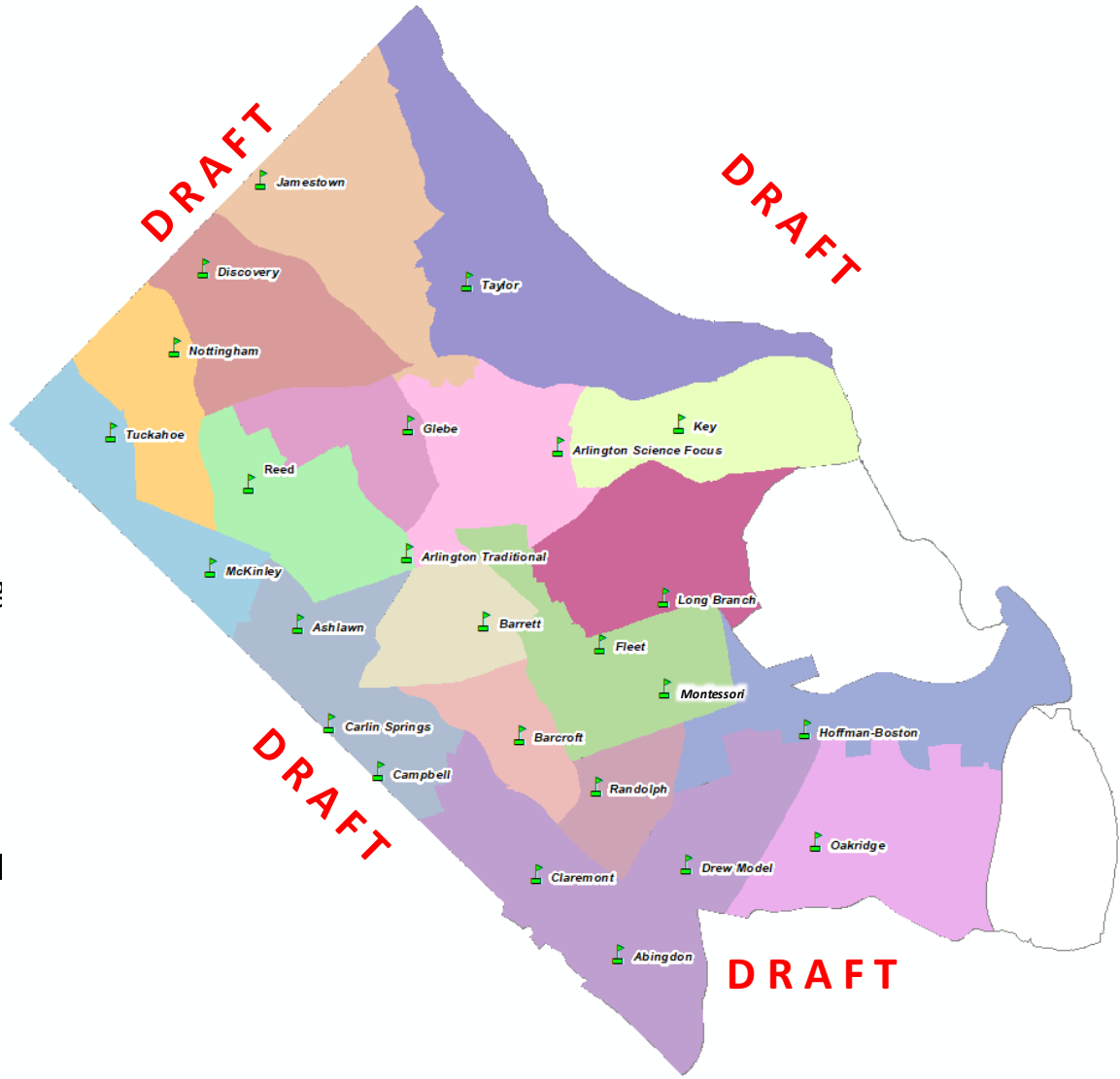
- Imbalance of seats across the district (e.g., Rosslyn corridor)
- Need for 50-50 student enrollment for immersion programs
- Uneven waitlists for option programs
- Placement of Special Education and PreK classes
- All schools within attendance zone (ASFS)
- Minimized travel time for students to neighborhood schools
- Bringing more PreK Montessori together
- Finding swing space like we used to have at the Wilson Building (the Heights)

(for discussion purposes only)

“What-If” Scenario 2: Program Moves and Neighborhood School Pairings *(for discussion purposes)*

This map depicts a *hypothetical scenario* of what could happen if the immersion program moved from Key to Carlin Springs, and Abingdon and Drew are paired neighborhood schools

- Creates boundary for Reed
- ASF sits in its own boundary
- McKinley neighborhood school moves to Reed building, ATS program moves to McKinley building
- Primary Montessori Satellites move to the ATS building
- Immersion program moves from Key to Carlin Springs to increase access to native-Spanish speakers
- Key becomes a neighborhood school



- Observations:
- Contiguous boundaries
 - Two neighborhood schools in Rosslyn-Ballston corridor
 - Carlin Springs planning units reassigned to Ashlawn and Abingdon
 - Ashlawn boundary extends south toward Columbia Pike
 - Range in capacity utilization is 76% - 99%
 - Pairing neighborhood schools helps with using existing space more efficiently
 - Range for F/RL is 3% - 83%
 - Based on trends, expect that potential Ashlawn students will attend immersion at Carlin Springs (closer to where they live)

(for discussion purposes only)

Small Group: “What-If” Scenario 2: Program Moves and Neighborhood School Pairings

- 1) Discuss the scenario in small groups

- 2) One separate notes provide the following feedback for each scenario:
 - Benefits = Purple
 - Concerns = Orange
 - Other ideas = Yellow

- 3) Place your comments on the large scenario maps

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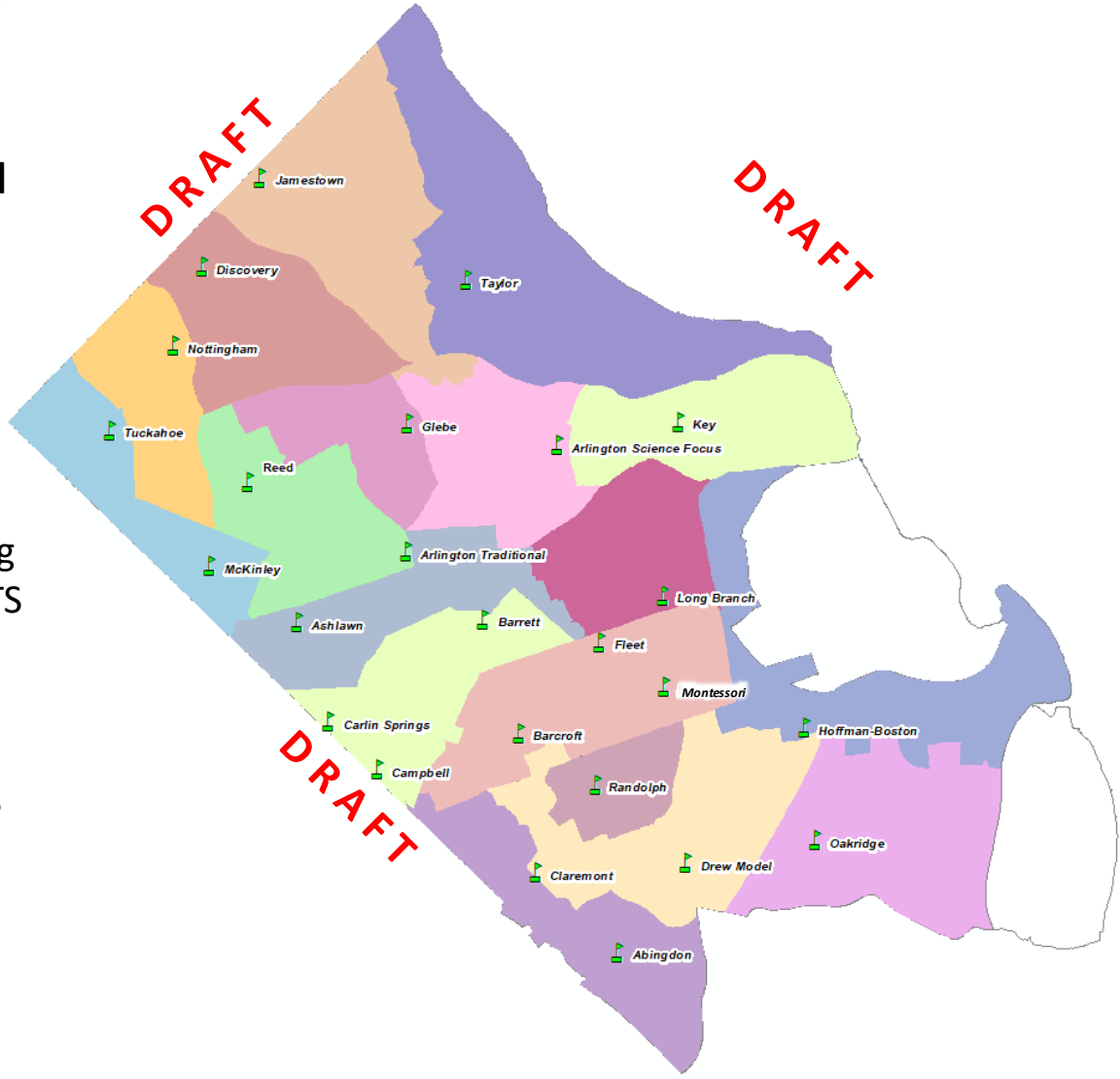
Break

“What-If” Scenario 3: Program Moves and Neighborhood School Pairings *(for discussion purposes)*

This map depicts a *hypothetical scenario* if **immersion program moves from Key to Barrett, and Fleet and Barcroft are paired neighborhood schools**

Notes:

- Creates boundary for Reed
- Places ASF in its own boundary
- McKinley neighborhood planning units moves to Reed building, ATS program moves to McKinley building
- Immersion program moves from Key to Barrett to increase access to native-Spanish speakers
- Key becomes a neighborhood school
- Primary Montessori Satellites move to the ATS building



Observations:

- Contiguous boundaries
- Two neighborhood schools in Rosslyn-Ballston corridor
- Barrett planning units reassigned to Ashlawn and Carlin Springs
- Pairing neighborhood schools helps with using existing space more efficiently
- Assumes Barcroft no longer on modified calendar
- Moves immersion to location with native-Spanish speakers
- Range for F/RL is 3% - 82%
- Range for capacity utilization is 81% - 99%

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Small Group: “What-If” Scenario 3: Program Moves and Neighborhood School Pairings

- 1) Discuss the scenario in small groups

- 2) One separate notes provide the following feedback for each scenario:
 - Benefits = Purple
 - Concerns = Orange
 - Other ideas = Yellow

- 3) Place your comments on the large scenario maps

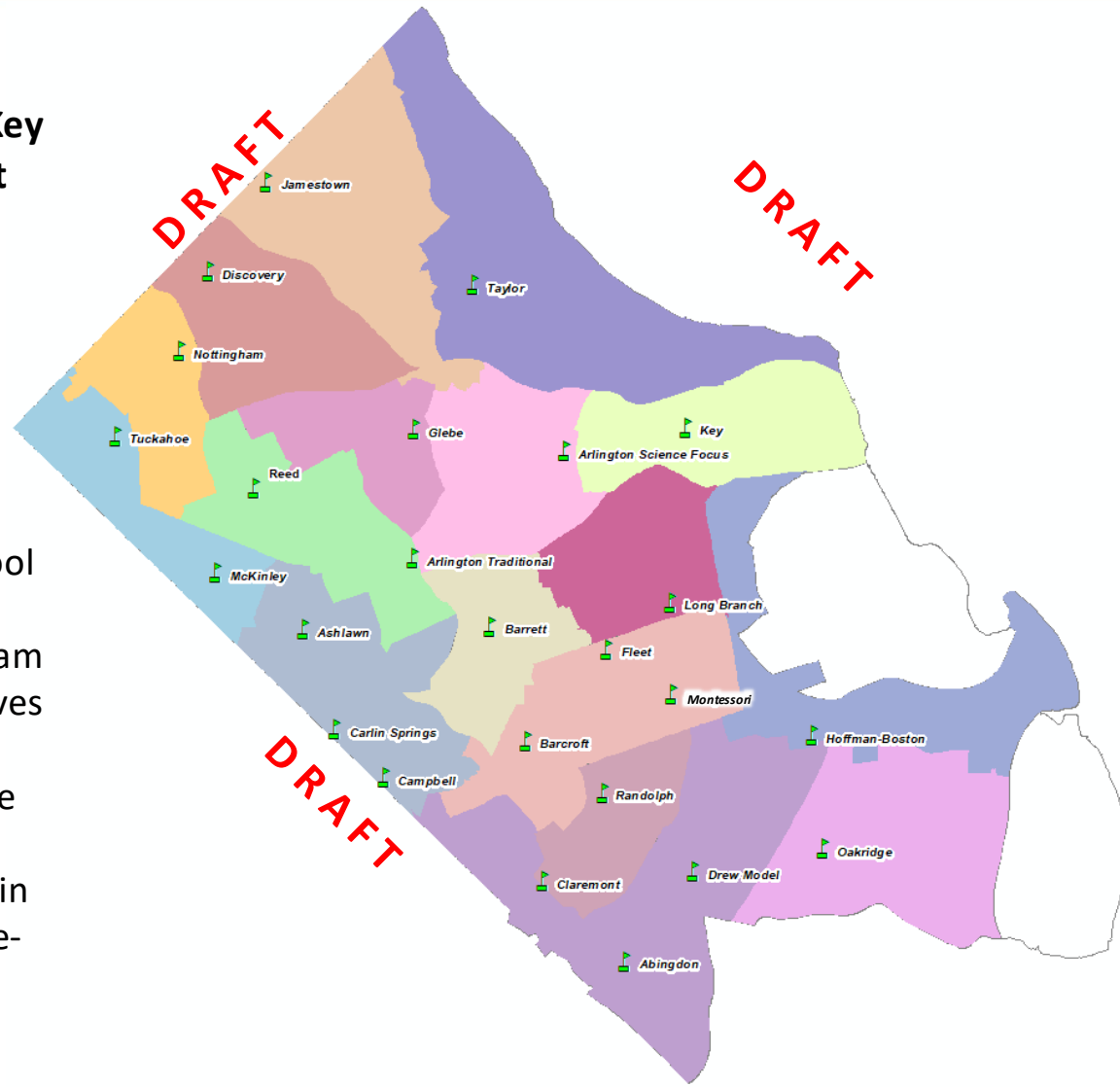
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“What-If” Scenario 4: Program Moves and Neighborhood School Pairings

(for discussion purposes)

This map depicts a *hypothetical scenario* if **immersion moves from Key to Carlin Springs, and Fleet/Barcroft and Abingdon/Drew neighborhood school pairings**

- Notes:
- Creates boundary for Reed building
 - Places ASF in its own boundary
 - Key becomes a neighborhood school
 - McKinley neighborhood school moves to Reed building, ATS program moves to McKinley Immersion moves from Key to Barcroft
 - Primary Montessori Satellites move into the ATS building
 - Immersion moves from Key to Carlin Springs to increase access to native-Spanish speakers



- Observations:
- Contiguous boundaries
 - Two neighborhood schools in Rosslyn-Ballston corridor
 - Pairing neighborhood schools helps with using existing space more efficiently
 - Moves immersion to location with native-Spanish speakers
 - Assumes Barcroft no longer on modified calendar
 - Based on trends, expect that potential Ashlawn students will attend immersion at Carlin Springs (closer to where they live)
 - Range for F/RL is 3% - 75%
 - Range for capacity utilization is 76% - 101%

(for discussion purposes only)

Small Group: “What-If” Scenario 4: Program Moves and Neighborhood School Pairings

- 1) Discuss the scenario in small groups

- 2) One separate notes provide the following feedback for each scenario:
 - Benefits = Purple
 - Concerns = Orange
 - Other ideas = Yellow

- 3) Place your comments on the large scenario maps

(for discussion purposes only)

Facilities

(for discussion purposes only)

Facility Assessment Report: Need

Recent projections for 2028 indicate the need to identify multiple existing facilities which might be able to accommodate a 2,400-seat deficit at the elementary school level, by either:

- major additions or
- complete replacement.

During the process of identifying seat needs APS as the opportunity to prioritize funding of future projects and to address equity among the schools.

Facility Assessment Report: Purpose

The Facility Assessment Methodology, Database and Rating System will provide information used for:

- planning long-range capital improvement efforts
- investment across all APS facilities.

The report will play an integral part during the early phases of the Capital Improvement Plan (CIP), particularly with identifying facilities suitable for major additions or complete replacement.

Preparing for Change: What should be the next steps?

(for discussion purposes only)

Wrap-Up and Next Steps

- August 27 Work Session to discuss planning processes for the upcoming school year
 - Work done with principals will help shape that work
- As staff prepares for the 2020 Boundary Process, we'll continue to ask for your feedback and guidance on how to work with your school communities.

Thank you for taking the time to share your thoughts and provide input. We look forward to working with you during the upcoming school year.

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