

# PreK-12 Instructional Program Pathways (IPP)

School Representatives Work Session

March 21, 2019



Arlington Public Schools



# Agenda

| Time | Topic   |
|------|---|
| 7:00 | Welcome and Introductions   |
| 7:10 | Setting the Context <ul style="list-style-type: none"><li>• Driving Factors: Teaching and Learning &amp; Operations</li></ul> |
| 7:25 | Work to Date  |
| 7:35 | Defining Options Schools  |
| 8:00 | Options Schools Possibilities   |
| 8:45 | Next Steps  |



# Framing the Conversation

| Areas of Focus                        | Future Considerations              |
|---------------------------------------|------------------------------------|
| Defining Option Schools               | Transportation                     |
| Content for Options                   | Sibling Preference                 |
|                                       | Admissions                         |
|                                       | Application Processes              |
|                                       | Locations for Programs and Schools |
|                                       | Interest and Demand in Pathways    |
| Guiding Documents                     |                                    |
| 2018-24 Strategic Plan                |                                    |
| Policy J-5.3.31 Options and Transfers |                                    |
| 2017 Community Survey                 |                                    |
| Virginia Profile of a Graduate        |                                    |



# Overall Work

- Define the elements of an “Options Program”
- Develop the vision for PreK-12 Instructional Programs Pathway that:
  - Defines a variety of entry points to APS instructional programs
  - Provides for PreK-12 articulation where appropriate
  - Supports a clear message of access for all families and students
  - Aligns with the Strategic Plan and Profile of a Graduate
  - Articulates multiple pathways for student success

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# PreK-12 Instructional Program Pathways

PreK-12 Instructional Program Pathways will include:

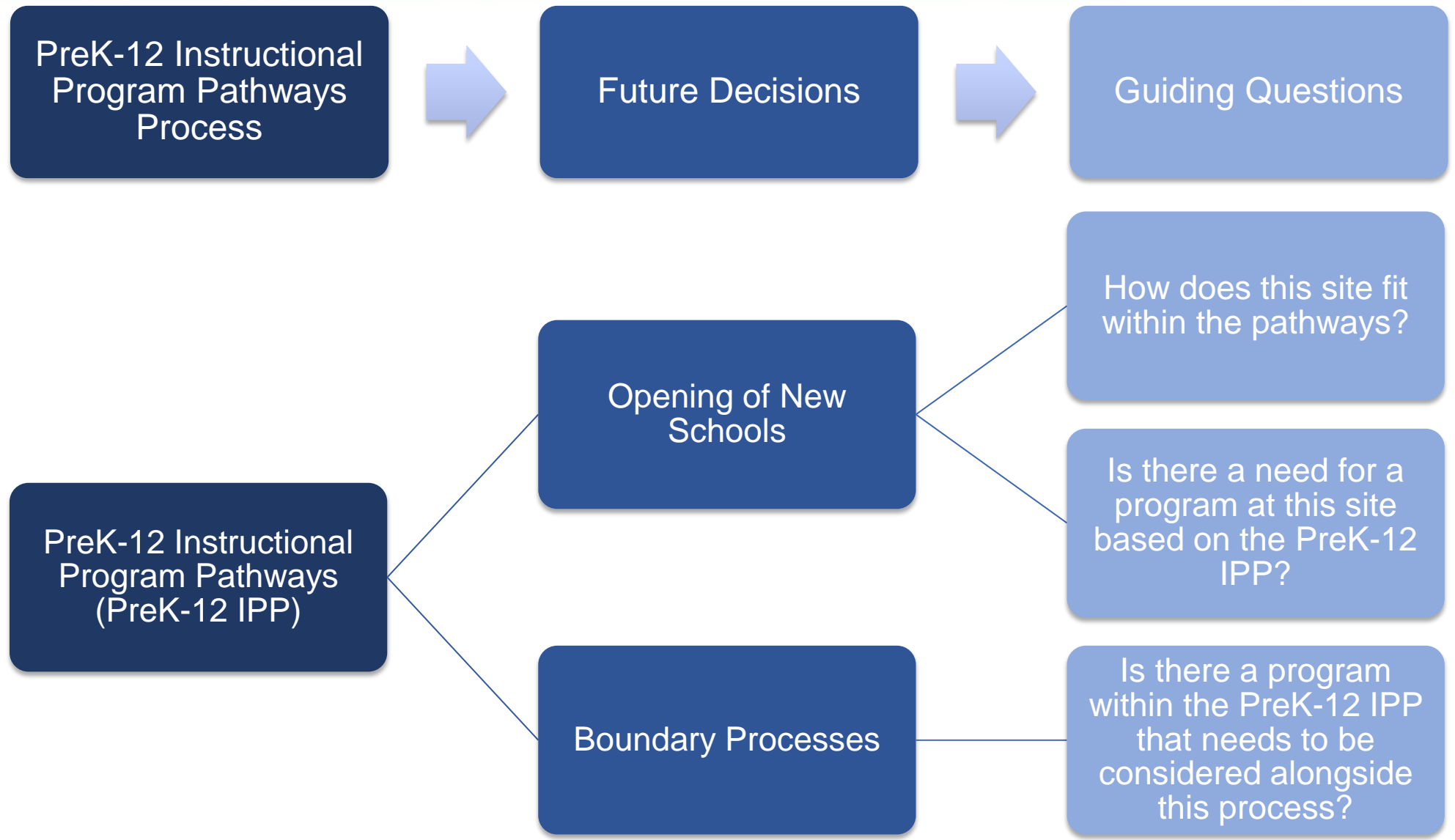
- Vision for Teaching and Learning within APS
- Rationale for the pathways, particularly the balance of options and neighborhood schools
- Definition of options programs
- Specific pathways for options programs that can be used as future decisions are made
- Recommendations for the Options and Transfers policy

PreK-12 Instructional Program Pathways will not include:

- Specific school sites



# PreK-12 Instructional Program Pathways



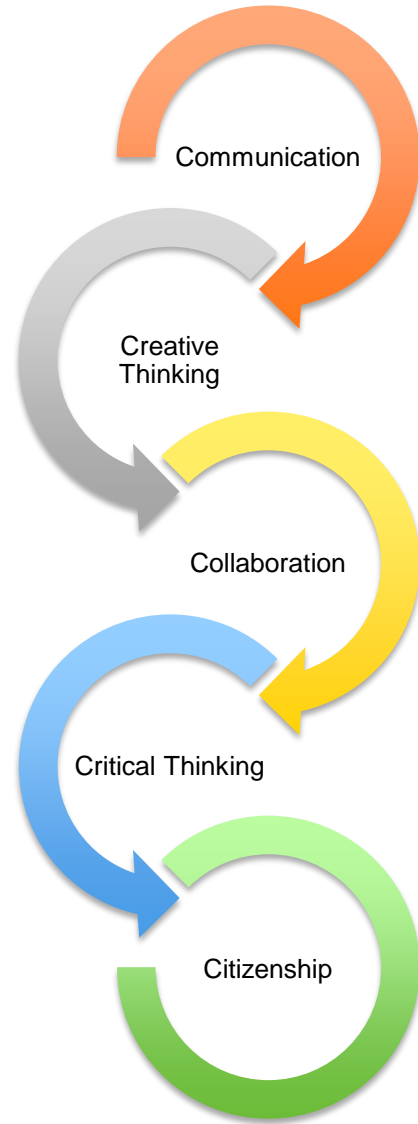


# Setting the Context

Arlington Public Schools



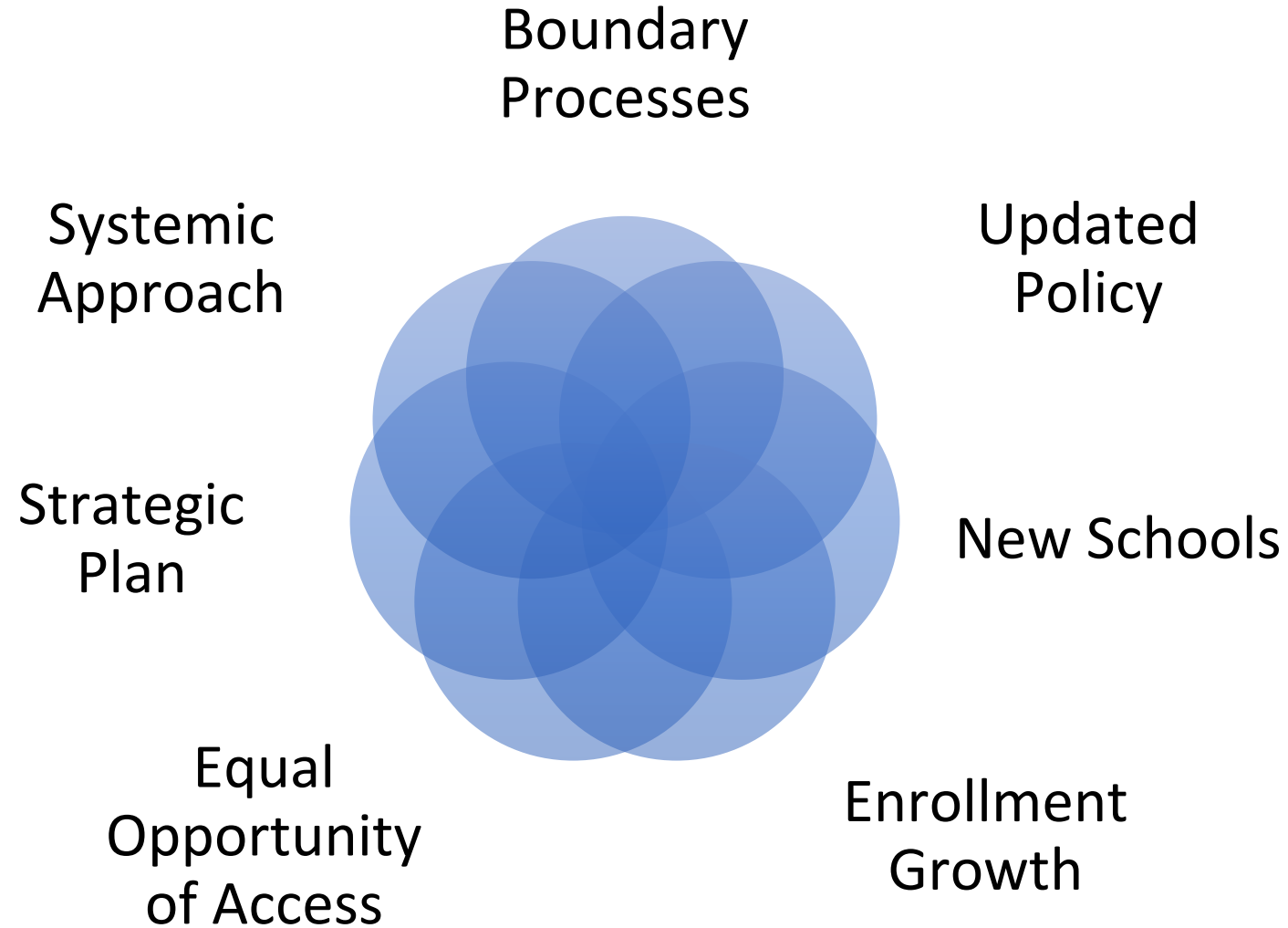
# Driving Factors: Teaching and Learning







# Driving Factors: Operational





# Guiding Documents

## 2018-24 Strategic Plan

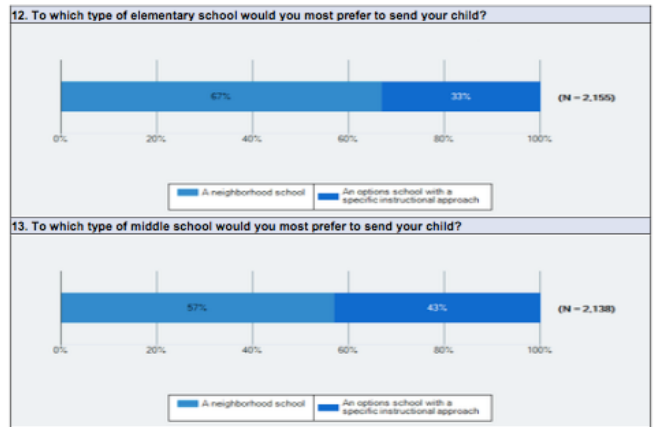


## Policy J-5.3.31 Options and Transfers

The Arlington Public Schools carries out a sustained, vigorous, inclusive, and culturally appropriate program to communicate clearly the attributes of all its schools and programs, including preschool, to assist families and students in making informed decisions. Arlington Public Schools provides a range of learning opportunities to respond to the interests and needs of all students through

- A blend of neighborhood and option schools/programs.
- Equitable access for all students.

## 2017 Community Survey



## Virginia Profile of a Graduate



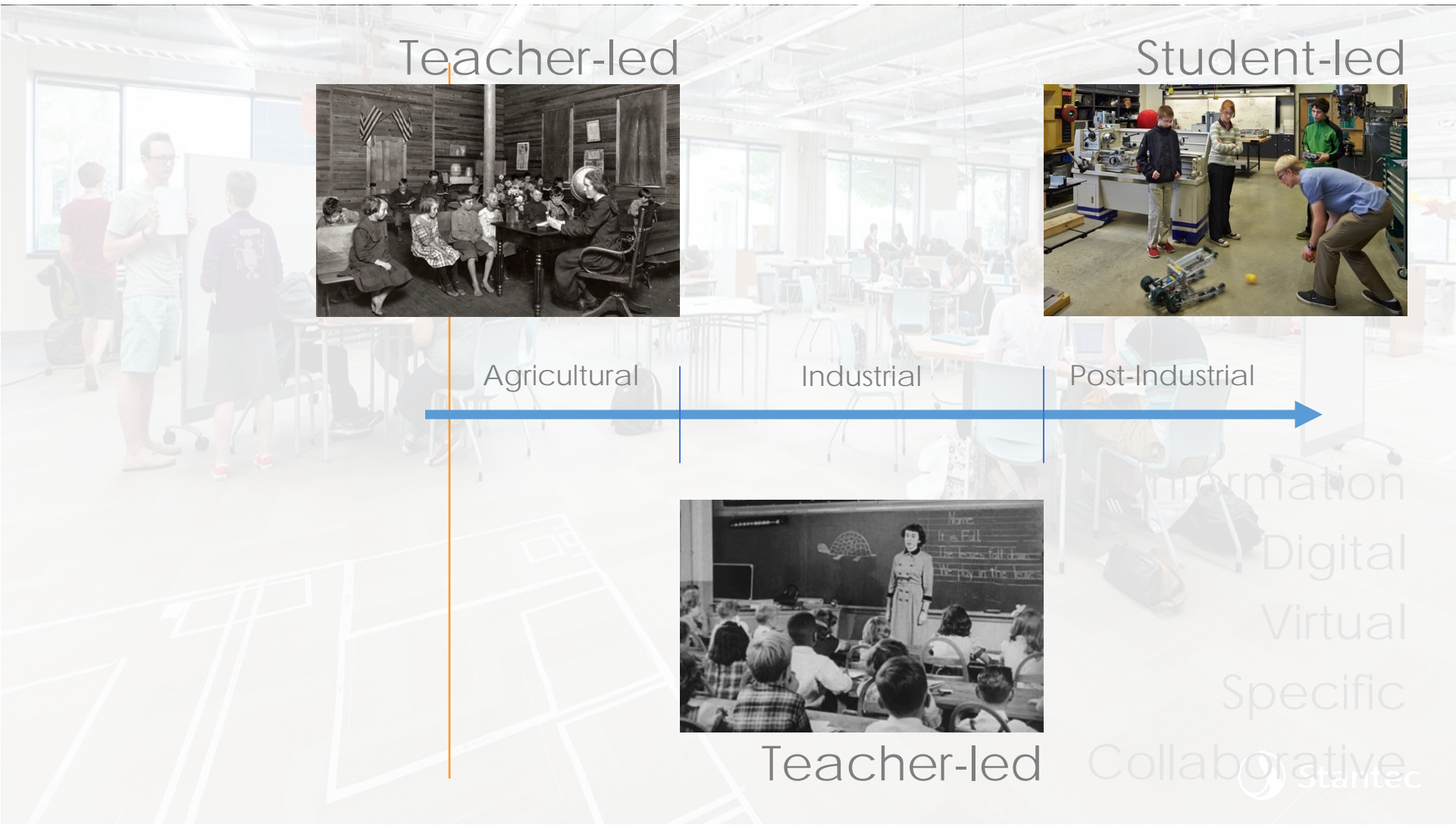


# What's Happening in the World?



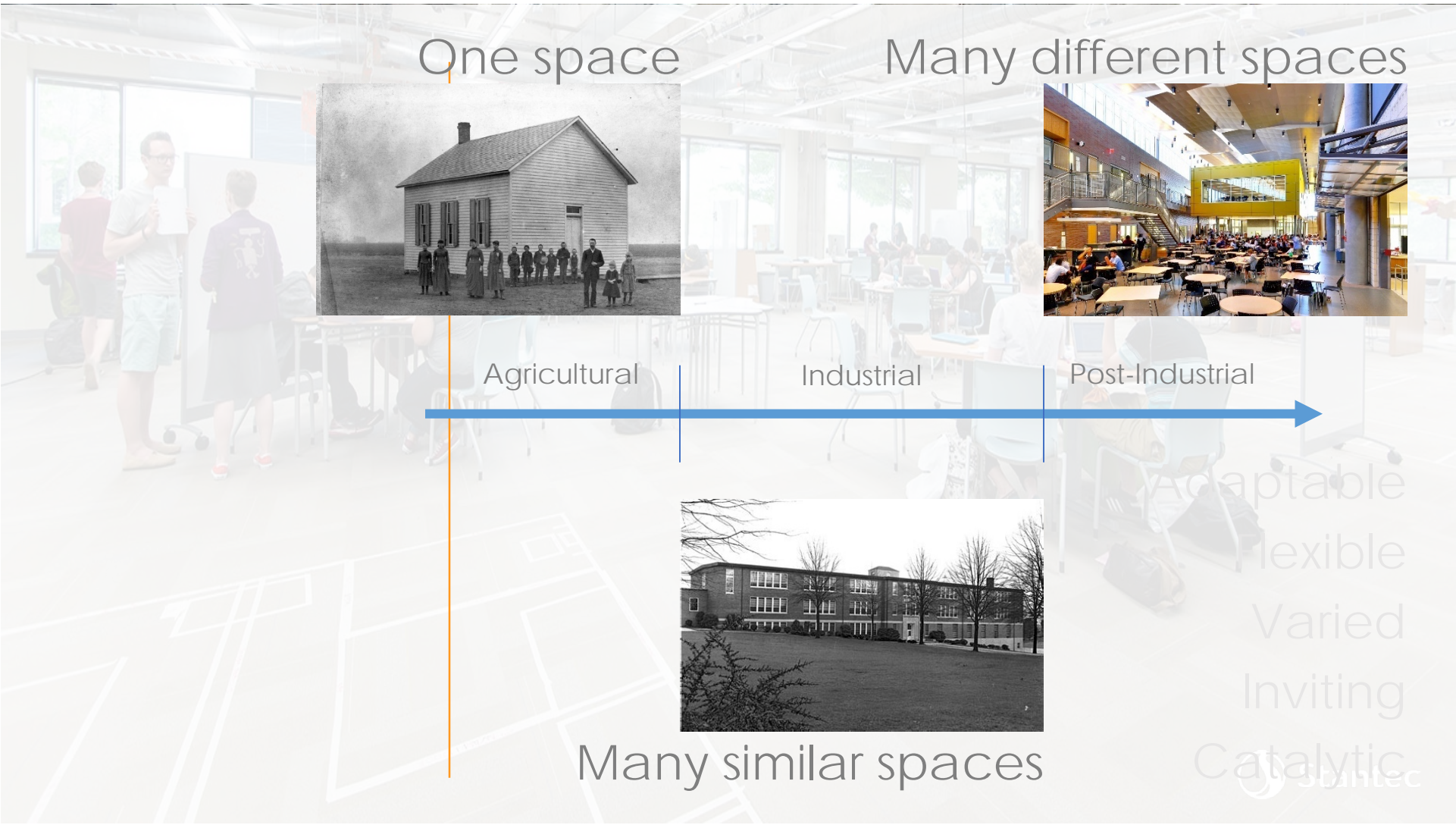


# What's Happening in Education?



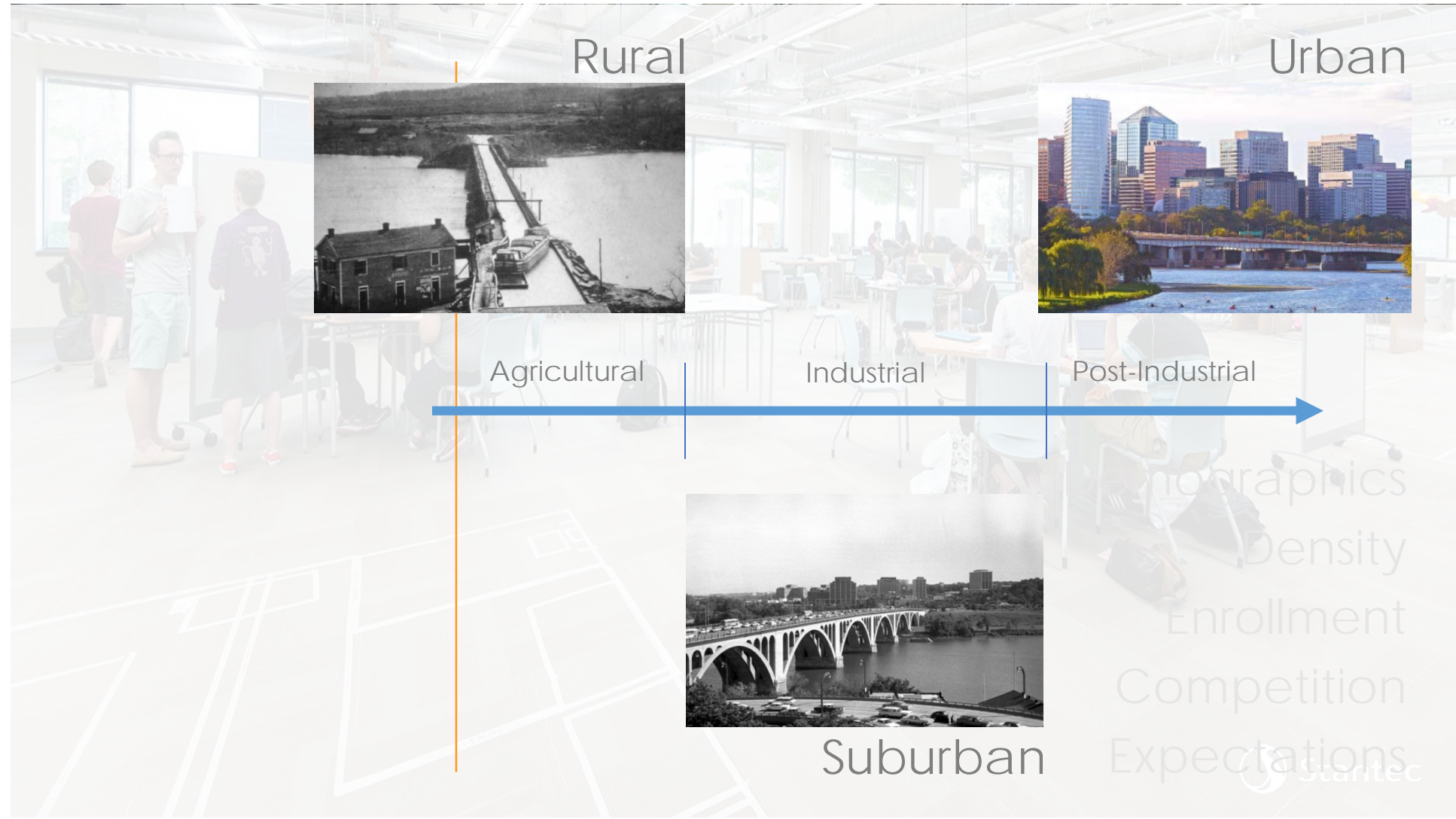


# What's Happening in Facility Design?





# What's Happening in Arlington?





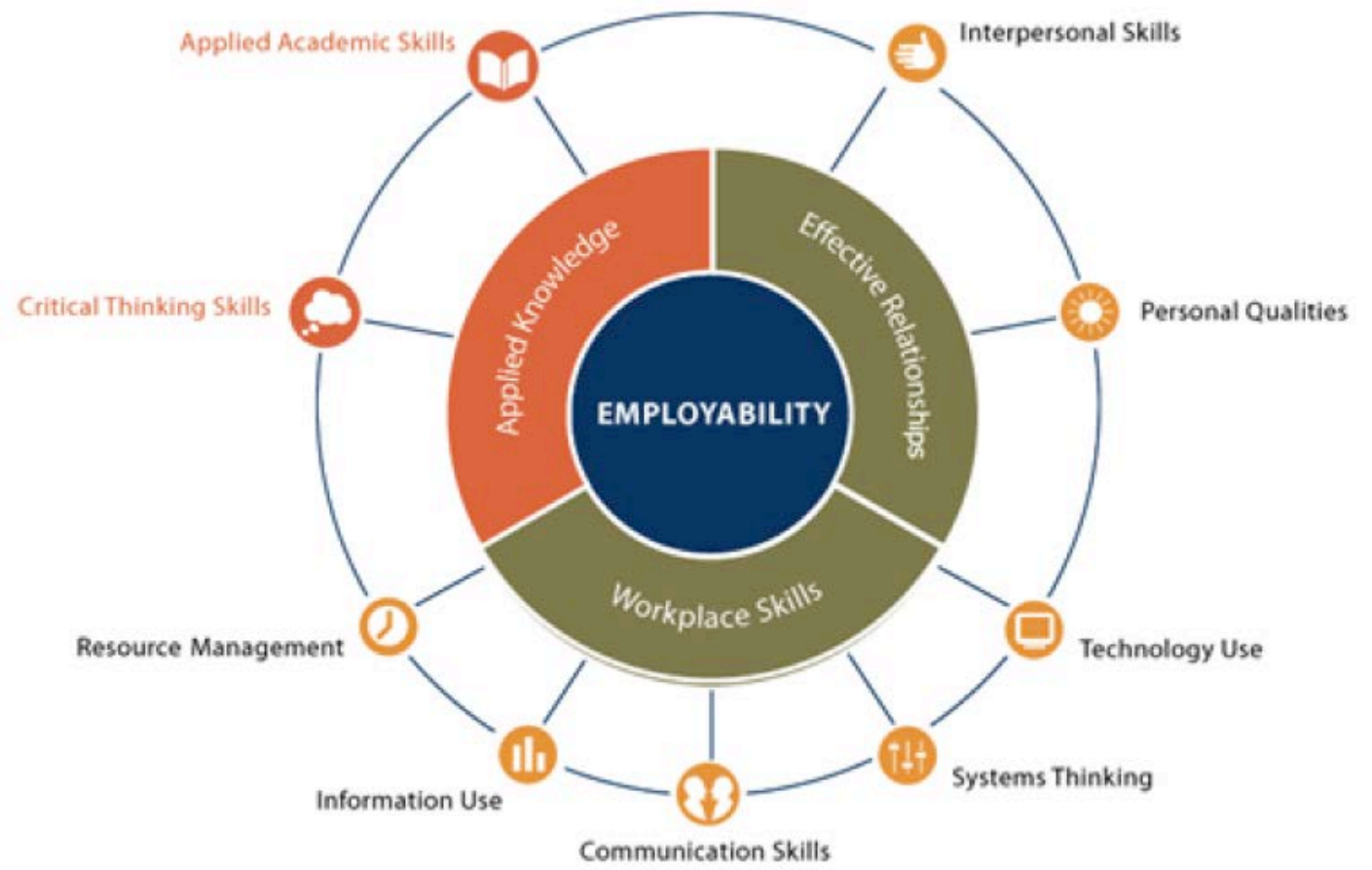
# What the research says about learning...



- Learning involves thinking
- Experiences are critical to learning
- Learners need to develop in-depth knowledge in some areas if they are going to continue learning
- To learn, people need to be actively engaged
- Learners have to want to learn the material
- Learning has to be a personalized — not a standardized — experience
- Learning (usually) needs structure
- Learning involves interaction
- Learning needs to take place in a wide variety of settings
- Intelligence – or intellectual capacity — is not fixed, but expandable



# And what we know about employability...

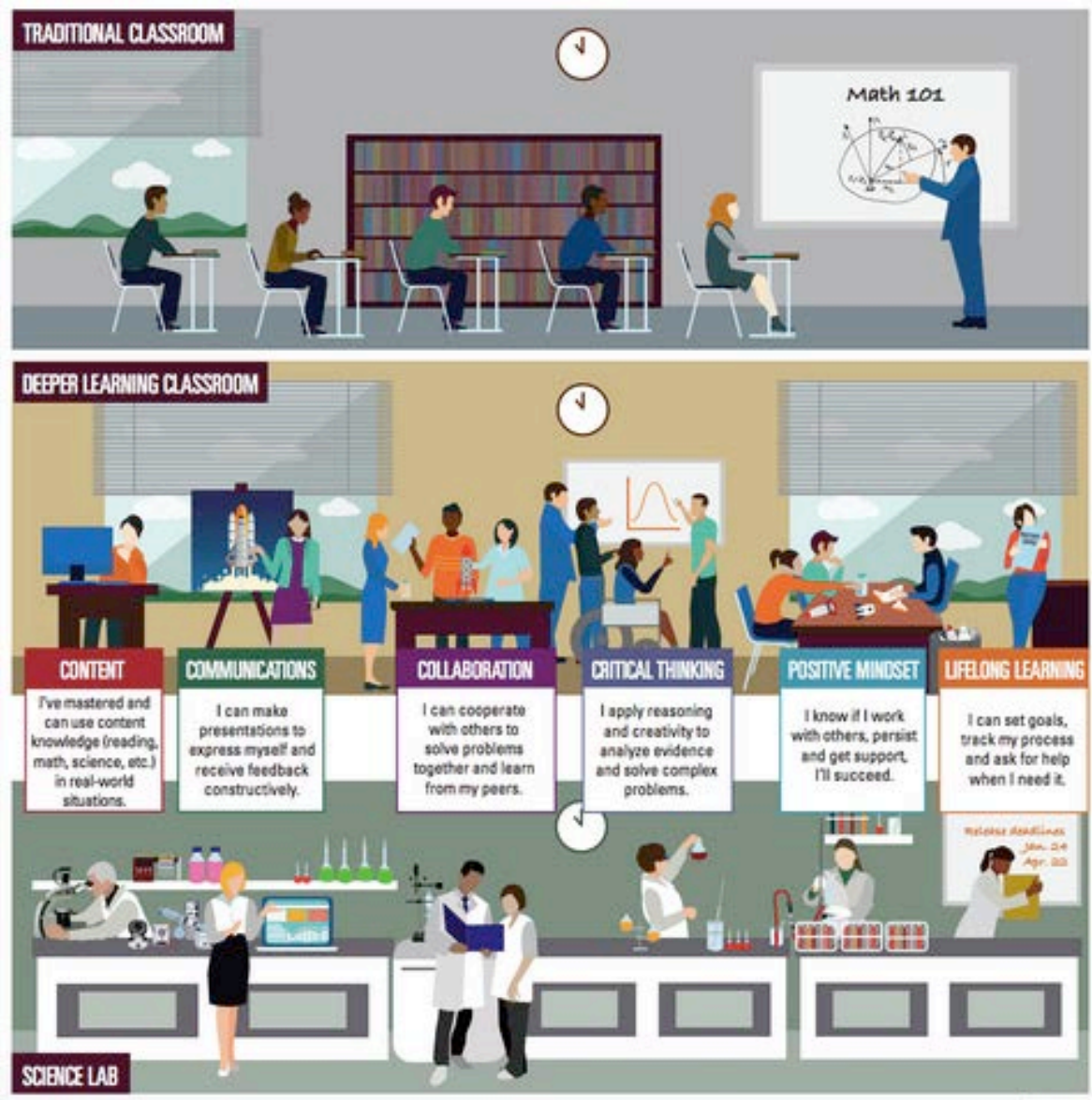






# ...is refocusing education and reshaping classrooms

## Deeper Learning





# ...is refocusing education and reshaping classrooms

## Summary of National Trends in K-12 Education



Rising focus on Social-  
Emotional Learning  
(SEL)



Emphasis on Career and  
Technical Education (CTE)



Technology integration in  
the classroom



# ...is refocusing education and reshaping classrooms

## Education for Global Competence

### Forces of Change

- Flattened Global Economy
- Changing Demands of work
- Unprecedented Global Migration
- Climate Instability and Environmental Stewardship



### Require Globally Competent Students who:

- ★ Investigate the world
- ★ Recognize perspectives
- ★ Communicate ideas
- ★ Take action

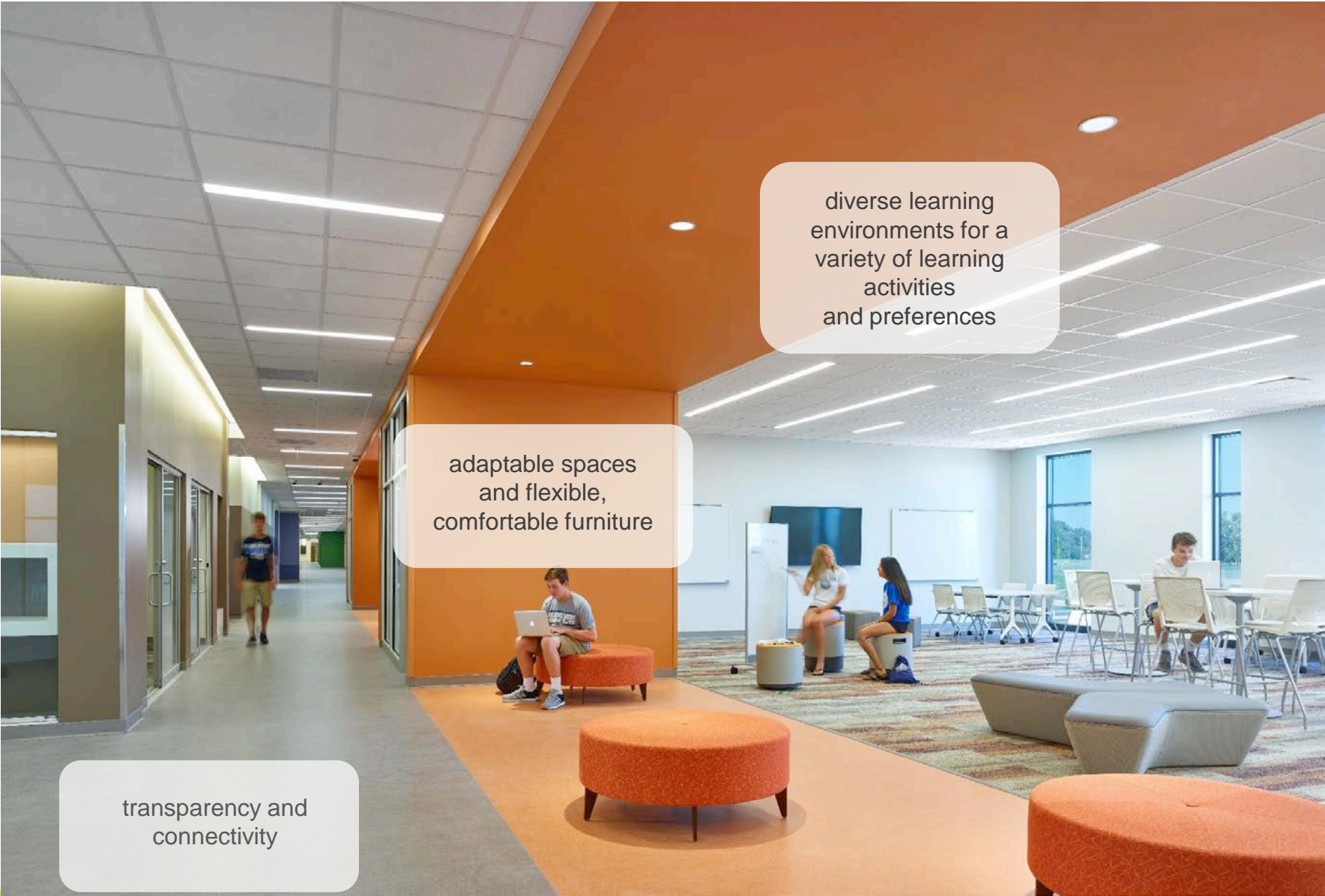


Spaces like this...





...are now like this.



diverse learning environments for a variety of learning activities and preferences

adaptable spaces and flexible, comfortable furniture

transparency and connectivity



Spaces like this...





...are now like this.





Spaces like this...







...are now like this.





# What does this mean for schools?

## The 10 Principles of Modern Schools

1. Have **clearly articulated and shared beliefs** about learning
2. Live a mission and vision deeply **informed by new contexts** for learning
3. Have cultures where **personal, self-determined learning** is at the center
4. See curriculum as something that is **co-constructed**
5. **Embrace real-world application and presentation** as assessment for learning
6. See **transparency and sharing as fundamental** to a powerful learning environment
7. Use **technology as an amplifier** for learning, creating, making, connecting, communicating, collaborating, and problem solving
8. **Develop and communicate powerful new stories** of learning, teaching and modern schooling
9. **Encourage community wide participation** in the equitable, effective education of children
10. Embrace and **anticipate constant change** and evolution





# PreK-12 Instructional Program Pathways

Arlington Public Schools



# Initial Staff Review

- Considered guiding documents:
  - 2018-24 Strategic Plan
  - Policy J-5.3.31 Options and Transfers
  - Teaching and Learning Framework
  - 2017 Community Survey
- Reviewed definition of *Options Programs and Options Schools* and developed a working draft
- Researched other school districts with school options
- Developed scenarios for PreK-12 Instructional Program Pathways

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# Initial Key Decision Points

## Overall PreK-12 Instructional Program Pathways:

- **What is the definition of an options program?**
- **What programs should APS offer within schools?**
- **At which level should each of these programs be offered?**
- How might the school sites be determined?

## Individual Decision Points

- Early Childhood Options
- Secondary ESOL/HILT Programs
- Alternative Education Programs
- Programs or Schools?



# Initial Staff Review: Key Decision Points

## Defining Options Programs

Programs that are open to all students within APS that:

- Include a unique philosophical focus
- Implement an instructional model that differs from offerings at the same grade levels at other schools

And *may* also:

- Have specific requirements defined and recognized by an outside agency (for example, International Baccalaureate)
- Include specialized training for staff



# Initial Staff Review: Key Decision Points

## Overall PreK-12 Instructional Program Pathways

What programs should APS consider as pathways?

| Current                     | Ideas of Future Possibilities |
|-----------------------------|-------------------------------|
| Immersion                   | Fine and Performing Arts      |
| Montessori                  | Early College                 |
| International Baccalaureate | Museum                        |
| Project-Based Learning      | Hybrid High School            |
| Expeditionary Learning      | International Focus           |
| Student Choice              | And others to be explored...  |
| Traditional                 |                               |



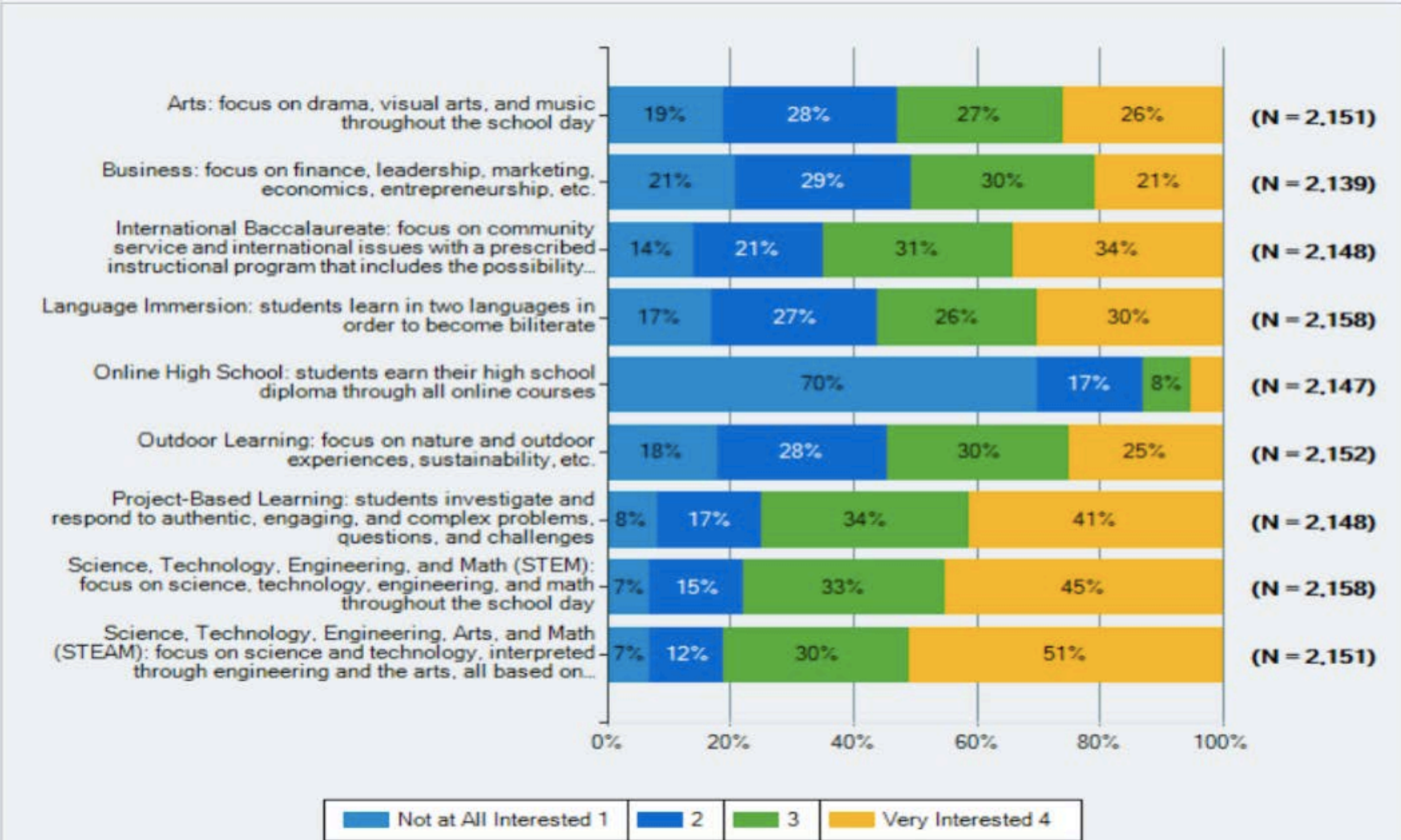
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# Initial Staff Review: Key Decision Points

10. In planning for new schools, one option APS is exploring is to create additional options for families that focus on specific instructional programs. If this happens, how interested are you in the following instructional approaches? Please indicate on a scale of 1-4, with 1 being not at all interested to 4 being very interested.



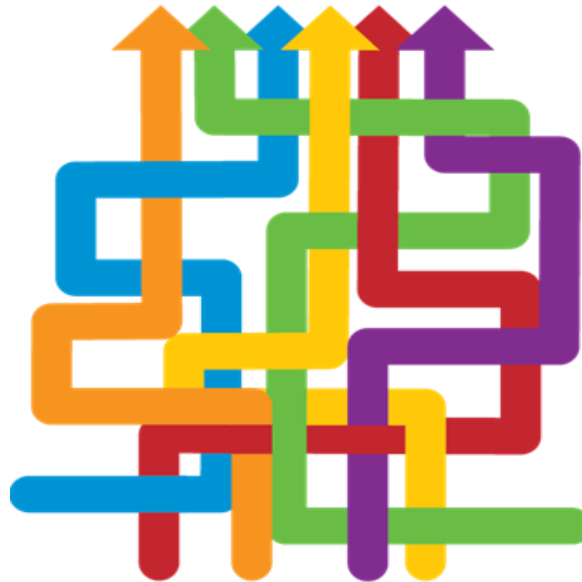




# Initial Key Decision Points

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# Next Steps

| Dates  | Who   | Outcome   |
|--|---|---|
| January 31<br>February 6<br>February 6<br>February 7 | Staff Team<br>Administrative Staff<br>Advisory Council on Instruction<br>School Board | Initial Review<br>Initial Review<br>Initial Review<br>Monitoring Item               |
| February 12  | School Board  | Provide more details and review of the PreK-12 Instructional Program Pathways (IPP) |
| March  | Principal and Staff Groups  | Gather input from principal and staff groups  |
| March 6  | Advisory Committees: BAC  | Present the work to date and gather input<br>Recruit members for Community Group    |
| March 11   | Advisory Committees: FAC  | Present the work to date and gather input<br>Recruit members for Community Group    |
| Mid-March  | School Representative Work Session  | Gather input on work to date and refine   |
| <b>Late-March</b>                                    | <b>Working Group (Community and Staff)</b>  | <b>Review pathways and supporting data, identify additional information</b>         |
| April 4  | Follow-up Staff Meeting   | Complete Initial Draft of PreK-12 IPP   |
| Mid-April  | Community Input   | Input for Final Draft   |
| May  | Staff Team  | Completes Final Draft of PreK-12 IPP  |
| June   | School Board Monitoring Report  | Published PreK-12 Instructional Program Pathways                                    |