

PreK-Adult Instructional Programs and Pathways (IPP)

Update for APS Advisory Committees, PTAs, School Ambassadors

February 10, 2021



Several Ways to Participate Tonight

Teams Live Event: Join and submit questions through the Q&A Box

www.apsva.us/engage/ipp-virtual-events

Agenda

- Purpose and Goals of IPP (Brief recap from Dec. Update)
- Existing APS programs, Criteria, Evaluation, Audit
- IPP Visioning Process (Brief recap from Dec. Update)
- Suggestions from Instructional leaders
- Community Engagement



Purpose and Goals of the IPP

What is the Instructional Programs and Pathways (IPP)?

The IPP is a framework that does the following:

- Defines the role of neighborhood schools, option schools and all instructional programs
- Provides a comprehensive list and descriptions of current instructional programs and options (PreK to Adult) in a centralized location
- Provides a clear instructional vision for the future that aligns with the APS mission, vision, Strategic Plan, and new equity policy. This could include recommendations to:
 - Expand current programs
 - Changes or modifications to existing programs
 - Create new programs
 - Move programs to new sites
 - Consolidate programs
 - Eliminate programs
- Identifies criteria for assessing instructional programs in the IPP:
 - Existing programs will be assessed as part of APS program evaluation process
 - New programs will be screened when proposed as part of the visioning process



Why is the IPP Important?

- The IPP will serve as a framework for making decisions around instructional visioning that will inform APS planning initiatives, including, but not limited to, the annual budget, Capital Improvement Plan, boundary processes, and the Arlington Facilities and Student Accommodation Plan (AFSAP).
- The IPP will also inform and be informed by instructional processes including curriculum development, program evaluations, and program of studies.
- One of the 2018-24 Strategic Plan goals is to provide multiple pathways to student success. The IPP will define current options for our students as well as APS's vision for the future to help achieve this goal.
- The IPP will align with the 2018-24 Strategic Plan, VA Profile of a Graduate, new APS equity policy and reflect APS's commitment to ensuring equity and access while providing educational excellence for all students, whether they attend a neighborhood school or access a specific instructional program or option.

Goals

1. Ensuring equity and access in all programs
2. Ensuring multiple pathways to student success
 - Strengthen pathways for existing K-12 programs
 - Create additional K-12 pathways
3. Promoting demographic diversity in our programs and schools
4. Assisting with managing enrollment at all school levels

Existing APS programs, Criteria, Evaluation, Audit

Existing Programs in APS

NOTE: APS is committed to inclusion. This chart is only intended to show current programs, not our vision for the future

	Pre-K	Elementary School	Middle School	High School	Adult
General Education	<ul style="list-style-type: none"> VPI Montessori Community Peers 	<ul style="list-style-type: none"> Dual Language Immersion International Baccalaureate (IB) Montessori Arlington Traditional Expeditionary Learning 	<ul style="list-style-type: none"> Dual Language Immersion International Baccalaureate (IB) Montessori HB-Woodlawn Arts & Communication Technology Focus 	<ul style="list-style-type: none"> Dual Language Immersion International Baccalaureate (IB) AP Network HB-Woodlawn Career Center Arlington Tech Teen Parenting Academic Academy Langston New Directions Arlington Community High School 	<ul style="list-style-type: none"> GED Arlington Community Learning Adult Ed Arlington Community High School
English Learner Programs		<ul style="list-style-type: none"> Levels 1-6 at all schools 	<ul style="list-style-type: none"> Levels 1-6 at all schools 	<ul style="list-style-type: none"> Levels 1-6 at all schools Specific Programs at (HB, Langston, ACHS, Career Center) 	<ul style="list-style-type: none"> REEP Even Start EL support
Special Education	<ul style="list-style-type: none"> Mini-MIPA Toddler program Integration Station ECSE (SpEd PreK) Community Peers D/HOH Communication/Community Peer 	<ul style="list-style-type: none"> MIPA Functional Life Skills Interlude Deaf/HOH Communications 	<ul style="list-style-type: none"> MIPA Functional Life Skills Interlude Autism program (SPSA) Deaf/HOH Shriver 	<ul style="list-style-type: none"> MIPA Functional Life Skills Interlude Autism program (SPSA) Deaf/HOH Shriver 45-day 	<ul style="list-style-type: none"> Program for Employment Preparedness

Program Criteria

- The IPP will contain an objective set of program criteria
- Staff will continue to develop the criteria and will share an update with the School Board in March

Evaluation

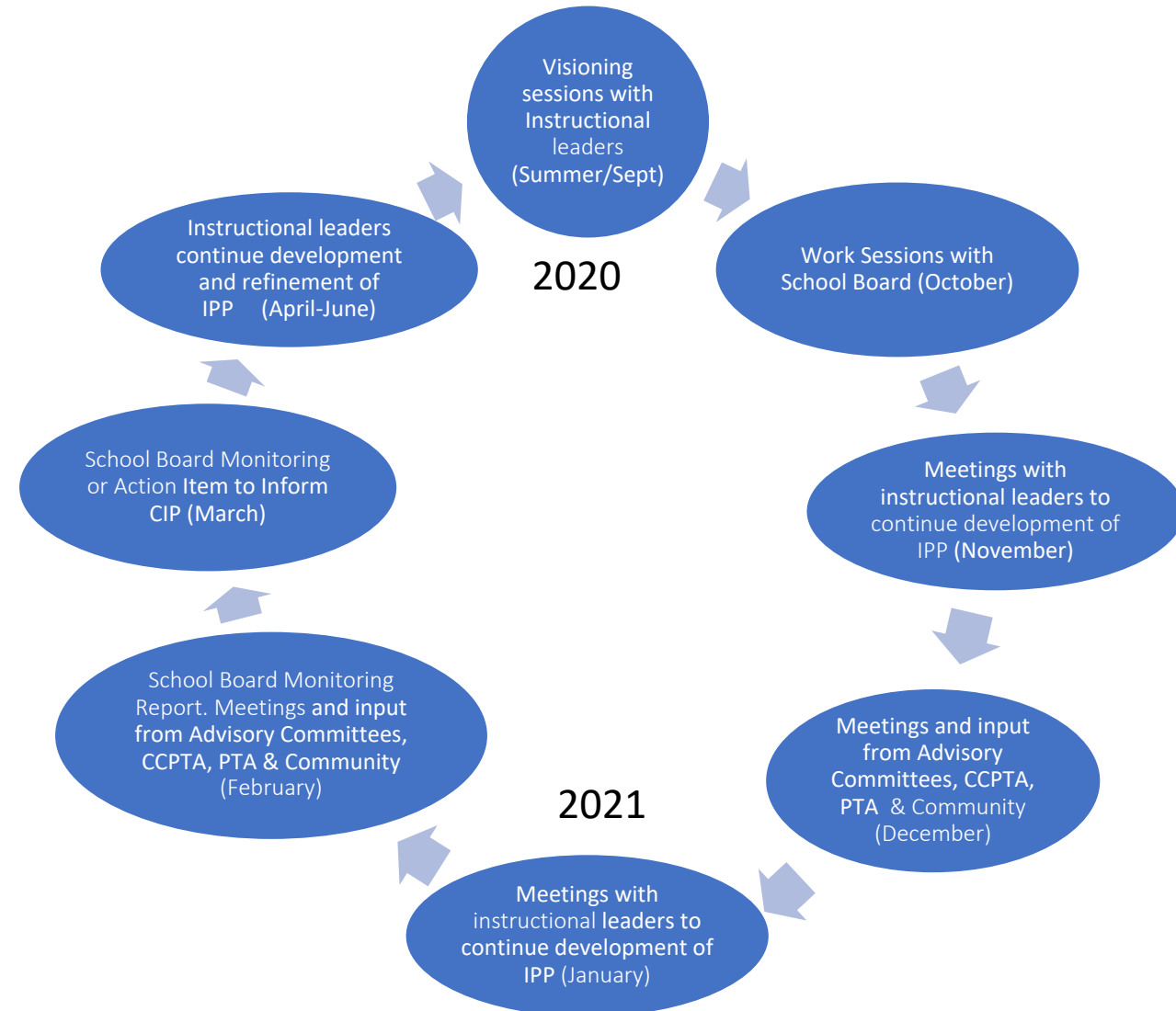
- DTL and P&E will continue to collaborate on program evaluations. This will include the programs listed in the IPP, in alignment with Policy A-6.31 Program Evaluation and corresponding PIP A-6.31 PIP-1- Accountability & Evaluation.
 - In some cases, programs are already being evaluated within existing evaluations; for example, the World Languages Program Evaluation includes the Dual Language Immersion program.
 - In other cases, a separate program evaluation may be needed. Once we return to more normalized operations, a timeline for this work will be developed.
 - Recommendations from program evaluations will inform the IPP visioning process; for example, the Services for Students with Disabilities & Those Requiring Intervention Program Evaluation 5-year Action Plan.

- We have conducted an audit of all current instructional programs that includes a three-year trend of:
 - Number of students enrolled
 - Demographics - Race/Ethnicity, Free /Reduced Lunch, Special Education, 504, English Learner program, Gifted
 - Assigned neighborhood school
 - Data from the APS Options & Transfers webpage that includes the number of applicants to each of the programs and number of students on the waitlist (if applicable)
- This information is publicly available on the IPP Engage page
- This data has helped and will continue to help inform the IPP visioning process
 - Identifying specific student groups who are under- or over-represented in certain programs and plans to address areas of need
 - Identifying opportunities for targeted outreach to ensure community is aware of existing programs and how to access

IPP Visioning Process

- The IPP is dynamic and fluid visioning process with updates provided annually as part of the cycle of development, implementation, evaluation, refinements, and changes

IPP Development Cycle for 2020-21



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IPP Development Cycle for 2021-22 & Beyond



Suggestions from Instructional leaders

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 (principals, DTL directors, supervisors, specialists) met and established focus areas for IPP visioning sessions held November 2020 - January 2021
- Five priority areas were identified, as seen in the table below

Priority	Topic
#1	Education Center – Use of additional capacity
#2	Alternative & SpEd programs - Langston, 45-day, Academic Academy, New Directions, Teen Parenting, PEP, Shriver – Consideration of co-locating or consolidation
#3	Neighborhood Schools- How do they fit into the IPP
#4	English Learner Programs at Langston, Career Center, Arlington Community High School, H-B Woodlawn – Consideration of co-locating or consolidation
#5	Middle School Seats – Vision for seats and managing enrollment

- The suggestions shared in the following slides were developed with the goal of meeting the following objectives and guiding principles.
 - Strengthen the instructional program(s) and meet the needs of the students it serves
 - Align with our core values and strategic plan goals
 - Strengthen existing instructional pathways or create a new pathway for students
 - Offer potential cost savings/efficiencies in one or more areas (staffing, facilities, transportation, etc.)
- Suggestions would be considered for implementation in 2022-23 or later and for inclusion in FY 2023 Budget and, if necessary, FY 2023 CIP
- Please note that final recommendations will be included in the March 25 School Board meeting, following community engagement throughout February

Ed Center

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

Alternative & Special Education Programs

- Co-locating Academic Academy with Langston at Langston site

English Learner Programs at Langston, Career Center, Arlington Community High School, H-B Woodlawn

- Conduct a visioning process to develop a clearer vision for these four programs before determining if co-locating or consolidating would achieve stated goals

Neighborhood Schools

- 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

Middle School Seats

- Making Montessori Public School of Arlington (MPSA) a PreK-8 school
 - Future CIP should consider opportunity to co-locate MPSA (PreK-8) with a middle school
 - Co-locating with a middle school ensures that students have access to range of courses taught by teachers with secondary level certification
- Align programs with K-12 feeder schools that are equitable countywide by considering whether a program move or expansion to an additional site would improve access to the program, particularly for communities that are traditionally underserved
- Create a virtual learning program for secondary students
- Reopen the Arts and Communications Technology Program at Kenmore back up to the lottery

Community Engagement

What feedback are we seeking from the community and how will it be used

- Suggestions for consideration fall into one of four areas.
 - Realigning, co-locating or combining some programs
 - Creation of a K-8 school through realigning a program
 - Creation of a virtual learning program for secondary students
 - Opening or reopening programs to transfer when operationally feasible
- The community questionnaire provides community members an opportunity to provide feedback on the four general areas above
- Staff will be engaging in targeted outreach to school communities that would be most directly impacted by the suggestions shared in the February 4 Monitoring Report and will gather feedback and respond to questions and concerns
- Community feedback will be considered by APS staff as they prepare final recommendations to the Superintendent

Multiple Opportunities to Share Input

Timeline	Activity
Ongoing in Feb.	Working with DTL leadership and School Principals to identify opportunities to gather input from staff and respond to questions.
Feb. 10 - 6:30 pm	<ul style="list-style-type: none"> • Virtual meeting with Advisory Group Representatives, PTA leaders (to be recorded and posted)
Feb. 11 - Feb 25	<ul style="list-style-type: none"> • Community Questionnaire in English, Spanish, Arabic, Amharic, Mongolian
Feb. 11 & 17 7:00 - 8:30 p.m.	Virtual Community Presentation & Staff Virtual Open Office Hour <ul style="list-style-type: none"> • The same information will be presented at each meeting • Phone lines for simultaneous interpretation in Amharic, Arabic, Mongolian and Spanish • Will be recorded and posted online
Feb. 22: 7:30-8:30 pm Feb. 24: 7:30-8:30 pm	Additional Virtual Open Office Hours <ul style="list-style-type: none"> • Informal opportunities for community members to ask questions in English or Spanish • May be tailored to specific communities, as needed • Will be recorded and posted online

For more information: <https://www.apsva.us/engage/ipp/>

- APS Engage webpage continues to be the information hub:
 - Highlights of key information about the process
 - Timeline and Engagement activities.
 - FAQs, Presentations and Recordings of Community Meetings, and Resources
- APS will use varied APS communication channels to share information:
 - Virtual community meetings and virtual staff open office hours
 - News releases, School Talk messages, social media posts, Facebook Live videos in English and Spanish, updates, and more
 - Information resources shared with Bilingual Family Resource Assistants

In the coming months, Instructional leaders will begin a visioning process on the following as part of IPP process:

1. Dual Language Immersion Program
2. Career Center Site with Arlington Tech

Additional areas maybe identified as priority areas for the 2021-22 IPP Visioning Process and will be communicated along with opportunities for community input during this process

- Draft vision will be shared for community input in Fall 2021