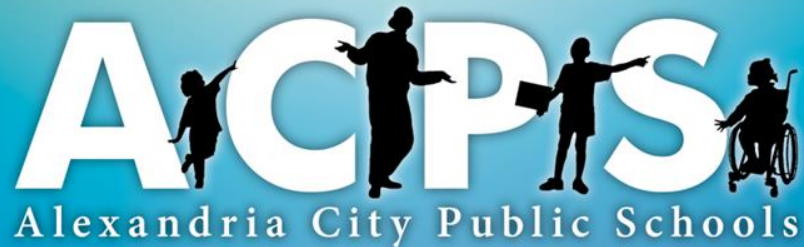


# The High School Project



**School Board Retreat**  
August 22, 2019



**EVERY STUDENT SUCCEEDS**

# Essential Questions

1. How did the work performed **address program options and site concepts** required by the Board's motion on March 21, 2019?
2. What were the **preliminary findings** of the *Educational Design Team (EDT)*?
3. What were the **results** of the site investigation?
4. Going forward, what **programs and site analysis** need to be considered?
5. What are the **next steps**?



# Original EDT Schedule

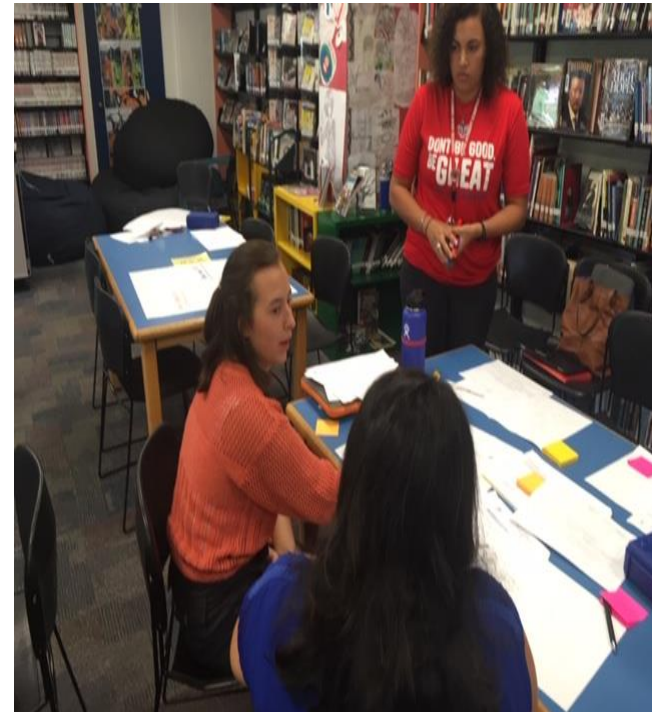
Date	Time	Topic
June 4	3:30 p.m. - 5:00 p.m.	Kick-off meeting
June 17	3:30 p.m. - 5:00 p.m.	Current programming, ideas, and solutions
June 25	1:00 p.m. - 4:00 p.m.	Two high schools
July 11	9:00 a.m. - 12:00 p.m.	Two high schools
July 25	9:00 a.m. - 12:00 p.m.	Connected High School Network (CHSN)
Aug 9	9:00 a.m. - 12:00 p.m.	Connected High School Network (CHSN)
Aug 15	9:00 a.m. - 12:00 p.m.	Is there a third recommendation?
Sept 5	4:00 p.m. - 6:00 p.m.	Consensus building
Sept 19	4:00 p.m. - 6:00 p.m.	Review report and recommendations

# Revised EDT Schedule

Date	Time	Topic
June 4	3:30 p.m. - 5:00 p.m.	Kick-off meeting
June 17	3:00 p.m. - 5:00 p.m.	Reviewing board priorities and program of studies
June 25	1:00 p.m. - 4:00 p.m.	Understanding course requests
July 11	9:00 a.m. - 1:00 p.m.	Establishing values and designing two high schools
July 25	9:00 a.m. - 1:00 p.m.	Designing Connected High School Network (CHSN)
Aug 9	9:00 a.m. - 12:00 p.m.	Examining alternative pathways to graduation, extracurricular activities and clubs
Aug 15	9:00 a.m. - 12:00 p.m.	Understanding site options and developing elevator speeches
Sept 24	3:45 p.m. - 4:45 p.m.	Reviewing September 26, 2019 presentation

# Understanding T.C. Williams High School

- **Listened** to students in a Fish Bowl session
- **Examined** the current program of studies
- **Explored** 30,000 course requests
- **Learned** about the 16 industry credentials



# Educational Programming Framework

This represents Virginia Department of Education (VDOE) and Alexandria City Public Schools (ACPS) graduation requirements, 16 Career and Technical Education (CTE) career clusters, and includes program options for Advanced Placement (AP), Dual Enrollment (DE), Specialized Instruction, English Learners (EL), and General Education (GE).

## STEM

- Science, Technology, Engineering, and Mathematics
- Architecture and Construction
- Health Science
- Information Technology
- Manufacturing
- Energy (August 2020)



## Business and Government

- Business Management and Administration
- Finance
- Government and Public Administration
- Hospitality and Tourism
- Marketing
- Agriculture, Food, and Natural Resources (TBD)



## Core Courses



- Education and Training
- Human Services
- Law, Public Safety, Corrections, and Security



## Education and Human Services



- Arts, Audio Visual (AV) Technology, and Communication

## The Arts

# Rating Rubric

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/Multiple Pathways	Impact on Student Achievement, Including the Impact on Subgroups	Access to Academic and Extracurricular Programs and Social Emotional Support
Weight	4	3	2	1	+/-	+/-
Design 1						
Design 2						
Design 3						
Design 4						
Design 5						
Design 6						
Design 7						
Design 8						
Design 9						
Design 10						

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0	1	2	3	4
No evidence of the value in any part of the presentation	Very little evidence, but mentioned at some point within the presentation	Some evidence but not substantial within the presentation	Clear thought of the value but not throughout the presentation	Highly evident thought of the value throughout the presentation.

**Non-negotiable considerations for each project:**

- **Impact on student achievement, including the impact on subgroups (e.g., English Learners, students with disabilities, underrepresented minorities);**
- **Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers)**

# Alternative Pathways to Graduation, Extracurricular Activities and Clubs

- Different format for **learning**
- Specially designed **locations, spaces, and schedules**
- **Flexibility**
- **Specially trained staff**
- Leads to **career** and other **postsecondary options**

## Alternative Pathways to Graduation



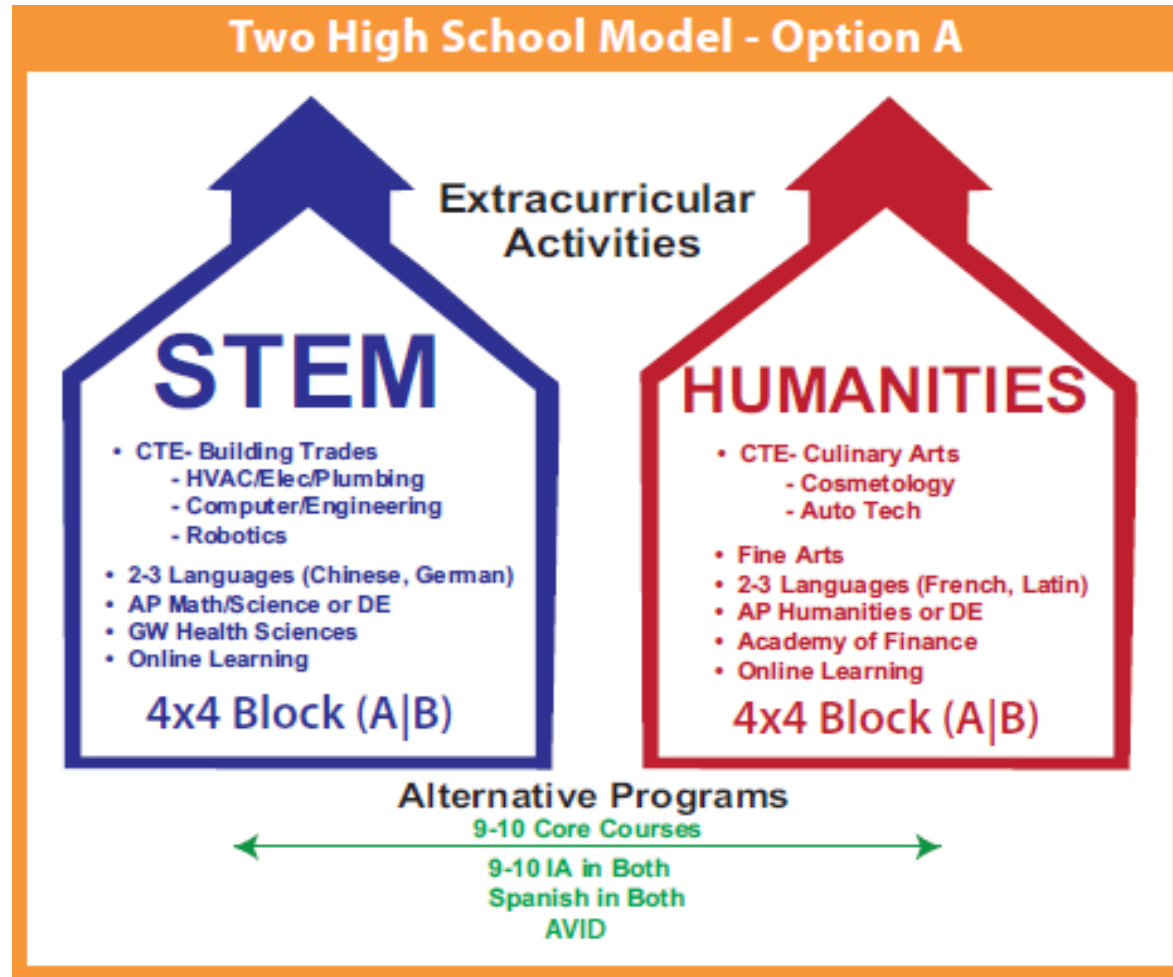
- Understanding **Virginia High School Sports League (VHSL)** rules and regulations
- **Staff sponsorship** is critical for clubs
- Offered **74 clubs** in 2018-2019 school year
- **Plan** forthcoming for better advertisement of opportunities

## Extracurricular Activities and Clubs

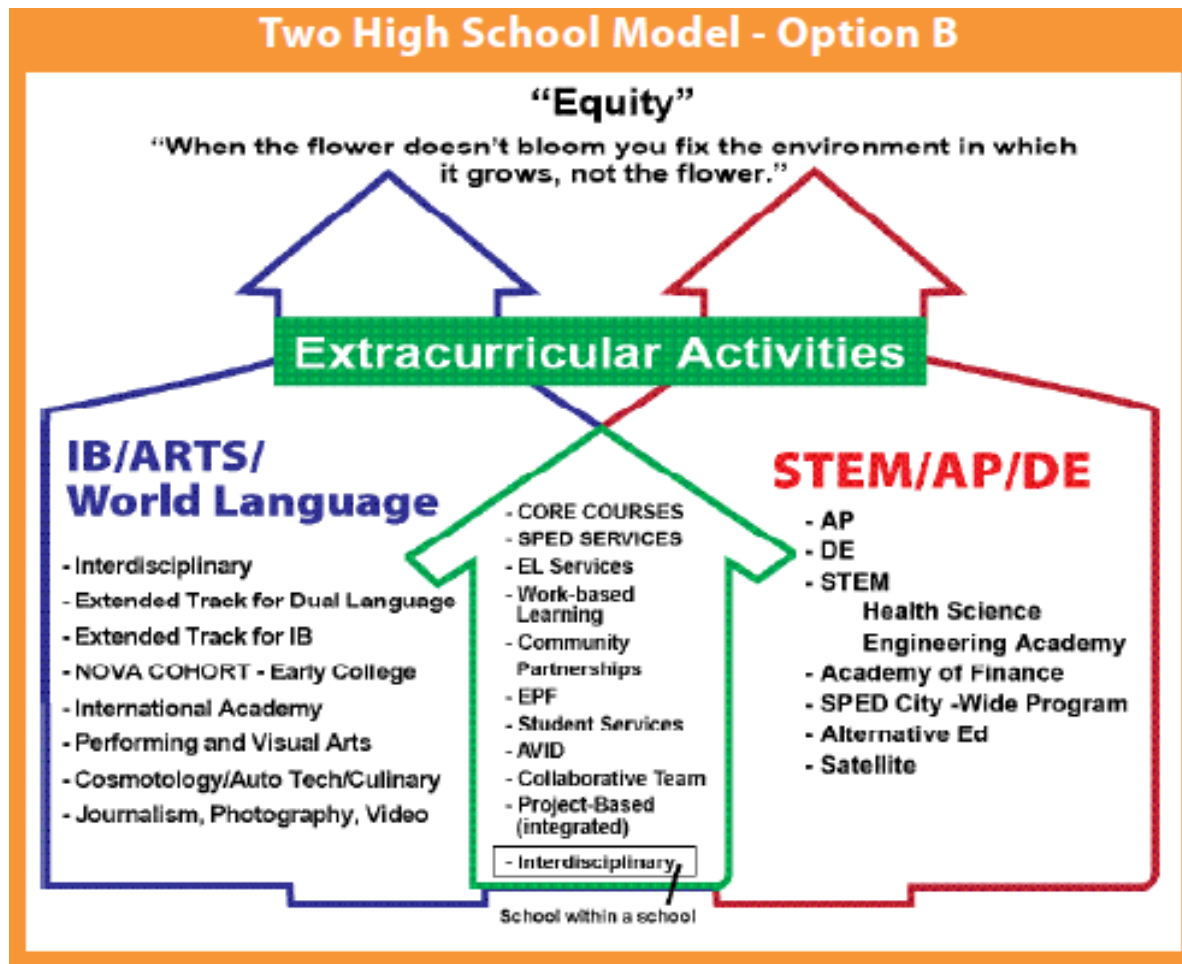




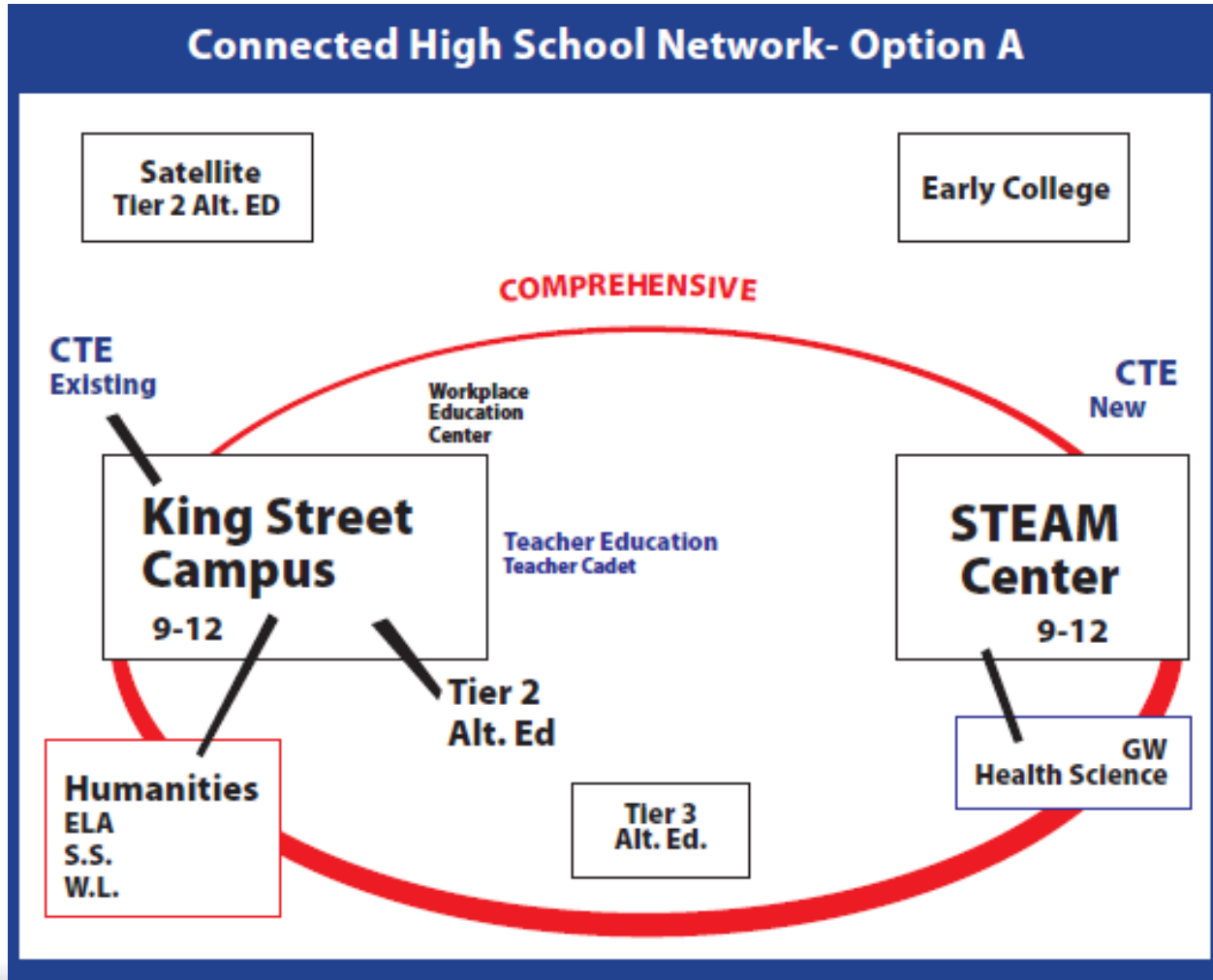
# Two High School Model (A)



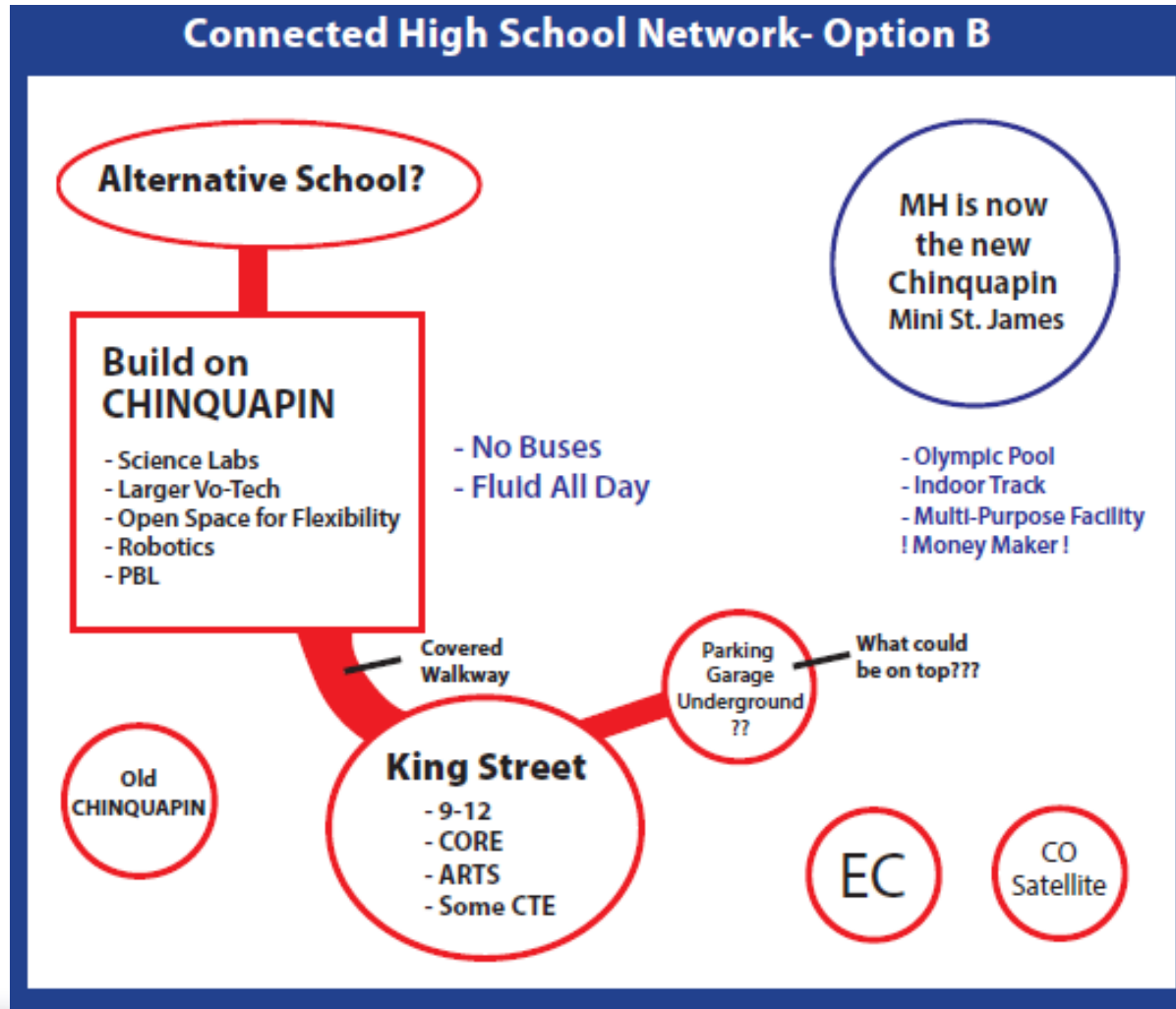
# Two High School Model (B)



# Connected HS Model (A)



# Connected HS Model (B)



# Site Investigation

ACPS engaged Savills to conduct research to **uncover market opportunities** that could be used in one of the two high school strategies being considered.

Savills is a **160 year-old global real estate brokerage consulting firm** that provides expert services and support.

On May 14, 2019, Savills published and shared a website ([www.acps-eoi.com](http://www.acps-eoi.com)) that **detailed the precise land and building information** ACPS needed from interested and willing sellers and partners.

Savills also proactively engaged the market from the beginning of the process through **direct, targeted contact with real estate brokers, developers, and large land-owning institutions** within the City of Alexandria.

**No privately-owned sites were offered** either through the public notice or through Savills' direct discussions with brokers, developers, and landowners.

# Analyzed Sites

## Two High Schools Sites

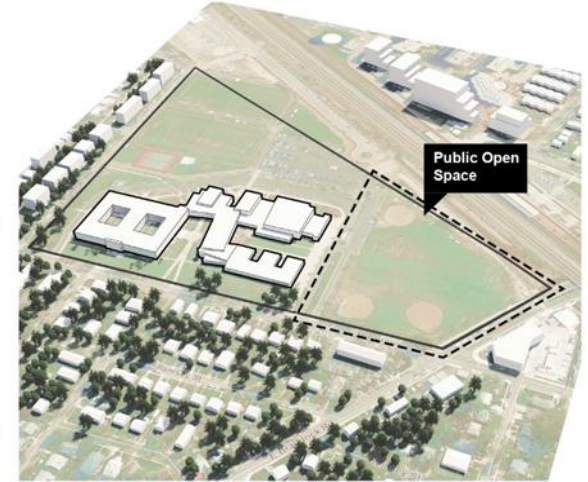
Minnie Howard



Hammond Middle School



George Washington Middle School

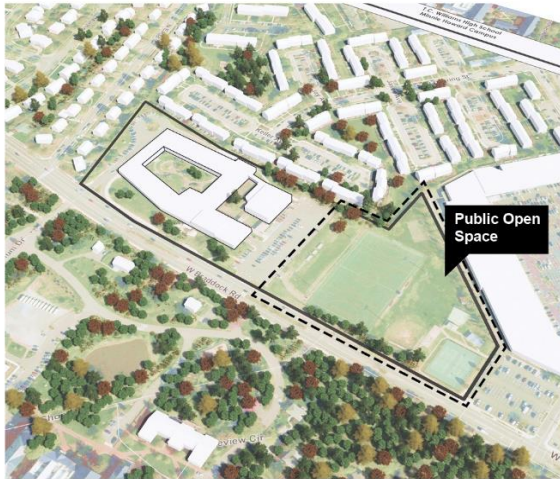


## Connected High School Network Sites

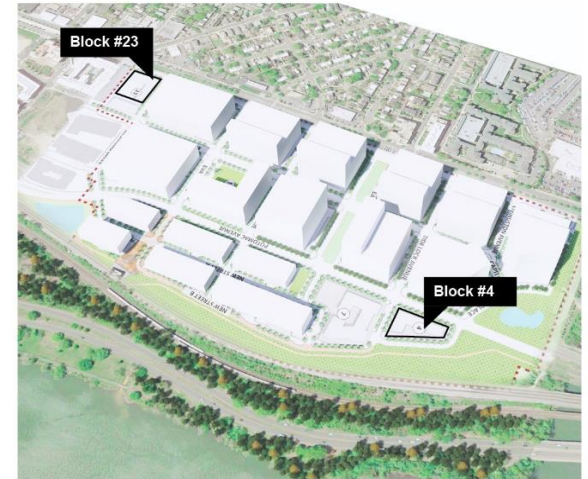
King Street Campus



Minnie Howard



Potomac Yard



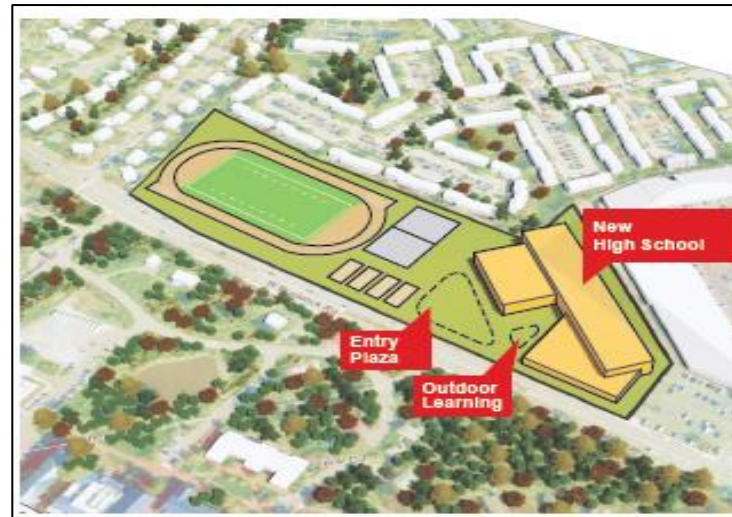
# Minnie Howard Analysis

- Site Area: 522,000 Gross Square Footage (GSF)
- Current Building Size: 166,500 GSF
- Zoning allows 320,000 GSF
- Contains multi-use field, basketball and tennis courts
- Open spaces used by ACPS and the Community



# Maximum Development

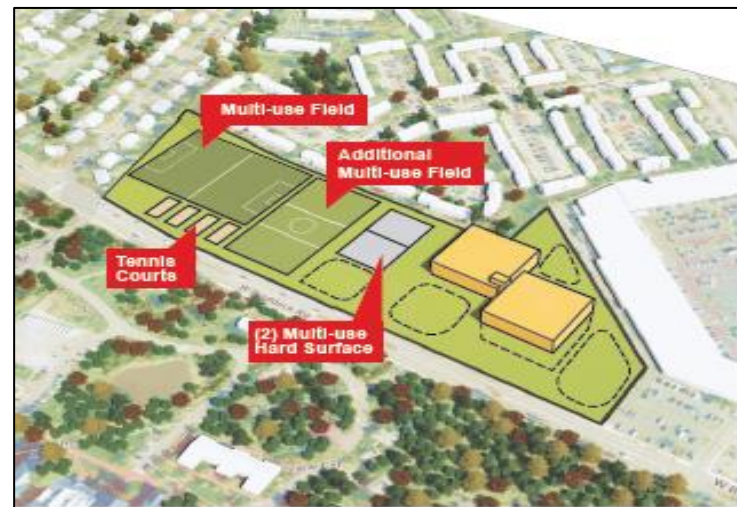
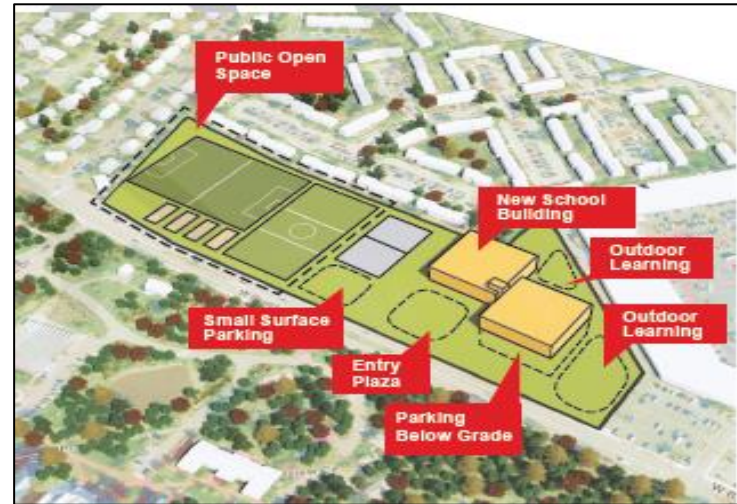
- 320,000 GSF, 1,600 Students
- Density studied as a 2<sup>nd</sup> high school and as a part of a connected network
- Existing uses include multi-use and small ball field and tennis courts
- Additional development could impact a small ball field, but could be off set by a track with a strategy to provide parking underground.





# Medium Development

- 240,000 GSF, 1,200 Students
- Density studied as a component as a part of the connected network
- Existing uses include multi-use and small ball field and tennis courts
- Additional development could impact small ball field but could be off set by an additional multi-use field or hard surface with a strategy to provide parking under ground.



# Next Steps

**Continue** stakeholder engagement, including teacher outreach;

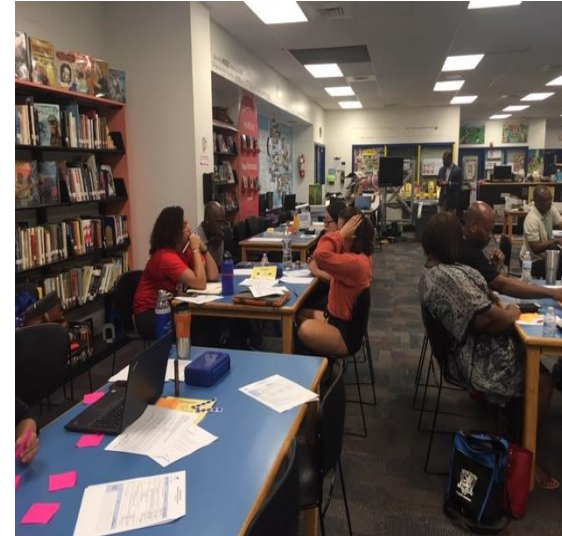
**Begin** early coordination with the City on archaeology and historic preservation issues;

**Develop** preliminary site analysis of the four models proposed by the EDT;

**Formulate** design and construction procurement strategies; and

**Refine** cost estimates.

# Questions and Discussion



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