The High School Project

INSPIRING A
FUTURE FOR
ALEXANDRIA

Update

School Board Meeting
April 25, 2019

ACPS
Alexandria City Public Schools
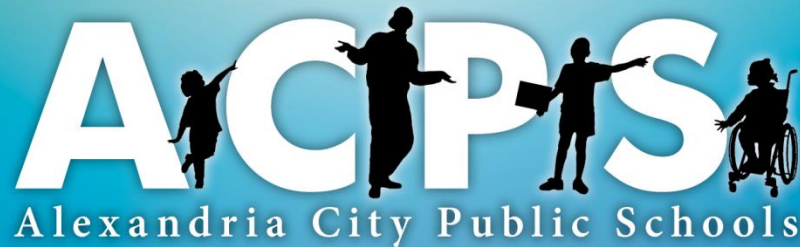
EVERY STUDENT SUCCEEDS

Essential Questions

- What are the **educational programming considerations** for *The High School Project*?

- How will the ***Educational Design Team* (EDT) be configured** to drive educational programming?

- What are the **size and space considerations needed** for a second high school or a *Connected High School Network* (CHSN)?

- What are the considerations for using the ***Minnie Howard** site*?

- How will we continue to **inform and engage key stakeholders and the community** throughout the rest of the process?

- What are the **next steps**?

Federal Efforts on Next Generation High Schools

Obama Administration efforts to redefine the Next Generation High Schools*:

Promote active, hands-on learning aligned with career readiness, personalized learning

Tailor academic content to student interest and needs

Offer higher quality career and college exploration

Provide multiple opportunities to take college courses in high school

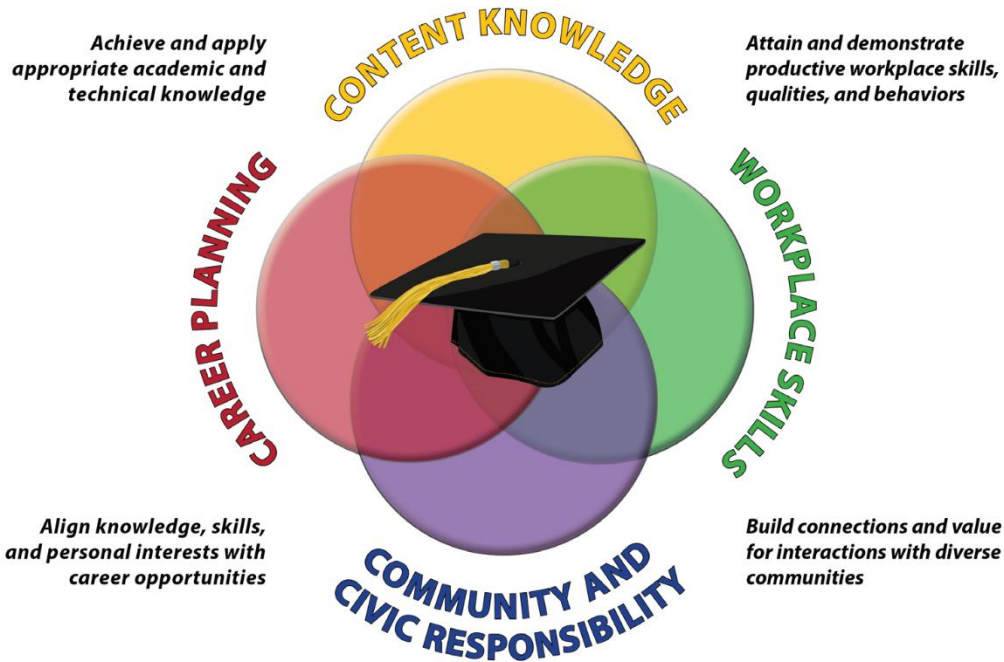**Use** project based learning, all moving toward career readiness

What do students get?

- More opportunities, better student achievement – focus on disadvantaged students, more rigor, more choice, exposure to college-level course work

***Next Generation High Schools, USDOE, 2016**

Alexandria City Public Schools

Profile of a Virginia Graduate

In Virginia, the Life Ready Individual Will During His or Her K-12 Experience:

Achieve and apply appropriate academic and technical knowledge

Attain and demonstrate productive workplace skills, qualities, and behaviors

CONTENT KNOWLEDGE

WORKPLACE SKILLS

CAREER PLANNING

Align knowledge, skills, and personal interests with career opportunities

Build connections and value for interactions with diverse communities

COMMUNITY AND CIVIC RESPONSIBILITY

Standard Diploma (Class of 2022)

Subject	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics	3	1
Science	3	1
History/Social Science	3	1
Health & Physical Education	2	
World Language, Fine Arts or Career & Technical Education	2	
Economics & Personal Finance	1	
Electives	4	
TOTAL	**22**	**5**

Advanced Studies Diploma (Class of 2022)

Subject	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics	4	1
Science	4	1
History/Social Science	4	1
World Language	3	
Health & Physical Education	2	
Fine Arts or Career & Technical Education	1	
Economics & Personal Finance	1	
Electives	3	
TOTAL	**26**	**5**

NOTE: *For Standard Diploma, ACPS requires 4 History/Social Science and 3 elective credits*

ACPS Educational Vision
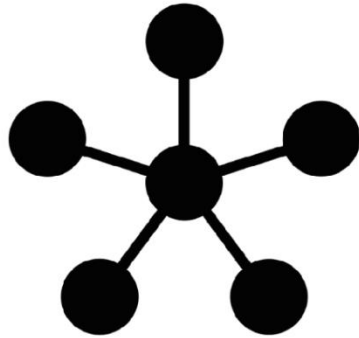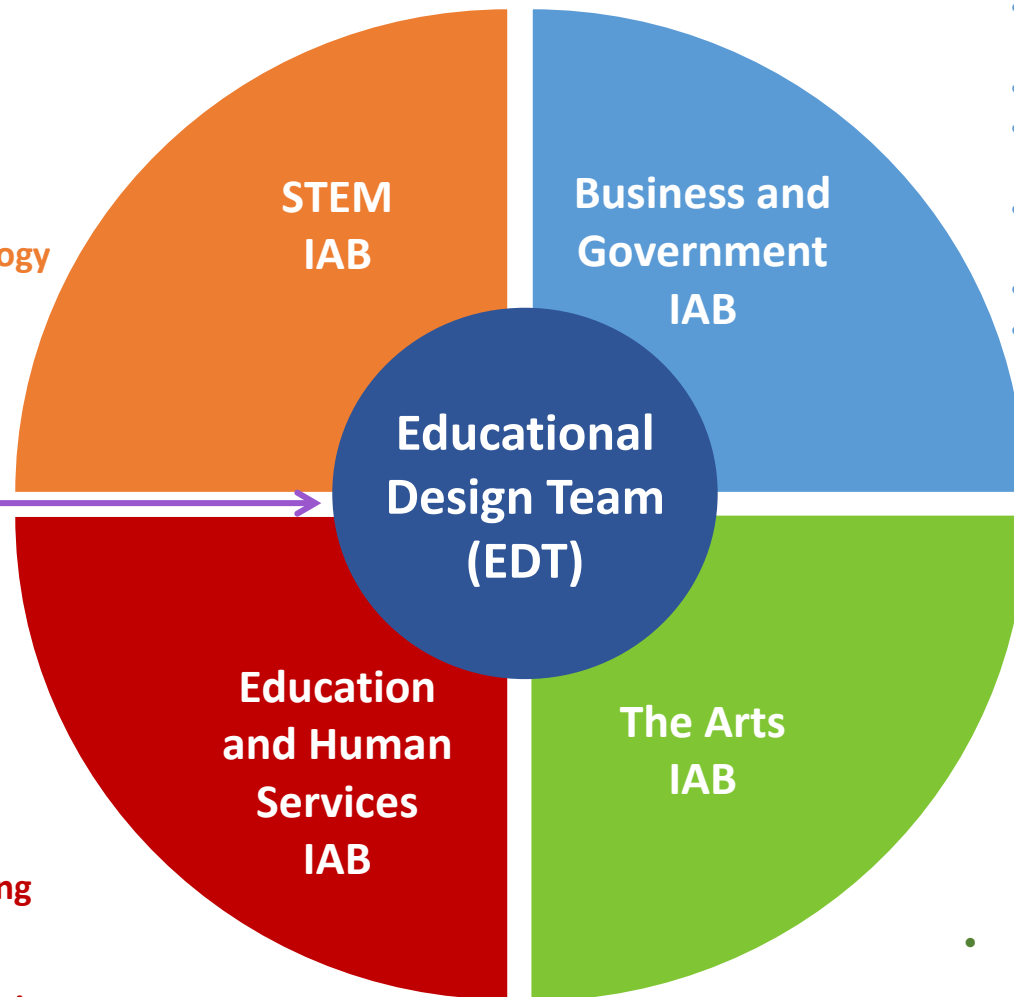

Community Connected

Diversity as Strength

Experiential Learning

Updated workforce data and ACPS student course enrollment data will also inform educational programming

www.acps.k12.va.us

Alexandria City Public Schools

Educational Design Team Structure

- **Science Technology Engineering and Mathematics**
- **Architecture and Construction**
- **Health Science**
- **Information Technology**
- **Manufacturing**
- **(Energy)**

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

STEM IAB

Business and Government IAB

Working Groups

Educational Design Team (EDT)

Education and Human Services IAB

The Arts IAB

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

- **Arts Av Technology and Communication**

Industry Advisory Boards (IAB) will be based on 16 VDOE Career Clusters

Educational Design Team

EDT Members (11 – 15) Categories	
Career and Technical Education (CTE)	Secondary Instruction
Curriculum and Instruction	Special Education
Middle and High School Teachers and Counselors	Student Representatives
School Based Administrators	Student Services

EDT Member Roles and Expectations	
Form ad hoc Working Groups from their respective areas	Share information and receive feedback from respective ad hoc Working Groups
Meet with and consider Industry Advisory Boards' (IAB) recommendations to establish programming	Review and evaluate existing programming – adjust, expand, continue, add
Develop Programming Implementation Plan	Assist project team in defining space requirements for Programming Implementation Plan

EDT Working Groups

Working Groups Categories	
Career and Technical Education (CTE)	Secondary Instruction
Curriculum and Instruction	Special Education
Middle and High School Teachers and Counselors	Student Representatives
School Based Administrators	Student Services

Working Groups Roles	
Provide ideas and feedback to their respective EDT members for future programming	Assist their EDT members in developing priorities for adjusted, expanded, continued or added programming

Industry Advisory Boards (IAB)

IAB Members

Members include **industry leaders;** Broad spectrum from the field including government leaders, non-profit organizations, higher education partners
Members need to be knowledgeable about **areas of study**

Teachers (ACPS and others) working in their field

IAB Member Roles and Expectations

Provide up-to-date industry and educational expertise to EDT
Help link ACPS decision making and student success with highest level of skills for workplace and for college

Explore new or expanded opportunities such as, but not limited to:
- Dual credit
- Off-site learning
- Paid and unpaid internships
- Project based learning
- Site visits and exposure
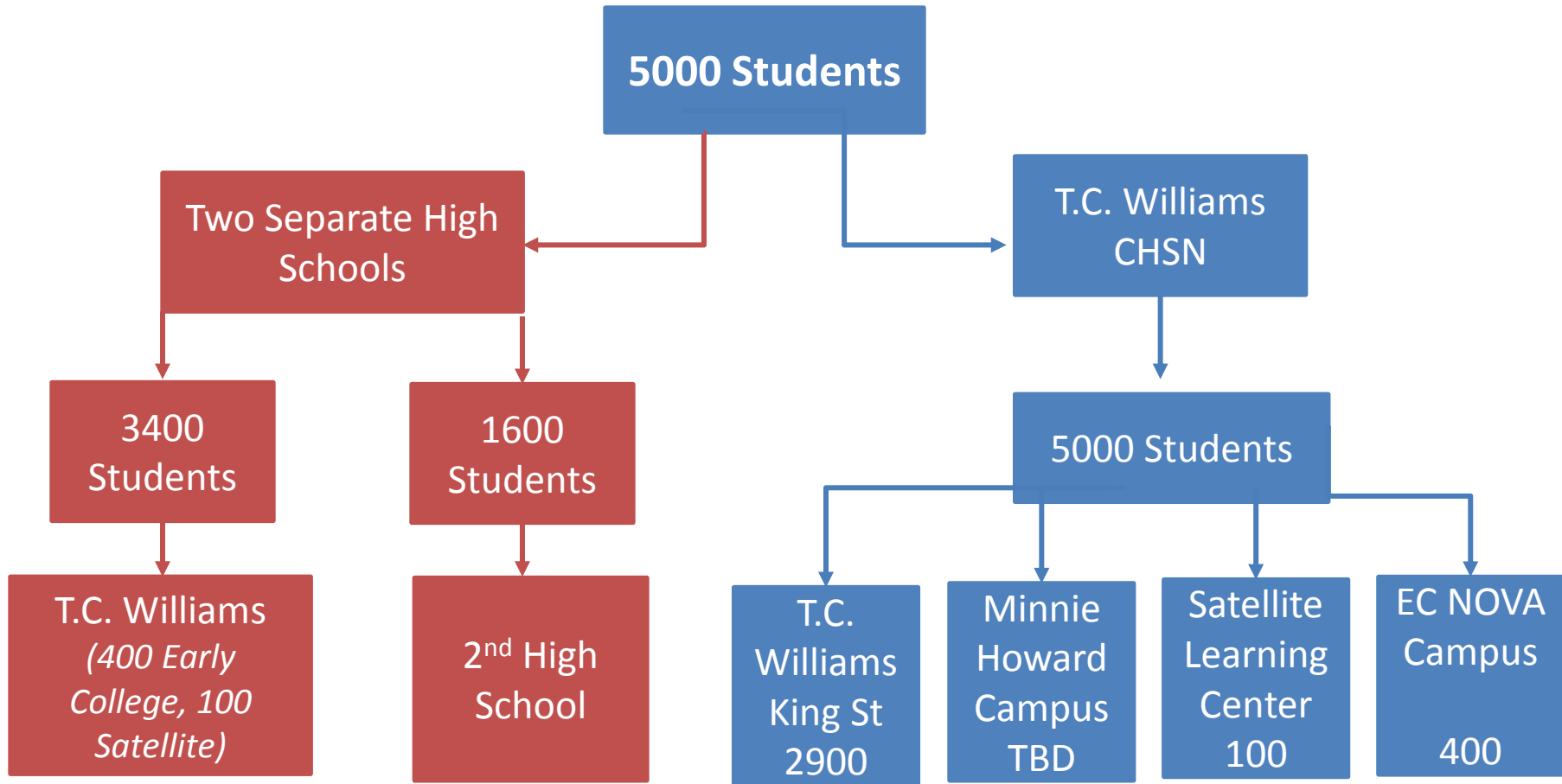
Baseline Planning Assumptions

Total HS Capacity Projection   5,000 students

King St.	2900	
Satellite (current)	100	All Grades
Early College NOVA	400	
	3400	

$$5000$$
$$-\ \underline{3400}$$
$$\mathbf{1600}$$

We will use **1600 Students** to determine the expanded need for
space, staff and course offerings/programming for
two separate high schools
OR
T.C. Williams CHSN

Planning Assumptions for Space Search

5000 Students

Two Separate High Schools

T.C. Williams CHSN

3400 Students

1600 Students

5000 Students

T.C. Williams *(400 Early College, 100 Satellite)*

2nd High School

T.C. Williams King St 2900

Minnie Howard Campus TBD

Satellite Learning Center 100

EC NOVA Campus 400

NOTE: Chance for Change is not being used as a capacity driver at this stage of planning.

Planning Assumptions for High School Programming

Common Assumptions

- 9th grade integrated with grades 10-12

- VDOE requirements **must be met** before additional programming is added

- Plan for available programming using fiscally responsible and sustainable approach

- Using full time teachers, teaching 5 blocks and a minimum of 75 students

Two Separate High Schools

- **2** identities, cultures, practices and traditions

- All courses offered at one HS building, **NO** access to courses at the other HS

- Teachers teach all courses at one HS building, **NO** sharing staff between schools

- Assuming **2** separate HS
  a) 3,400 students (including Early College and Satellite)
  b) 1,600 students

CHSN

- **Single** identity with King St. as Home campus

- Students not restricted to taking all courses at one HS building

- Scheduling and operational logistics will be key

- Assuming **1** CHSN of 5,000 students

Two Comprehensive High Schools Student Assignment Decision:

ACPS will have to determine how students will be assigned to one of two Alexandria City high schools

- **Neighborhood Boundaries**
- **Lottery**
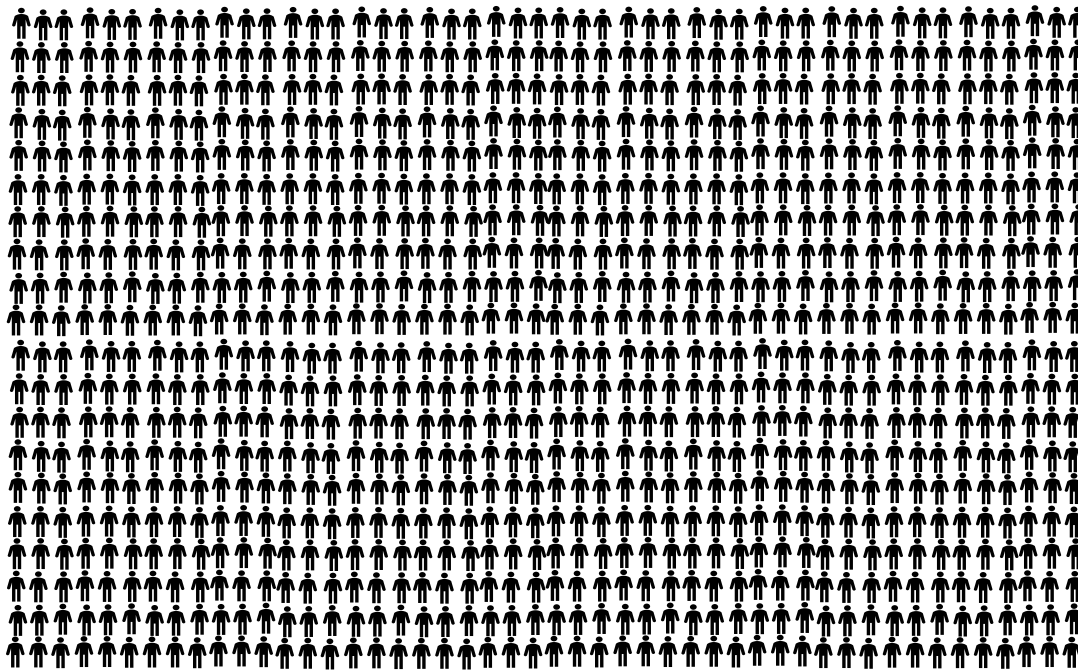- **School Choice**
- **Application Process**

(1,600)

(2,900)

Building Space Needs

 = 1600 students x 195 square feet

= 312,000 square feet

Comprehensive High Schools

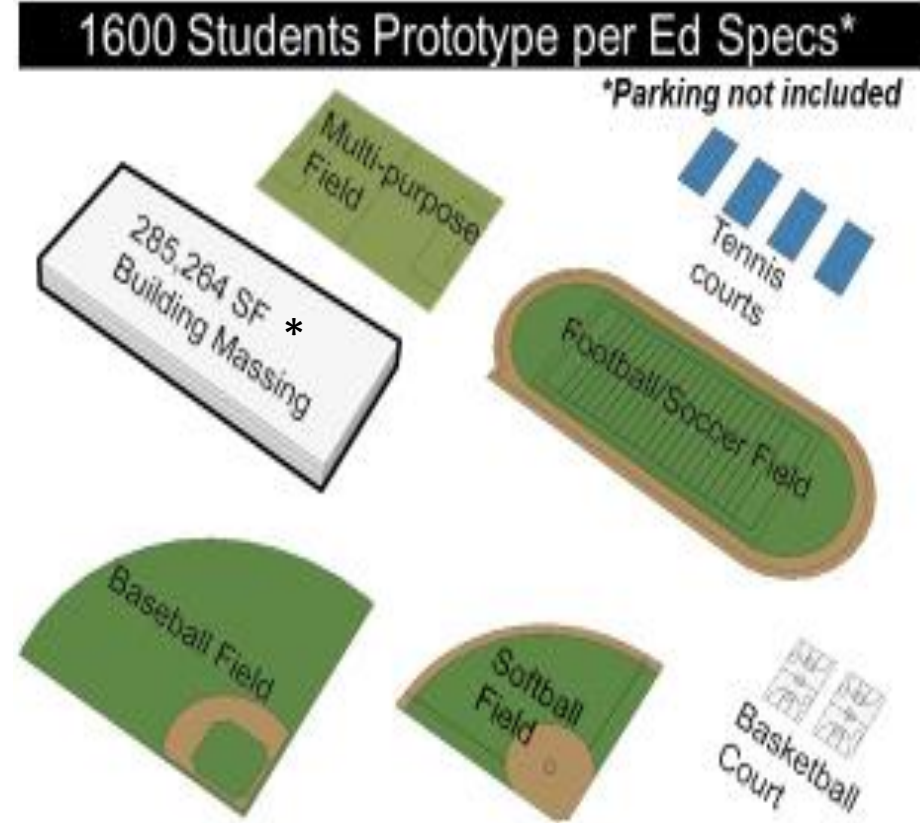| Standard Guidelines to include for High School Buildings and Sites |
|---|
| Utilities |
| Parking & Vehicular Access |
| Service Accessibility |
| Community Use Spaces |
| Playing Fields |
| Outdoor Learning |
| Classrooms |
| Laboratories |
| Special Teaching and Learning Spaces |
| Athletic Spaces and Facilities (incl. Competition Pool) |
| Collaborative Spaces |
| Administrative & Student Support Offices |
| Food Service |

1600 Students Prototype per Ed Specs*

*Parking not included

Multi-purpose Field

Tennis courts

285,264 SF Building Massing *

Football/Soccer Field

Baseball Field

Softball Field

Basketball Court

*Per 2017 Educational Specifications, using **312,000 SF** as planning number based on recent high school construction in the region

Minnie Howard Site Study

Existing Site

	R-12	POS	CG
FAR	0.3	•	0.5
Height	40'	30' with special use permit	50'

Parcel Boundary

Set back

R-8

RA

R-12

Existing Minnie Howard building.

Existing field

POS

CG

R-20

Existing tennis court

CG

TC - Minnie Howard Campus + TC - King Street Campus

———————— Site Outlines

----------- Major Circulation

King Street

W Braddock Street

Public Open Space

TC Minnie Howard Campus

TC King Street Campus
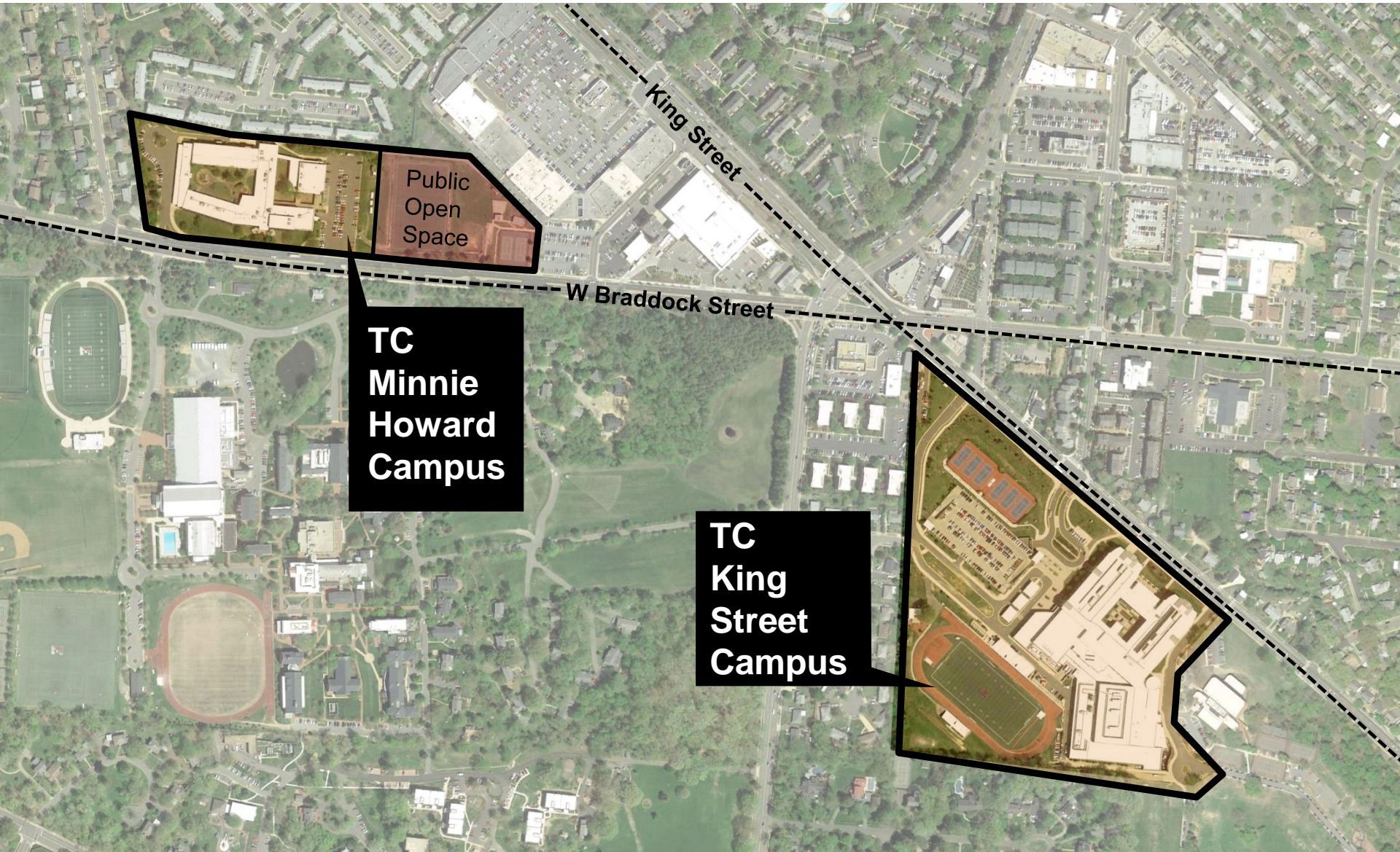
Site Search

- ——— City of Alexandria Boundary
- - - - - Major Circulation
- ▭ TC Williams Sites

Early College Program

T. C. Williams:
Minnie Howard

T. C. Williams:
King Street

T. C. Williams:
Satellite Campus

Interstate 395

Railroad

Interstate 495
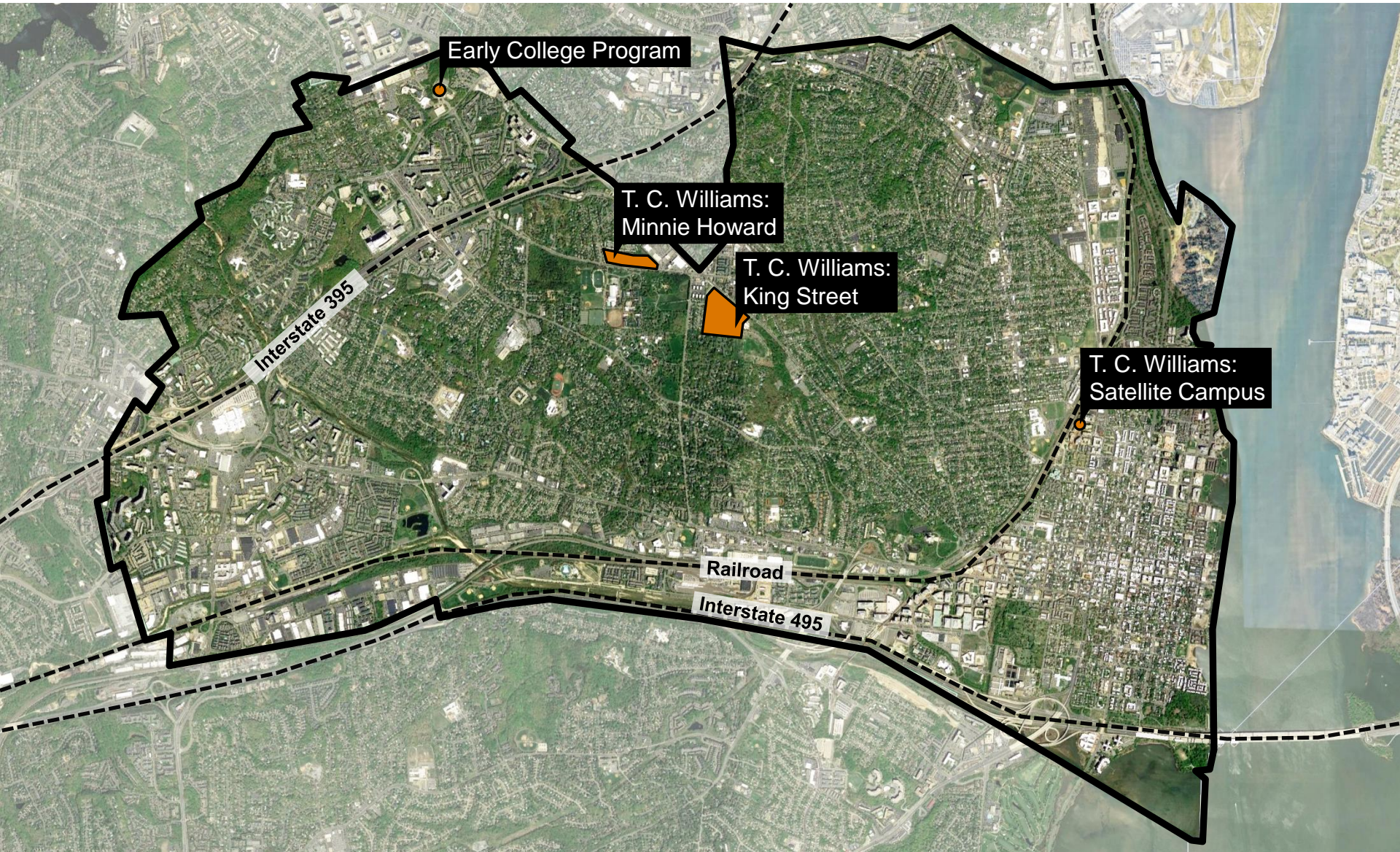
Site Evaluation Criteria

Qualitative Indicators	Quantitative Indicators
Environmental Conditions	Zoning
Proximity to amenities	Location
Community support/opposition	Accessibility to public transit
Rights of way issues	Availability and Price (per FAR cost)
Encumbrances	Delivery timeframe
Local economic impact	Measurable proximity to other ACPS
Ability to meet administrative and/or instructional requirements	Security issues
Ability to meet operational requirements	Site limitations
Promotion of the educational vision	Access to utilities
Ability to address capacity deficit at other grade levels	

Engage and Communicate

Stakeholders

Internal
ACPS School Board
ACPS Leadership
THSP Project Team
THSP Core Team
Education Design Team
Industry Advisory Boards
ACPS students
ACPS teachers and staff

External
ACPS Parents and Families
Non-ACPS Parents and Families
Alexandria City Council and Mayor
Alexandria Business Owners
School Based Community Groups
(e.g. PTA)
Non-School Based Community
Groups (e.g. Non-profits)
Business Partners
Federal, State and Local Govt
agencies
Local Media

Tools

Site evaluation status reports
Project Information Sheets
Brochures/pamphlets
Project e- newsletters
Social Media
Media Relations
Press Kits, Releases
Earned & Paid Media
Multi-lingual Translations
Surveys
Project email
Project phone line

Channels

ACPS Board meetings
Community meetings
One on One briefings
Presentations at meetings
Digital communication
ACPS website updates
Virtual briefings and meetings
Focus groups
Design Charettes

Next Steps

	Spring 2019 March - June	Summer 2019 June – Sept.	Fall 2019 Sept. – Dec.	Winter 2019-20 Dec. – Feb.
Stakeholder Engagement	Continuous Engagement			
Educational Programming	Coordination w/ Advisors	Develop programming model	Final **programming concept** to the Board	Detailed Programming and Educational Specs
Site Evaluation	ID Long and Short Lists **- Board** Discussions	Due Diligence	Final **site recommendations** to the Board	Finalize Actions
Development Planning Process and Feasibility Studies	Bring Forward Previous Efforts; Public Info Sharing	Draft Document to Public for Comments	Sharing documented process to inform Board decision	Bring Forward Previous Efforts; Public Info Sharing
	Initial Alternatives	Detailed Analysis Including Board Requirements	Refine Alternatives Analysis	Final Planning

Questions and Discussion

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Veronica Nolan, *Vice Chair*

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