The High School Project

Update

School Board Meeting
April 25, 2019
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
Profile of a Virginia Graduate

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

**CONTENT KNOWLEDGE**
- Achieve and apply appropriate academic and technical knowledge
- Attain and demonstrate productive workplace skills, qualities, and behaviors

**COMMUNITY AND CIVIC RESPONSIBILITY**
- Align knowledge, skills, and personal interests with career opportunities
- Build connections and value for interactions with diverse communities

**CAREER PLANNING**

**WORKPLACE SKILLS**

### Standard Diploma (Class of 2022)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Standard Units of Credit Required</th>
<th>Verified Credits Required</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
<td></td>
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<tr>
<td>World Language, Fine Arts or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22</strong></td>
<td><strong>5</strong></td>
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### Advanced Studies Diploma (Class of 2022)

<table>
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<th>Subject</th>
<th>Standard Units of Credit Required</th>
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<td>English</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Mathematics</td>
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<td>Science</td>
<td>4</td>
<td>1</td>
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<tr>
<td>History/Social Science</td>
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<td>1</td>
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<tr>
<td>World Language</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Fine Arts or Career &amp; Technical Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>26</strong></td>
<td><strong>5</strong></td>
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**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
Industry Advisory Boards (IAB) will be based on 16 VDOE Career Clusters
# Educational Design Team

## EDT Members (11 – 15)

<table>
<thead>
<tr>
<th>Categories</th>
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<tbody>
<tr>
<td>Career and Technical Education (CTE)</td>
<td>Secondary Instruction</td>
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<tr>
<td>Curriculum and Instruction</td>
<td>Special Education</td>
</tr>
<tr>
<td>Middle and High School Teachers and Counselors</td>
<td>Student Representatives</td>
</tr>
<tr>
<td>School Based Administrators</td>
<td>Student Services</td>
</tr>
</tbody>
</table>

## EDT Member Roles and Expectations

<table>
<thead>
<tr>
<th>Roles and Expectations</th>
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<tbody>
<tr>
<td>Form ad hoc Working Groups from their respective areas</td>
<td>Share information and receive feedback from respective ad hoc Working Groups</td>
</tr>
<tr>
<td>Meet with and consider Industry Advisory Boards’ (IAB) recommendations to establish programming</td>
<td>Review and evaluate existing programming – adjust, expand, continue, add</td>
</tr>
<tr>
<td>Develop Programming Implementation Plan</td>
<td>Assist project team in defining space requirements for Programming Implementation Plan</td>
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</table>
## EDT Working Groups

### Working Groups Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Secondary Instruction</th>
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<td>School Based Administrators</td>
<td>Student Services</td>
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</table>

### Working Groups Roles

<table>
<thead>
<tr>
<th>Provide ideas and feedback to their respective EDT members for future programming</th>
<th>Assist their EDT members in developing priorities for adjusted, expanded, continued or added programming</th>
</tr>
</thead>
</table>
## 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
- Early College NOVA 400

Total: 3400

5000 - 3400 = 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

Two Separate High Schools

3400 Students
T.C. Williams
(400 Early College, 100 Satellite)

1600 Students
2nd High School

5000 Students

T.C. Williams CHSN

5000 Students

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

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
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

*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

- Parcel Boundary
- Set back

<table>
<thead>
<tr>
<th></th>
<th>R-12</th>
<th>POS</th>
<th>CG</th>
</tr>
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<tbody>
<tr>
<td>FAR</td>
<td>0.3</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Height</td>
<td>40'</td>
<td>30' with special use permit</td>
<td>50'</td>
</tr>
</tbody>
</table>

- Existing Minnie Howard building
- Existing field
- Existing tennis court
TC - Minnie Howard Campus + TC - King Street Campus

- Site Outlines
- Major Circulation

TC Minnie Howard Campus

Public Open Space

TC King Street Campus

W Braddock Street

King Street
# Site Evaluation Criteria

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

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</thead>
<tbody>
<tr>
<td><strong>Educational Programming</strong></td>
<td>Coordination w/ Advisors</td>
<td>Develop programming model</td>
<td>Final <strong>programming concept</strong> to the Board</td>
<td>Detailed Programming and Educational Specs</td>
<td></td>
</tr>
<tr>
<td><strong>Site Evaluation</strong></td>
<td>ID Long and Short Lists - <strong>Board</strong> Discussions</td>
<td>Due Diligence</td>
<td>Final <strong>site recommendations</strong> to the Board</td>
<td>Finalize Actions</td>
<td></td>
</tr>
<tr>
<td><strong>Development Planning Process and Feasibility Studies</strong></td>
<td>Bring Forward Previous Efforts; Public Info Sharing</td>
<td>Draft Document to Public for Comments</td>
<td>Sharing documented process to inform Board decision</td>
<td>Bring Forward Previous Efforts; Public Info Sharing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initial Alternatives</td>
<td>Detailed Analysis Including Board Requirements</td>
<td>Refine Alternatives Analysis</td>
<td>Final Planning</td>
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Questions and Discussion

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