



# Elementary School Planning in Preparation for SY2021-22

August 8, 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)*

# Objectives in working to prepare for Sept. 2021

- Ensure all neighborhood schools sit within their attendance zones
- Balance enrollment across schools
  - Create attendance zone for new school at Reed
  - Fill new seats at Ed Center and Career Center
  - Adjust boundaries at ES and HS levels
  - 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)*

- New and renovated ES & HS school facilities
- Boundary adjustments to balance enrollment
- Program moves
- Policy reviews: transportation, bell times, options & transfers
- 2021-2030 Capital Improvement Plan (CIP)



*(for discussion purposes)*

# This work is guided by the following:

- School Board Policies for boundaries, options & transfers, transportation, and more
- The 2018-24 APS Strategic Plan
- The PreK-12 Instructional Program Pathways (IPP)
- The Arlington Facilities and Student Accommodation Plan (AFSAP)
- Facilities Assessment Report
- Informed by APS stakeholder input

*(for discussion purposes)*

- Meeting topics are based on feedback from the July 15 Meeting
  - Communications
  - PreK-12 Instructional Program Pathways (IPP)
  - What-If Scenarios
  - Facilities
  - Timing of the 2020 Boundary Process
- Large and Small Group Discussions
- Preparing for Change

*(for discussion purposes only)*



# Communications Approach

*(for discussion purposes only)*



## APS Milestone: 30,000 Students

In September 2021, APS will welcome more than 30,000 students for the first time

## APS Mission:

To ensure all students learn and thrive in safe, healthy and supportive learning environments



*(for discussion purposes only)*



- Focus messaging on what is best for students and instruction
- Advance information to school-based staff
- Use more visuals and shareable graphics
- Facilitate community discussion of challenges and opportunities
- Share big-picture perspective early with news media
- Find new ways to capture “harder to reach” voices

- 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

*(for discussion purposes only)*

- Provide advance information to school leaders and staff
- Hold meetings with principals and principal leads
- Use new Intranet to share information and gather staff input
- Inform via website, LeaderNews, NewsCheck, Admin Council, School Talk
- Use tiered messaging:
  - From Central: information updates, scenarios, engagement activities
  - From Schools: school events/open houses, welcome messages to families

*(for discussion purposes only)*

## Overall Objectives

- Accurate, up-to-date information
- Entry to involvement at any point
- Defined community engagement opportunities
- Focus on common ground
- Input from all involved communities

## Strategies

- Early outreach to news media
- Engage page as information hub
- Questionnaire and community discussions on opportunities and challenges
- Community event, FB Live, shareable graphics/videos, Ambassador updates
- All APS communications channels

*(for discussion purposes only)*

- Official notification to involved families
- Transition communications plan and timeline
- Share with school staff the information provided to families
- Adopted policy revisions—inform principals, registrars, front-office staff
- Reminders before new boundaries/program moves take effect

*(for discussion purposes only)*

Any ideas about the communications approach or information needed?



# PreK-12 Instructional Program Pathways (IPP)



*(for discussion purposes only)*

## Strategic Plan: Multiple Pathways to Student Success

*Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.*

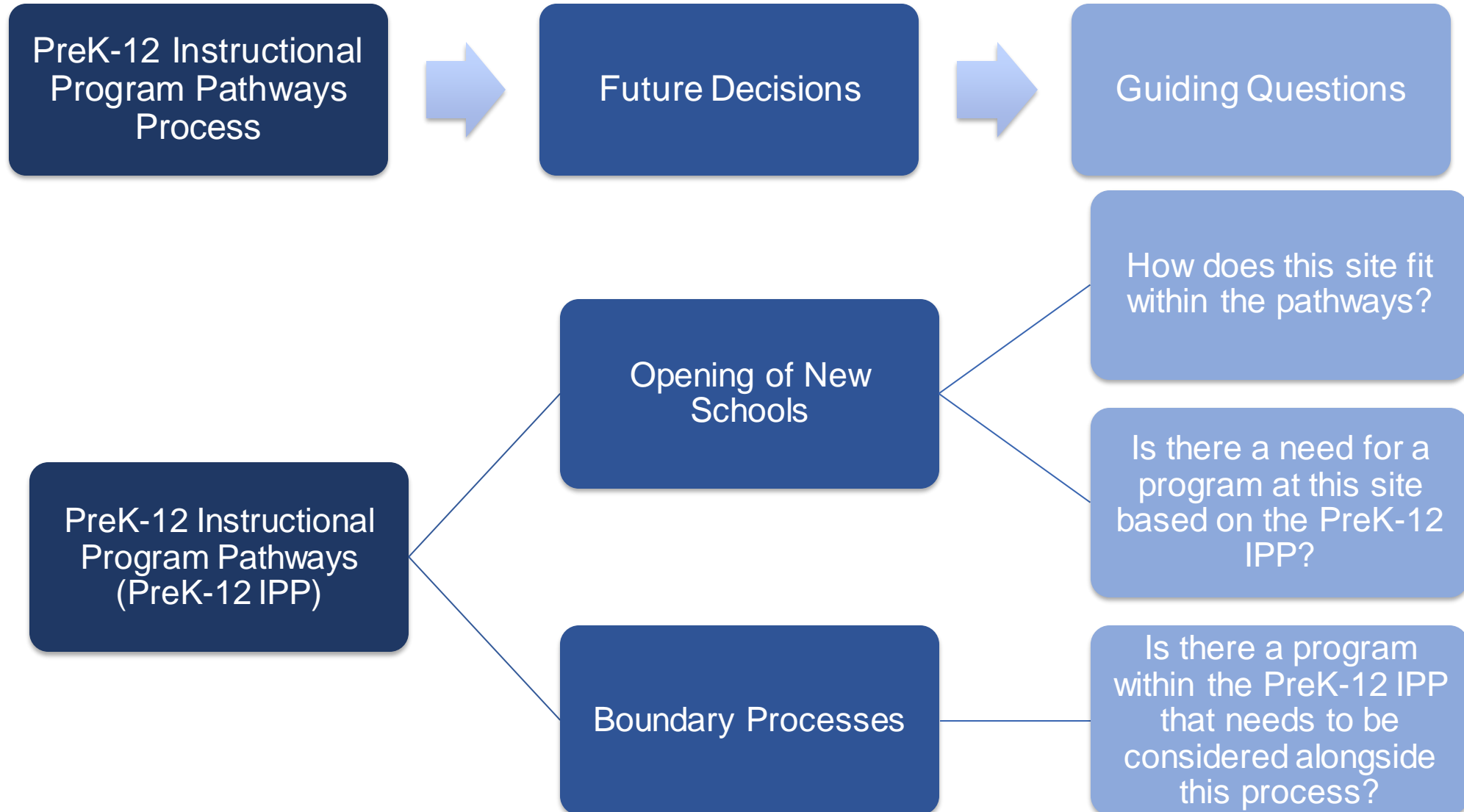


## How the IPP will be used:

- Guidance for development of long-term planning for Arlington Public Schools (i.e. Arlington Facilities & Student Accommodation Plan (AFSAP), Capital Improvement Plan (CIP))
- Instructional framework for considering programs and identifying priorities before opening new schools and beginning boundary processes

*(for discussion purposes only)*

# PreK-12 Instructional Program Pathways





## **Jan-March: Developed draft with representatives from staff, advisory groups and schools**

- Internal team with staff from central departments, instructional leaders, school administration & teachers
- Visioning sessions/draft review with APS advisory groups, including ACI and FAC, School Representatives

## **Feb-June: Provided information to APS families and staff**

- Frequent updates via School Talk Engage (Thursdays), Friday 5, NewsCheck and social media
- Weekly updates (English/Spanish) through school Ambassadors, PR Liaisons and Bilingual Family Liaisons
- Two updates to the CCPTA
- “What’s Up, APS?” podcast episode discussing the IPP with staff members involved in this work
- Regular updates to Engage webpage [www.apsva.us/prek-12-instructional-programs-pathway-ipp/](http://www.apsva.us/prek-12-instructional-programs-pathway-ipp/)

## **April-May: Gathered stakeholder input on working draft**

- Nearly 1,600 responses to online community questionnaire in English and Spanish on draft framework
- Community Open House (with bilingual staff), and emails to [engage@apsva.us](mailto:engage@apsva.us)
- Online video in Spanish on IPP process and questionnaire, and meeting with Spanish-speaking parents

## **June: Refine elements, using the input received, and share with School Board**

- Final draft of PreK-12 IPP by staff
- June 11 School Board Work Session
- June 18 School Board monitoring report

*(for discussion purposes only)*

## The instructional models proposed are recommended after consideration of:

- Evidence-based, proven instructional models
- Results from 2017 and 2019 Community Questionnaires
- Interest as measured by applications to current option schools and programs
- Alignment with the proposed definition of options

*(for discussion purposes only)*

# PreK-12 IPP Framework: New Considerations

School Type	Elementary School	Middle School	High School
AP Network			One program within neighborhood high school
Democratic		One 6-12 Full-Capacity Program	
Early College High School			One Full-Capacity Program
EL Education (Expeditionary Learning)	One Full-Capacity Program		
Fine and Performing Arts		One program within neighborhood middle school	One program within neighborhood high school
Hybrid High School			One Full-Capacity Program
50/50 Spanish Immersion	Two Full-Capacity Programs	One program within neighborhood middle school	One program within neighborhood high school
Montessori	One PreK-6 Full Capacity Program	One program within neighborhood middle school	
International Baccalaureate (IB)	One Full-Capacity Program In addition to the current IB neighborhood school	One program within neighborhood middle school	One program within neighborhood high school

All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.



# PreK-12 IPP: Future Steps

Action	Who	When
Include definition of options in Options and Transfers Policy	School Board	By October 2019
Include list of options programs in Policy Implementation Procedures	Staff	By September 2019
Consider recommendations during boundary process	School Board and Staff	Ongoing as aligned with boundary processes
Consider recommendations when opening new schools	School Board and Staff	Ongoing as aligned with opening of new schools

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All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.

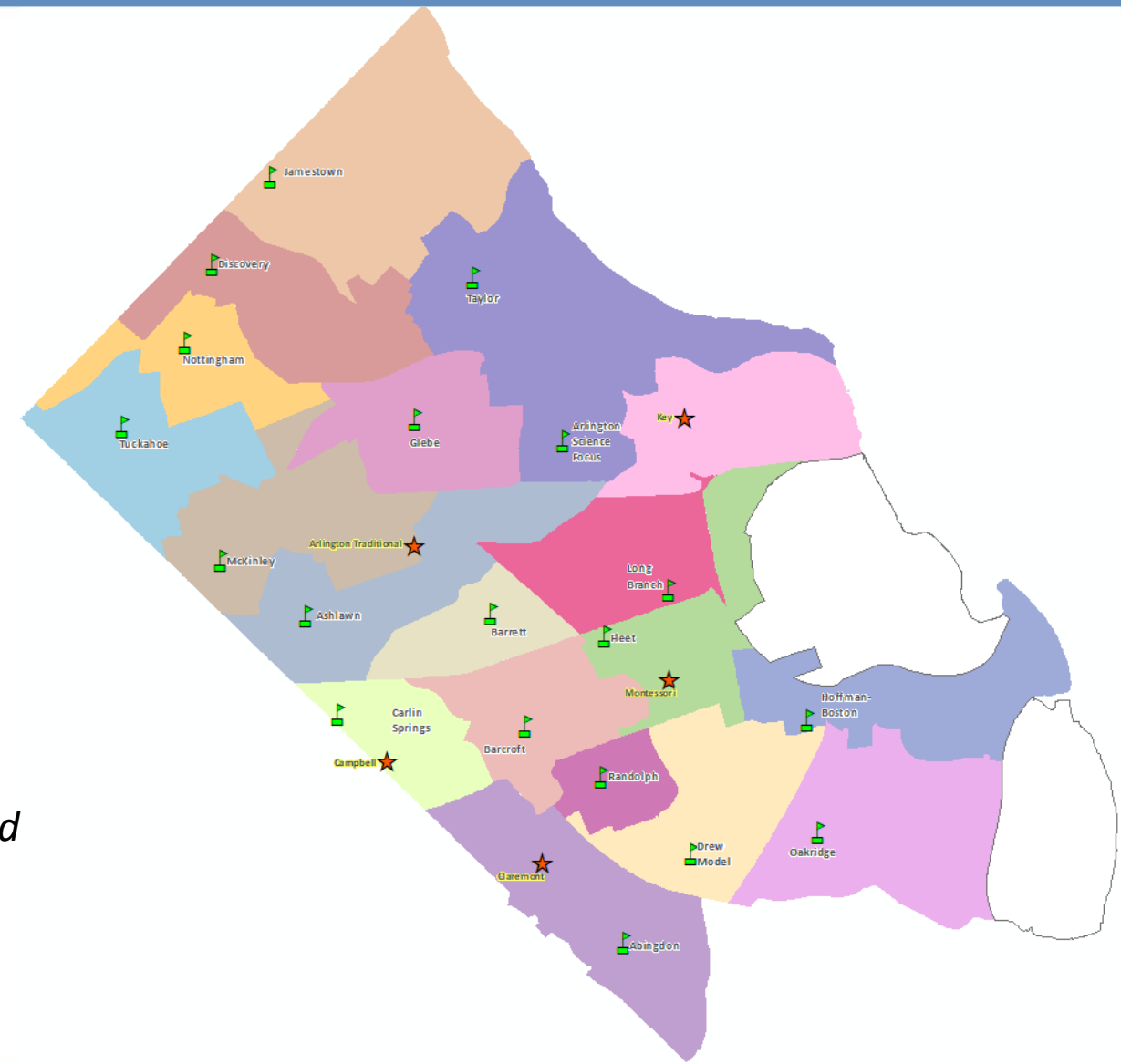
What other clarification is needed for the IPP?

*(for discussion purposes only)*

## 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
- 
- 6 Boundary Considerations:
    - Efficiency
    - Proximity
    - Stability
    - Alignment
    - Demographics
    - Contiguity

# Elementary School Boundaries for SY 2019-20



*Green Schools = Neighborhood Schools*

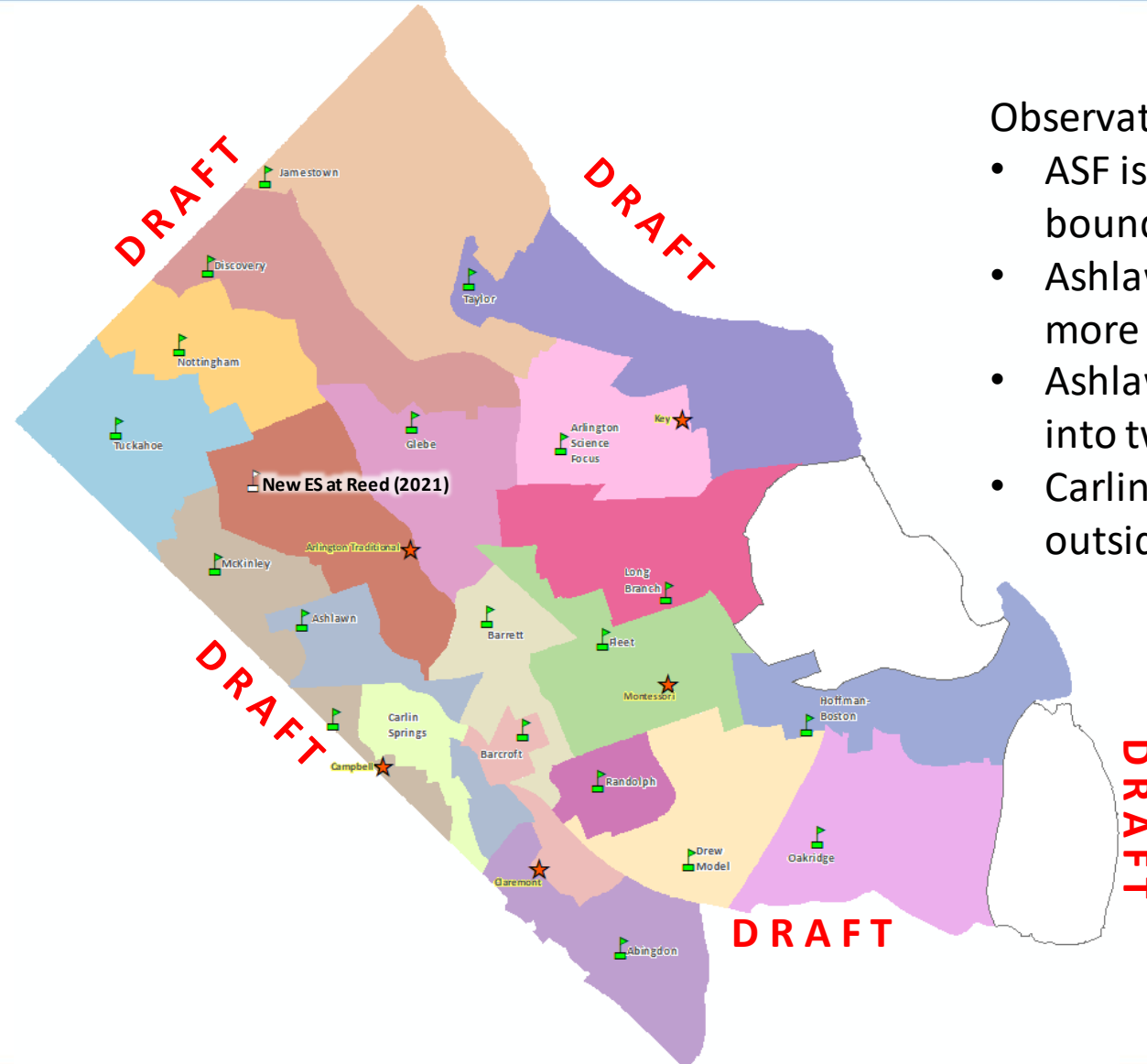
*Red Stars = Option Schools*

# “What-If” Boundary Map Scenario *(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 and
- there were no program moves



Observations:

- 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

*(for discussion purposes only)*

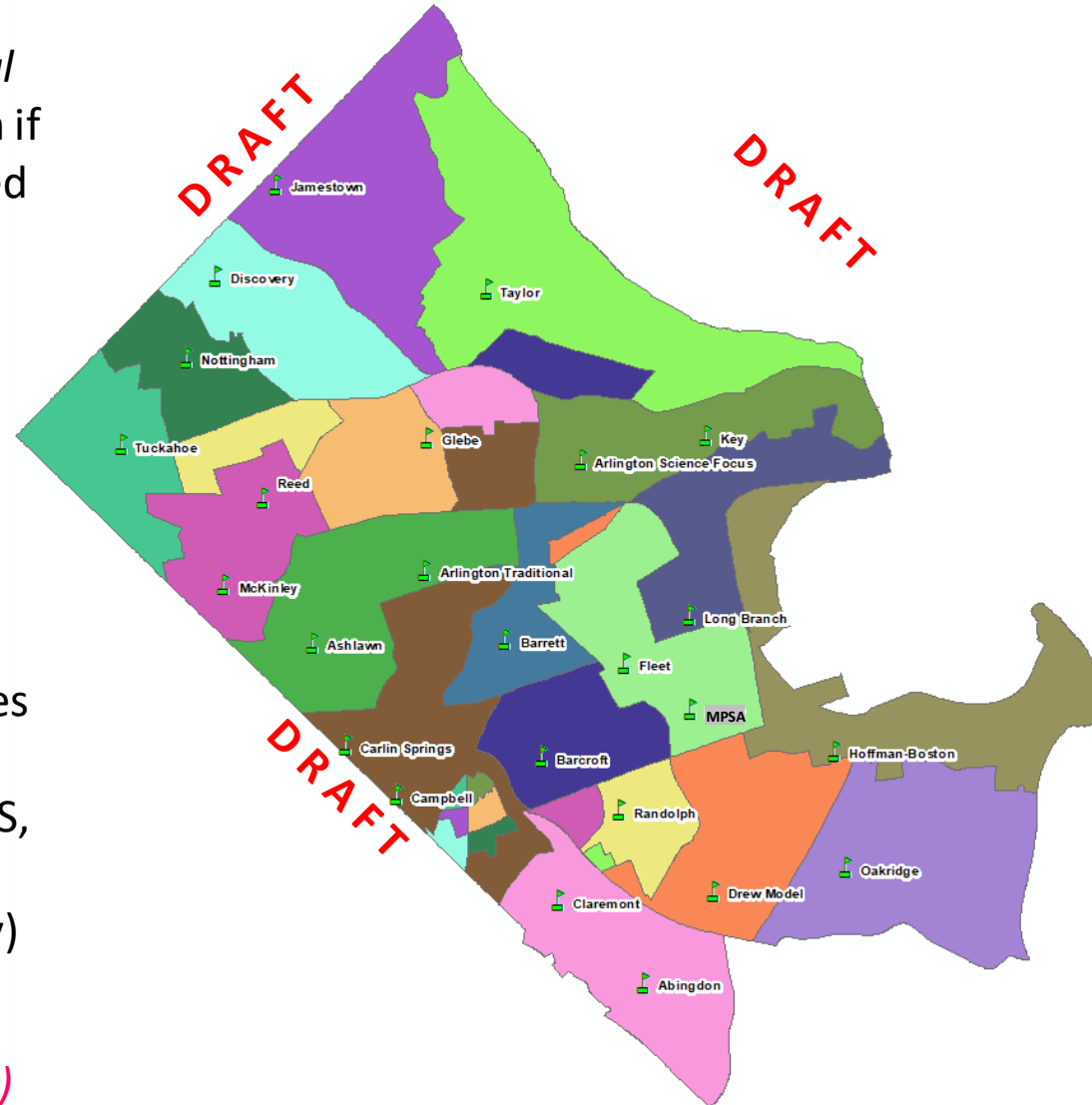
# “What-If” Scenario: Demographics Prioritized

*(for discussion purposes)*

This map depicts a *hypothetical scenario* of what could happen if only **demographics** is prioritized

## Notes:

- Creates boundary for Reed
- Places ASF in its own boundary
- McKinley neighborhood school moves to Reed building, ATS program moves to McKinley building
- Six possible option sites (ATS, McKinley, Campbell, Claremont, Montessori, Key)



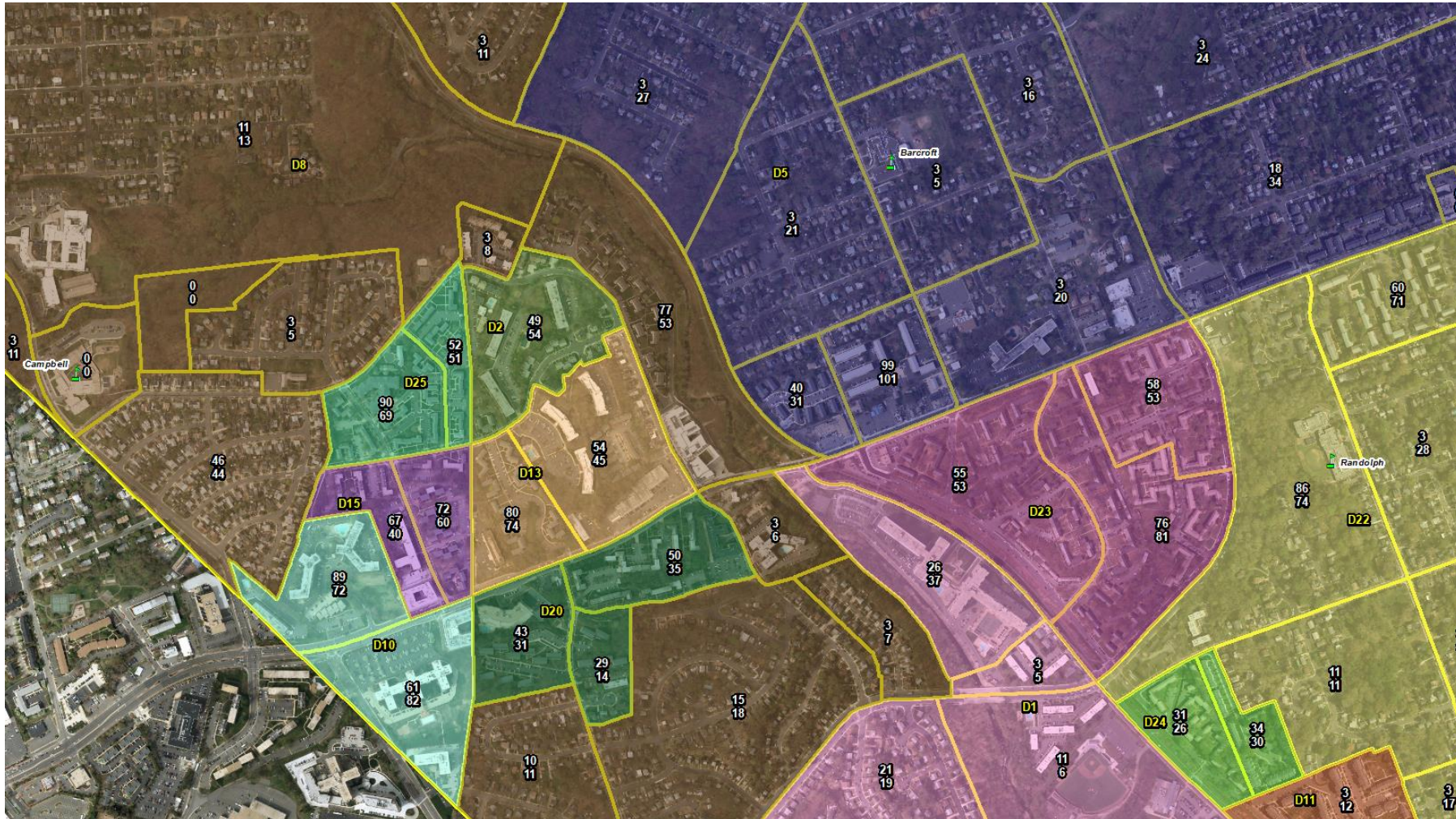
## Observations:

- Still difficult to balance demographics (FRL)
- Large disruption on west end of Columbia Pike
- Many non-contiguous parts in south and north
- Transportation challenges
- Necessitates that new boundaries be drawn for the entire district
- Significant shifts of student populations required
- Range for F/RL is 18% - 68%
- Range for capacity utilization is 70% - 101%

*(for discussion purposes only)*



# Demographics for West End of Columbia Pike



Note:

- Top number is all K-5 students receiving FRL who live in the planning unit
- Bottom number is K-5 students who live in the planning unit and attend their neighborhood school

*(for discussion purposes only)*

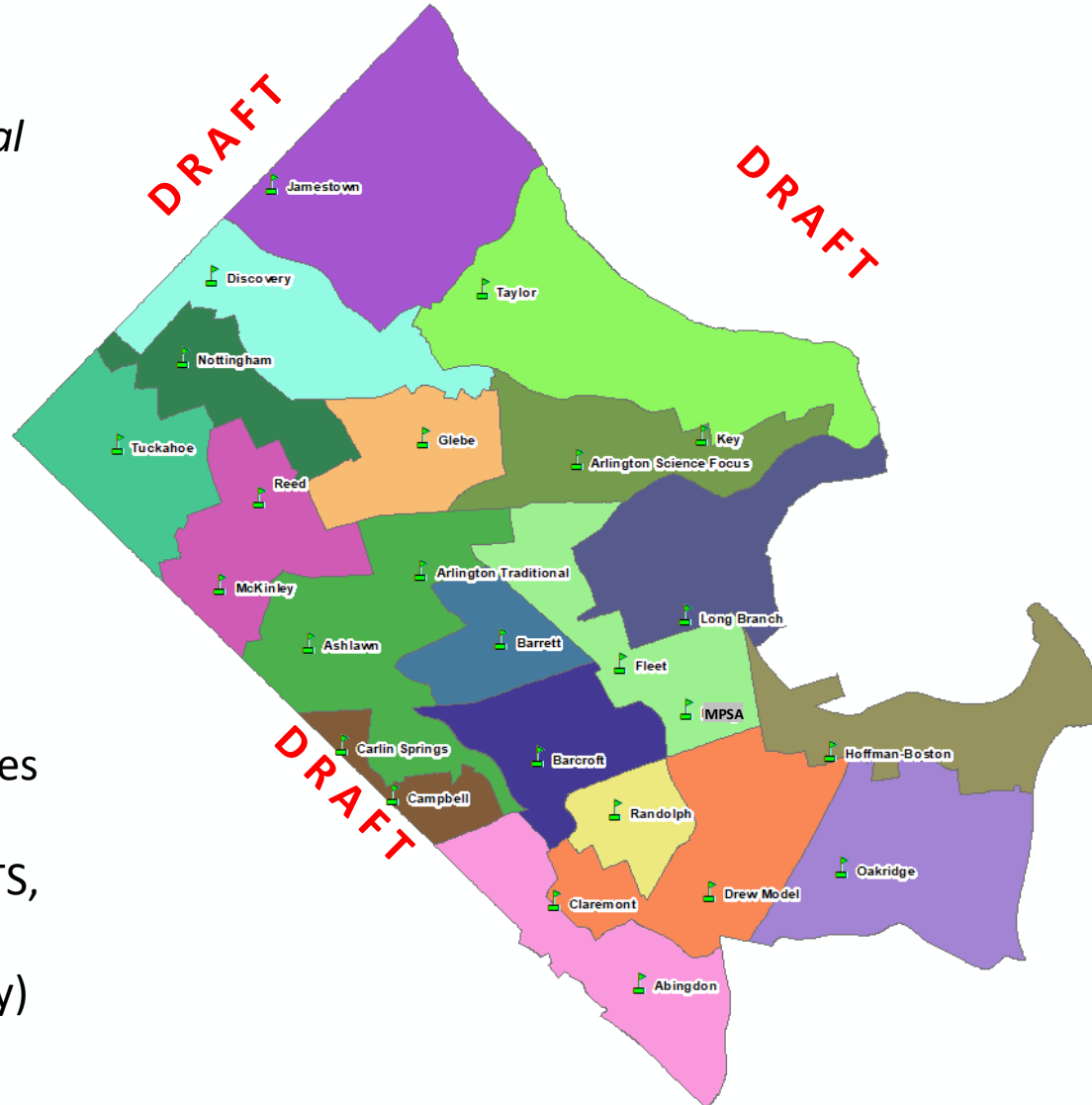
# “What-If” Scenario: Proximity and Efficiency Prioritized

*(for discussion purposes)*

This map depicts a *hypothetical scenario* if only **Proximity and Efficiency** are prioritized

## Notes:

- Creates boundary for Reed
- Places ASF in its own boundary
- McKinley neighborhood school moves to Reed building, ATS program moves to McKinley building
- Six possible option sites (ATS, McKinley, Campbell, Claremont, Montessori, Key)



## Observations:

- Wide variation in FRL
- Walk zones mostly adhered to
- Contiguous boundaries
- Ashlawn boundary extends south toward Columbia Pike
- Fleet extends north along Glebe Road
- Range for F/RL is 3% - 100%
- Range of capacity utilization is 61% - 91%

*(for discussion purposes only)*



- 1) Discuss the scenarios in small groups
  
- 2) One separate notes provide the following feedback for each scenario:
  - Benefits = Blue
  - Concerns = Pink
  - Other ideas = Yellow
  
- 3) Place your comments on the large scenario maps

*(for discussion purposes only)*

# Break

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)*

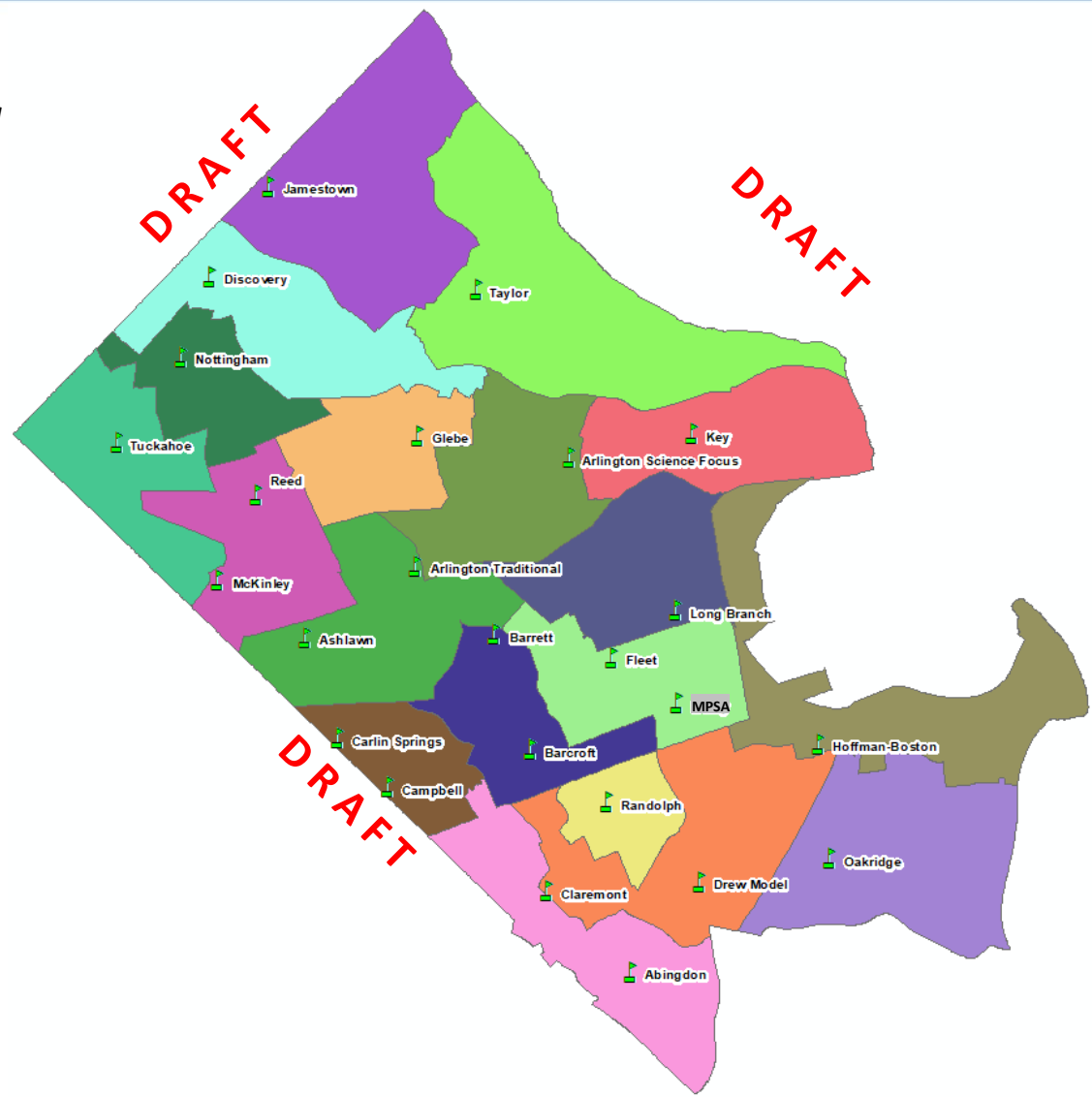
# “What-If” Scenario: Immersion to Barrett

*(for discussion purposes)*

This map depicts a *hypothetical scenario* if only **Proximity and Efficiency** are prioritized and **immersion moves from Key to Barrett**

Notes:

- Creates boundary for Reed
- Places ASF in its own boundary
- Key becomes a neighborhood school
- McKinley neighborhood school moves to Reed building, ATS program moves to McKinley building
- Immersion moves from Key to Barrett
- Six possible option sites (ATS, McKinley, Campbell, Claremont, Montessori, Barrett)



Observations:

- Walk zones mostly adhered to
- Contiguous boundaries
- Two neighborhood schools in Rosslyn-Ballston corridor
- Barrett “absorbed” by Fleet, Barcroft, and Ashlawn
- Range for F/RL is 3% - 100%
- Range for capacity utilization is 81% - 101%

*(for discussion purposes only)*

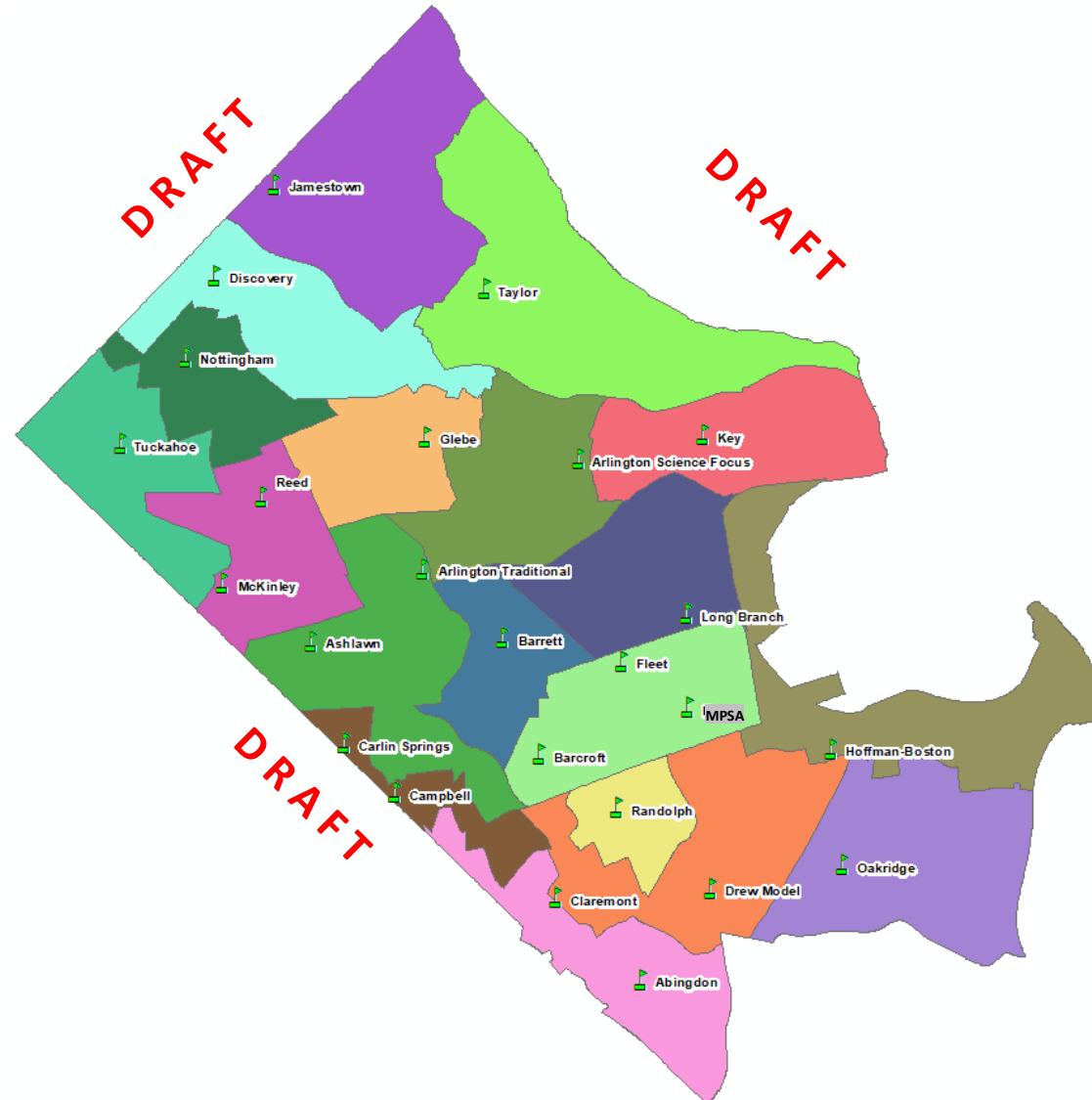


# “What-If” Scenario: Immersion to Barcroft

*(for discussion purposes)*

This map depicts a *hypothetical scenario* if only **Proximity and Efficiency** are prioritized and **immersion moves from Key to Barcroft**

- 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
- Six possible option sites (ATS, McKinley, Campbell, Claremont, Montessori, Barcroft)



Observations:

- Walk zones mostly adhered to
- Contiguous boundaries
- Two neighborhood schools in Rosslyn-Ballston corridor
- Barcroft “absorbed” by Fleet, Barrett, and Ashlawn
- Range for F/RL is 3% - 100%
- Range for capacity utilization is 74% - 101%

*(for discussion purposes only)*

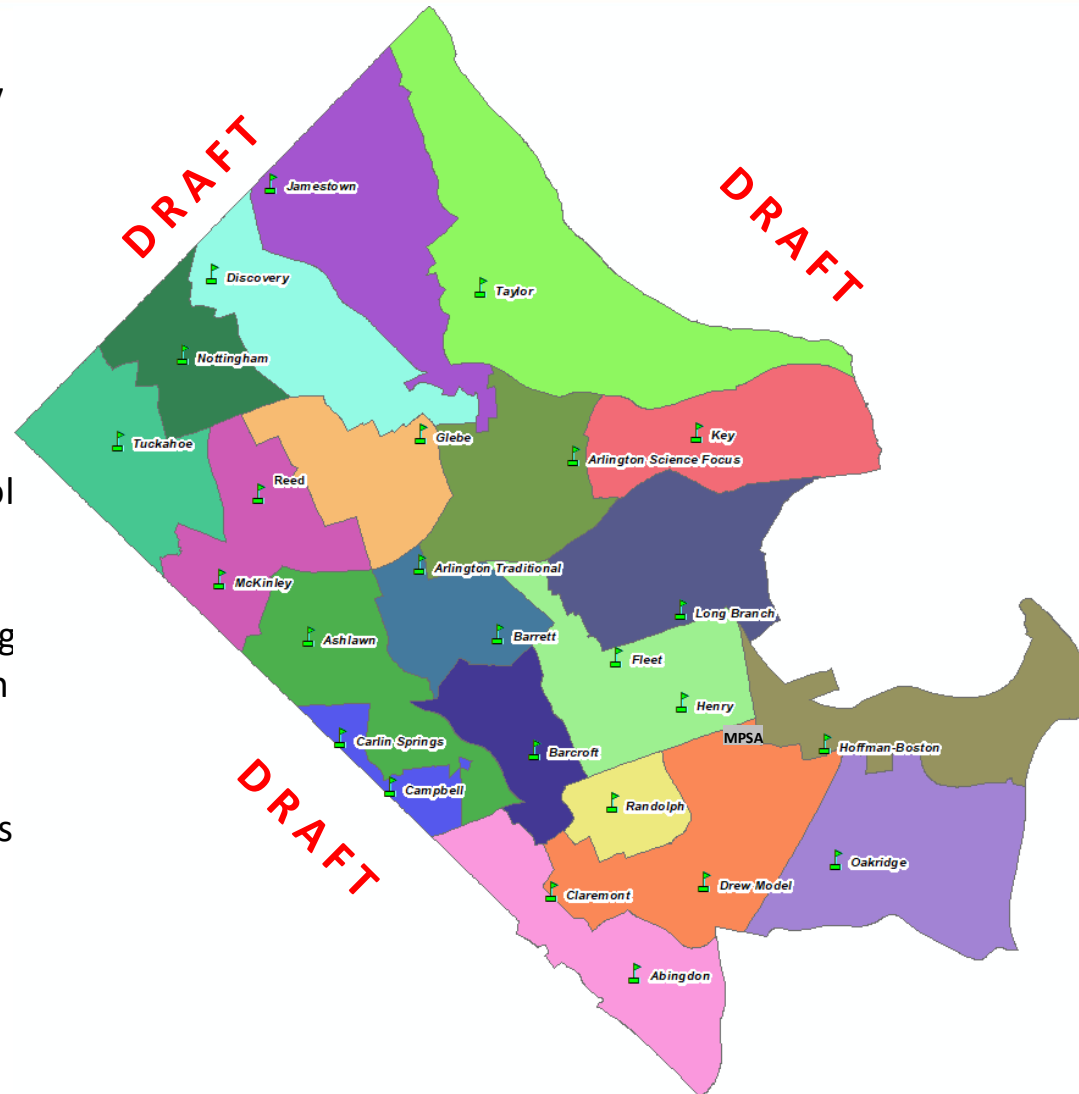


# “What-If” Scenario: Immersion to Carlin Springs

*(for discussion purposes)*

This map depicts a *hypothetical scenario* of what could happen if only **Proximity and Efficiency** are prioritized and immersion moved from Key to Carlin Springs

- Creates boundary for Reed
- ASF sits in its own boundary
- Key becomes a neighborhood school
- McKinley neighborhood school moves to Reed building, ATS program moves to McKinley building
- Immersion moves from Key to Carlin Springs
- Campbell program moves to ATS building, Campbell building becomes neighborhood school
- Five possible option sites (ATS, McKinley, Claremont, Montessori, Carlin Springs)



Observations:

- Walk zones mostly adhered to
- Contiguous boundaries
- Two neighborhood schools in Rosslyn-Ballston corridor
- Carlin Springs “absorbed” by Ashlawn and Campbell as a neighborhood school
- Ashlawn boundary extends south toward Columbia Pike
- Range for F/RL is 3% - 100%
- Range in capacity utilization is 78% - 98%

*(for discussion purposes only)*

# Small Group: Program Moves

- 1) Discuss the scenarios in small groups
  
- 2) One separate notes provide the following feedback for each scenario:
  - Benefits = Blue
  - Concerns = Pink
  - 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.

*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.

# 2020 Boundary Processes

*(for discussion purposes only)*

# Timing of the 2020 Boundary Processes

APS must change elementary and high school boundaries during the 2020 calendar year to prepare for the Sept. 2021 opening of

- A new elementary school at the Reed building
- Expanded capacity at W-L in the renovated Education Center

Two options:

- Spring 2020
- Fall 2020



# Wrap-Up and Next Steps

- Staff will create 1-2 scenario maps that takes into account your feedback on boundary and program move considerations
- Final meeting on Aug 21 (2-4p.m., School Board meeting room):
  - New What-If Scenarios
  - Facilities
  - Transportation
  - CIP

*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.*