The High School Project: Inspiring a Future for Alexandria

School Board Presentation: Discover + Engage

November 8, 2018
The High School Project | Overview

- Project Components
- Schedule Objectives

**PRE WORK**
2012 - 2018

**INITIAL PHASE**
2018 - 2019

**DESIGN PHASE**
2020 - 2021

2021 - 2023

We are here
The High School Project: Inspiring a Future for Alexandria

Timeline | Initial Phase

**2018**
- JULY
- AUGUST
- SEPTEMBER
- OCTOBER
- NOVEMBER
- DECEMBER

**2019**
- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY

1.0 DISCOVER
- High School Vision + Research

2.0 ENGAGE
- Town hall community vision sessions
- Student, business, and community focus groups

3.0 DEFINE
- Focus Groups, Surveys, Town Halls

4.0 EVALUATE
- Develop Site Options + Ed Specs

- Evaluate Options, Engage + Program

We are here

Recommendation to School Board

Final Presentation to the School Board

JULY 2018
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
APRIL
MAY

Final Presentation to the School Board

JULY 2018
Agenda

• Timeline Overview & Project Team
• The Future of High School Learning
• Community Engagement
• Emerging ACPS Educational Vision
• Next Steps
Project Team | Who We Are

Core Team:
- Mignon Anthony, Operations
- Erika Gulick, Operations
- Dr. Terri Mozingo, Curriculum
- Clinton Page, Accountability
- Gerald Mann, Secondary Education
- Peter Balas, Principal
- Helen Lloyd, Communications

- Dirk Geratz, Cty Planning & Zoning
- Katherine Carraway, Cty Planning & Zoning

Core Team:
- Derk Jeffrey
- Camilo Bearman
- James Seaman
- Jessie Sticklor-Lipson
- Chris Hazleton
- Bob Pearlman
“Rather than simply looking at buildings, space, and land acquisitions in isolation, we are using this opportunity to assess the skills that our students will need to be successful in the workforce in the future, and to anticipate the business needs, not just of a global workforce but that of Alexandria, the D.C. metro area, and beyond. This project will potentially create programming aligned with those skill sets and workforce needs.

If we do this successfully, we will not only be redefining the high school experience for ACPS, but also inspiring a direction for Alexandria.”

Letter to the Alexandria Community from Dr. Gregory C. Hutchings, Jr. August 13, 2018
The Future of High School Learning

The World is Changing...
# Why Learn? | The Top 10 Skills

<table>
<thead>
<tr>
<th>In 2020</th>
<th>In 2015</th>
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</thead>
<tbody>
<tr>
<td>1. Complex Problem Solving</td>
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<tr>
<td>2. Critical Thinking</td>
<td>2. Coordinating with Others</td>
</tr>
<tr>
<td>3. Creativity <em>(increased priority)</em></td>
<td>3. People Management</td>
</tr>
<tr>
<td>4. People Management</td>
<td>4. Critical Thinking</td>
</tr>
<tr>
<td>5. Coordinating with Others</td>
<td>5. Negotiation</td>
</tr>
<tr>
<td>6. Emotional Intelligence <em>(new)</em></td>
<td>6. Quality Control</td>
</tr>
<tr>
<td>7. Judgment and Decision Making</td>
<td>7. Service Orientation</td>
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</tbody>
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The **Old** Formula for Work

**Credential** + **TALENT + SKILLS** = **DESIRABLE EMPLOYEE**

- Training or degree in relevant field
- Evidenced capabilities
- Deployable talent

Source: Heather E. McGowan, *Future of Work*, XQ Symposium '18, July 23rd, 2018
The New Formula for Work

CULTURE + RAW TALENT + SKILLS \times LEARNING AGILITY = HIGH VALUE TALENT

Values + conduct aligned + emotional intelligence

Evidenced capability to think and apply + agency and motivation

Ability to learn new things and adapt + create new value and synthesize information

Talent of the Future

Source: Heather E. McGowan, Future of Work, XQ Symposium ’18, July 23rd, 2018
Think Differently | New Economy Shifts Life Blocks

OLD ECONOMY
- EDUCATE
- WORK
- RETIRE

NEW ECONOMY
- ENGAGE
- LEARN
- RETIRE
- RECONDITION

Lifespan = 73 Years
Lifespan = 90 Years

Source: Heather E. McGowan, Future of Work, XQ Symposium '18, July 23rd, 2018
Options to Expand High School Programming

Research

Research was conducted to find exemplar schools that aligned with the educational trends — emphasizing developing 21st century skills such as complex problem solving, critical thinking, and creativity that students will need for future success.

18 exemplar schools were identified and explored, allowing for emergent trends to inform the vision for the Future of High School Learning in Alexandria.

Pictured at right, from top to bottom: Design Tech High School, Redwood City, CA; Plano ISD Academy High School, Plano, TX; High Tech High, San Diego, CA

Note: For additional research please refer to Appendix A
Leading American High Schools Respond
Trends in Contemporary High School Learning

Out-of-Building Learning Experiences:
Off-campus field studies, internships, apprenticeships
Pictured: The Metropolitan Regional Career and Technical High School ("The Met"), Providence, RI

Authentic and Experiential Learning:
Project-based learning, community connections
Pictured: Crosstown High School, Memphis, TN

Personalized Learning & Pathways:
High degree of student voice and choice throughout learning process
Pictured: Albemarle County Public Schools, Charlottesville, VA

Hybrid Learning:
Virtual and face-to-face individualized learning programs
Pictured: T.C. Satellite Campus Faculty, Alexandria City Public Schools

Thematic Career-based Learning Centers:
Purpose-built facilities for interdisciplinary studies in industry themes — e.g. Business, Medical Sciences, Design and Engineering, Human Service Professions, and STEM
Pictured: Center for Advanced Professional Studies (CAPS), Overland Park, KS

Global Studies and World Languages:
Pictured: Academy of Global Studies (AGS), Cincinnati, OH
The Future of High School Learning
A Complete Picture

Global and Regional Context  +  Alexandria
What makes us unique?  +  ACPS Stakeholders

ACPS Stakeholders engaged in a full-day visioning workshop
The Future of High School Learning

Global and Regional Context

- Virginia Profile of a Graduate
  - Articulates 21st Century Skills and recommends student learning experiences that supports students in acquiring these skills
- Washington, D.C. Area Resources
  - Numerous international, government, nonprofit and cultural organizations right across the river, e.g.,
    - Smithsonian
    - U.S. Department of State
    - U.S. Department of Justice
    - Etc.
The Future of High School Learning

Essential Context | What Makes Alexandria Unique?

Student Demographics*

- 114 Countries
- 119 Languages

Location - Location - Location

- Urban-Suburban City
- Organizations with rich resources in Alexandria's backyard can provide opportunities for students, e.g.,
  - National Science Foundation
  - US Patent and Trademark Office

History

- T.C. Williams has historically served a unifying role for the city in ending the era of legal racial segregation for over four decades
- T.C. serves as a symbol of “one Alexandria”
- T.C. Titans brand honors and leverages the school's place in the community and reduces the chances of re-segregation

*Numbers provided by ACPS
The Future of High School Learning

Essential Context | What Makes Alexandria Unique?

Curricular Options & Programs
(Sampling of existing @ TC)

Curricular Options
- Advanced Placement courses
- Career Technology Education
- Dual enrollment
- TC Williams athletic program

Programs
- International Academy
- ACPS/GW Health Sciences Program (Governor’s Academy)
- STEM Academy
- Satellite Campus (hybrid learning)
- Chance for Change
- Proposed early college program
The Future of High School Learning

ACPS Stakeholders | Guiding Principles of High School Learning

RELATIONSHIPS
Are the foundation of great learning
- Relationships rich in diversity of thought, cultural, and life experiences strengthens our communities and the learning experience.
- Powerful learning happens when the learner feels a sense of belonging and mattering to their communities.

LEARNERS ARE LEADERS & OWNERS
Of their own learning experience
- Powerful learning happens when the learner takes on the central role of leading his or her own learning experience.

COMMUNITY IS AN AUTHENTIC CONTEXT FOR LEARNING
- Meaningful and deep learning happens when learners are given the opportunities to contribute to their communities.
- Powerful learning happens when learners have global or international context to develop their understandings and social competencies.

EXPERIENTIAL LEARNING
Or learning by doing
- Learning happens when the learner is active and engaged.
- By learning through experience, learners build their understandings of the world.

LEARNING AS APPRENTICE
TEACHER AS MENTOR & FACILITATOR
- Foundational to learning is the relationship between apprentice and master learner.
- When adults serve as guides and mentors, learners are empowered to be leaders of their learning.
Community Engagement

Process | What We Wanted to Know

COMMUNITY LEADERS:
What does the future of education look like?

TOWN HALL WORKSHOPS:
What makes Alexandria unique?

ONLINE SURVEY:
What aspects of learning are important to you?

STUDENTS:
How do you learn best?

STAFF:
What is your greatest hope?

Process | What We Wanted to Know

STUDENTS:
How do you learn best?

STAFF:
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Community Engagement
Process | Where We Are Now

Core Group meetings

Stakeholder meetings with students, teachers, parents, businesses, community leaders, and higher education

We are here

Recommended to School Board

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

School tours

Student and teacher meetings

Surveys

Town hall meetings

STAKEHOLDER MEETINGS

40+

INCLUDING

STUDENT CLASSES

20+

ONLINE SURVEY RESPONSES

400+

EAST END

WEST END

TOWN HALL MEETINGS

2 + 2 = 4

The High School Project: Inspiring a Future for Alexandria
Community Engagement
Process | What We Have Heard

Students...

● want to learn outside of the high school
● value learning life skills
● want more chances to learn things they are passionate about
● enjoy interacting with and learning from all nationalities
● want more options
● at Minnie Howard campus feel isolated
Community Engagement

Process | What We Have Heard

The Community Leaders...

- want to see a focus on teaching soft skills, especially communication
- value lifelong learning / teaching others
- encourage more interaction between high school students and their supporting community
Community Engagement
Process | What We Have Heard

HOPES...
- Individualization of student choice
- Expansion of T.C
- College career focused
- Hands on experience in community
- Alternative programs
- Second high school

FEARS...
- Capacity driven not program
- No action
- Too slow to act
- No new school
- Re-segregation inequity
- Continued disconnect between campuses
- Too skill focused less acquisition focused
- Emphasis on testing over critical thinking
- Not result in individualized learning academies
- Loss of one high school Titan brand
- Expanded TC environment does not support relationships
Community Engagement
Process | What We Have Heard

Which **Aspects of Learning** are most important to you?

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### Problem solving

- **Helps students understand complex concepts and apply them to real-world situations.**
- **Improves critical thinking and problem-solving skills.**

### Real-world experience

- **Provides hands-on learning experiences.**
- **Enhances practical skills and prepares students for future careers.**

### Supporting social, emotional, and physical wellness

- **Promotes emotional intelligence and social skills.**
- **supports physical health and well-being.**

### Strong writing skills

- **Boosts academic performance.**
- **Fosters clear communication and expression.**

### Encouraging creativity, risk-taking, and innovation

- **Fuels creativity and original thinking.**
- **Encourages students to take risks and explore new ideas.**

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**Online Survey Data**

- **"WHAT IS YOUR ROLE?"**
  - **STUDENT:** 4.5%
  - **FAMILY MEMBER:** 49.5%
  - **EDUCATOR:** 14.5%
  - **ACPS EMPLOYEE:** 12%
  - **I JUST CARE:** 19.5%

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Survey conducted to quantify the most valued aspects of high school education and gather additional feedback. Responses from students, family members, educators, ACPS employees, and other community members.
Community Engagement

Process | What We Have Heard

What makes Alexandria and TC Williams High School unique?

- Unifying High School experience
- Diverse population and student body
  - TC students represent 100+ countries and languages
  - Exposure to different cultures is draw to students
- Connection and access to history
- Local colleges and universities
- “Small Town” feel
- Vibrant business base
- Passionate community
- Parent support

What will prepare high school students for their futures?

- Early exposure to a range of learning pathways
- Inspiring curiosity and creativity
- Individualized instruction
- Experiential learning
- Real-world opportunities
- Critical thinking
- Problem solving
- Passion projects
- Flexible scheduling
- Adaptability to student needs
- Communication and interpersonal skills, both written and verbal
- Self-advocacy and wellness

What opportunities exist for community-based learning experiences and partnerships?

- Leveraging division Partnerships Office to create community connections
- Developing opportunities for after school and summer employment
- Partnering with local nonprofits
- Co-op programs partnering with local businesses
- Increasing number of internships
- Bringing employers to the table to discuss job market preparation
- Part of DC Metro area
Emerging ACPS Educational Vision

Research / The Future of High School Learning + Global and Regional Context +
What makes Alexandria unique + ACPS Stakeholders + Community Engagement

= an Emerging ACPS Educational Vision:

3 Distinct Values

- Community Connected
- Diversity as Strength
- Experiential Learning
Emerging ACPS Educational Vision

**DATA**
- Research / 21st Century Learning
- Research / leading school districts
- VA Profile of a Grad
- Alexandria / community context
- ACPS Stakeholders
- Guiding Principles
- Community Engagement:
  - Students, parents, teachers
  - Community, business & Higher Ed leaders

**VISION FOR HS LEARNING**

**VALUE**

**WHAT THIS MEANS (Qualities)**

**RECOMMENDATION**

Emerging Themes/Program Concepts

**Desired Qualities**
- Choice in Learning Path (Personalization)
- Diversity by Design
- Community/Profession-based Learning Experience
- Access for All
- Adaptability over time
- Foundation of Relationships
- Dependent on Community Partnerships
- Common Culture
- Integration with Municipal Resources & Vision
- Titan Identity / One High School
- Community Network of Opportunities

**WHAT THIS MEANS**

○ Independent of home location
○ Regardless of economic/cultural background
○ For broad spectrum of interests
Emerging ACPS Educational Vision

DATA

- Community is an authentic context for great learning
- Alexandria’s unique location offers an abundance of local resources
- Internship & apprenticeship opportunities are desired and available
- Builds community & civic responsibility

VISION FOR HS LEARNING

COMMUNITY CONNECTED

WHAT THIS MEANS (Qualities)

- Dependent on community partnerships
- Common culture
- Integration with municipal - resources & vision
- Titan identity / one High School
- Community as a network of opportunities
- Opportunity for a broad spectrum of interests
- (Enhance) hybrid learning

RECOMMENDATION

Emerging Themes/Program Concepts

- Alexandria Community as a Classroom
- Public & Human Services
- Medical & Healthcare

Emerging Themes/Program Concepts

- Alexandria Community as a Classroom
- Public & Human Services
- Medical & Healthcare
Emerging ACPS Educational Vision

DATA
- Alexandria’s diverse student population is an asset in a global context for learning
- Proximity to Washington DC provides opportunities
- Students desire more choice of programs & learning experiences
- The future high school experience should be diverse & inclusive

VISION FOR HS LEARNING

DIVERSITY as STRENGTH

WHAT THIS MEANS (Qualities)
- Diversity across all sectors of learners & educators
- Access for All
- DC-area/federal resources as a source of learning
- Personalization
- Foundation of relationships
- Opportunity regardless of economic/cultural background
- (Enhance) hybrid learning

RECOMMENDATION

Emerging Themes/Program Concepts
- Global Studies
- Dual Language
- Public & Human Services
- Medical & Healthcare
Emerging ACPS Educational Vision

DATA

- Real-world, authentic learning experiences are in high demand by students, parents and community leaders
- Complex problem solving, critical thinking & creativity skills are a top priority for the changing world
- Thematic-based learning centers are increasing in popularity throughout the country

VISION FOR HS LEARNING

EXPERIENTIAL LEARNING

WHAT THIS MEANS (Qualities)

- Choice in learning path (personalization)
- Community/profession-based learning experience
- Opportunity independent of home location
- Adaptability over time
- CTE
- (Enhance) hybrid learning

RECOMMENDATION

Emerging Themes/ Program Concepts

- STEM/STEAM/ Design
- Technology & Creativity
- BioSciences/ BioMedical
- Engineering
- Business/Technology/ Media
- Arts
ACPS must expand high school capacity and simultaneously seek to expand learning opportunities and experiences, providing optimal and equitable learning environments for all students.
Options to Expand High School Programming

Three strategies to imagine how T.C. Williams might grow:

1. Expand the Existing High School Campus
2. Add Additional Comprehensive High School(s)
3. Create Off-site Specialty Programs

How do these options align with our Emerging Educational Vision?

- Community Connected
- Diversity as Strength
- Experiential Learning
Next Steps

2018

- JULY
- AUGUST
- SEPTEMBER
- OCTOBER

2.0 ENGAGE

- Recommendation to the School Board
- Ongoing Engagement
  - Student & Community Information Sessions
  - Staff advisory & input

3.0 DEFINE

4.0 EVALUATE

2019

- NOVEMBER
- DECEMBER
- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY

We are here

School Board Working Session

School Board Vote

Final Presentation to the School Board

Final Presentation to the School Board

The High School Project: Inspiring a Future for Alexandria
The High School Project: Inspiring a Future for Alexandria

Questions?