



Alexandria City Public Schools



Dr. Gregory C. Hutchings, Jr.
Superintendent of Schools

@DrHutchings

Newly Elected School Board Members,

Congratulations and welcome to ACPS! I am genuinely excited to be working with each and every one of you to make Alexandria City Public Schools the best it has ever been.

Our mission here at ACPS is to see that every one of our students succeeds, and to celebrate their incredible talents that may manifest themselves in many different ways. To do this we must provide the opportunities for students to succeed that span the whole spectrum — from strong academic programming, college-level courses, Career and Technical Education (CTE) programs, and college-readiness programs, to world class programs that further boost the school division’s reputation as a training ground for top-tier athletes.

Our diversity is a gift. In ACPS we have 15,737 students from 114 different countries who speak 119 different languages. There is no other school division where students can experience such a rich global environment as the one we offer at ACPS. Our students graduate being able to fully engage in our dynamic world. Time and time again, our students come back and tell us they were better prepared for the college experience or the work environment thanks to their ACPS experiences. This is real success. And it is one that all our students can experience and we are truly grateful that so many of them do.

Success is almost impossible to achieve alone, however. By providing a solid foundation of support and removing barriers that may be preventing a student from reaching their full potential, students are more likely to succeed. Just as important is support from caring, determined and nurturing teachers and staff. Having the unwavering support of dedicated staff can make the difference between genuine success and a student who does not reach their full potential or go on to fulfill their life dreams.

A successful student also has mentors — unofficial and official, among parents, friends and community members. They have support from businesses to get hands-on experience in the business world and coaching from business and community leaders who can provide inspiration when they need encouragement to get them to the next stage. Success for every student takes a community that truly believes every child can succeed and deserves to succeed. Success also depends on a community that is willing to take on expanding the educational experiences and opportunities for young people so that they are not only supporting the student to become the best they can be, but also supporting the City in that goal, too.

Support also means advocating for investment in education. It means supporting our schools so that our educators can live and become vested members of the same community in which they teach. It means supporting the allocation of resources to professional learning so that our staff knows they are worth the investment of time and resources and want to stay and grow with our school division rather than moving elsewhere. It means simply saying “thank you” to our ACPS employees for their hard work and dedication each day in our schools.

Inside your packet from ACPS is a copy of Measuring What Matters, which is one of the ways in which we share with our community the opportunities and successes our students experience inside and outside the classroom. Every child deserves an opportunity to be supported and engaged in a high quality learning environment. And every child deserves to have their successes acknowledged. This, coupled with the Overview of Recent ACPS Highlights, will give you an idea of the exciting opportunities that lie ahead of us.

I hope that you enjoy your experience as a member of the School Board and I look forward to getting to know you better in the near future.

Dr. Gregory C. Hutchings, Jr.
Superintendent of Schools
Alexandria City Public Schools

EVERY STUDENT SUCCEEDS



Alexandria City Public Schools

A BRIEF HISTORY OF ACPS

The Washington Free School

One of the first experiments in public education in the nation took place in Alexandria. The Alexandria Academy was originally the home of the Washington Free School, founded in 1785 for the purpose of educating orphans and poor children. Robert E. Lee was a student of the academy from 1818 to 1823. It was funded in part by George Washington, with a \$4,000 bequest in his will.

The Academy building was vacated after the War of 1812, at which time a group of free blacks established a school for African-American children on the third floor. The Rev. James H. Hanson, the white minister of the black Methodist Episcopal Church, conducted classes there for almost 300 students until 1823, when the building was sold. One of Rev. Hanson's enslaved students, Alfred Parry, later became a teacher and by the early 1830s had opened his own night school. After an 1837 law forbade the assembly of blacks, Parry managed to open a day school, Mount Hope Academy, by hiring a white man to be present at all times. Located between Duke and Wolfe streets, Mount Hope educated free and enslaved blacks until 1843, when Parry moved to Washington, D.C.

Mount Vernon and George Mason High School

In 1893, establishing an elementary school was one of the first priorities of the residents of the newly-established communities of Del Ray and St. Elmo, which were among the first "trolley suburbs" to be built in Northern Virginia on the outskirts of Washington. The old Washington Alexandria and Mount Vernon electric trolley ran straight down Commonwealth Avenue. The first school in the area opened in 1896, in two rooms in a house at 208 E. Howell Avenue. The teacher was paid \$30 a month. Two years later, the school was moved to 204 E. Del Ray.

In 1899, Joseph Suplee and William Garrett purchased five lots on Mount Vernon Avenue for a new school building. The first Mount Vernon School, completed in 1906, was an impressive brick Colonial revival building with an octagonal cupola with a bell and tall, white columns gracing each side of the front entrance. The school opened out onto Mount Vernon Avenue, where the playground now sits. It had a 350-seat auditorium, stage, dressing room and a facility in the balcony for "stereopticon" shows. At a cost of \$30,000, the superintendent at the time said the Mount Vernon school was "probably the most expensive building in the county." The large school was built with an eye to the future and a commitment to education, because at the time, the town's population hovered around only 200.

The school not only served to educate the community's children, but also as a meeting place. It was here that the community decided to incorporate as the Town of Potomac in 1908, here that the Town Council met in the basement and here where in 1930, after two years of contentious public debate, the Town of Potomac agreed to be annexed and become part of the City of Alexandria.

In 1925, some local houses still had chicken coops, the sidewalks were two wooden planks and the community's streets were still paved with cinders from the nearby Potomac Yard railroad switching station — the largest in the nation and one of the area's biggest employers. Mount Vernon Elementary School got an addition in 1928 and by 1930, 800 students attended the school, where the 15 teachers had an average class size of 53 students.

City officials built George Mason High School just next door to Mount Vernon. At this time, the city defined the “desirable” teacher student ratio as 45 to 1. In 1935, George Mason High School was closed and the building became an annex to Mount Vernon. In 1953, the school population grew again when the Warwick Village community was built.

The old Mount Vernon building was demolished in 1968. The present-day Mount Vernon that opens onto Commonwealth Avenue was built shortly thereafter. The three-story brick George Mason High School building, after extensive renovation, was incorporated into the new school.

The Snowden School, Hallowell School for Girls, Parker-Gray and Lyles-Crouch

The Snowden School for Boys and Hallowell School for Girls were the first public schools for black children in the City of Alexandria.

In 1920, the Snowden and Hallowell schools were consolidated into the Parker-Gray School. The school was named for John Parker, principal of the Snowden School, and Sarah Gray, principal of the Hallowell School. The Parker-Gray School opened in 1920 for children in grades one through eight on the site of the current Charles Houston Recreation Center on Wythe Street. It had nine teachers and the barest necessities. Members of the community provided chairs and basic equipment. For many years, African-American students had to travel to Washington, D.C. to receive an education beyond the eighth grade.

By the early 1930s the school was overcrowded. A new school was established in an old silk factory at the corner of Wilkes and South Pitt streets for black children who lived south of Cameron Street. It was named Lyles-Crouch to honor Jane Crouch and Rozier D. Lyles. Mrs. Crouch was a principal at Hallowell School; Mr. Lyles taught at Snowden School and at the first Parker-Gray School.

Parker-Gray was soon overcrowded again, so classrooms and a library were added. The first students who attended Parker-Gray for grades eight through eleven graduated in 1936 as Virginia required only 11 years of public education.

When the Parker-Gray High School was built in 1950, the original Parker-Gray School was given the name of Charles Houston, the NAACP lawyer who helped the community in their quest to have the high school built. During the desegregating years, Charles Houston Elementary School closed and the building eventually burned down. This site is now home to the Charles Houston Recreation Center.



The community realized that a separate high school building was needed. The Hopkins House Men's Club and other groups asked the help of the National Association for the Advancement of Colored People (NAACP). NAACP lawyers, headed by Attorney Charles Houston, conferred with city, state and federal officials. Eventually, the Parker-Gray High School was built at 1207 Madison Street. It was dedicated on May 31, 1950 and remained the high school for black students until 1965.

In the fall of 1964, all sectors of the Alexandria school system – students, faculty, and staff – were integrated. Parker-Gray High School was closed in 1965 and black students attended the city's other high schools: George Washington, T.C. Williams, and Francis C. Hammond.

From 1965 until 1979, the building served as a middle school. The property was sold and a portion of the funds was used by the City of Alexandria to renovate and extend the Alexandria Black History Resource Center, now the Alexandria Black History Museum. In the early 1980s the building was demolished, but a plaque marks the location of the old school. Before the last home football game on October 29, 1983, the stadium at T.C. Williams High School was dedicated as the Parker-Gray Memorial Stadium. The School Board's decision to name the stadium the Parker-Gray Memorial Stadium was an acknowledgment of community pride associated with a high school that served this city well.

George Washington and Francis C. Hammond High Schools

George Washington High School opened in 1935. It consolidated the city's two previous schools, Alexandria and George Mason. The Tulloch Memorial Gym was built in 1952. In 1971, the city's school district moved to a 6-2-2-2 configuration, and reassigned its three high schools from four-year to two-year campuses. Notable alumni include: Francis Hammond (class of 1949, posthumously awarded the Medal of Honor in 1953 for his actions during the Korean War), Willard Scott of NBC's *The Today Show* (class of 1951), members of *The Mamas & the Papas*, Jim Morrison of *The Doors* (class of 1961), astronaut Guy Gardner (class of 1965) and Skeeter Swift, a pro basketball player (class of 1965). A new high school in Alexandria was named for Francis Hammond in 1956.

Douglas MacArthur and Charles Barrett

World War II drew thousands of workers to Northern Virginia to work in New Deal agencies, defense plants, and the military, but housing was scarce. The Public Works Agency of the federal government funded and supervised construction of housing and schools for workers near defense sites. It created two such housing developments in Alexandria: Chinquapin Village on the site of today's Chinquapin Rec Center, and Cameron Valley, located off Duke Street and Yale Drive. Douglas MacArthur School, known briefly as the Chinquapin School during its construction, was built for children of these employees. Douglas MacArthur Elementary School became part of the public school system in 1947. It was attended by all four children of President Gerald R. Ford and Betty Ford. Their three sons graduated from T.C. Williams High School.

Metropolitan Life Insurance Company of New York responded to President Franklin Roosevelt's plea for more housing near the Pentagon by building Parkfairfax and donating about five acres and \$50,000 to the City of Alexandria to build Charles Barrett Elementary School. The school was named after Major General Charles Dodson Barrett (1885–1943), the first commanding general of the 3rd Marine Division, who died while on duty in the South Pacific in 1943 and was posthumously awarded the Distinguished Service Medal in recognition of his outstanding service.

Desegregation and Theodore Ficklin Elementary School

In 1958, 14 black students in Alexandria applied to attend white schools. At the time, a state pupil placement board evaluated all black students applying for transfers to white schools on six criteria, one of them being “mental and emotional stability.” All 14 were denied. The 14 students sued and won about the same time that Virginia’s “massive resistance” program was struck down by a federal court in Norfolk and the Virginia Court of Appeals. The Federal District Court ordered the Alexandria City School Board to admit nine black students to three previously all white schools. James Lomax, then aged 8, and his sister Margaret, then aged 6, were two of the students who symbolically passed the “do not enter” sign at the entrance to Theodore Ficklin Elementary School on North Royal and Second Street on February 10, 1959.



Ferdinand T. Day

In 1964, Alexandria City School Board expanded the city’s public school board from six to nine members and appointed Ferdinand T. Day as one of the three new members. Ten years after the Board Versus Brown decision, Day was the only African-American on the board and the first to be appointed to this position. Ferdinand T. Day Elementary School, named after Day, opened in September 2018.



T.C. Williams High School

T.C. Williams High School initially opened its doors in 1965, and graduated its first class in June 1967. At the time, it was one of three public high schools along with George Washington High School and Francis C. Hammond High School. Parker-Gray High School, which served black high school students from 1950 onward, had begun to phase out grades in the early 1960s. By 1964, its students had been integrated into other schools. In order to build T.C. Williams High School in the 1960s, land was acquired by eminent domain from the community of African-Americans who owned the houses on and near the current Parker-Gray Memorial Field. The new high school was named after former ACPS superintendent Thomas Chambliss Williams (mid-1930s - mid-1960s), a supporter of perpetuating segregation, and a man who did everything possible to slow down the process of integration in Alexandria.



In 1971 the city consolidated all high school students into T.C. Williams, so that the school became Alexandria’s only public senior high school serving 11th and 12th graders. The city’s freshmen and sophomores attended Francis C. Hammond High School and George Washington High School. Although T.C. Williams and George Washington were already integrated in 1971, Hammond was nearly all white, while the city was about one-fifth black. The story of Alexandria’s struggle to desegregate its schools is immortalized in the Disney movie, “Remember the Titans” (2000), about the high school’s football team who went on to win the state football championship in 1971.



T.C. Williams High School’s current building opened in 2008 on the same site as the original 1965 building. The gym was named after Gerry Bertier — a member of the Titans’ 1971 state championship football team — who was paralyzed in a car crash. The basketball court was named in honor of Earl Lloyd, who attended Parker-Gray High School and was the first African-American to play in the NBA. The football stadium is named Parker-Gray Stadium in deference to the former pre-segregation high school.



Division Desegregation

In 1974, three years following the city's high school consolidation, Superintendent John Albohm, who had worked with the School Board to achieve desegregation, announced; "This year, we have finally reorganized our elementary schools and, in a broad sense, have completed the desegregation of our school system kindergarten through grade 12". The city was about one-fifth black.



Cora Kelly

Cora Lee Webster Kelly (1869–1953) was a beloved teacher in ACPS. Her grave can be found in Washington Street United Methodist Church Cemetery. Her grave reads; "Beloved teacher who trained the hearts and minds of Alexandria youth through 53 years of dedicated service." Cora Kelly School for Math, Science and Technology opened in 1959.

Samuel W. Tucker

Samuel W. Tucker Elementary School opened in 2000 and is named after Samuel Wilbert Tucker (1913– 1990), a lawyer, whose civil rights career began as he organized a 1939 sit-in at the then-segregated Alexandria public library. Tucker argued and won several civil rights cases before the Supreme Court of the United States, including *Green v. County School Board of New Kent County*, which according to *The Encyclopedia of Civil Rights In America*, "did more to advance school integration than any other Supreme Court decision since *Brown*."

Reference: For a fuller story of the history and background of ACPS, please see "**Building the Federal School House**" by **Doug Reed**.



About ACPS - Fast Facts



Alexandria City Public Schools (ACPS) serves more than 15,000 students who hail from more than 114 countries and speak 119 languages. ACPS has 18 schools, including two middle schools, two K-8 schools, one pre-K school and the internationally recognized T.C. Williams High School. ACPS is committed to ensuring that each and every student succeeds.

MISSION:

Every student succeeds: Educating lifelong learners and inspiring civic responsibility.

See the [ACPS 2020 Strategic Plan](#) for our division wide goals.

Enrollment (as of October 31, 2018): 15,737

Additional enrollment data is available via the [ACPS iDashboard](#).

Budget FY 2018:

- Combined Funds Budget: \$283,997,814
- Per Pupil Cost: \$17,193
- [Capital improvement budget \(FY 2018-2027\) \(PDF\)](#): \$459,394,127

Number of Schools:

- 1 Pre-K
- 12 Elementary

- 2 K-8
- 2 Middle
- 1 High School (2 campuses)
- **18 Total**

Class Size Caps:

Kindergarten: 22
Grade 1: 24
Grade 2: 24
Grade 3: 26
Grade 4: 26
Grade 5: 26

At the middle and high school levels, the Virginia Standards of Quality establish student to teacher ratios instead of class size caps. The School Board complies with these ratios, codified in the [Code of Virginia, 1950, as amended, § 22.1-253.13:2](#).

See [School Board Policy IHB \(PDF\)](#) and [Regulation IHB \(PDF\)](#) for details.

Student Demographics: (as of October 31, 2018)

- Asian: 5.32%
- Black: 26.83%
- Hispanic: 36.08%
- White: 28.46%
- Native Hawaiian/Pacific Islander: 0.17%
- Native American: 0.20%
- Multi-racial: 2.88%
- Countries of birth: 114
- Native languages: 119

Graduates:

- Graduates (June 2018): 793
- AP courses offered at T.C. Williams High School: 27
- National Merit Scholarship Recipients: 1
- National Merit Scholarship Finalists: 3
- National Achievement Scholarship Finalists: 1
- AP exams taken: 2,021
- AP scores of 3 or higher: 72%

Special Programs:

- Eligible for free or reduced price meals: 61.45%
- Receiving talented and gifted services: 7.2%
- Students requiring English Learners (EL) services: 30.89%
- Students receiving special education services: 10.59%

Teachers:

- Teachers: 1,415
- Advanced degrees: 77%
- Teacher starting salary (BA): \$46,773
- Teacher starting salary (MA): \$53,651
- Teacher average salary: \$72,705
- National Board Certified: 49
- Other licensed staff: 220
- Support staff: 717

* School divisions categorize and calculate information in different ways. For comparison purposes, please review the [The Washington Area Boards of Education \(WABE\) Guide](#) which compares local school divisions based on common factors.



OVERVIEW OF RECENT ACPS Highlights

Alexandria City Public Schools is committed to providing every student with a high-quality education, a welcoming learning environment and the skills and resources needed to succeed today and after they graduate. The priorities of the school division are outlined through the ACPS 202 Strategic Plan which includes a series of six goals focused on a common mission of seeing Every Student Succeed. ACPS has just completed the third year of the [ACPS 2020 Strategic Plan](#).

The six main areas of focus for the school division are: academic excellence, family and community engagement, high-quality staff, facilities and learning environment, health and wellness, and effective and efficient operations.

This school year, we have been more focused than ever on strengthening our academic programs, especially our high school programming to ensure that we are offering our students the experiences and opportunities they seek and deserve during their secondary years. In addition to fulfilling the needs of the Virginia Portrait of a Graduate — a new requirement in 2018 — our students want opportunities in technology, languages, business and in the community.

Early last summer, ACPS launched [The High School Project: Inspiring a Future for Alexandria](#). Through the project we aim to redefine the high school experience for future generations of Alexandrians to meet the future business needs of the D.C. metro region and address the challenges of a growing student enrollment. T.C. Williams High School, Alexandria's only high school, is currently one of the largest high schools in the state with 4,000 students. Over the course of the next two years, enrollment is projected to grow to 5,000 students. The High School Project aims not only to resolve the issues around growing student enrollment and space at the high school, but it will also attempt to redefine the high school experience for future generations of Alexandrians, thereby delivering a future for Alexandria.

Rather than simply looking at buildings, space, and land acquisitions, ACPS is approaching this as an opportunity to assess the skills that our students will need to be successful in the future. We want to focus on which programs to offer in order to fulfill those needs in the long-run. This project will include a focus on the future business needs of Alexandria, Northern Virginia and the D.C. metro area — as well as the United States — and create programming aligned with those future needs.

Our multifaceted issues may call for multiple solutions. Any solution is also likely to involve public-private partnerships — the direction in which public education is heading. This high school project must stand the test of time. If we do this successfully, we will be not only redefining the high school experience for ACPS, but also delivering a direction for Alexandria. Our students are the future; their experiences and skills will ultimately define our city.

In the spring, ACPS launched the [Governor's Health Sciences Academy at T.C. Williams High School](#) in partnership with The George Washington University. This is the first public-private partnership of its kind in Virginia. In the summer, the academy was endorsed as a Governor's Health Sciences Academy by the Commonwealth of Virginia through the Virginia Department of Education and enables students to earn up to 18 college credits from The George Washington University School of Medicine and Health Sciences while in high school.

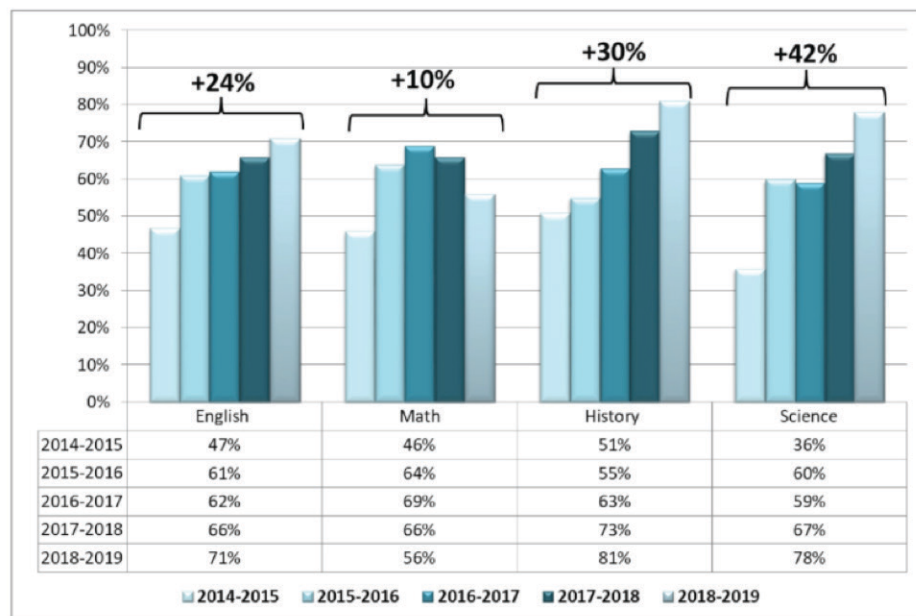
The program is aligned with workforce needs in the healthcare industry in Virginia and can significantly reduce the time and money needed to graduate from college.

The first cohort of 100 students can choose one of seven in-demand career pathways: biomedical informatics, emergency medical services, medical laboratory sciences, nursing, pharmacy, sports medicine and surgical technology. Following graduation, students can move into entry-level health careers; matriculate into a community college and attain an associate's degree; transfer to the GW School of Medicine and Health Sciences through a guaranteed admissions agreement with college credits toward earning a bachelor's degree; enter a bachelor-completion program at GW in partnership with select community colleges in Virginia and Maryland; or transfer credits to another four-year university.

To prepare our students for these kinds of opportunities, ACPS is focused on the strong delivery of content in the core areas of math, science, reading and writing in elementary, middle and high school. Over the past year, instructional specialists have been working to develop curriculum content in more than 300 courses. The curriculum has moved online and is now concise, easy to access and sets out clear priorities for each quarter in each subject area. It is purposeful with better sequencing and has closer alignment to the skills needed for the Virginia Standards of Learning.

Fourteen schools within ACPS are now fully accredited for the 2018-19 school year — two more than last year. William Ramsay Elementary School and Francis C. Hammond Middle School both attained full accreditation status. Both were previously accredited with conditions. Jefferson-Houston School, an [International Baccalaureate \(I.B.\) World School](#), is now accredited with conditions, moving out of the Accreditation Denied status of the last several school years. It has shown exponential growth over the past five years and only just missed the benchmarks within mathematics for achievement levels of black students and students with disabilities. The school met or surpassed all other state benchmarks including English, English subgroup benchmarks, science and chronic absenteeism. The school offers both an I.B. Primary Years and Middle Years Programme, which encourage students to think independently, drive their own learning, work cooperatively with others and draw connections between what they are learning in the classroom and the real world.

State Accreditation Historical Results: Jefferson-Houston



The T.C. Williams High School Class of 2018 saw a substantial increase in the number of students reporting a commitment to post-secondary education with 561 planning to attend college — a 58 percent increase on last year. The gains are due in part to the new leadership structure, which improves the ratio of counselors working with senior students to better support them in planning and pursuing their post-secondary goals. The new structure also aligns support from the T.C. College and Career Center with partners such as the Scholarship Fund of Alexandria, Alexandria Workforce Development and Northern Virginia Community College, to ensure that every student has a plan following graduation and the support needed to implement that plan.

This year, T.C. Williams also saw an all-time high in the number of Advanced Placement (AP) tests scoring top grades. A record 22 percent of students who took AP exams scored a grade five, the top score possible on AP tests. In addition, a record 72 percent of all students who took the exams in 2018 achieved a score of three, four or five — the scores required by the College Board for college credit. Both of these results are the best that ACPS has seen in AP exams since the school division started to pay for students to take them in 2005. In 2005 only 9 percent of students scored a five and 39 percent of students scored a three or above. The jumps are also the greatest increase in a single year in AP student performance seen at T.C. Williams dating back to 2005. In addition to higher scores, more students also took the AP exam this year. More than a third of all students, 36 percent, in grades 10 through 12 took at least one AP exam in 2018 — an all-time high for the school division, with 931 students taking 2,021 subject exams. T.C. Williams High School is expected to continue to be accredited with conditions this year, with improvements needed in the areas of math, subgroup performance, Graduation Completion Index and dropout rate.

Testing data for ACPS already shows that minority students outperform their counterparts in many schools and subject areas. This is a trend that is not regularly seen across the United States and challenges the concept that poverty is a driver of test results. Despite a free and reduced price school meal rate of 86 percent and rising, Cora Kelly School for Math, Science and Technology has seen sustained strong academic performance for all of its students for many years. Reading and math pass rates for English Learners have remained consistently at 96 and 95 percent, respectively, in the past three years. Patrick Henry School has also been fully accredited for the past four years despite 79 percent of students being eligible for free and reduced price school meals. The school attributes its success to setting high expectations and tailoring instructional practices to meet the needs of students as individuals. Francis. C. Hammond Middle School is outperforming the division by 20 percent in Algebra I, despite 81 percent of its students being eligible for free and reduced price school meals. According to the School Quality Profile, Hammond also has an overall score of 89 percent in social studies and is outperforming the division by 15 percent. The data is exceptionally high for Black students (91 percent), Hispanic students (87 percent), economically disadvantaged students (89 percent) and English Learners (81 percent).

In September 2018, ACPS opened its first new school in 20 years. Ferdinand T. Day Elementary School — a science, technology, engineering and math (STEM) school with a curriculum focused on hands-on learning and exploration — was named after a local civil rights icon and education pioneer. The school, which can accommodate 650 students, is an example of creative collaboration between the City and ACPS to find space to meet the needs of growing enrollment, particularly on the West End. It is the first school in the city to be created by retrofitting office space and is a great example of efforts to create new cost-effective educational spaces to combat growing enrollment. Retrofitting the building took less than eleven months from the time the City Council agreed to the change in use. It proved to be a far less costly option than purchasing new space and building a new school.

ACPS opened the doors of its second new school in 20 years a week later when the [Early Childhood Center \(ECC\)](#), co-located at John Adams Elementary School, welcomed more than 300 pre-K students to their first day of school. The Early Childhood Center is the result of years of collaborative planning with the City and ACPS partners such as the Campagna Center, and is an example of the power of collaboration in the delivery of services to our families and commitment to our youngest learners.

It includes classroom space for 360 students in the [ACPS Virginia Preschool Initiative \(VPI\)](#) program, the Campagna Center Head Start program, [ACPS Early Childhood Special Education \(ECSE\)](#) and [ACPS Preschoolers Learning Together \(PLT\)](#). The ECC will also have an outdoor classroom designed for the learning needs of students with disabilities. The school offers West End students and their families a safe and welcoming space where the needs of preschool children are the complete focus. This means designing play experiences that develop social-emotional learning, the ability to persist and solve problems on their own and vocabulary. For the first time through the ECC, ACPS is able to offer encore classes such as music, physical education and library time to our students with disabilities.

In 2017-18, as part of an ongoing commitment to improve our processes and ensure we continue to be good stewards of taxpayers dollars, ACPS conducted an evaluation of the services it provides to students with disabilities and an audit of our Human Resources processes. ACPS was named as one of only 26 school divisions in the United States and Canada to be officially recognized for its procurement processes. The school division was awarded the Annual Achievement of Excellence in Procurement Award from the National Procurement Institute, Inc. (NPI) in June. This is the third consecutive year that ACPS has earned the award, setting it above other school divisions when it comes to ensuring compliance when procuring outside services. The award demonstrates that ACPS understands the importance of its role in protecting Alexandria's financial investment in its children and works hard to maintain its credibility and integrity.

This fall, ACPS launched a quality data profile that aims to [measure the success of the school division](#) from a 360 perspective. With students from 114 different countries who speak 119 different languages, success looks different for each student. Each year, ACPS serves students who have had no prior formal education, as well as students who go on to attend to Ivy League colleges such as Princeton and Yale. [Measuring What Matters](#) — a combined quality profile and update on the ACPS 2020 goals — looks at student successes through a different lens.

We continue to see growth in the support of our community. Of the 2,186 community members who participated in the 2017-18 ACPS 2020 community survey, 74 percent rated the quality of ACPS as excellent or good, 93 percent feel welcome to attend school activities, 83 percent believe there is mutual trust and respect between ACPS and the community and 72 percent said the division has a positive image. All of these results saw increases on the previous year and are only expected to grow further over this coming year as we focus on our goal of seeing *Every Student Succeed*.



ACPS SUPERINTENDENT - DR. GREGORY C. HUTCHINGS, JR.



The superintendent is the chief executive officer for the school division. The superintendent's mission is to ensure that:

- every child in every classroom receives the highest quality education and instruction
- safe and secure learning and working environments are available for all students and employees
- the Alexandria City Public School system attracts and retains the best possible employees
- all employees are properly trained through ongoing staff and professional development to stay informed of current educational trends and to develop new skills in their areas of expertise
- state of the art technology is readily accessible to all students and staff
- parent and community involvement in the educational process of our students is properly and continuously promoted and encouraged
- all Alexandria City Public Schools are fully accredited

ABOUT DR. GREGORY C. HUTCHINGS, JR.

Dr. Gregory C. Hutchings is a graduate of T.C. Williams High School. He came up through the ranks of ACPS, attending Patrick Henry and James K. Polk Elementary Schools, Mount Vernon Community School, and William Ramsay Elementary School followed by Francis C. Hammond Middle School. As a student, he was a member of the high school track and field team, the Future Business Leaders of America club and was senior class first vice president at T.C. Williams High School before graduating in 1995.

Prior to becoming a superintendent, Dr. Hutchings was a director of pre-K-12 initiatives and director of middle school programs with ACPS, where he launched the candidacy phase of the International Baccalaureate (IB) programme, which has since been implemented at Jefferson-Houston School. He also worked collaboratively with the curriculum department on the implementation of the new middle school curricula in ACPS.

In 2013, he became Superintendent of Shaker Heights Schools, located in a suburb of Cleveland, Ohio. Under his leadership, he collaborated with community stakeholders, administrators and teachers to close the achievement gap and ensure that students of all backgrounds had access to the resources, tools and opportunities needed to succeed. He became one of only eight superintendents in North America to lead a district offering the IB programme for all students at all grade levels, including pre-K. Dr. Hutchings also worked closely with school board members and administrators to develop and execute a strategic plan to realize the district's goals. He served five years as a superintendent before returning to ACPS as superintendent in July 2018.

An experienced educator and administrator, Dr. Hutchings served as a teacher and in leadership roles at the middle and high school levels as well as in central office administrative positions. He began his teaching career in Manassas at Prince William County Public Schools and then served as an assistant middle school principal with Chesterfield County Public Schools, near Richmond. In Nashville, Tennessee, he was promoted from an assistant high school principal to middle school principal. He was named Tennessee Middle School Principal of the Year by the Tennessee Association of Middle Schools for his role in increasing student achievement and becoming the number one middle school in metropolitan Nashville based on value-added.

Dr. Hutchings holds a bachelor's degree in interdisciplinary studies from Old Dominion University and a master's in educational leadership from George Mason University. He earned a doctorate in educational policy, planning and leadership in 2010 from the College of William and Mary.

Dr. Hutchings and his wife Cheryl, a certified public accountant, have two school-age children.



EMERGENCY COMMUNICATIONS

Weather Events

School closing announcements due to inclement weather will be communicated in the following ways:

- ACPS Website
- All staff email
- City of Alexandria eNews: [subscribe to this email announcement list via City of Alexandria website](#) (sent first as staff can subscribe to this list)
- Parents and guardians via Blackboard Connect (four languages - sometimes sent in English first due to tight time constraints)
- ACPS Social Media: [Facebook](#) | [Twitter](#)
- ACPS Social Media en español: [Facebook](#) | [Twitter](#)
- ACPS Hotline: 703-866-5300 (English and Spanish)
- ACPS-TV, Channel 71 in the City of Alexandria
- Local television and radio stations (NBC4, Fox5, ABC7, CBS, WTOF, B1010.5FM, Univision, Spanish radio)

Important: The Office of Communications has no means by which to text Board members. To receive weather alerts via text, Board members need to subscribe to [City of Alexandria eNews](#).

Please note: Alexandria eNews is used for weather alerts because weather generally impacts the entire city. It is not used to communicate in all emergency situations. The eNews system does not enable us to communicate about an emergency situation at an individual school. Alexandria eNews would typically be used in a non-weather related emergency situation only if that situation impacts a large area of the city and/or more than two schools/buildings.

Weather Alerts and Emergency Notifications Frequently Asked Questions can be found at: www.acps.k12.va.us/emergency.

Emergencies

Announcements during an emergency situation depend on two factors:

1. The severity of the emergency
2. The urgency of the emergency

The way that emergency communications are handled can make or break public trust. The Office of Communications is a key guardian of that trust. During an emergency, all communications are handled by the Office of Communications.

Your role:

All official communication during an emergency comes from the Office of Communications, sometimes in coordination with local law enforcement, depending on the nature of the situation. The official communication includes the final summary letter or message at the close of a situation. Do not create your own messages.

Only retweet, repost or share official emergency announcements from the Office of Communications. This includes images and video.

Note: Emergencies require multiple cycles of communication as the emergency develops. Communication generally follows the same communication procedures, but may vary depending on the scope and urgency of the situation.

In a fast-moving emergency, new information is always posted to the ACPS website first. An emergency always concludes with a summary letter or email, written and sent by the Office of Communications.

If the emergency impacts multiple schools/sites, the message may come from ACPS. If it impacts an individual school or schools, it will come from the school principal or designee.

An FAQ on Emergency Procedures can be found at www.acps.k12.va.us/emergency.

You can also [download a printable version of Parent and Guardian Emergency Guidelines \(PDF\)](#).

SUPERINTENDENT'S 100-DAY ENTRY PLAN

In July, ACPS welcomed Dr. Gregory C. Hutchings, Jr. as our new superintendent. In the first 100 days of his tenure as superintendent, Dr. Hutchings will work collaboratively with school and community stakeholders to review, assess and familiarize himself with every area of the division in line with the goals of the [ACPS 2020 Strategic Plan](#).



GOAL 1: Academic Excellence and Educational Equity – Every student will be academically successful and prepared for life, work and college.

Entry Plan Objective – Assess progress toward the school division’s goals outlined in the ACPS 2020 Plan as well as the progress on the key performance indicators (KPI) in the ACPS 2020 Data Scorecard.



GOAL 2: ACPS will partner with families and the community in the education of Alexandria’s youth.

Entry Plan Objective – Establish a rapport with board members, students, parents, teachers, school administrators, support staff, administrative staff, central office staff, special groups, community organizations, businesses, city officials, local universities/colleges, and religious leaders to ensure effective communication and collaboration.



GOAL 3: ACPS will recruit, develop, support and retain a staff that meets the needs of every student.

Entry Plan Objective – Evaluate the school division’s human capital initiatives including recruitment, retention, development and supports.



GOAL 4: ACPS will provide optimal and equitable learning environments.

Entry Plan Objective – Assess facilities and implementation of the Capital Improvement Plan (CIP) as well as technology infrastructure and technology resources in classrooms.



GOAL 5: ACPS will promote efforts to enable students to be healthy and ready to learn.

Entry Plan Objective – Assess programs to foster healthy lifestyles and provide students with necessary supports to become productive citizens.



GOAL 6: ACPS will be efficient, effective, and transparent in its business operations.

Entry Plan Objective – Assess fiscal stewardship, operational efficiencies and continuous improvement.

THE WAY FORWARD: SHARING MY PLAN

Over the past sixty days since I joined ACPS as superintendent of schools, I have been working through the goals of my [100-Day Entry Plan](#). Even though it has only been just over sixty days, I have already met many people from all different walks of life in our community and have gained real insight into the refinement needed to take our school division to the next level in order for every student to be successful in school and in life. This is an opportunity to make ACPS the best it has ever been.

At the first of three meetings with my transition team — the group of staff and community members who are helping to guide me during the first 100 days in my role — the discussion focused on employee retention, metrics, collaboration, effective communication and prioritization of goals. But all of the topics kept coming back to one thing: ensuring student success.

We are an ambitious school division that has set attainable goals through our [ACPS 2020 Strategic Plan](#), which outlines a vast array of initiatives established by members of the school division and community. This plan serves as our guide towards student success and contains several hundred key performance indicators we are working to meet every day. With many pressing needs, focusing and prioritizing will be important for ACPS as we forge ahead.

I look forward to sharing updates with you in the next few weeks when my transition team meets again and I continue to work toward finalizing the areas that need the most attention. But even after only a short time in this role, one thing is very clear to me: our community, staff and students are deeply committed to the same goal — and that is seeing every student succeed.

Dr. Gregory C. Hutchings, Jr.

Superintendent of Schools

Superintendent's Transition Team:

To help facilitate a smooth and efficient transition, Dr. Hutchings has formed a 100-Day Entry Plan Committee. The committee will help Dr. Hutchings to build relationships with community stakeholders and will serve as a sounding board for the constituents they represent, reflecting back what they hear about ACPS in the community.

The Committee is composed of a cross-section of ACPS staff, including educators, administrators, support and central office staff, along with alumni, community members and individuals representing students, local businesses and community organizations.

Transition Team

Name:

Affiliation:

Pierette Peters	Principal Representative - Secondary
Rae Covey	Principal Representative - Elementary
Kathryn Sicard	Licensed Professional Representative
Jeanette Jackson	Support Administrator Representative
Jimena Sanjines	Support Staff Representative
Francis Chase	Education Association of Alexandria Representative
Dawnielle Miller	Casa Chirilagua Representative
Ingris Moran	Tenants and Workers United Representative
Crystal Vanison Robinson	NAACP Representative
Dr. Tammy Mann	The Campagna Center Representative
Joe Haggerty	Chamber of Commerce Representative
Nicholas Miller	Talented and Gifted Advisory Committee Representative
Amanda Kelley	PTAC Representative
Sasha Bates	Student Representative
Don Davidson	Faith Based Community Representative
Mayor Bill Euille	T.C. Williams Alumni Representative
Kate Garvey	City Official Representative

Transition Team

Name:

Affiliation:

John Porter	Retired ACPS Employee
Ann Yanagihara	NOVA Real Estate Representative
Patrick Byrnett	Community Member
Amy Liu	Community Member
Janet Eissenstat	Special Education Advisory Committee Representative
Stephanie Landrum	Alexandria Economic Development Partnership Representative
Saif Rahman	Amharic/Arabic Representative
Clinton Page	Central Office Representative
John Brittain	Community Member
Douglas Reed	Professor/Author
Carroll Hebron	Urban League Representative
Vantross Medina-White	Teacher/T.C. Williams Alumni
Kurt Huffman	Central Office Representative