

ATTACHMENT to IPP School Board Monitoring Report: Suggestions from Instructional Leaders

PreK-Adult Instructional Programs and Pathways (IPP)

February 4, 2021



Visioning Process

- **September – January:** Discussions with instructional leaders
- **January:** Instructional leaders' suggestions
- **February:** Input from stakeholders
- **March:** Superintendent recommendations to School Board

Implementation

- Planning for implementation begins after vision is adopted
- Process will include timeline for implementation, resources needed, and stakeholder input
- Communications about implementation timing and details throughout planning process

IPP Priority Areas for 2020-21

- In Fall 2020, instructional leaders received a presentation on the IPP in meetings
- Instructional leaders (principals, DTL directors, supervisors, specialists) helped prioritize and establish focus areas for IPP visioning sessions held November 2020 - January 2021
- Five priority areas were identified, as seen in the table below
- Ideas shared in the following slides would be for implementation in 2022-23 or later and inclusion in FY 2023 Budget and, if necessary, FY 2023 CIP
- Please note that final recommendations from instructional leaders will be included in the March 25 School Board meeting, following community engagement throughout February

Priority	Topic
#1	Education Center
#2	Alternative & SpEd programs - Langston, 45-day, Academic Academy, New Directions, Teen Parenting, PEP, Shriver
#3	Neighborhood Schools- How do they fit into the IPP
#4	English Learner Programs at Langston, Career Center, ACH, HB
#5	Middle School seat needs

- The Education Center (Ed Center) is projected to open in September 2022, with 500-600 additional high school seats
- The School Board's approved educational specifications in 2019 stated that the Ed Center would serve as an extension of Washington-Liberty H.S., using a design that provides short-term agility and long-term adaptability
- APS 10-year projections show that W-L will not need all 500-600 seats at the Ed Center until after 2030, even after accommodating all students from the IB waitlist
- Instructional leaders discussed how the additional capacity of the Ed Center could be used to help address Strategic Plan goals, in particular, to ensure multiple pathways to student success while ensuring equity

IPP Priority Areas for 2020-21: Ed Center (cont.)

A preliminary review of Fall 2019 10-year projections data shows that, even with the expansion of IB, W-L will not need all 500-600 seats until after 2030

	W-L Enrollment	# of potential additional students by accommodating students on yearly IB waitlist	Total Enrollment	W-L Main Building-permanent Capacity	Ed Center (+550)	Under/Over(-) Capacity	Capacity Utilization Rate	# relocatables in use (not factored into permanent capacity)
2019-20	2,127			2,208		81	96%	4
2020-21	2,134			2,208		74	97%	4
2021-22	2,249	80	2,329	2,208		-121	105%	
2022-23	2,362	80	2,442	2,208	2,758	316	89%	
2023-24	2,449	80	2,529	2,208	2,758	229	92%	
2024-25	2,551	80	2,631	2,208	2,758	127	95%	
2025-26	2,568	80	2,648	2,208	2,758	110	96%	
2026-27	2,591	80	2,671	2,208	2,758	87	97%	
2027-28	2,598	80	2,678	2,208	2,758	80	97%	
2028-29	2,600	80	2,680	2,208	2,758	78	97%	
2029-30	2,634	80	2,714	2,208	2,758	44	98%	

Suggestion to consider

- Using one floor of the Ed Center for creation of a virtual learning program for students at the secondary school level

Benefits

- Expands access to a learning model that some students thrive in and prefer
- Smaller setting can foster sense of community amongst those enrolled
- Can aid in managing student enrollment at the secondary school level

Implementation

- 2022-23 at the earliest

IPP Priority Areas for 2020-21: Alternative & Special Education Programs

Instructional leaders discussed if co-locating and/or consolidating any of the following programs (Langston, 45-day, Academic Academy, New Directions, Teen Parenting, PEP, Shriver) would help achieve the following objectives:

- Strengthen the program(s)
- Remain in the best interest of students
- Align with APS core values and Strategic Plan goals
- Offer potential cost savings/efficiencies in one or more areas (staffing, facilities, transportation, etc.)

Challenges

- Some of these programs are located in buildings that are leased and may not be available long term
- Having several small programs across the county does not contribute to operational efficiencies (staffing, facilities, transportation)

IPP Priority Areas for 2020-21: Alternative & Special Education Programs

Suggestion to consider

- Co-locating Academic Academy with Langston at Langston site

Benefits

- Smaller setting (as compared to current location at Career Center) that many of the students prefer and thrive in
- Access to semester based, 4x4 block scheduling
- Increased staffing at Langston to meet the academic and social-emotional needs of the students in both programs
- Utilizing capacity of Langston site
- Opens up additional seats at the Career Center site

Implementation

- 2022-23 at the earliest

How do Neighborhood Schools Fit into the IPP?

- The vast majority of APS students attend a neighborhood school
- The IPP will include a section that clearly describes the role of neighborhood schools in APS's instructional program
- Emphasis will be placed on how students are provided multiple pathways to success within the neighborhood schools and reflect APS's commitment to ensuring equity and educational excellence for all students, whether they attend a neighborhood school or access one of the instructional programs/options

Instructional leaders were asked the following:

- 1) When describing the role of neighborhood schools in our instructional program, what are some key messages and information to include? Please provide any suggestions that transcend school level (ES, MS, HS) and/or that are specific to just one school level.
 - APS has excellent K-12 neighborhood and option schools. Each location is responsive to the needs of its students and community and aligns with APS mission, vision, values, and instructional goals
 - Neighborhood schools are at the core of APS
 - The neighborhood school provides a community hub for learning and other activities that help bring the community together
 - Equitable opportunities and a wide variety of learning experiences are available at all schools

- High-level of rigor, academic and emotional supports are available at all school sites
- All schools can meet the needs of all students
- All schools can support and meet the needs of students with special needs
- All schools teach the Virginia Standards of Learning
- All schools use common assessments and the same curriculum

IPP Priority Areas for 2020-21: English Learner Programs at Langston, Career Center, ACH, HB

- Instructional leaders discussed if co-locating and/or consolidating any of the secondary EL programs at Langston, HB Woodlawn, Arlington Career Center, Arlington Community High School would help achieve the following objectives:
 - Strengthen the program(s)
 - Remain in the best interest of students
 - Align with our core values and strategic plan goals
 - Offer potential cost savings/efficiencies in one or more areas (staffing, facilities, transportation, etc.)
- Instructional leaders expressed high levels of support for conducting a visioning process to develop a clearer vision for these four programs before determining if co-locating or consolidating would achieve the above objectives

- Projections show that by 2024, APS will need between 500-600 additional middle school seats. Enrollment and capacity utilization varies across schools, with some schools being over capacity and others under capacity.
- A middle school boundary process will occur in Fall 2021 to take effect for the 2022-23 school year.
- Instructional leaders were asked to develop an instructional vision for these seats that would help manage enrollment at the middle school level.

Suggestions to consider

1) Making Montessori Public School of Arlington (MPSA) a PreK-8 school

Benefits

- Creates the three-year elementary continuum across grades that aligns with Montessori instructional model
 - PreK (3,4) & K (5,6) / Grades 1,2,3 / Grades 4,5,6
- Provides opportunity to apply for American Montessori Society accreditation
 - Program needs to have 6th grade to be eligible to apply
- Enrollment relief to Gunston by moving Grades 6-8 to MPSA
- Could provide enrollment relief to other middle schools if more of the Grade 5 students at MPSA choose to stay at MPSA for Grades 6-8 rather than attend their neighborhood school

Implementation

- Future CIP should consider opportunity to co-locate MPSA (PreK-8) with a middle school
- Co-locate/place next to a middle school ensures that students have access to range of courses taught by teachers with secondary level certification

Suggestions to consider

2) Align programs with geographic K-12 feeder schools that are equitable countywide

- Some countywide programs have multiple locations with established feeder schools while others have a single location that serve students throughout the county.
- The location of a program can create barriers and obstacles that impede access for certain students and families.
- This suggestion speaks to examining the location of programs, including those with a K-12 pathway, and identifying if a program move and/or expansion to an additional site, when appropriate and feasible, would promote greater equity of access, particularly for traditionally underserved communities.

Benefits

- Improved equity and access
- Transportation efficiencies

Implementation

- 2022-23 at the earliest

Suggestions to consider

3) Create a virtual learning program for secondary students

Benefits

- Expands access to a learning model that some students thrive in and prefer
- Smaller setting can foster sense of community amongst those enrolled
- Can aid in managing enrollment

Implementation

- 2022-23 at the earliest

Suggestions to consider

4) Open the Arts and Communications Technology Program at Kenmore back up to the lottery

Benefits

- Expands access to program for students outside of Kenmore attendance zone
- Offers potential enrollment relief to schools that are overcapacity. Due to proximity, the program is likely to draw students from Thomas Jefferson Middle School and Gunston as it did previously

Implementation

- 2022-23 at the earliest