The High School Project

School Board Retreat
August 22, 2019

Alexandria City Public Schools
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

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

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

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

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

Core Courses

This diagram visually represents the educational programming framework with separate sections for STEM, Business and Government, Education and Human Services, and The Arts, each containing relevant career clusters.
## Rating Rubric

<table>
<thead>
<tr>
<th>Group Value</th>
<th>Equity</th>
<th>Relationships/Community</th>
<th>Achievement</th>
<th>Student Choice/Multiple Pathways</th>
<th>Impact on Student Achievement, Including the Impact on Subgroups</th>
<th>Access to Academic and Extracurricular Programs and Social Emotional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>Design 10</td>
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</table>

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.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence of the value in any part of the presentation</td>
<td>Very little evidence, but mentioned at some point within the presentation</td>
<td>Some evidence but not substantial within the presentation</td>
<td>Clear thought of the value but not throughout the presentation</td>
<td>Highly evident thought of the value throughout the presentation</td>
</tr>
</tbody>
</table>

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

Alternative Pathways to Graduation

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

Extracurricular Activities and Clubs

• 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

www.acps.k12.va.us
Two High School Model (A)

Two High School Model - Option A

Extracurricular Activities

STEM
- CTE- Building Trades
  - HVAC/Elec/Plumbing
  - Computer/Engineering
  - Robotics
- 2-3 Languages (Chinese, German)
- AP Math/Science or DE
- GW Health Sciences
- Online Learning

4x4 Block (A|B)

HUMANITIES
- CTE- Culinary Arts
  - Cosmetology
  - Auto Tech
- Fine Arts
- 2-3 Languages (French, Latin)
- AP Humanities or DE
- Academy of Finance
- Online Learning

4x4 Block (A|B)

Alternative Programs
9-10 Core Courses
9-10 IA in Both
Spanish in Both
AVID

ACPS
Alexandria City Public Schools
www.acps.k12.va.us
Two High School Model (B)
Connected HS Model (A)
Connected HS Model (B)

Alternative School?

Build on CHINQUAPIN
- Science Labs
- Larger Vo-Tech
- Open Space for Flexibility
- Robotics
- PBL
- No Buses
- Fluid All Day

MH is now the new Chinquapin Mini St. James
- Olympic Pool
- Indoor Track
- Multi-Purpose Facility
  ! Money Maker!

King Street
- 9-12
- CORE
- ARTS
- Some CTE

Old CHINQUAPIN

EC

Parking Garage Underground ??

What could be on top???

Covered Walkway

CO Satellite
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) 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 2nd 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 offset by a track with a strategy to provide parking under ground.
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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