

The High School Project Update

School Board Meeting
June 6, 2024





Essential Questions

1. How did the concept of the Connected High School Network inform student-centered educational programming leading to the development of the Academies at Alexandria City?
2. How are the most recent educational programming updates focused on positive student and staff outcomes?
3. What strategies will be implemented to foster and progress monitor a successful implementation of The Academies at Alexandria City?

2020-2025 Strategic Plan: Equity for All

**Informing Student
Centered Educational
Programming for the
Academies at
Alexandria City**





Timeline

November 2016 -
School Board proposes new school for high school capacity in it CIP budget

May 2018 -
School Board adopts Long Range Educational Facilities Plan update which indicates a need for significant high school capacity

June 2018 -
Planning and Engagement kick off with Stantec

June 2019 -
Educational Specifications and Industry Advisory Board established

December 2020 -
Perkins Eastman brought onboard for design work

April 2021 -
Design Concept Selection

2016 – 2018
Need Identification

2018 – 2021
Planning, Engagement and Advocacy

2021 – 2022
Design

January 2017 -
ACPS establishes comprehensive high school educational specification to inform capacity analysis and planning work

January 2019 -
School Board establishes priorities for exploring connected high school network

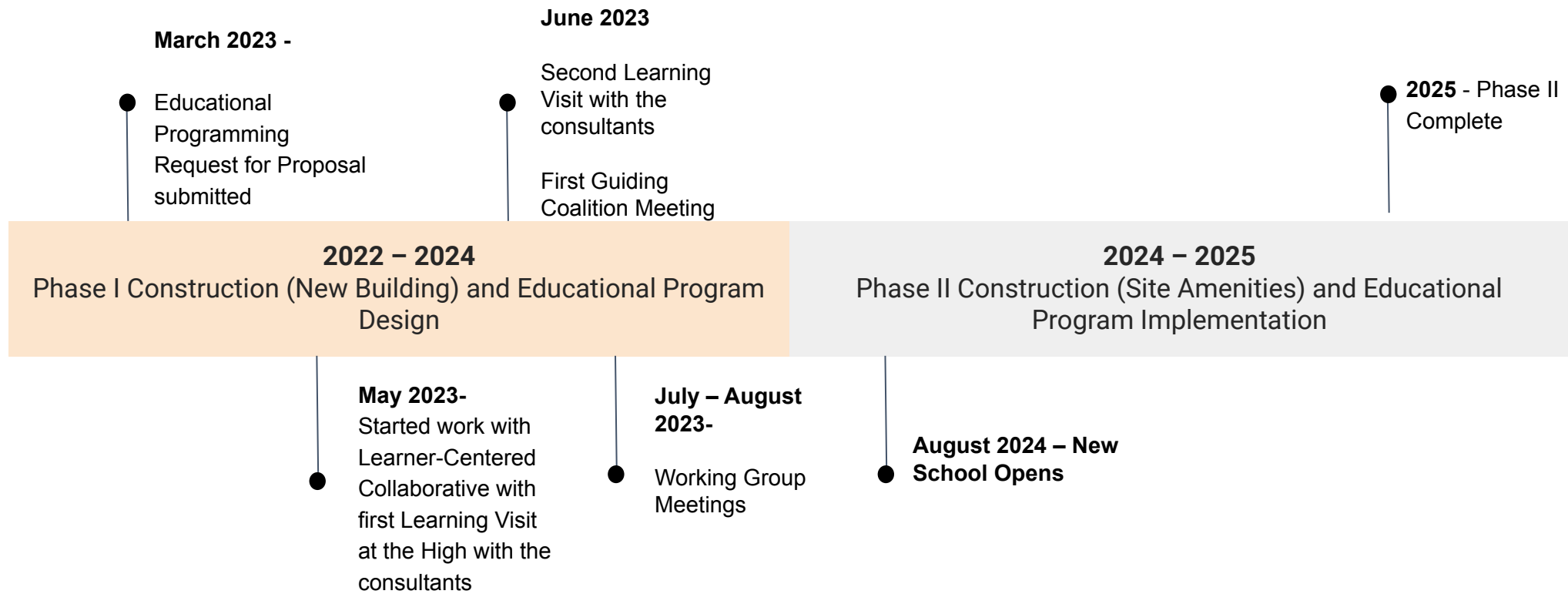
September 2019 -
School Board votes to pursue connected high school network with expansion at Minnie Howard

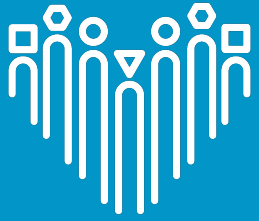
March 2021 -
Site specific educational specification approved



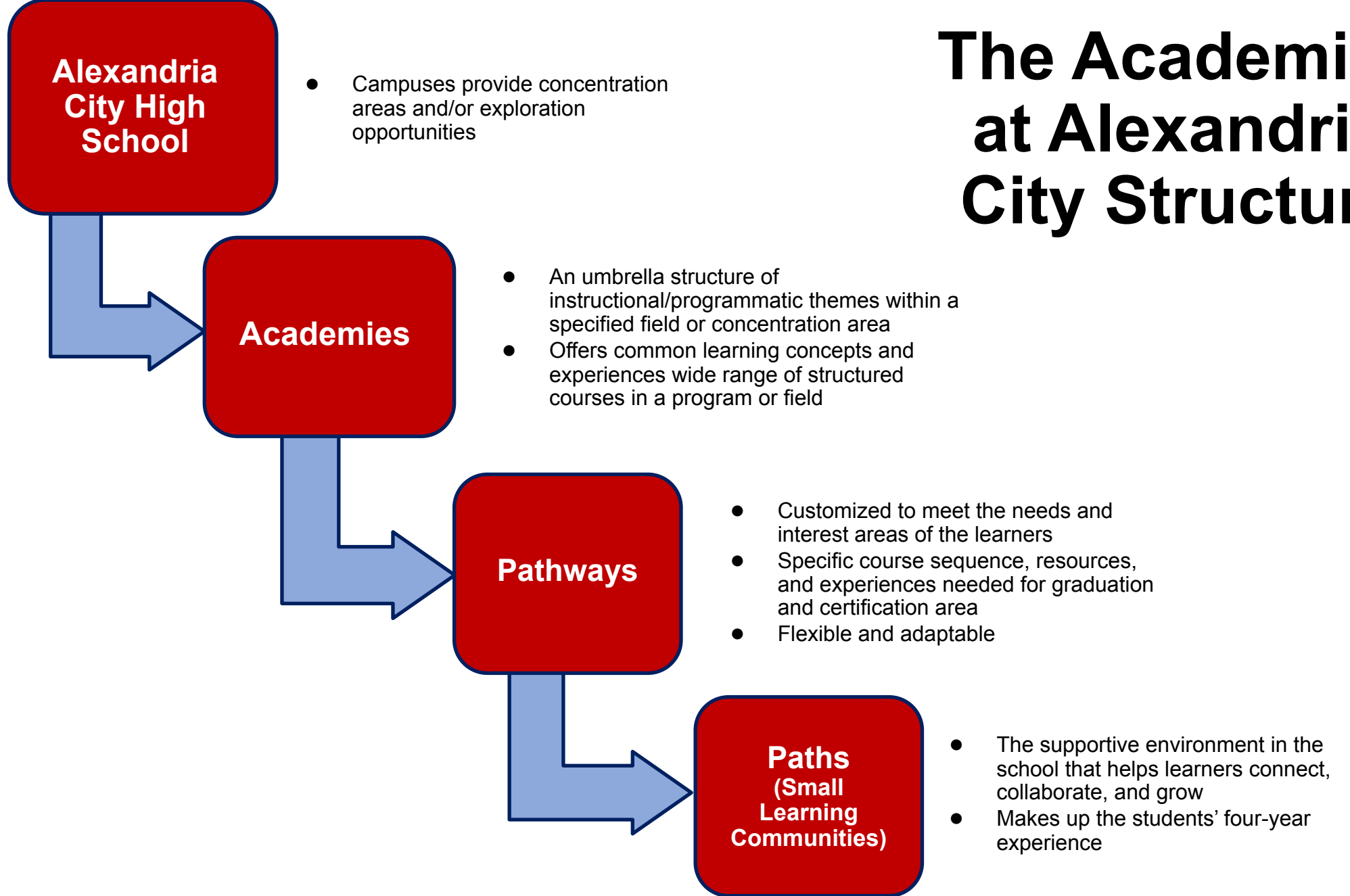
Timeline Contd.

(Ongoing/Upcoming Work)





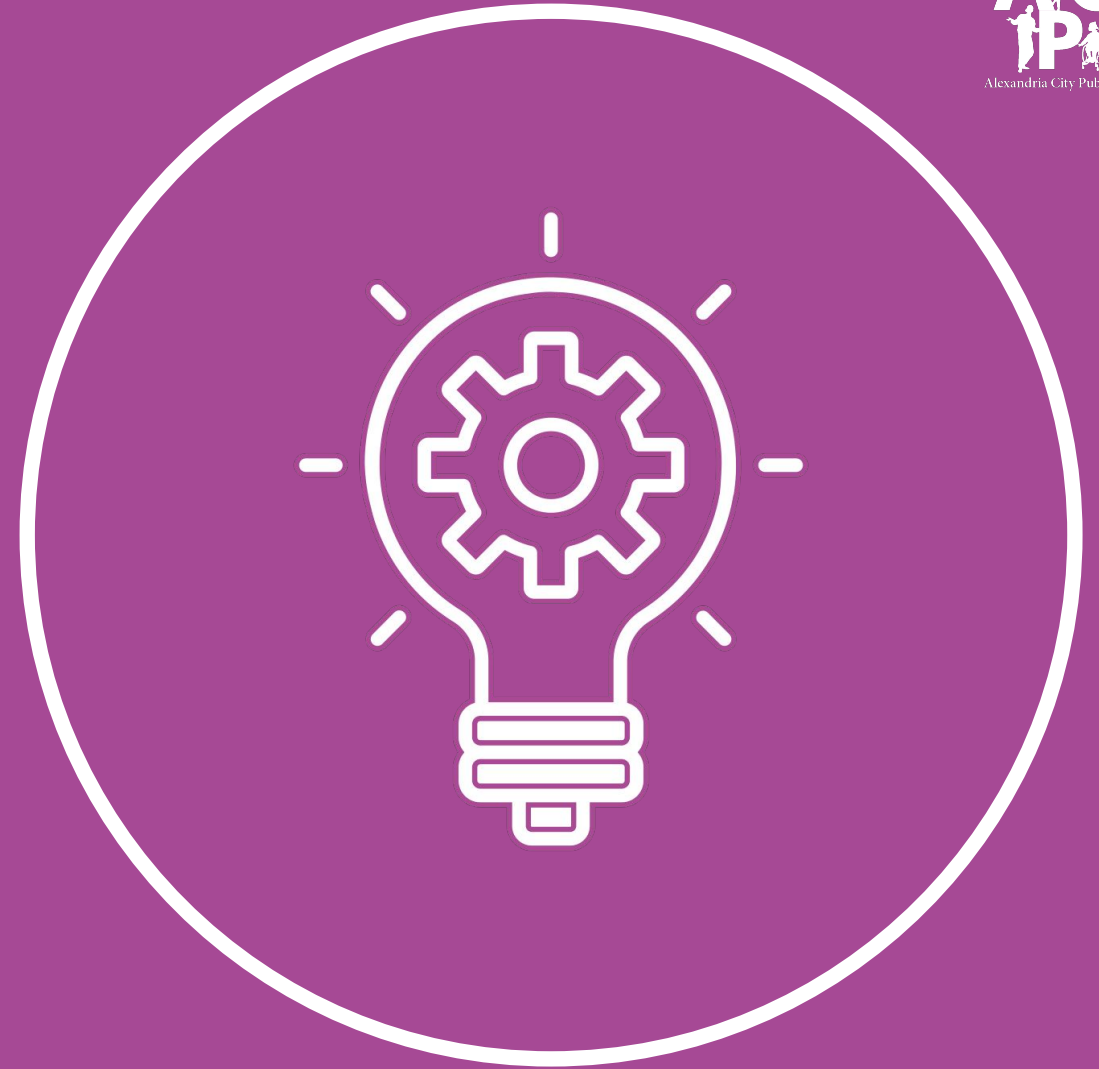
EQUITY-FOCUSED



The Academies at Alexandria City Structure

2020-2025 Strategic Plan: Equity for All

**Recent
Educational
Programming
Focused on
Positive Student
Outcomes**





Student-Centered Bell Schedule

Monday			T-F		T	Wed	Th	F
8:35	9:20	1						
9:27	10:12	3	8:35	10:35	1	2	1	2
10:19	11:04	2						
11:11	11:56	4	10:42	12:05	3	4	3	4
12:09	1:39	Adv/5	12:18	1:48	5	5	5	5
1:52	2:37	7						
2:44	3:25	6	2:01	3:25	7	6	7	6



Student-Centered Features of the Bell Schedule

OPERATIONS

INTER-CAMPUS TRANSITION

- Two campus model
- Transitions will occur throughout the instructional day as needed.
- All Campuses of ACHS are closed Campuses
- All students should arrive at no later than 8:35am (Attendance Plan Development)

INSTRUCTIONAL PROGRAM

- Monday - 7-Period Day
- Tuesday - Friday - Block Schedule
- Consistent Days, i.e. every Tues./Thurs. is a RED DAY; and every Wed./Fri. is a BLUE DAY
- This bell schedule allows space for common planning by SOL course; academic support during the school day; clubs/activities to meet during the school day; imbedded academic enrichment and SEAL time; advisory; and adequate time for midday transition

SMALL LEARNING COMMUNITIES (SLCs)

- SLCs will be created in Titan Time (by academy), and in core classes (by academy)



Student- Centered Features of the Bell Schedule (cont'd)

LUNCH

- Minnie Howard will utilize distributed dining model: students will eat in common spaces.
- King St. students will utilize the formal cafeteria.
- Standardized lunch period for students due to an embedded period.

TITAN TIME vs. ADVISORY

- Titan Time in the morning allows for SST check-ins with students; case managers built in time to check-in with students; academy SLCs; and clubs/activities to meet
- Advisory - The embed period (5th period) is used for 5th period instruction (tutoring/intervention/support) and advisory.
- Advisory allows space for SEAL time and advisory curriculum, i.e. students will earn a “pass” or “fail” in advisory next year.



Foundational Principles The Academies at Alexandria City: A Master Schedule Focused on Positive Student and Staff Outcomes

- Students are assigned to a campus based upon where their academy leadership and school counselor are located.
- Students will **start their day on the campus location in which their 1st and/or 2nd periods are assigned.**
- Students will **transition** across campuses for various course offerings.





Foundational Principles The Academies at Alexandria City: A Master Schedule Focused on Positive Student and Staff Outcomes (cont'd)

- Student course requests were analyzed to **strategically place course sections across campuses** to minimize student transition throughout the day.
- **Teachers were assigned to their preferred academy** based on work with Assistant Principals (APs) and Department Chairs who have been a key liaison between the scheduling team and their teachers to facilitate campus placement and room assignments.
- **Common planning time** for Professional Learning Communities across multiple departments (including core academic areas, ELL, and SPED when feasible due to teaching across multiple contents).





Foundational Principles in Action

Student Schedules

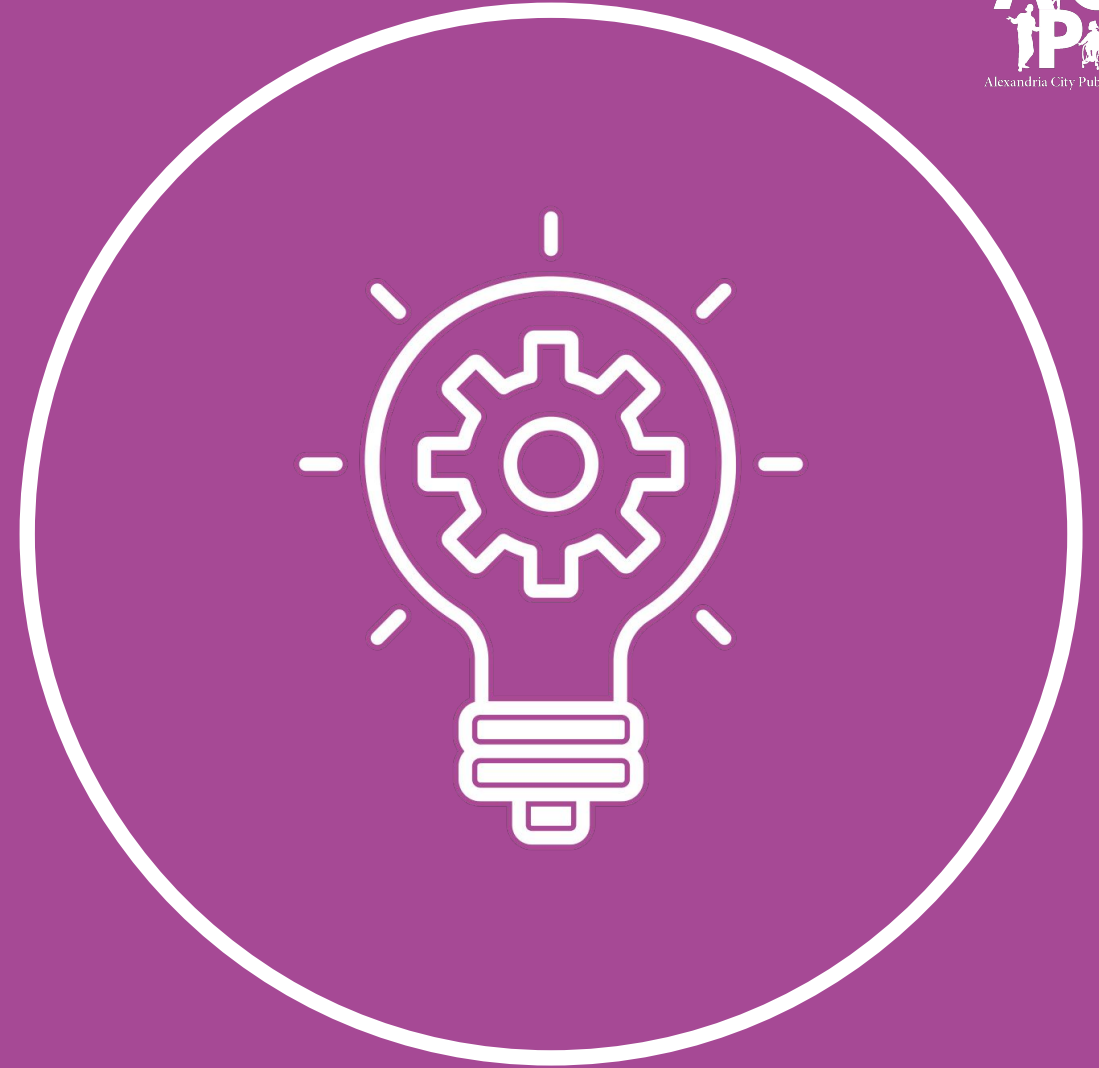
- 7 Academic Classes and 1 Advisory Period (w/ 5th period teacher)
- Using teacher academy preferences and student course requests, a majority of students will be scheduled into their core academic classes (Math, Science, Social Studies, and English) with teachers who are assigned to their primary academy.
- Transitions between campuses will be focused before and after the lunch period (5th period) whenever possible. There will be transitions available at other times.

Staff Schedules

- A standard teacher schedule includes:
 - 5 Academic Courses
 - 2 Planning periods (one each day)
 - 1 Advisory Period (same students as their 5th period class)
- **Exceptions to this could include Academy Leads and teachers with additional responsibilities.**
- 99.9% of teachers are assigned to **one** campus.
- To date, only **two** teachers are assigned to more than 1 campus.
- With the expansion to a grades 9-12 campus at Minnie Howard, the current master schedule has seen a decrease in the number of teachers without an assigned classroom from period to period.
- ACHS teachers have been involved in the assigning of and aware of their campus placement and course assignments for next year since April 17.

2020-2025 Strategic Plan: Equity for All

**Strategies to Foster and
Progress Monitor a
Successful Implementation
of The Academies at
Alexandria City**





2024–2025 School Year ACHS Staggered Start

What:

Staggered Start provides an opportunity for school administrators and teachers to work with a smaller group of grade-level students each day to teach procedures and routines and ensure students are comfortable with their learning environment before acclimating to the total school population.

When:

Date	In-person	Asynchronous
August 19, 2024	KS/MH - Grades 9 and 10 only CFC/Satellite - All Grade Levels	KS/MH - Grades 11 and 12 only
August 20, 2024	KS/MH - Grades 11 and 12 only CFC/Satellite - All Grade Levels	KS/MH - Grades 9 and 10 only
August 21, 2024	KS/MH/CFC/Satellite - All Grade Levels	



2024–2025 School Year ACHS Staggered Start cont'd.

Why?

The ACHS administrative team would like to ensure that the following *school based administrative processes* run smoothly:

- Master Schedule Implementation
- Student Bell Schedule Support (Closed Campus)
- Student and staff schedule support
- Instructional and operational student and staff support (as they acclimate to a new campus and new processes).
- Morning/Afternoon Transportation/Intercampus Shuttle
- Assisting students with acclimating to Minga
- Hold Student Assemblies
- Lunch Processes



Alexandria City Public Schools

Questions?

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