



Measuring What Matters • ACPS Annual Report

# LEARN. IMPACT. GROW.



Alexandria City Public Schools

SCHOOL YEAR  
2022-23



FICTION

FICTION

FICTION

FICTION

EASY-READER

CIVIL RIGHTS

FREEDOM FIGHTERS

EQUAL RIGHTS

BIOGRAPHY

NON-FICTION LIFE STORIES!!

READ if you know that's GOOD for you!

RESPECT

NAVID'S STORY

The HIGHEST TRIBUTE

CURIE

Spring After Spring

eLen

Benji & Chick



# Table of contents

- School Board Members ..... 4
- Central Office Administrators ..... 5
- Letter from the Superintendent ..... 6
- Measuring What Matters Highlights ..... 8
- 2023-24 Fast Facts ..... 18
- Areas of Focus ..... 20
  - Strategic Plan Implementation ..... 21
  - Policy Equity Audit ..... 22
  - Implementation of Student with Disabilities Plan.. 23
  - Advanced Academic Services ..... 24
  - Hispanic Males ..... 25
  - Middle School Educational Experience ..... 26
  - Social, Emotional, Academic Learning..... 27
  - Social, Emotional, Academic Learning Recovery (SEAL) ..... 29
  - Literacy Grade K-4 ..... 33
  - Math Recovery ..... 34
- Budget Review ..... 35
- Class of 2023 ..... 37
- Student Accomplishments..... 40
- Team Accomplishments ..... 50
- Department Accomplishments ..... 58
- Teacher and Principal of the Year ..... 66
- Equity Dashboard and Equity Climate Survey ..... 67
- Capital Improvements..... 68
- External Partnerships from our Community ..... 69

# School Board Members

## District A



Jacinta Greene  
(School Board Vice Chair)



Michelle Rief



Willie F. Bailey

## District B



Kelly Carmichael Booz



Tammy Ignacio



Ashley Simpson Baird

## District C



Meagan L. Alderton  
(School Board Chair)



Abdel-Rahman Elnoubi



W. Christopher Harris

### School Board Student Representatives:

Emily Milton, Torenzo Ricks, Zahra Rahimi



# Central Office Administrators



## Accountability And Research

**Dr. Clinton Page**

Chief of Accountability and Research



## Facilities And Operations

**Dr. Alicia Hart**

Chief of Facilities and Operations



## Financial Services

**Dominic Turner**

Chief Financial Officer



## Human Resources

**Dr. Christopher Rene Paschal**

Acting Executive Director of Human Resources (8/23)



## School And Community Relations

**Julia A. Burgos**

Chief of School and Community Relations



## Student Services And Equity

**Dr. Marcia Jackson**

Chief of Student Services and Equity



## Teaching, Learning and Leadership

**Dr. Wendy Gonzalez**

Chief of Teaching, Learning and Leadership (until 6/23)



## Technology Services

**Dr. Elizabeth Hoover**

Chief Technology Officer



# Letter from the Superintendent

**Learn, Impact and Grow! Alexandria City Public Schools (ACPS) stayed true to that mantra as it successfully kept on course and built upon its many 2022-23 achievements amid a year of leadership transition. Guided by the school division's robust 2025 Equity for All Strategic Plan, the ACPS community continued to move forward in providing an accessible, engaging, equitable and high-quality education for all students.**

As ACPS grows its initiatives, ensuring everyone feels welcome, safe and secure in our buildings and strives towards empowering our students to engage in all the division has to offer, we are proud to share the achievements of our students and staff here in our annual award-winning publication, Measuring What Matters. Highlighting our student

and team accomplishments is a testament to the daily work in our schools as we endeavor to remove any and all barriers so that every student can experience academic success.

Recognizing that student engagement is essential for growth, addressing absenteeism remains one of our key areas of focus. To help us promote positive attendance, we work diligently with families, offering outreach activities and events that welcome parents as partners in navigating their children's educational journey. The opening of the new ACPS Family and Community Engagement (FACE) Center in November 2022, at Ferdinand T. Day Elementary School, assists in carrying out the mission of family

engagement by providing language specific and bilingual family liaisons who serve our Amharic, Arabic, Dari and Spanish speaking families. FACE aims to engage our families in meaningful opportunities designed to support their children's academic and social-emotional development in a healthy and respectful manner which, in turn, serves to increase two-way communication and cultural understanding. In our classrooms, social, emotional and academic (SEAL) learning facilitate and promote positive behaviors that impact successful learning and provide mental health support.

In the fall of 2022, ACPS collaborated with the community to host a well-attended safety forum, offering families information and resources about how ACPS works to keep its students safe in our schools and how parents can participate in this shared mission. Further presentations during the spring were geared toward secondary students and their families addressing the dangers of substance use. It inspired conversations on how to empower students when responding to peer pressure as well as sharing tips on healthy ways to cope with stress. The Middle School Experience Summit held in May provided welcome insight about the expectations and support systems in place to ensure student success in this transition from elementary school.

In June, Alexandria City High School (ACHS) celebrated the graduation of 946 students for the 2022-23 academic year with 419 receiving an Advanced Studies Diploma. The Titan Class of 2023 received \$627,000 from The Scholarship Fund of Alexandria divided

*Highlighting our student and team accomplishments is a testament to the daily work in our schools as we endeavor to remove any and all barriers so that every student can experience academic success.*



among 208 students. Twenty athletes signed letters of intent to compete in collegiate athletics in ten sports. The ACHS girls' volleyball team also won the 2022 Volleyball State Championship. While it was their second state championship for the school division, the team was the first to win a district championship, regional championship and state championship under the ACHS name.

ACPS celebrated its second annual Alexandria City Essential Workers Appreciation Week in March of 2023 to underscore the value of and to thank our teachers and school support personnel for all they do to ensure student success. ACPS once again presented its Vision Integrity & Passion (VIP) Awards during the 2022-23 academic year to honor outstanding employees who make a difference in the school division.

ACPS was among only 10% of school districts in North America to earn EVERFI's 2022 Empowered District Seal. This designation is afforded to K-12 school districts and individual schools that have demonstrated exceptional commitment to whole-child education through the use of EVERFI programs that empower students on issues to include financial literacy, social-emotional learning and college and career readiness. The Association of School Business Officials International recognized ACPS for excellence in budget presentation by awarding the division its Meritorious Budget Award for fiscal year 2022-23. The National School Public Relations Association (NSPRA) presented ACPS' Department of School & Community Relations (SCR) 15 national awards for its outstanding work in sharing stories from our schools while strengthening our division's communications and engagement with students, staff and families. These honors included three NSPRA 2023 Golden Achievement Awards and 12 Publications and Digital Media Awards.

Looking ahead, ACPS's school modernization plans aim to expand capacity and upgrade facilities. Ground was broken in late March and construction got underway in April of 2022 on the Minnie Howard redevelopment which is part of the high school project. This project is designed to address the challenges of growing student enrollment while meeting future business needs of the D.C. metro region. Construction of the new Douglas MacArthur Elementary School met its on-time completion of August 2023.

ACPS continues to place its focus on providing a welcoming, empowering, equity-focused, innovative and results-driven school environment committed to successfully closing opportunity gaps as we aim for healthy living and well-being which in turn impacts attendance and on-time graduation for growing our most important stakeholders, our students. Learn. Impact. Grow! Join us on our journey!



**Dr. Melanie Kay-Wyatt**

Alexandria City Public Schools (ACPS)  
Superintendent

*ACPS continues to place its focus on providing a welcoming, empowering, equity-focused, innovative and results-driven school environment.*



**2022-23**

# **Measuring What Matters Highlights**





## New Division Superintendent Appointment

The School Board announced Dr. Melanie Kay-Wyatt as the new permanent superintendent for Alexandria City Public Schools (ACPS), effective July 1, 2023. Kay-Wyatt was selected from a pool of 35 applicants in a national search process that the Board launched in November 2022 with consultants McPherson & Jacobson, L.L.C Executive Recruitment and Development. The search included feedback from 2,056 community survey participants and representation from 19 stakeholder groups who participated in several focus group meetings. With the support of the executive search consultants, the Board narrowed the interviews down to five finalists. Dr. Kay-Wyatt emerged from a rigorous process as the best candidate to move our schools forward. She led the division as the ACPS interim superintendent starting Sept. 1, 2022, and was appointed in the role of permanent superintendent as of July 1, 2023, with a four-year contract that extends through June 30, 2027. Dr. Kay-Wyatt is the first Black female permanent superintendent of ACPS. Kay-Wyatt was ACPS chief of human resources before her appointment as interim superintendent in August 2022; previously, she had served as acting chief of human resources and executive director of human resources. She joined the school division in July 2021. Prior to ACPS, Kay-Wyatt worked in Human Resources at Spotsylvania Public Schools, served as a principal and assistant principal at Fredericksburg City Public Schools, and was a special education teacher at both Culpeper County Public Schools and Fredericksburg City Public Schools. She has also served as an executive coach and educational consultant, as well as a faculty member at the College of William and Mary and Shenandoah University. Under Kay-Wyatt's leadership, the ACPS Department of Human Resources significantly increased recruitment and hiring, strengthened partnerships with universities,

improved staff onboarding and elevated employee wellness and recognition. She was instrumental in designing and leading the staff vaccination and testing requirement process in Fall 2021 and ensuring that all schools and offices remained open throughout the 2021-22 school year with innovative strategies to identify and reassign staff as needed during critical staff shortages. Kay-Wyatt has held various leadership positions in the Association for Supervision and Curriculum Development (ASCD), including as president and chair of the Board of Directors, and was involved in educational policy at the state and federal levels as part of the ASCD legislative committee. She holds a bachelor's degree in Business Administration from Mary Washington College, a master's degree in education from Old Dominion University, a master of education degree in educational leadership from University of Mary Washington and a doctorate in educational leadership from Virginia Commonwealth University. Among her awards and recognitions are the Jaycees Educator of the Year and the James Monroe High School Teacher of the Year. The search process managed by McPherson & Jacobson was extensive and considered applicants from across the nation and engaged ACPS stakeholders to share their input through an online community survey in multiple languages and via face-to-face and virtual discussions with stakeholder groups to gather their views in December 2022 and January 2023. Updates and a timeline were provided to students, staff, families and community members. The consulting firm published online reports sharing stakeholder input gathered during this process about school division assets and challenges, as well as the characteristics sought in the division's next permanent superintendent in February 2023 and the Board officially announced Dr. Kay-Wyatt's appointment in May 2023.



## ACPS-George Washington University Partnership for Teacher Recruitment

**A**lexandria City Public Schools (ACPS) launched an innovative partnership with The George Washington University's (GW) Graduate School of Education and Human Development to expand the number of special education instructional assistants and teachers who serve ACPS PreK-12 students in its 18 schools. Individuals are able to apply at the same time to both the GW master's program and employment within ACPS. While in their first year of the program, graduate students will work as ACPS instructional assistants to develop key instructional strategies, learn best practices and receive targeted professional learning from both ACPS and GW teams. They will then have the opportunity to move into teacher roles for their second year in the program. ACPS has committed to offering \$800 in funding to each program participant to aid in tuition costs on an annual basis. The program has begun recruiting applicants. The program will ensure that GW graduate students earning their master's degrees in education are aware of ACPS career opportunities and that school division staff interested in special education are informed about the GW graduate program. Initial recruitment will offer webinars and materials to ACPS staff currently working as instructional assistants, substitute teachers and other staff positions so they can consider earning an advanced degree at GW and qualifying for a higher-paying teaching position in special education at ACPS. An Informational event, open to all interested individuals, including current ACPS employees and GW students was held in February 2023 and applications were made available on the ACPS website. The ACPS and GW teams collaboratively reviewed applications to determine eligibility for the first cohort and share program enrollment decisions in March 2023. Cohort members were then invited to attend networking and interview events throughout spring 2023 with ACPS school leaders to facilitate the employment process, and offer letters were issued by June 2023. The program is one step in ACPS' efforts to ramp up recruiting to fill all positions within the school division with highly qualified candidates.



In an October 2022 School Board presentation, the Department of Human Resources addressed current challenges faced in recruiting for PreK-12 school divisions and highlighted improvements in ACPS recruiting and hiring over the past year, including:



**65% more hires by July 1, 2022 compared to the same date in 2021.**



**More hire actions completed by the start of school year (SY) 22-23 than were processed in the entirety of SY 21-22.**



**Principal buy-in to pool methodology.**



**40% more fairs attended in spring 2022 than in spring 2021.**



**Implementation of transportation recruitment incentive.**



## Successful Migration and Launch of Finalsite-supported New ACPS Website

The ACPS school division’s website, as well as the websites of all ACPS schools, were successfully upgraded and migrated to a Finalsite-supported platform at its soft launch in July 2022. A new look was debuted that features a forward-looking design and easy to navigate structure to improve the communications experience for all stakeholders. With its renewed focus on our students and staff, it reflects and strengthens the school division brand. Aligned with the tenets of the ACPS Equity for All Strategic Plan, the new website provides high-quality automated translations that allow for greater accuracy and more current information online. The redesign also ensures all content is in compliance with Americans with Disabilities accessibility guidelines. The official introduction of the new website at the start of the 2022-23 school year offered visually appealing and stylistically aligned materials aimed at enhancing content quality, accessibility and user experience. Its aesthetics and functionality, defined by internal and external advisory group feedback, will be shaped by ACPS stories in multimedia formats highlighting students, staff and programs. As a key component of the [2021-25 ACPS Strategic Communications and Community Engagement Plan](#), the user-friendly website redesign supports intuitive navigation and access to accurate, relevant and timely communications and engagement from each school to families, students and staff to foster stronger relationships.



# 4

## Rollout of Mass Communications Platform ParentSquare Across ACPS

In 2022-23, Alexandria City Public Schools (ACPS) launched a new mass communications platform to encourage a stronger school to home connection. ParentSquare, a unified app for school communications, allows families to receive announcements from the division and their schools and teachers in one place, with the added ability to engage in two-way communication in the preferred language through text messages, conference scheduling and sign-ups. Resources such as language specific instructional videos and onsite training sessions have been facilitated by staff and made available to families and school personnel to promote the use of ParentSquare’s many helpful features which streamline communications and help empower everyone within the school community to stay connected and informed.



### With ParentSquare, families can:



Receive messages from school via email, text or mobile app.



Choose to receive information as it comes (Instant) or all at once at approximately 6 p.m. (Daily Digest).



Communicate in their preferred language.



Send two-way text messages with automated translation between staff.



Receive attendance notifications with the option to send in a digital note to excuse a student’s absence.



Sign up for parent-teacher conferences.



Sign permission slips and more, all from a computer or mobile device.



## Advancing Capital Planning and Operational Initiatives

### Completed construction of new Douglas MacArthur Elementary School

**A**s Alexandria City Public School's (ACPS) modernization program moves forward, the Douglas MacArthur Elementary School project was completed on time and a ribbon-cutting ceremony was held on Aug. 18, 2023. This \$75 million project was funded through the adopted Capital Improvement Program budget in Fiscal Years 2021 and 2022. With these funds received from the City of Alexandria, this new building offers a modern and innovative space where students can learn and grow and staff can teach and thrive. Built on the site of the original building, which first opened in 1943, the new facility features dedicated space for classrooms, art and music rooms, physical education and a multipurpose room. The design also includes turf fields and play areas. This three-story structure is energy efficient and its Forest Design concept provides more natural light to classrooms which is critical for providing welcoming learning environments for students. There are handicap-accessible restrooms throughout the building, closer to classrooms, while allowing for student privacy. The new Douglas MacArthur Elementary School was developed with the foresight to accommodate area growth and has classroom space for up to 825 students in grades PreK-5. This state-of-the-art facility opened for daily use by students and staff on Aug. 21, 2023, for the first day of school for ACPS.

### Ongoing work on The High School Project - with construction of a new Minnie Howard campus and the placement of the final structural beam with a steel topping ceremony

**T**he topping-out ceremony in the construction of Alexandria City High School's (ACHS) new Minnie Howard campus served as a major milestone, as on April 26, 2023 the final beam was signed by school and community leaders. Following the signing, a crane lifted the beam and positioned it in the top corner of the building. The new Minnie Howard campus is part of The High School Project and the Alexandria City Public Schools (ACPS) Office of Capital Programs, Planning and Design has been instrumental in moving it forward. Gilbane Building Company, leading Minnie Howard redevelopment project construction efforts, calls the structure a 21st-century state-of-the-art net-zero building. This project is designed to address the challenges of growing student enrollment while meeting future business needs of the D.C. metro region. Minnie Howard Campus construction initially got underway in April of 2022 after a late March groundbreaking and is a key component of ACPS' modernization plans that aim to expand capacity and upgrade facilities. The new building is scheduled to be opened for the 2024-25 school year.





# Sharing 2022-23 School Year Academic Highlights

## Number of Grads and Scholarships Awarded

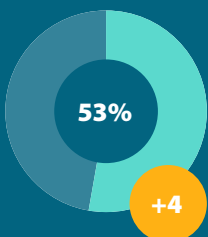
Alexandria City High School (ACHS) awarded diplomas to 946 to the class of 2023. More than 600 graduates reported applying to a college or university and 16 graduates planned to serve in the U.S. military. The Scholarship Fund of Alexandria awarded scholarships to 208 students totaling \$627,000, many of which are renewable throughout four years of study. Ten students received an Akerson Scholarship of \$10,000 per year, renewable for four years. Four students won a Project Discovery Scholarship, each receiving \$5,000. Twenty Titan athletes signed letters of intent to compete in collegiate athletics in 10 sports. There were 419 seniors (43% of the class) who graduated with an Advanced Studies Diploma.

## Preliminary Standards of Learning Results

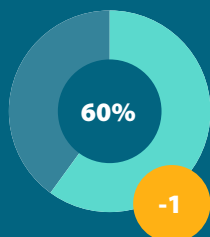
- Virginia Department of Education (VDOE) data indicates Alexandria City Public Schools (ACPS) realized increases in division performance in 2022-23 annual Standards of Learning (SOL) student pass rates in the areas of Mathematics, Science, Writing and History/Social Sciences and a consistent pass rate in Reading, when compared to the previous school year.
- Highlights of the federally adjusted school, division and state pass rates by grade, content area and student group indicate:
  - ▶ ACPS results by student groups showed that performance increased across all of the state accountability student groups in Mathematics and across most student groups in Science when compared to the previous year, narrowing historic gaps in achievement.
  - ▶ In Reading, Writing, and History/Social Sciences, the pass rates for most student groups were within two percentage points of the previous school year, with few exceptions.
  - ▶ Tremendous gains were seen at the school level, with four schools increasing Mathematics pass rates by 10 percentage points or more and five schools increasing Science pass rates by 14 percentage points or more compared to the previous year.
  - ▶ ACPS divisionwide federally adjusted SOL pass rates released by the VDOE for the 2022-23 school year, along with the percentage change from the previous year, are:



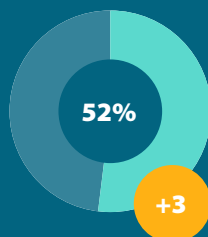
Mathematics



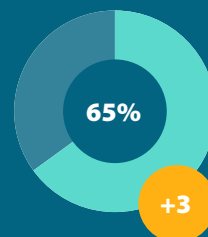
Reading



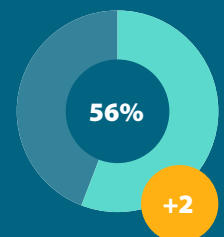
Science



Writing



History/Social Sciences



## SEAL Supports for Students



During the 2022-23 school year, Alexandria City Public Schools (ACPS) provided 30 minutes of social, emotional and academic learning (SEAL) each day. This learning support helps students with relationship-building skills, responsible decision-making, self-awareness, self-management and social awareness. SEAL became instrumental in assisting students to adjust to school life during the pandemic and its benefits continue.



Cora Kelly School for Math, Science and Technology (Cora Kelly) was among several schools nationwide to be **featured in a series of articles in USA Today** that took a closer look at what an American school day looks like post-COVID-19, and addressed learning loss and attendance concerns.



**USA Today** also included the Cora Kelly school experience in its mini-documentary on how Virginia third graders were tested during their first, in-person school year after the pandemic. It featured lessons learned as its young students navigated from in-person to hybrid, to virtual learning and back.



# Spotlighting Family Engagement and Communication Initiatives

## Grand opening of FACE Center

A ribbon-cutting ceremony for the new Family and Community Engagement (FACE) Center for Alexandria City Public Schools (ACPS) was held on Nov. 29, 2022. Located on the sixth floor of Ferdinand T. Day Elementary School, the FACE Center aims to engage ACPS' families in meaningful opportunities designed to support their children's academic and social-emotional development in a healthy and respectful manner which, in turn, serves to increase two-way communication and cultural understanding. The center assists in carrying out the mission of family engagement by providing language specific and bilingual family liaisons who serve our Amharic, Arabic, Dari and Spanish speaking families. The FACE Center serves as the home base for ACPS family liaisons as they help build authentic relationships as the foundation of the division's work with families and the community. At the FACE Center, needed resources are also provided to all ACPS families, along with workshops and other activities that support educational achievement and overall quality of life. Family engagement work through the center helps to promote positive attendance which is one of Dr. Kay-Wyatt's key areas of focus. FACE Center outreach activities and events welcome our families as partners in navigating their children's educational journey.

## SCR nationally recognized with 15 awards for outstanding work in school communications

Alexandria City Public Schools' (ACPS) Department of School & Community Relations (SCR) received 15 national awards from the National School Public Relations Association (NSPRA) for its outstanding work in sharing stories from our schools while strengthening our division's communications and engagement with students, staff and families. The SCR team received three NSPRA 2023 Golden Achievement Awards which highlight outstanding, strategic work in all aspects of school public relations, communication, marketing and engagement. The team was also presented with 12 NSPRA 2023 Publications and Digital Media Awards, a category that recognizes outstanding education publications, e-newsletters, digital media programs, radio/TV/video programs, social media, infographics, blogs and websites.

**In 2023, the SCR team received 15 national awards:**



3 NSPRA Golden Achievement Awards



12 NSPRA Publications and Digital Media Awards





### More than 2.5K news mentions

- Alexandria City Public Schools (ACPS) received more than 2.5K news media mentions during the 2022-23 academic year. The top media inquiries included the ACPS superintendent search and permanent superintendent being named, school staffing and recruitment, safety and security, substance abuse prevention, social, emotional and academic learning (SEAL), post-pandemic COVID-19 learning recovery and Titan athletics. The [ACPS Media Relations Report](#) provides full details of news media inquiries concerning the school division.
- Of the ACPS news mentions, 91% rated for sentiment were positive or neutral. National coverage included The Washington Post, Axios, Gray TV network, USA TODAY, CBS News, The Wall Street Journal and NEA Today. The top ACPS story for regional coverage was the new permanent superintendent announcement. Among top performing stories was the CBS News’ feature on Alexandria City High School Math Teacher Louis Kokonis who celebrated his 91st birthday on April 1, 2023 and has been teaching for 63 years within the school division. ACPS received extensive coverage about social, emotional and academic learning (SEAL). USA Today included Cora Kelly School for Math, Science and Technology in its coverage of post-pandemic learning. Many news outlets also carried the story of a Samuel W. Tucker Elementary School custodian who has served ACPS schools for over 45 years. ACPS built new relationships with Northern Virginia Magazine and Greet Del Ray Magazine while strengthening its relationships with WUSA9 and Spanish-language news outlets Telemundo and Univision.

### Essential Workers Recognition Event

- The second annual Alexandria City Essential Workers Appreciation Week was a huge success. The highlight of the week-long celebration came on Tues., March 14, 2023, with a special event at Patrick Henry K-8 School (Patrick Henry). Division and city leadership joined Patrick Henry Principal Dr. Ingrid Bynum, students and staff in saying thank you to our teachers, healthcare professionals, firefighters, police officers, bus drivers, custodians, building engineers and other professionals who give their all in supporting the community. A banner signed by Patrick Henry students was on display in a show of appreciation for all essential workers. Student ambassadors and safety patrols greeted guests at the school with a string quartet playing in the main lobby. Joining in the festivities, kindergarten students dressed with special vests representing a variety of essential workers in honor of some of our many neighborhood essential workers and performed a song especially for them. Students presented a dance tribute and made thank-you cards that were shared with the guests of honor. A luncheon generously sponsored by an ACPS community partner was also served as part of the program honoring essential workers who attended and participated in the event.

# Fast Facts



## Enrollment numbers

(Total ACPS system, High school, middle school and elementary level totals)

**16,071**

Total Division\*  
(PK - 12)

**8,107**

High School  
(all 9-12)

**3,165**

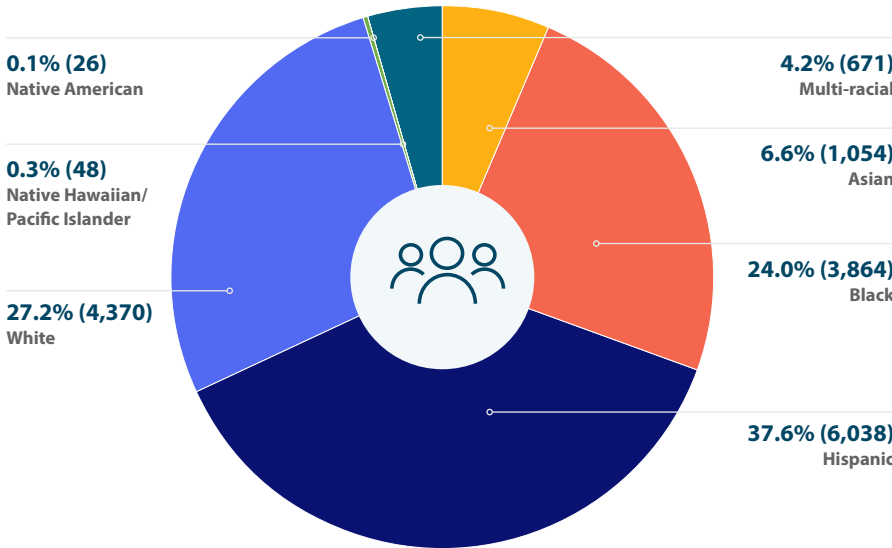
Middle School  
(all 6-8)

**4,521**

Elementary  
(all K-5)

## Division Membership by Ethnicity

Total 2022-2023 Membership



**119**

Countries of Birth



**121**

Home Languages Spoken



**11,073**

Students Eligible for Free/Reduced Meals\*



**5,949**

English Learners



**1,792**

Special Education Students\*\*\*

\*Total does not include 60 full-time special placement students or 284 PK students served in community locations.

\*\*As reported by the Office of School Nutrition Services in October 2023. These numbers are based on students whose families participate in specific federal programs, usually in the form of free and reduced meals.

\*\*\*The Child Count Report, submitted in December each year, is the official count of Students with Disabilities students in the Division. This number will be updated upon submission of the Fall 2023-2024 Child Count Report in December 2023.

Students who participate in Advanced Academic Studies (formerly Talented and Gifted) are identified throughout the year and reported on the end-of-year state report. For the school year 2022-23, there were 2,046 students identified in Advanced Academic Studies out of the 16,084 active students reported on the end-of-year state report comprising 13% of the total population.

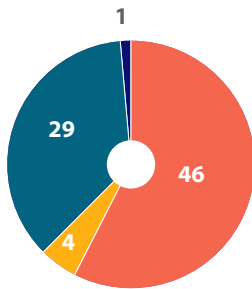
## 2023-24 School-Based Staff Breakdown

### Division Membership

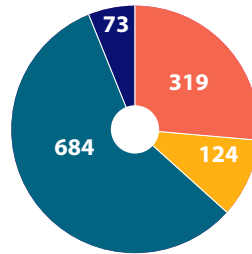
#### By Ethnicity

- Black
- Hispanic
- White
- Other

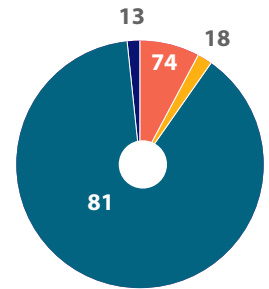
**Administrator**  
(80)



**Teachers**  
(1,200)

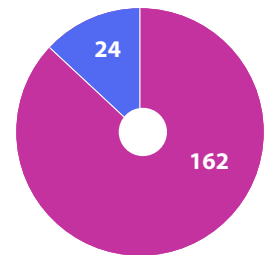
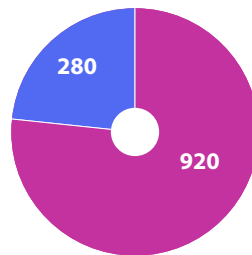
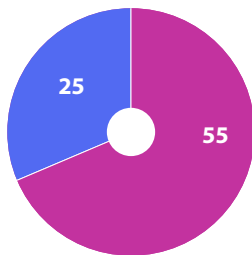


**Professional**  
(186)



#### By Sex

- Female
- Male



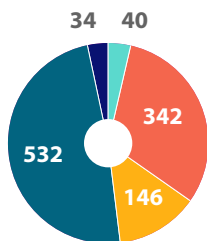
## 2023-24 Student Breakdown

### Division Membership

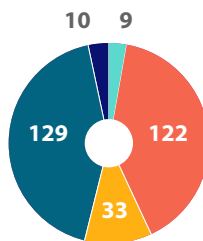
#### By Ethnicity

- Asian
- Black
- Hispanic
- White
- Other

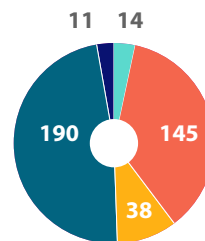
**Elementary**  
(Includes K-8)  
(80)



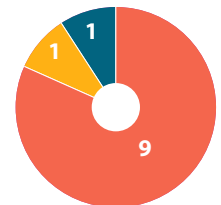
**Middle School**  
(1,200)



**High School**  
ACHS King Street,  
ACHS Satellite, ACHS  
International, ACHS  
Minnie Howard (186)

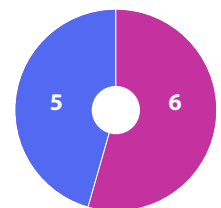
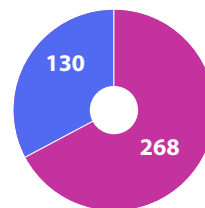
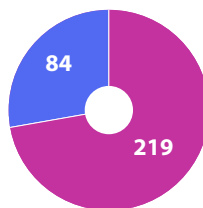
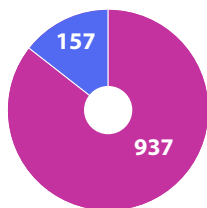


**Chance For Change (11)**



#### By Sex

- Female
- Male





**2022-23**  
**Areas of**  
**Focus**

AREAS OF FOCUS

# Strategic Plan Implementation



## 2022-23 Accomplishments

- School Board Budget Priorities, ACPS Areas of Focus, and School and Department planning documents all aligned directly to the [Equity for All Strategic Plan](#).
- Continuing to build analytic capacity by the creation of a Chronic Absenteeism Dashboard for school and department use throughout the year to accelerate learning and improvement efforts in redressing disparities and improving outcomes for every student. Continuing school-level dashboards displaying Key Performance Indicators (KPI) and Equity for All survey results at the school level.
- Creating a “living and breathing” Strategic plan that remains responsive to the division’s needs through a diverse stakeholder group, Strategic Planning Annual Review Committee (SPARC), continuing along with goal leaders and strategy managers to go through a review process and recommend necessary adjustments to the Strategic Plan.
- Developing and implementing a new five-year Program Evaluation Calendar aimed at formative evaluation of key areas within the organization to seek perspective and voice in where we are and where we must go to inspire students and address barriers to learning. The first area identified for evaluation was social emotional learning with that evaluation taking place during SY 2023-24.

## Key Milestones and Where We Are Today

- **September 2022:** Alignment of the School Board Budget Priorities and ACPS Areas of Focus to the Equity for All strategic plan.
- **November 2022:** Launch of new Chronic Absenteeism Dashboard for department and school use in tracking attendance trends in aggregate while also generating customized rosters based on school teams set criteria.

- **March 2023:** School-level Equity Dashboard launched to report and monitor inequities formatively within the Equity for All Key Performance Indicators (KPIs) coinciding with the division-level data being reported to the Board and community stakeholders.
- **February-March 2023:** Administration of the third annual Equity for All Climate Survey for staff, students and families along with the roll-out of school-level dashboards displaying survey results in an interactive analytic tool to facilitate learning and to monitor progress across years.
- **April-June 2023:** Strategic Planning Annual Review Committee (SPARC), goal leaders, strategy managers and the School Board engage in the second annual review and revision process of the Equity for All strategic plan.

## Next Steps

- Revising the historically siloed Department Improvement Plan (DIP) process to center on the identified division priorities and to create a structure and process that allows and builds on the collective nature of this work across departments.
- The implementation of the social emotional learning evaluation throughout the course of SY 2023-24 to elevate voice, experience, and collective sensemaking in where we are as an organization and where we must go to best leverage identified areas of improvement.
- In collaboration with the departments of student services and equity and teaching, learning, and leadership, leverage continuous improvement and measurement processes, strategies, and mindsets in supporting schools through an applied Equity Problem of Practice continuous improvement project for SY 2023-24.
- Continue to engage Strategic Planning Annual Review Committee (SPARC), goal leaders and strategy managers to best inform the third-year revision process in the spring.

AREAS OF FOCUS

# Policy Equity Audit



## 2022-23 Accomplishments

### Phase II Progress: Equity Audit Review & Development of Recommendations

- ACPS revised 90 policies and regulations between July 1, 2022 and June 30, 2023.
- ACPS highlighted policy revisions in the yearly training resources for all ACPS staff.
- ACPS partnered to update the School Board in collaboration with the Policy Revision Consultant.

## Key Milestones and Where We Are Today

### Phase II In-progress through the 2023-24 School Year: Board Review and Policy Revision Process

- Continued review of Tier II policies with a focus on the policies in need of code revisions and Virginia School Board Association (VSBA) model policy changes.
- Focus groups were conducted with students and families and feedback was collected and taken into account to add to the School Board committee revisions.
- Focus groups for students and families included diverse voices from historically marginalized populations.

## Next Steps

### Phase II Continued: Board Review and Policy Revision Process

Into the 2023-24 school year the audit team will continue to:

- Review Tier III policies through an equity lens and prioritize the VSBA model policies that have high priority code changes.
- Engage the School Board committee in the revision process of approximately 100 policies completed per academic year.
- Conduct additional focus groups of stakeholders with a focus on historically marginalized populations.

AREAS OF FOCUS

# Implementation of Students with Disabilities Plan

## 2022-23 Accomplishments

### Specialized Trainings

- Provided 36 teachers with Orton-Gillingham training, a research-based reading approach using explicit, sequential and multi-sensory instruction through the Institute of Multisensory Education (IMSE)
- Trained over 65 teachers in ACPS' co-teaching cadre, a year-long training grounded in the co-teaching philosophies of Dr. Marilyn Friend, an internationally recognized expert on co-teaching.

### Pilot Programs

- Increased inclusion opportunities for preschool students with disabilities by piloting two co-taught Virginia Preschool Initiative (VPI) classrooms.
- Piloted Self-Regulated Strategy Development (SRSD), an evidence-based, classroom-proven writing method for students, in 13 classrooms across elementary, middle and high schools.

### Family and Community Engagement

- Hosted a transition fair for students and families in grades 6-12 to provide resources from community experts on post-secondary options for students with disabilities and their families.
- Provided 32 workshops hosted by the Parent Resource Center (PRC) for students and families grades PreK-post grad.

### Student Self-Determination Building

- Rolled out a divisionwide initiative on student-led individualized educational plans (IEPs).
- Developed mini-lessons on self-advocacy and self-determination using Virginia Department of Education's (VDOE) Project I'm Determined resources.
- Provided workshops for families on how to support self-determination and the student-led IEP at home.



## AREAS OF FOCUS

# Advanced Academic Services (AAS)



## 2022-23 Accomplishments

- After two years of work with the Alexandria City School Board, community members, school leaders and instructional staff, the Alexandria City Public Schools (ACPS) Department of Teaching, Learning and Leadership has updated the Local Plan for Gifted, which the School Board approved on June 1, 2023. The updates include a name change from Talented and Gifted (TAG) to Advanced Academic Services (AAS) and the development of an advanced academic services model incorporating the Multi-Tiered System of Support (MTSS), which is used across ACPS for various intervention services.
- During the 2022-23 school year, schools increased the number of Young Scholars (YS) referred for higher levels of advanced academic services (AAS).
- The AAS office expanded automatic referral criteria to include all YS in grades 1-5 and all grade three students who received General Intellectual Aptitude (GIA) services to be referred for Specific Academic Aptitude (SAA) services in language arts and mathematics.
- Young Scholars (YS) screening expanded across all elementary schools to include more grade levels and removed all size limits for screening.

## Key Milestones and Where We Are Today

- ACPS developed an advanced academic services model incorporating the Multi-Tiered System of Support (MTSS), used across ACPS for various intervention services.
- All ACPS grade 4 students found eligible for AAS Tier III in math will continue to receive instruction with a designated Advanced Academic Service Teacher (AAST) (formerly known as a TAG teacher) in a self-contained, pull-out

class, similar to last year's math student-grouping model. Students in grade four will shift away from the full-year acceleration model of grade four and five standards and move to grade four math standards, which will be differentiated through enrichment, extensions and some acceleration.

- The AAS office has created or revised four larger curriculum resource projects to align SOL standards and district pacing with gifted resources in areas of K-3 Talent Development across mathematics, social studies, science, and math; has revised Grades 4-5 languages arts curriculum guides for the Tier III AAS classroom; and adapted the Grade Four Tier III math curriculum resources to align with the updated mathematics service model.
- Professional learning has focused on the Math Workshop Model, the co-teaching model, Mentoring Mathematical Minds (M3) math units, The JASON Project, Willam and Mary Language Arts gifted units and The School-Wide Enrichment Model in Reading.

## Next Steps

- Continue to adapt the gifted screening process to include a portfolio approach in grades 3-5.
- Expand professional learning to include additional gifted resources and theory to include gifted curriculum and strategies at the middle school level, Project Clarion science units, and critical and creative thinking strategies across K-12.
- Continue to expand to the Young Scholars in Grades K-8.
- Strengthen gifted instructional practices at the middle school level and revise Honors instruction in Grades 6-8.



AREAS OF FOCUS

# Hispanic Males

## 2022-23 Accomplishments

### Academic Enrichment and Advancement

In order to improve services to our English Learner (EL) students at the high school level, in 2022-23 a commitment was made at Alexandria City High School (ACHS) to return to the core principles of the Internationals Network for Public Schools (INPS) model. This model had previously been implemented with success in the International Academy, improving graduation and drop-out rates for EL students. The following commitments were made:

- Re-establish an International Academy Leader Position.** In 2017, the two International Academy leadership positions at ACHS were converted to assistant principal positions and those positions were assigned additional school-wide responsibilities. With those additional responsibilities, the leaders were not able to sustain the instructional leadership roles needed to successfully implement the INPS model. That change, coupled with the elimination of deans, resulted in the positions becoming administrative and discipline-oriented. At the conclusion of the 2022-23 school year, an International Academy instructional leadership position was reinstated for the following school year. This position will facilitate adherence to the core principles of the INPS model and facilitate the instructional planning and professional learning associated with the model.
- Re-establish Student, Teacher and Counselor Cohorting.** A cohort of students, teachers and counselors is a foundational structure that the International Academy model is built upon. Each team of approximately 100 students is assigned a dedicated team of core content teachers, English Learner (EL) teachers and a counselor. The team has common planning time that is structured to be able to address each student’s academic, cultural and social emotional needs and to collaboratively plan for content and language integration, cross curricular connections

and activities, and heterogeneous groupings to facilitate oral discourse in English. A commitment was made to ensure a cohort of students, teachers and counselors for the next school year, and in order to accomplish that, school-based staff, counselors and the Central Office worked collaboratively on scheduling during the spring and summer of 2023.

- Re-establish Advisory Period.** An advisory period is another key feature of the International Academy model, and a decision was made in the spring of 2022 to reinstate advisory for the next school year across ACHS, which will allow for the return of advisory within the International Academy model as well.
- Re-establish INPS Professional Learning during Pre-service Week.** Traditionally, pre-service week had been a time when new teachers in the International Academy were trained on the INPS core principles, and veteran teachers would participate in differentiated professional learning on strategies to specifically support immigrant students. A plan was made to reinstate this training in the summer of 2023.

In addition to the approximately 700 English Learner (EL) students served through the International Academy model at the high school level, ACPS serves approximately 600 EL students through a traditional model of services at the ACHS Minnie Howard and King Street campuses. A dedicated group of teachers and administrators, in collaboration with Central Office EL staff, identified two primary areas of concern in the traditional services model: EL students were disproportionately failing required, core content courses hindering on-time graduation, and there was not a structure in place to ensure accountability and progress monitoring for this specific student population.

In order to more effectively support this group of students, in the spring of 2023 a designated accountability position was established to implement the following for the 2023-24 school year:

- Collection and analysis of EL student data and course structure
- Strategic scheduling of services
- Targeted professional learning and coaching to the content teachers of EL students
- Targeted student support, problem-solving and goal setting

This oversight and accountability position will ensure progress monitoring, data informed decision-making, educator coaching and academic advocacy.

AREAS OF FOCUS

# Middle School Educational Experience

## 2022-23 Accomplishments

- The Middle School Project Work developed its work team during the 2021-22 school year. The work team consists of school leadership and teacher representation from Francis C. Hammond Middle School, George Washington Middle School, Patrick Henry K-8 School and Jefferson-Houston Pre-K-8 IB School. The culmination of the work conducted during the 2021-22 school year resulted in research conducted on the middle school educational experience areas of focus, the development of the rationale, data analysis and success metrics. For the 2022-23 school year, considerations for the middle school experience were viewed through the lens of the completion of The High School Project.

## Key Milestones and Where We Are Today

- Recommendations from The High School Project will provide support and guidance in further enhancing the middle school experience in the years to come.

## Next Steps

- Next steps for the Middle School Project will include reconvening the work team to continue research, conducting focus groups with parents and students, finalizing recommendations and developing an implementation timeline after the completion of The High School Project.



AREAS OF FOCUS

# Early Warning System



In March 2023, the American Institutes for Research and ACPS leadership conducted a workshop to engage division leaders and members of the school community in discussion about Student Success Systems (SSS) and the strengths and areas of opportunity in ACPS to align their existing and planned efforts to the SSS framework. The meeting objectives were to:

- Increase understanding of student success systems (SSS).
- Use SSS to organize current ACPS work.
- Prioritize ACPS work based on the level of impact and effort.
- Gather insights and perspectives to inform recommendations to share with the Virginia Board of Education.

In August 2023, a Pilot Kick-Off meeting was held with stakeholders and pilot school leaders to review the intended learning outcomes of the Student Success System and Early Warning Indicator (EWI) pilot projects at each school, clarify the roles and responsibilities of stakeholders in the pilot project(s), introduce the web-based Performance Matters monitoring systems and discuss the pilot project timeline and trajectory.

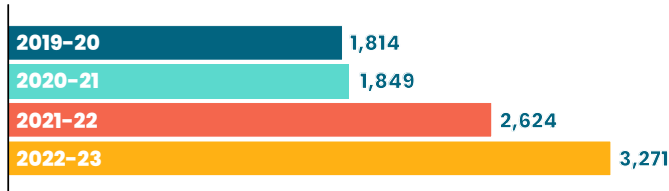
- Work-Based Learning (WBL) opportunities (externships and internships)
- Jobs for Virginia Graduates (JVG)

## 2022-23 Accomplishments

- Jobs for Virginia Graduates (JVG) externships with the Central Intelligence Agency (CIA)
- 3,271 students participated in work-based learning (WBL) experiences

## Key Milestones and Where We Are Today

Steady increase of students who participated in WBL



## Next Steps

- Monitor the local labor market and develop additional WBL opportunities with school division partners to address regional workforce needs.
- Use the new Virginia Department of Education (VDOE) Career Strategies code (22250) to coordinate career and technical education (CTE) courses with Internship opportunities (240 hours) that allow students to have early release from school and receive credit while working.

## AREAS OF FOCUS

# Social, Emotional, Academic Learning



## Multi Tiered System of Support (MTSS) - Recognizing, Understanding, Labeling, Expressing and Regulating (RULER)

### 2022-23 Accomplishments

- During the 2022-23 school year, ACPS continued to focus on implementation of a divisionwide social, emotional and academic learning (SEAL) program. All ACPS schools and campuses have created daily socio-emotional lessons using the tenets of Positive Behavioral Interventions and Supports (PBIS), restorative practices and the RULER curriculum.
- Professional learning was provided on Trauma Brain and Socio-emotional Learning I for new staff at the school and division level for learning coaches/specialists, instructional assistants, student support teams, administrators, after-school tutors and the Advancement Via Individual Determination (AVID) and Guided Language Acquisition Design (GLAD) programs.
- Professional learning with equity liaisons included defining “What is SEAL?,” and PBIS coaches covering topics that include restorative practices and social emotional learning and the integration with PBIS as equitable practices.
- Weekly Friday community circle activities developed and implemented to support the districtwide SEAL calendar.

### Key Milestones and Where We Are Today

- Over 40 students at the secondary level participated in the Student Voices Summit to address issues of mental health, substance abuse and other issues facing teens.
- Over 450 students at the secondary level participated in the creation of SEAL lessons.
- Mental health specialists meet with each school’s RULER implementation team to guide schoolwide implementation.
- Mental health specialists support and provide K-12 SEAL lesson plans for school-based implementation.

### Next Steps

- Continued support with RULER implementation at all schools based on their diverse levels of implementation.
- Each SEAL school-based implementation team will continue to write their school’s SEAL lessons with the incorporation of the RULER curriculum, PBIS expectations, restorative practices, community circles and Collaborative for Academic, Social and Emotional Learning (CASEL) standards.
- Implementation of accountability measurements and fidelity walks.
- Mental health specialists are engaging in cross departmental collaboration with Teaching, Learning and Leadership to embed RULER in instruction throughout the academic day.

## AREAS OF FOCUS

# Social, Emotional, Academic Learning Recovery (SEAL)



## 2022-23 Accomplishments

The Student Support Team (SST) worked to remove barriers to student achievement with supportive tiered interventions that addressed the physical health and safety, mental health and social emotional development of students, as we returned to in-person learning from the pandemic.

### Improving Attendance

Partnered with school social workers throughout the school year and updated them on interventions. Provided case management services for families and students with attendance concerns including the following interventions:

- Made referrals to community resources and followed up with referrals.
- Communicated with service providers.
- Called and texted students and families.
- Conducted announced and unannounced home visits.
- Participated in court hearings for students with open court cases for truancy.
- Made 31 referrals to the Court Services Unit and followed up with intake officers.

153 referrals were made to the truancy outreach specialist. Of the 153 students, 71 students met with the Attendance Review Panel. The Attendance Review Panel is a multidisciplinary team with representatives from the Alexandria City youth-serving agencies. Students seen included:

- 7 elementary level.
- 22 middle school level.
- 42 high school level.

Co-facilitated training with current and new social workers on attendance procedures and best practices to promote positive attendance and prevent referrals to the Court Services Unit.

Partnered with the Office of Communications to create the video [School Attendance for Student Success - YouTube](#).

### Substance Abuse

#### Opportunity Seminar (out of the 287 referrals,

#### 151 attended from the opportunity seminar):

The Opportunity Seminar is a program, run in collaboration with several agencies, that includes ACPS; the Family and Community Engagement (FACE) center; the Alexandria Police Department (APD); Alexandria Court Services Unit (CSU), and the Department of Community & Health Services (DCHS). Families who attend the seminar complete five hours of education in one day.

- 151 students (Each student attended the seminar with their corresponding parent, in total 302 persons attended the seminar).
- 10 cases repeated the workshop.

#### Small Group Education Sessions:

- Four students from the ACHS-Chance for Change campus and 11 from Francis C. Hammond Middle School participated in seven small group sessions.

#### Prevention Campaigns

- Successfully conducted the Red Ribbon Week (RRW) campaign with various activities in collaboration with members of Family and Community Engagement (FACE), Stop Child Abuse Now (SCAN) and Substance Abuse Prevention Coalition of Alexandria (SAPCA).
- Distributed 5,000 stress balls during Red Ribbon Week.
- Conducted the RRW poster contest with three winners across different school levels.

**AREAS OF FOCUS | SOCIAL, EMOTIONAL, ACADEMIC LEARNING RECOVERY (SEAL) (CONT.)**

- The team also successfully conducted the RRW poster contest. Poster contest winners are featured as part of Red Ribbon Week.
- Conducted multiple community presentations reaching hundreds of families.
- Drug use prevention social, emotional and academic learning (SEAL) lessons during Red Ribbon Week (RRW): As part of the RRW campaign, the ACPS substance abuse counselors, in collaboration with school counselors, social workers and administrators participated in setting up and conducting community circles during the SEAL time. School staff delivered these lessons on drug use prevention across the school district during the last week of October 2022.

**Opioid Prevention Campaign**

- Conducted 16 Narcan® administration training sessions for school staff.
- Contracted security officers.

**Assemblies**

- Substance Abuse Prevention Coalition of Alexandria (SAPCA), in collaboration with the Department of Health and Physical Education, conducted a series of educational presentations on the dangers of opioids at Alexandria City High School (ACHS) - King Street, Satellite and Minnie Howard Campuses, Francis C. Hammond Middle School, Jefferson Houston Pre-8 IB School, Patrick Henry K-8 School, the Juvenile Detention Center and the Shelter Care Program.
- Reached a total of 4,192 students through 55 presentations.

**Classroom Presentations**

In collaboration with the International Academy, opioid education classroom presentations were delivered to students across all grade levels.

**Key Milestones and Where We Are Today**

**Substance Abuse Counselors**

Increased capacity from two to three full-time counselors to better serve students.

**Referral System**

An electronic referral system has been put in place allowing school staff to refer cases for substance abuse (SA) services.

**Narcan® Accessibility**

In collaboration with the Opioid Work Group, the ACPS Director of School Health Service, the ACPS Office of Safety and Security and the Office of Student Support Teams all secondary schools were equipped with Narcan®.

- Equipped every building floor, staff office, security personnel and Automated External Defibrillator (AED) cabinet with Naloxone.
- Approximately 200 units of Narcan® were received and distributed.
- Multiple Narcan® training sessions were conducted for school personnel throughout the year. All social workers, counselors, security personnel, administrators, nurses and some teachers benefited from the training about opioids and how to administer Narcan®.
- A total of 16 opioid and Narcan® administration training sessions were conducted.

**New Program Created to Prevent Relapses and Support Recovery**

Due to an increasing number of children in recovery, a relapse prevention program was created, in collaboration with Alexandria Alcoholics Anonymous/ Narcotics Anonymous (AA/NA) volunteers, Department of Community and Human Services (DCHS) and the Opioid Work Group:

- Successfully initiated the 12-Step Youth Wellness and Recovery Support Group.
- 15 group meetings held with an average of six youths participating weekly.

**Resource Distribution**

Collected and distributed 2,800 substance abuse prevention posters to all secondary schools. These posters came from several federal agencies including the National Institute on Drug Abuse (NIDA), Centers for Disease Control (CDC) and Substance Abuse and Mental Health Services Administration (SAMHSA).

**AREAS OF FOCUS | SOCIAL, EMOTIONAL, ACADEMIC LEARNING RECOVERY (SEAL) (CONT.)**

**Demographic Data Collection**

The referral data has been analyzed to determine trends and provide tiered interventions to address the unique needs of populations of students and families. This included partnering with other City agencies to meet those unique needs.

**Regional Collaboration**

Participated in regional meetings with substance abuse services supervisors from Fairfax, Loudoun, Manassas, Arlington and Prince William counties to discuss trends, practices and collaboration.

**Tiered Trainings**

- Approximately 68% of Student Support Team members were trained in at least one Tier II/III intervention including Bounce Back, Kimochis and Social Thinking.
- Approximately 80% of those trained utilized the intervention in a small group or individual session.

**Community Presentations**

During SY 2022-23, the ACPS substance abuse counselors, in collaboration with the ACPS Family and Community Engagement (FACE) Center, conducted several community presentations from October 2022 through April 2023.

OCTOBER 2022	MARCH 2023		APRIL 2023	MAY 2023	
<b>October 20</b>	<b>March 22</b>	<b>March 22</b>	<b>March 29</b>	<b>April 19</b>	<b>May 18</b>
30 families at Francis C. Hammond Middle School (Hammond). <i>In-person/Spanish.</i>	151 families connected. <i>Online/English.</i>	173 families at Hammond. <i>In-person and online/English.</i>	20 families at Community Center in Chirilagua. <i>In-person/Spanish.</i>	82 families at Alexandria City High School. <i>In-person and online/English.</i>	53 families at William Ramsay Elementary School <i>In-person/English.</i>

- School health services staff monitored COVID-19 cases and worked in partnership with the Alexandria Health Department (AHD) to provide up-to-date information and mitigation measures in partnership with the department of facilities and operations to prevent the spread of COVID-19 in our schools.
- Seven school nurses earned their National Board Certification, recognizing their expertise in the area of school nursing.
- Implemented a COVID-19 vaccination clinic and health fair for elementary families in November 2022.
- Hosted a preschool physical, vaccination and registration fair in April 2023.
- Partnered with the Alexandria Health Department to provide school-located mandated adolescent vaccinations to sixth and eleventh graders at Francis C Hammond Middle School, George Washington Middle School and Alexandria City High School.
- Partnered with Neighborhood Health to provide oral health services to students on the Wellness on Wheels (WOW) Bus at William Ramsay Elementary School and Mount Vernon Community School.
- Student Support Teams (SST) monitored daily student attendance as well as chronic absenteeism. Central office staff joined school-based intervention meetings as an additional layer of support for implementation of tiered interventions.
- Elementary and Secondary School Emergency Relief (ESSER) funding was also used to case manage and follow up on students who were having significant attendance concerns.
- Student Support Teams (SST) supported the schoolwide implementation of social, emotional and academic learning (SEAL), Positive Behavioral Interventions and Supports (PBIS) and restorative practices through classroom lessons, small groups and individualized meetings with students.



## Key Milestones and Where We Are Today

- Utilization of elementary and Secondary School Emergency Relief (ESSER) funds to support the work of school counselors to address significant social, emotional and academic learning (SEAL) needs of our students.
- Certified nursing assistants (CNAs) were added at school sites to ensure student and school nursing support were appropriate to meet the needs of our students.
- The Devereux Student Strengths Assessment (DESSA) universal screener was administered to students using the DESSA Mini (teacher evaluation of students) at each elementary and K-8 school. The DESSA Health, Safety and Environment (HSE)- Student Self Report (SSR) was provided to students at the ACHS campuses to include Minnie Howard, King Street Campus, Satellite and Chance for Change (CFC).
- Continuation of professional learning of three curriculums for Student Support Team (SST) members:
  - ▶ **Kimochis:** A social-emotional curriculum that uses its characters/pillows to teach kids about emotions and how to communicate their feelings with others.
  - ▶ **Student Success Skills:** This curriculum focuses on developing key skills and attitudes in an environment of caring, support and encouragement that increases student confidence and effort contributing to student success including: goal setting; progress monitoring and success sharing; creating a caring, supportive and encouraging classroom; memory skills; performing under pressure and healthy optimism.
  - ▶ **Social Thinking Curriculum:** Teaches key concepts of flexible thinking, using our whole body to listen, how to remain in a group, etc.
- Reviewed the threat assessment protocols to incorporate updates and provided professional learning to Student Support Team (SST) members and administrators in

collaboration with Safety and Security Services to support a safe and engaging learning environment in each school.

- Narcan® administration training has been expanded to include school administrators and school security officers. All self-paced Narcan® administration training was developed and has been made available in the Professional Learning Management System (PLMS).
- Social Workers disbursed \$106,398 of resources to families through the Amazon Right Now Needs Fund. Resources included school supplies, clothing, backpacks, shelf stable food items, hygiene supplies and supplemental educational materials.

## Next Steps

- In the process of disaggregating the DESSA data to better understand the needs of our students, and in turn, utilize these data to support SEAL lessons, individual and group support to students, as well as classroom instruction led by members of the SST at each school level. Additional student data will be collected through the Spring DESSA Rating Window set for March 2023.
- In collaboration with the Department of Accountability and Research, an attendance and chronic absenteeism data dashboard has been created. This will allow for greater monitoring of aggregate attendance data as well as allow SST to drill down by individual students to provide interventions and support.
- Current Section 504 process will become more efficient as we will utilize an electronic database to document our efforts around supporting students with Section 504 plans. This shift will allow for greater systemic alignment in record keeping and access to student plans while also maintaining the privacy of our student data.
- Hazel Health, a nationally recognized company, will provide teletherapy for K-12 students at no cost to students. This level of support is in response to the recognized need for all students to be able to better access their learning and reach their full potential.



## AREAS OF FOCUS

# Literacy Grades K-4



### 2022-23 Accomplishments

- Sustained and strengthened implementation of explicit and systematic phonics instruction in all K-2 classrooms with use of Really Great Reading's resources of lesson materials, student consumables, hands-on manipulatives and individualized software for teaching critical foundational literacy skills.
- Initiated Grade 3-5 pilot of Bookworms Reading and Writing evidence-based core curriculum resources in 120 classrooms throughout 13 elementary schools.
- Supported all 450 K-5 ACPS teachers in shifting from small group instruction based on leveled texts, to utilizing research-based assessment practices to efficiently diagnose, progress-monitor and provide targeted small group instruction to address students' individual literacy needs.

### Key Milestones and Where We Are Today

- Phasing in the writing component of Bookworms Reading and Writing core instructional resources to provide evidence-based instruction in writing throughout all grades K-5.
- Preparing for the new Virginia Department of Education (VDOE) Integrated Reading & Writing Item Type of the Grade Five English Language Arts Standards of Learning (SOL) assessment with common assessments, rubrics, and checklists of student-facing success criteria in writing throughout grades K-5.
- Incorporating new handwriting and vocabulary components of Really Great Reading resources to enhance multisensory classroom approaches for strong orthographic mapping.
- Continued building organizational knowledge of the science of reading, with 40 educators completing

coursework in Language Essentials for Teachers of Reading and Spelling (LETRS I) and an additional 37 educators completing Orton-Gillingham training through partnership with the ACPS Office of Specialized Instruction and the Institute for Multisensory Education.

- Facilitated summer curriculum development to implement the ACPS Instructional Planning Tool and enhance engagement and rigor while ensuring high-quality aligned literacy instruction. A team of 25 teacher leaders worked to customize core resources for local ACPS context, including:
  - ▶ lesson plans for texts reflective of the diverse cultures of ACPS learners;
  - ▶ interdisciplinary science and social studies connections; and
  - ▶ enhanced Guided Language Acquisition Design (GLAD) scaffolds to support all learners in accessing complex grade texts.

### Next Steps

Continue deliberately and strategically laying the groundwork for alignment with the Virginia Literacy Act (VLA) in SY 2024-25:

- In partnership with researchers at the University of Delaware School Success Center, continue to scale up organizational knowledge of the research underlying evidence-based literacy instruction.
- Facilitate ongoing professional learning with teachers and reading specialists refining practices that will improve early literacy outcomes.
- Engage professional learning communities across ACPS in studying classroom practice together, building leader and coach capacity for providing high-quality feedback that will facilitate continuous improvement.

## AREAS OF FOCUS

# Math Recovery



## 2022-23 Accomplishments

- Supported implementation of Catalyzing Change Book Study through school administrators and instructional coaches.
- Developed math-specific Instructional Planning Tool to support implementation of the teaching and learning framework and the mathematics process goals.
- Participated in academic review for all schools and provided follow up support as identified by the academic review.
- Developed division K-12 mathematics plan for SY 2023-26.
- Continued the implementation of a Tier III middle school math intervention program called Math 180 with above expected growth for participating students.
- Facilitated summer curriculum writing for Mathematics which focused on supporting the implementation of the Instructional Planning Tool and engagement, rigor and ensuring high-quality aligned math instruction.
- Continued enhancement of the written curriculum in Canvas.

## Key Milestones and Where We Are Today

- Provide ongoing professional learning including:
  - ▶ K-12 ACPS Mathematics Division Team consisting of school administrators, instructional coaches and teacher representatives with focus on improving student engagement, rigor and ensuring high-quality aligned math instruction and implementation of the 2023 Standards of Learning (SOLs) in ACPS schools and:
    - Alignment between the Virginia Department of Education (VDOE) 2023 SOLs and the ACPS written, taught and assessed curriculum.
    - Consistency in math instruction and expectations for students across all ACPS schools and grade levels.

- Improved capacity as instructional leaders for administrators, coaches and teacher leaders.
- ▶ Continuing Math workshop for K-5 Math classes.
- ▶ Addressing unfinished learning through grade-level content.
- ▶ Unpacking and repacking the new K-12 2023 VDOE Mathematics Standards of Learning (SOL).
- Develop increased scaffolds throughout the curriculum to support student access to grade-level content by using prerequisite knowledge.
- Implementation of the K-12 **Mathematics Instructional Framework** in all classrooms to include framing the learning, focus lesson, skill development, reflection and assessment.

## Next Steps

- Revise the ACPS curriculum to ensure alignment between the VDOE 2023 Standards of Learning (SOL) and the ACPS written, taught and assessed curriculum.
- Continue building the capacity of school-based instructional leaders and improve division consistency in Mathematics instruction and expectations through the K-12 ACPS Mathematics division team.
- Development of required Math Canvas courses for teachers, coaches and administrators to receive their ACPS Math certification.
- Develop model classrooms for Mathematics instruction.
- Adoption of Mathematics resources aligned to the new 2023 VDOE Mathematics Standards of Learning (SOL).
- Ongoing professional learning to support the implementation of the VDOE 2023 SOLs.



# Budget

# Budget: FY 2023

	Operating Fund	Grant and Special Projects	School Nutrition
<b>Instruction</b>	\$230,597,339	\$16,775,983	\$-
<b>Administrative, Attendance and Health</b>	\$29,214,638	\$368,580	NA
<b>Pupil Transportation</b>	\$12,085,643	\$10,000	\$-
<b>Operations &amp; Maintenance</b>	\$27,036,388	\$15,930	\$-
<b>School Food Services &amp; Other Operations</b>	\$945,376	\$42,466	\$12,012,486
<b>Facilities</b>	\$1,463,636	\$-	NA
<b>Technology</b>	\$13,596,691	\$397,705	\$25,000
<b>Division-wide</b>	\$1,249,626	\$-	\$-
<b>Totals</b>	\$316,189,337	\$17,610,664	\$12,037,486
<b>GRAND TOTAL</b>			<b>\$345,837,487</b>

# Budget: FY 2023 (Revenue)

	Operating Fund	Grant and Special Projects	School Nutrition
<b>City Appropriations</b>	(\$248,737,300)	(\$-)	NA
<b>State Revenue</b>	(\$61,417,000)	(\$4,499,634)	(\$211,648)
<b>Local Revenue</b>	(\$1,013,000)	(\$204,984)	(\$2,302,588)
<b>Federal Revenue</b>	(\$140,000)	(\$11,042,746)	(\$9,523,250)
<b>Totals</b>	(\$311,307,300)	(\$15,747,364)	(\$12,037,486)
<b>GRAND TOTAL</b>			<b>(\$339,092,150)</b>



# Class of 2023



## Class of 2023

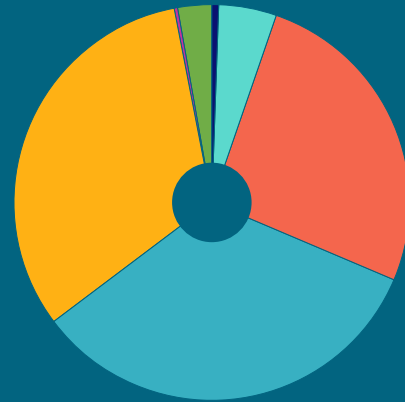
Data released by the Virginia Department of Education show that ACP5's 2023 graduates achieved an 83% four year on-time graduation rate with a dropout rate of 13%. Among graduating seniors at Alexandria City High School (ACHS), 419 graduated with an Advanced Studies diploma. As of June 5, 2022, 658 members of the class of 2023 said they were planning to attend one of 146 colleges or universities. Twenty Titan athletes signed letters of intent to compete in collegiate athletics in ten sports.

The graduates in the class of 2023 were awarded at least \$3,889,363 in scholarships from colleges/universities and non-profit organizations and corporations like Questbridge, ROTC, Akerson Family, EOA, Amazon, Del Ray Business Association, Chick-fil-A and more. Scholarships were awarded to 208 students from The Scholarship Fund of Alexandria totaling \$627,000 for their first year of college with renewal throughout their four years of study.

Sixteen students have indicated a commitment to serve in the U.S. military. At least 29 students plan to attend trade schools to study technical, heating, ventilation and air conditioning (HVAC), dental assistant, electrical apprenticeship and automotive service trades. Gap years have been planned by at least 28 students through the following organizations: Year Up, Americorps, employment/ internships.

During their four years of competing as Titans, ACHS students have won a State Championship in volleyball, three District titles and two Regional titles in athletics.

### CLASS DIVERSITY OF THE 946 ACHS GRADUATES:



**0.7%**  
American Indian/Alaska Native (non-Hispanic)

**4.63%**  
Asian (non-Hispanic)

**26.26%**  
Black/African American (non-Hispanic)

**33.2%**  
White (non-Hispanic)

**32.19%**  
Hispanic (all races)

**0.5%**  
Native Hawaiian / Other Pacific Island


**2.52%**  
Multi (non-Hispanic)

**CLASS OF 2023 FACTS:**



**658 members**  
of this class have reported planning to attend a college or university

**419 seniors**  
graduated with an Advanced Studies Diploma




They will attend **146 colleges and universities**

The graduates in the class of 2023 were awarded **\$3,889,363 in scholarships**



from colleges/universities and non-profit organizations and corporations like

- Questbridge
- ROTC
- Akerson Family
- EOA
- Amazon
- Del Ray Business Association
- Chick-fil-A
- and more.



**20 Titan athletes**  
signed letters of intent to compete in collegiate athletics in ten sports



**16 students**  
have indicated a commitment to serve in the U.S. military

During their four years of competing as Titans, they have won:



**State Championship**  
in volleyball

<b>3</b>	<b>2</b>
District titles in athletics	Regional titles in athletics



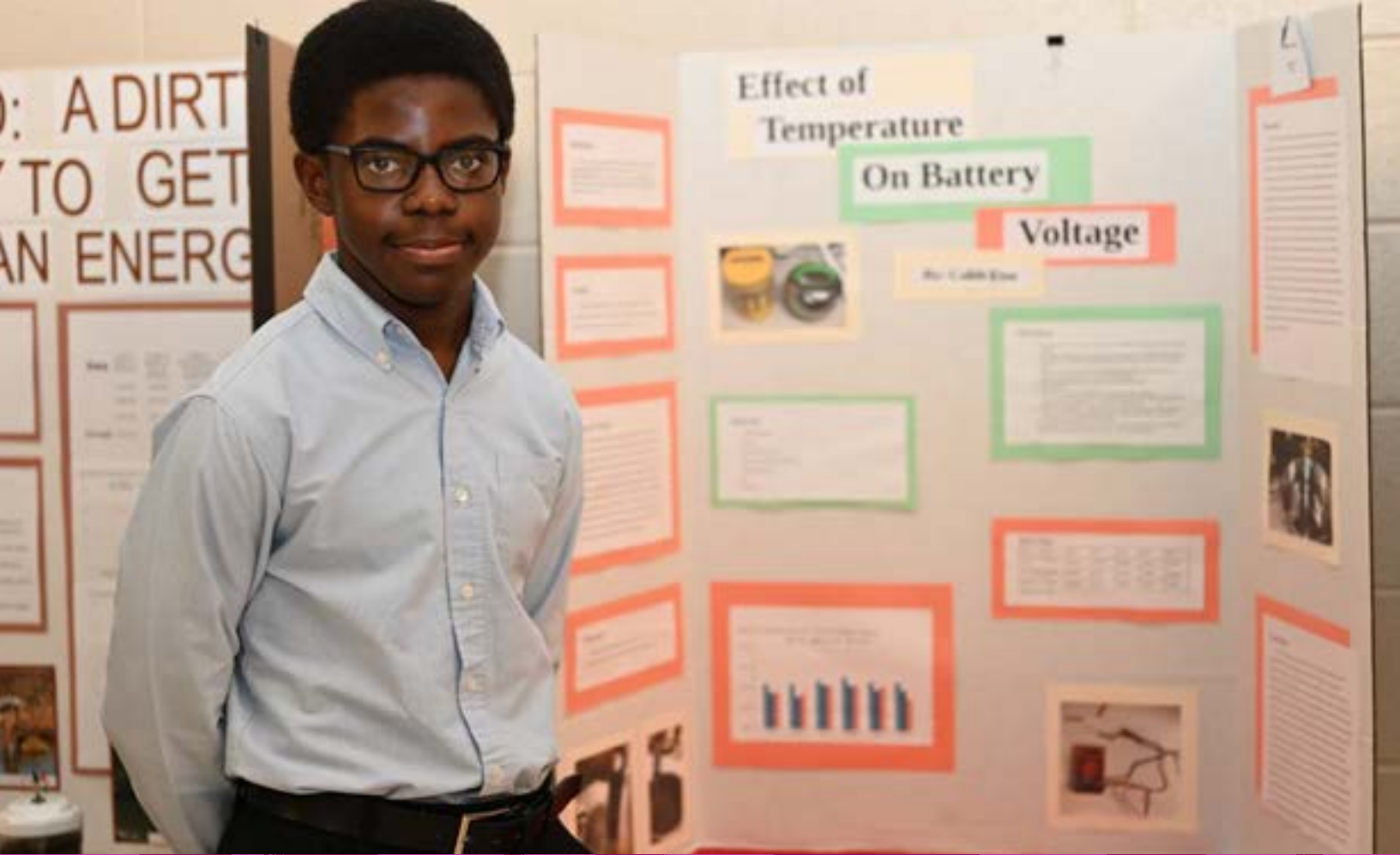
**At least 28 seniors**  
have planned gap years through the following organizations: Year Up, Americorps, employment/internships



**29 students**  
will pursue other post-secondary education in fields such as real estate, skilled trades, cosmetology and public safety



**208 students**  
received scholarships from The Scholarship Fund of Alexandria totaling \$627,000 for their first year of college and to be renewed throughout their four years of study



# Student Accomplishments





**STUDENT ACCOMPLISHMENTS**

# HIGH SCHOOLS

## Alexandria City High School King Street Campus

(Grades 10-12)

## Alexandria City High School Minnie Howard Campus

(Grade nine)

## Alexandria City High School Satellite Campus at ACPS Central Office

## Alexandria City High School Chance For Change Campus (CFC)

- 2022 Virginia High School League (VHSL) Volleyball State Champs.
- Usman Mohammed matched with University of Wisconsin-Madison, a Posse D.C., school that is part of a college access nonprofit invested in developing the future leaders of the Washington, D.C., Maryland, Virginia tri-state area.
- In its 38th year of honoring the nation’s best high school athletes, Gatorade announced Milan Rex of Alexandria City High School (ACHS) is the 2022-23 Gatorade Virginia Volleyball Player of the Year.
- Over the last three seasons, Chloe Wilmot and her teammates have won three district titles, two regional titles and one state championship.
- The ACHS Volleyball Team was the Patriot District Champion.
- The George Mason University Center for Economic Education honored Alexandria City High School for ranking in the top 100 Best Wise High Schools Teaching Personal Finance for 2022.
- Army JROTC Raiders Program, which competed in the Century High School Raiders Stakes in Sykesville, Maryland where 40 teams consisting of two cadets from schools from the Maryland, D.C. and Virginia area competed in a grueling all day event that tested cadets mental and physical toughness. Events included the 3K run, obstacle course, one rope bridge, and fireman carry relay. ACHS Raiders stole the show by taking the top three spots: First Place: Marco Alvarez - Gideon Sam Kabba; Second Place: Ivan Pinilla - Andres Rojas; Third Place: William Reyes – Bahramand Mohammad Top Female Team – Amena Safi – Ibevy Turcios

## STUDENT ACCOMPLISHMENTS | HIGH SCHOOLS

- Alexandria band Hanoi Ragmen and ACHS teacher win regional WAMMIE Awards.
- Recognition of four ACHS Class of 2023 graduates who accepted an appointment to the U.S. Service Academy.
- Future Business Leaders of America (FBLA) was given an Honor Chapter Certificate for its outstanding performance overall as a chapter, which included increased membership, community service activities and success in competitive events. Advisors include Jim Pondolino, Beulah Willis-Brown, and Shawnell Carmichael.
- The 2022-23 Poet Laureate Award was presented to ACHS student Ruth Christino.
- Jammica Reindorf, Alexandria City High School (ACHS) Minnie Howard Campus student, coming from Francis C. Hammond Middle School and William Ramsay Elementary School, is part of the Advancement Via Individual Determination (AVID) program and was selected by the AVID Eastern Division and Mid-Atlantic Southern States Area Team to be an AVID Summer Institute/Paths student speaker at the organization's July 2023 event in Baltimore. Reindorf is the first ACPS student chosen to speak at an annual AVID regional or national summer training event since the division began its partnership with AVID in 2009.
- ACHS' Titan Robotics Team 5587 has done it again. For a second year in a row, they have won the prestigious For Inspiration and Recognition of Science and Technology (FIRST) Impact Award at the Chesapeake District Championships held at George Mason University on April 8, 2023.
- The ACHS Titans Choir took home the Grand Champion Award for the highest scoring ensemble during a competition in Orlando, Florida. This honor includes Colore Dolce Superior First Place and Advanced Choir Superior First Place. Freshman Elisa Quesada Sayler won the Most Outstanding Soloist Award.
- "Celebrate Life: Live Drug Free" is the message Alexandria City Public Schools (ACPS) students portrayed in their winning entries in the Red Ribbon Week poster contest. Tenth Grade Student Sarah McBurney's entry was a poster contest winner.

Thirty ACHS Future Business Leaders of America (FBLA) chapter members took part in competitive events in the state competition in Reston, Virginia, and brought home six awards.

- **Third Place:** Mary Arnold (Accounting II)
- **Third Place:** Aniya Witherspoon (Intro to Public Speaking)
- **Fourth Place:** Zuha Hassen (Agribusiness)
- **Fourth Place:** David Heiden (Economics)
- **Fourth Place:** Mahmoud Koroma (Future Business Leader)
- **Fifth Place:** Shadia Mumin (Intro to Business Procedures)

- ACHS students won the coveted Virginia Education Association Barbara Johns Youth Award for Human Relations and Civil Rights, documenting their memorable and moving experience as part of the Alexandria Community Remembrance Project (Remembrance Project). The ACHS Black Student Union, Theatre Department and Television and Media Production Department accepted their honor on March 17, 2023, at the Virginia Education Association's Fitz Turner Commission for Human Relations and Civil Rights Awards Ceremony. The award was earned for the [documentary the ACHS students collaborated on](#), reflecting the impact of their visit to the Equal Justice Initiative's National Memorial for Peace and Justice and Legacy Museum in Alabama.
- The ACHS Debate Team completed the season competition in its league and took home the third place trophy for overall points for the year. Alena Cooper and John Brock qualified to compete at the national tournament while Apollo Zebre and Sophia Bassingthwaite competed in the junior varsity division of the metrofinals tournament.
- The ACHS We the People team won the Best Unit Two Award at State Finals on Jan. 28, 2023, at the University of Virginia Darden School of Business. The congressional mock hearing competition tested the students across six units of study designed by the Center for Civic Education. Questions ranged from the philosophical and historical foundations of the American political system through

**STUDENT ACCOMPLISHMENTS | HIGH SCHOOLS**

- the challenges that America’s constitutional democracy might face in the 21st Century. JB Brock, Tigran Ceessay, Malik Kunata and Micah Stewart earned the Best Unit 2 Award for their defense of testimony related to “How Did the Framers Create the Constitution?”
- ACHS junior Kalina Kaufmann won a Silver Key Award for her ceramic sculpture at the Fairfax County Art Region of the Scholastic Art Awards. The competition recognized 395 students with 629 awards for outstanding artworks.
  - ACHS senior Nathaniel Burkhead received a Certificate of Merit and advanced to finalist standing in the National Merit Scholarship Program.
  - Three ACHS wrestlers competed in the Virginia High School League State Championships in February. Calvin Weidemer placed third in the competition and Bassem Sliti and Juelz Peters both won a match.
  - ACHS students shined at the District Jazz band auditions. Every student from ACHS who auditioned, including two ninth graders, was either selected to participate or was first alternate. Out of 23 performers in the All-Star Jazz Band, the majority are from ACHS and include: Silas Adkins-Hooke, James Ambrose, Julian Ambrose, Zachary Baker-Heil, Henry Bingman, Duncan McCall, Eva Mulrooney, Finn McNabb, Nathaniel Niblock, Violet Planey, Delvin Reed, Daniel Salmons, Elijah Speckart, Tyler Stone, Zacharia Stover, Lukas Williams and Lucas Zahlan.
  - ACHS was well represented at the Dec. 1, 2022, arrival ceremony at the White House held for President of France Emmanuel Macron and his wife, Brigitte Macron. ACHS French teacher Bridget Tomich attended the ceremony, along with 12th grade French students Deanna Kosinski and Francis Peña Cruz, as guests of Alexandria City Mayor Justin Wilson.
  - The ACHS swim and dive team took home the Mayor’s Trophy Cup, winning the Alexandria Tri-City Championship swim meet on Nov. 30, 2022. The Titans alone brought in 31 medals: 12 gold, eight silver and 11 bronze. Of the six relay races in medley and freestyle, the Titans captured five first-place finishes.
  - Five ACHS students signed their National Letter of Intent to play sports in college. All five signed at National Collegiate Athletic Association (NCAA) Division One schools, which is the highest level of intercollegiate athletics. This decorated class featured multiple state



champions and personal awards. These ACHS athletes represent four different sports as they move on to college athletics after graduation:

- ▶ **Ellie Goodrich:** Old Dominion University, soccer
  - ▶ **Oliva Kruse:** Old Dominion University, rowing
  - ▶ **Avery Miller:** Longwood University, softball
  - ▶ **Milan Rex:** University of California, Santa Barbara, volleyball
  - ▶ **Chloe Wilmot:** Duquesne University, volleyball
- More than 70 ACPS students participated in the 2023 Northern Virginia Regional Science and Engineering Fair held on March 4, 2023. Nine ACPS students took first place honors. In addition, there were 14 second place recipients, 21 third place recipients and 19 honorable mentions.
  - Thirty-nine ACHS students competed at the Distributive Education Clubs of America (DECA) State Leadership Conference in Virginia Beach, Virginia. Ten students claimed titles and eight qualified for the International Career Development Conference.
  - Forty-seven students competed in the Virginia History Day\* District 5 Competition. The students listed advanced to the statewide competition on April 29-30, 2023, to share their projects with a wider audience.
  - Alexandria City High School: Anna Bronwyn Turney: first place, individual paper: "The Oxford English Dictionary: A Landmark in Language." Violet Planey: third place, individual documentary: "Earth's Greatest Hits: Voyager and the Golden Record."
  - \*Virginia History Day is the state affiliate of National History Day, a project-based learning program for students in grades 4-12. This interdisciplinary research project helps students develop historical thinking and literacy skills while making the study of history engaging, relevant and fun.
  - The City of Alexandria announced the winners of the annual recognition awards presented by the Alexandria Commission on Persons with Disabilities (ACPD) in collaboration with the [Alexandria Chamber of Commerce](#). ACHS Student Katherine Radt received the Gerry Bertier Scholarship, which is awarded to an Alexandria resident or student with a disability who is seeking post-secondary education.
  - ACHS Satellite Campus student Isaiah Robinson set his sights on graduating early, and he will. In addition to earning his high school diploma after grade 11, he has also been accepted to several colleges. Marymount University offered Robinson a four-year scholarship. "Isaiah has worked hard during his time at ACHS Satellite to complete his courses so that he could accomplish his goal of graduating early."





## STUDENT ACCOMPLISHMENTS

# MIDDLE SCHOOLS

### Francis C. Hammond Middle School (Grades 6-8)

Forty-seven students competed in the Virginia History Day\* District 5 Competition on March 4, 2023. The students listed below advanced to the statewide competition in April, sharing their projects with a wider audience.

- **Luniva Desar:** second place, individual website: "The Lewis and Clark Expedition: Exploring a New Frontier."
- **Lily Regler:** third place, individual documentary: "Battle of Bull Run."

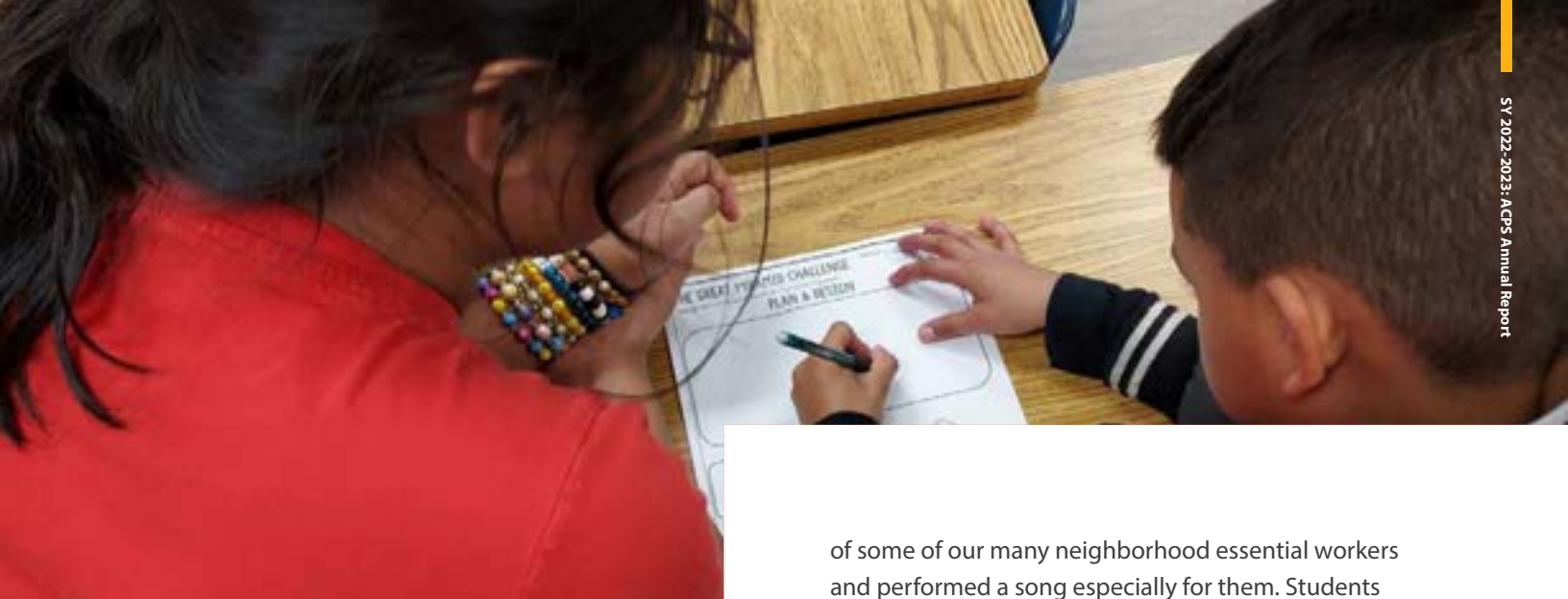
### George Washington Middle School (Grades 6-8)

• More than 70 ACPS students participated in the 2023 Northern Virginia Regional Science and Engineering Fair held on March 4, 2023. Nine ACPS students took first place honors. In addition, there were 14 second place recipients, 21 third place recipients and 19 honorable mentions. Four George Washington Middle School (GWMS) students have been named for the 2023 Thermo Fisher Junior Innovators Challenge. They are Thomas Burks, Karsten Tregaskis Gordon, Amelia Hazlett and Siena Lester.

• Forty-seven ACPS students competed in the Virginia History Day\* District 5 Competition on March 4, 2023. The students listed have advanced to the statewide competition on April 29-30, 2023, to share their projects with a wider audience. GWMS:

- **Hope Keber and Page Vogel:** first place, group performance: "The Match Girls Strike of 1888."
- **Genevieve Dalton:** second place, individual performance: "Educated Necessary Independent Advanced Computers and the ENIAC: The Women of the World's First Modern Computer."
- **Alice Halloran and Claire Walsh:** second place, group performance: "A Comfortable Frontier; Coco Chanel's Fashion Revolution."
- **Sophie Whelan:** second place, individual exhibit: "Samuel Tucker's 1939 Alexandria Library Sit-in."
- Congratulations to the ACPS poetry contest winners: 6th grade overall - Miles Lundeen-Mosely, seventh grade overall - Zoe Bryant, Overall School Winner - Nia Williams' poem "I Am Human." These students were recognized at the ACPS reception in April.
- The GWMS Choir participated in their Choral Assessment Festival and earned ratings of "excellent" and "superior," for demonstrating incredible teamwork and earning a perfect score on their group sight-singing exercise.
- The GWMS Philharmonic Orchestra at the District X Orchestra Assessment received the top rating of straight Superiors from the adjudicators.
- On Pi Day, the GWMS Math Department and Career Technical and Education (CTE) Teacher Richard Clemmons jointly showcased all the fun and exciting ways math and robots can be used in our daily lives for the very first Math and Robotics Night. The GW Prexie Robotics Team also partnered with the ACHS Titan Robotics team to mentor middle school students and demonstrate the use of robots.





## STUDENT ACCOMPLISHMENTS

# K-8 SCHOOLS

### Patrick Henry K-8 School

#### (Grades K-8)

- The second annual Alexandria City Essential Workers Appreciation Week was a huge success. The highlight of the week-long celebration came on Tues., March 14, 2023, with a special event at Patrick Henry K-8 School (Patrick Henry). Division and city leadership, including Alexandria City Public Schools (ACPS) Interim Superintendent Dr. Melanie Kay-Wyatt, City Council Vice Mayor Amy B. Jackson, Chief of School and Community Relations Julia Burgos, Chief of Facilities and Operations Dr. Alicia Hart and Alexandria PTA Council (PTAC) President Missy Estabrook, joined Patrick Henry Principal Dr. Ingrid Bynum, students and staff in saying thank you to our teachers, healthcare professionals, firefighters, police officers, bus drivers, custodians, building engineers and other professionals who give their all in supporting the community. A banner signed by Patrick Henry students was on display in a show of appreciation for all essential workers. Student ambassadors and safety patrols greeted guests at the school with a string quartet playing in the main lobby. Joining in the festivities, kindergarten students dressed with special vests representing a variety of essential workers in honor

of some of our many neighborhood essential workers and performed a song especially for them. Students presented a dance tribute and made thank-you cards that were shared with the guests of honor. A luncheon for the honored guests was generously sponsored by ACPS community partner, [Life Enrichment Center](#). Highlights from the event can be seen in [our short and fun video](#).

### Jefferson-Houston Pre-K-8 IB School

#### (Grades Pre-K-8)

- Jefferson-Houston PreK-8 IB School (Jefferson-Houston) took part in its first [Family Science Night](#) with the Children's Science Center before Winter Break. The evening program integrates science learning and family bonding with school community participation. More than 150 Jefferson-Houston students and their families participated in and enjoyed the activities. Students from Alexandria City High School's Key Club as well as Jefferson-Houston parents, teachers and community members volunteered throughout the fun-filled evening. Celebrating its ninth year, Family Science Night remains the most popular and requested community outreach program.
- "Celebrate Life: Live Drug Free" is the message ACPS students portrayed in their winning entries in the Red Ribbon Week Poster Contest. Though Red Ribbon Week is observed in October, the campaign's drug prevention message resonates all year long. The poster contest winners whose entries will be featured as part of the 2023 Red Ribbon Week campaign is: Middle school winner: Honey Lopez (seventh grade, Jefferson-Houston PreK-8 IB School).



**STUDENT ACCOMPLISHMENTS**

**ELEMENTARY AND PREK SCHOOLS**



**Early Childhood Center**

- 88% of Virginia Preschool Initiative (VPI) students and 80% of Early Childhood Special Education (ECSE) students met typical age-level expectations for regulating their emotions and behaviors by managing feelings and 98% of VPI students and 50% of ECSE students met typical age-level expectations for taking care of their own needs appropriately.

**Charles Barrett Elementary School  
(Grades PreK-5)**

- Charles Barrett held three music concerts this school year for the first time since the COVID-19 pandemic where the student singers and musicians performed exceptionally well.

**Cora Kelly School for Math, Science and Technology  
(Grades PreK-5)**

- Science Standards of Learning (SOL) scores increased significantly from last year: 2022 rate = 46% and 2023 = 85%
- Absenteeism rate was the lowest in the division.

**Douglas MacArthur Elementary School  
(Grades K-5)**

- Artwork by fourth grader Lester Baten Lopez and fifth grader Sunny Feng was selected to hang in the Central Office’s School Board meeting room for the school year.



- Fourth grader Leena Gupta received third place in the Virginia School Board Association's 2023 Art Exhibit highlighting student art from Northern Virginia.

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## George Mason Elementary School

### (Grades K-5)

- Guitar Ensemble earned first place at the Six Flags Music in the Parks competition. For the exceptional comradery, respectful disposition, kindness, and care they displayed, it was awarded the Esprit De Corps recognition.

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## James K. Polk Elementary School

### (Grades K-5)

- In September of 2022, we began the "House System." Students in grades 2-5 were divided into eight houses and each house represents important character traits (confidence, integrity, ambition, courage, confidence, positivity, friendship and strength) that we attempted to instill in our students. Throughout the year, students had house huddles and worked together to gain points for their houses. Students earned points by their excellent behavior exemplifying the 4Bs (Be Safe, Be Successful, Be Respectful and Be Responsible).

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## Lyles-Crouch Traditional Academy

### (Grades K-5)

- Lyles-Crouch Traditional Academy's (LCTA) fifth grade students showcased exemplary leadership and creativity by spearheading the creation and operation of a captivating schoolwide daily news show. The LCTA News Crew not only delivers the latest updates but also shines a spotlight on special events across the school, actively fostering student engagement. Through their initiative, these students have honed their communication and technology skills and made an important contribution to the vibrant tapestry of Lyles-Crouch.

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## Naomi L. Brooks Elementary School

### (Grades K-5)

- The 2022-23 Poet Laureate Award was presented to Noemi Ahn.
- All K-5 grade levels participated in hands-on STEM programming with Rosie Riveters, a Brooks' Community Partner.

- The Second Annual Fun Run was sponsored by the student-led council association.
- Career Day was a huge success with visitors ranging from a nuclear engineer, firefighter, artists, police and even an oceanographer.

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## Samuel W. Tucker Elementary School

### (Grades K-5)

- Rising Samuel Tucker fourth grader, Naevia Thompson is the author of an amazing children's book titled, Naevia's Magic Glasses. The young author had her first book signing event at Hooray for Books and events were held at Samuel Tucker and Jefferson-Houston schools. Naevia's work was also featured in the Zebra press, WTOP and the Black News Network publication. She was also a guest at the Essence Music Festival in New Orleans, where she signed books and sold her new merchandise which includes eyewear, t-shirts, journals, tumblers and coloring books. <https://www.naeviasmagicglasses.com/home>

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## William Ramsay Elementary School

### (Grades PreK-5)

- Fifth Grade Student Tasnia Rahman was a 2023 Red Ribbon Week Poster Contest winner for her entry exhibiting the "Celebrate Life: Live Drug Free" message.

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## Alexandria City Detention Center

- The Resident-Scholars of The Northern Virginia Juvenile Detention Center (NVJDC) School, participated in a three-day residency with the Sound Impact collective. An organization that provides opportunities to increase self-confidence and overcome traumatic events by fusing the youth's words into musical creations. During the residency, the NVJDC scholars had an opportunity to write poems, compose melodies and play with six renowned musicians who perform regularly with the National Symphony Orchestra, Washington Ballet, Washington National Opera and Wolf Trap Opera. Their personal stories and reflections about the residency experience were highlighted in NPR's nationally recognized publication The Morning Edition, titled, [Incarcerated teens find escape in music and poems composed with artists.](#)



# Team Accomplishments



**TEAM ACCOMPLISHMENTS**

# HIGH SCHOOLS

## Alexandria City High School King Street Campus

(Grades 10-12)

## Alexandria City High School Minnie Howard Campus

(Grade nine)

## Alexandria City High School Satellite Campus at ACPS Central Office

## Alexandria City High School Chance For Change Campus (CFC)

- Alexandria band Hanoi Ragmen and ACHS teacher win the regional Wammie Awards. See ALXnow article link.
- Golden Apple Award -The second annual Golden Apple Awards recipients are:
  - ▶ Gabriel Elias, teacher at International Academy
  - ▶ Matthew Zahn, AP English teacher
  - ▶ Kristin Colozza, K-3 Citywide classroom special education teacher
- Golden Apple Awards Honorable Mentions: RaAlim Shabazz, Adan Chicas, special education citywide classroom
- Instructional Assistant Gregory Elliott was awarded the 2023 Lifetime Achievement Award at The Wammie Awards. He was presented with the honor as the frontman of the go-go band Experience Unlimited, best known for one of its songs appearing in the 1988 Spike Lee movie "School Daze." The band has continued to put out music, including an album called "Free Yourself" in 2021. The Wammie Awards recognize artists and musicians in D.C., Maryland and Virginia for their artistic endeavors.
- Director of Choral Activities Theodore Thorpe III is among the 2023 [\*\*Yamaha 40 Under 40 Excellence in Music Education\*\*](#) honorees. He empowers students by instilling the importance of discipline and a work ethic. In addition to his roles as a conductor, educator and musical director, Thorpe is also a vocalist, composer, arranger and pianist. On Feb. 4, 2023, [\*\*Thorpe accompanied Coldplay during the band's performance\*\*](#) on "Saturday Night Live."



## TEAM ACCOMPLISHMENTS | HIGH SCHOOLS

- Fashion Marketing Teacher Teresa Chavis and Catherine Lewis, dual enrollment instructor/adjunct professor for Entrepreneurship I and Advanced Entrepreneurship II, were awarded Outstanding DECA Advisor Awards. Distributive Education Clubs of America (DECA) also recognized the ACHS Titan School Store as an outstanding school-based enterprise. It is among 461 school-based enterprises achieving gold level re-certification for the 2022-23 school year, and it will be recognized during the international conference as well.
- Five teachers have been recognized by Working in Support of Education (W!se) for achieving the 2021-22 W!se Gold Star Award. These teachers achieved a 90% pass rate in at least one class with 10 or more students on the W!se Financial Literacy Certification Test:
  - ▶ Shawnell Carmichael
  - ▶ David Cole
  - ▶ Greg Derogatis
  - ▶ Victoria Stowell
  - ▶ Beulah Willis-Brown
- Social Studies Teacher Fara Leigh Cepak was awarded the 2023 James Madison Fellowship. Additionally, she was selected to travel to Germany on a professional development study tour fellowship for social studies educators provided by the non-profit Transatlantic Outreach Program (TOP). TOP serves to empower teachers to bring the world into their classroom and community.



TEAM ACCOMPLISHMENTS

MIDDLE SCHOOLS

**Francis C. Hammond Middle School**  
(Grades 6-8)

- Communities In Schools (CIS) of Virginia recognized CIS Site Coordinator Madelyn Giblin with the All In For Kids Award for her excellence in the role of a secondary site coordinator. Giblin was selected from 18 nominees who go above and beyond the call of duty for their students, schools, families and communities. Communities In Schools of NOVA [cited Giblin’s hard work and dedication to earn this recognition in its Facebook post.](#)

**George Washington Middle School**  
(Grades 6-8)

- Teachers Gregory Ransom and Timony Grant were awarded Honorable Mentions at the second annual Golden Apple Awards ceremony.





## TEAM ACCOMPLISHMENTS

# K-8 SCHOOLS

### Patrick Henry K-8 School

(Grades K-8)

Fourth Grade Teacher Felicia Paschal-Gilmore became one of 10 teachers in the Mid-Atlantic region to be awarded the Extra Yard for Teachers Grant. This award, presented by the [Military Bowl Foundation](#) and the [College Football Playoff Foundation](#), recognizes teachers who have gone above and beyond to help their students. The grant recipients were invited to attend the Dec. 28, 2022, Military Bowl at the Navy-Marine Corps Memorial Stadium in Annapolis, Maryland, and were recognized on the field during the game.

### Jefferson-Houston PreK-8 IB School

(Grades PreK-8)

- Geometry and Algebra Teacher Farr Pickett Quinn was selected as a recipient of the VDOE Presidential Math and Science Awards. <https://content.govdelivery.com/accounts/VADOE/bulletins/35202f7>
- Jefferson-Houston is one of two schools with a food pantry.
- The first annual Special Education Resource Fair was successfully held.
- Students participated in the Scripps Spelling Bee.



**TEAM ACCOMPLISHMENTS**

# ELEMENTARY AND PRE-K SCHOOLS

## Early Childhood Center

- The Early Childhood Center achieved Level V status, the highest possible level, in Virginia’s Quality and Improvement System.
- The Early Childhood Center completed a successful pilot of two new Virginia Preschool Initiative (VPI) Inclusion classes, which offer preschool students with disabilities powerful opportunities to learn in classrooms with their peers.

## Charles Barrett Elementary School (Grades PreK-5)

- First Grade Teacher Heather Van Kuiken was a 2022-23 Golden Apple Award recipient.
- Assistant Principal Marcella Ahern was selected as an ACPS VIP Award Winner for her outstanding support and contributions to the Charles Barrett community.
- Charles Barrett partnered with the ACPS Equity and FACE teams and with the Kindred organization to launch the exciting new Panda Community Conversations which focus on developing a shared equity vision for the school community.

## Cora Kelly School for Math, Science and Technology (Grades PreK-5)

- Students and staff were highlighted in the in-depth USA Today article addressing absenteeism.

## Douglas MacArthur Elementary School (Grades K-5)

- Physical Education Teacher Arthur Harris celebrated 30 years



and counting of teaching at Douglas MacArthur. He has been teaching in Alexandria City Public Schools for 45 years.

- Assistant Principal Rebecca Pittman was recognized and celebrated as an outstanding employee through the Alexandria City Public Schools Vision Integrity & Passion (VIP) Awards Program in the area of Leadership.
- Special Education Teacher Lauren Reeves won second place as The Optimist Club's Outstanding Teacher in Alexandria City Public Schools.

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## Ferdinand T. Day Elementary School

### (Grades K-5)

- The Virginia Department of Transportation's (VDOT) Safe Routes to Schools Program selected Candance Doran to receive Virginia's Most Outstanding Crossing Guard Award. Doran is the school counselor at Ferdinand T. Day Elementary School and also carries out morning and afternoon crossing duties near the school parking garage, helping families safely drop off their children while keeping the flow of traffic moving. VDOT honors a select few crossing guards for their dedication to student safety on Crossing Guard Appreciation Day, which was held on Feb. 8.
- Family Liaison Salma Ashmawi was selected as a Golden Apple Award recipient.

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## George Mason Elementary School

### (Grades K-5)

- A school social worker determined to help families facing food insecurity turned her vision into reality by launching a food pantry called The Mason Market at George Mason Elementary School (George Mason). The pantry is now part of a Capital Area Food Bank pilot project to offer food resources at area schools to help address needs within the community. The George Mason Community Outreach Committee also supports this monumental project.

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## James K. Polk Elementary School

### (Grades K-5)

- English Learner (EL) Teacher Carrie Drummond was a Golden Apple Award recipient and Kathy Bryant received an Honorable Mention.
- Vantross Medina-White was nominated by the National Association of Special Education Teachers (NASSET) for the Outstanding Special Education Teacher award.

- Twelve-year veteran Second Grade Teacher Danesa Rosier was nominated as an ACPS Teacher of the Year.

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## John Adams Elementary School

### (Grades K-5)

- Fifth Grade Teacher and military spouse Haley Padgett, has been selected for the prestigious Tillman Scholars program from the [Pat Tillman Foundation](#). This program supports our nation's active duty service members, veterans and military spouses by investing in their education and lifelong leadership development to make an impact on both local and global scales.

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## Lyles-Crouch Traditional Academy

### (Grades K-5)

- Fourth Grade Teacher Valencia Chenier received a Golden Apple Award Honorable Mention.
- Optimists of Alexandria recognized Kindergarten Teacher Lindsey Lienau and Fourth Grade Teacher Valencia Chenier as Optimist Teachers of the Year.
- Mount Vernon Community School (Grades K-5)
- Marian Avelar received a Golden Apple Award Honorable Mention.

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## Samuel W. Tucker Elementary School

### (Grades K-5)

- Samuel Tucker Elementary School Custodian Patricia Morgan's 42 years of service to the ACPS community were highlighted by the Alexandria Gazette Packet. <http://www.alexandriagazette.com/news/2023/jun/08/acps-custodian-celebrates-42-years/>
- Samuel Tucker Music Teacher Dr. Anne Smith was chosen to serve on the 2023 Virginia Department of Education (VDOE) Fine Arts Steering Committee. This committee will provide input and create resources that support the effective implementation of the statewide Fine Arts Standards of Learning.

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## William Ramsay Elementary School

### (Grades PreK-5)

- The second annual Golden Apple Awards Honorable Mentions were given to Kristi Altieri and Diazreen Ford.



# Department Accomplishments

## DEPARTMENT ACCOMPLISHMENTS



## ACCOUNTABILITY AND RESEARCH

### Building Continuous Improvement Capacity

#### Chronic Absenteeism Improvement Science Project at Ferdinand T. Day Elementary

- The Department of Accountability and Research (AR) partnered with Ferdinand T. Day (FTD) Elementary School to use improvement science methods to improve chronic absenteeism rates. In the 2021-22 school year, 27% of the students at FTD were chronically absent. This rate was an alarming increase from a chronic absenteeism rate of 7% the first year the school was open in 2018-19 and prior to the COVID-19 pandemic. An improvement team was created to better understand the drivers of absenteeism, select interventions that were within the control of school staff, and test high-leverage solutions. The team included improvement coaches from The Department of Accountability and Research and FTD staff, with support from Student Services and Equity and Family and Community Engagement teams.
- The team's objective was to find viable interventions that could improve attendance with the ultimate goal of giving students the best chance of academic success. The team met weekly throughout the school year. The team first prioritized obtaining a deep understanding of the problem, using focus groups and empathy interviews to better understand experiences of teachers and families. This deeper understanding of the problem led the team to data-driven change ideas and helped the team focus on the ideas that would be the most effective and within their control. The team implemented a ParentSquare

messaging plan to send weekly school-wide messages to parents encouraging attendance, as well as targeted messages directly to parents of students who were chronically absent. Professional learning regarding Tier 1 interventions for attendance was provided to staff. Chronic absenteeism rates decreased from 27% last year to 18% this year.

### Data Cohort

AR conducted its annual series of professional learning opportunities targeted to school level staff responsible for school wide data collection, analysis, and dissemination. The Data Cohort received trainings in areas such as:

- Data use in continuous improvement efforts;
- Data practices to illuminate inequities;
- Analyzing student results via division systems and moving to action; and
- Leading data discussions.

Along with these trainings, members of the cohort were provided a forum to share with colleagues best practices currently being utilized within their school and any current areas of difficulty to be worked through together as a collective group. A total of five 2.5 hour meetings were held during the school year, supporting 34 school data leaders.

### School Improvement, Monitoring and Supports

- The Office of School Improvement (OSI) revised the Comprehensive School Improvement Planning process in school year 2022-23 to build schools' capacity to use Comprehensive Needs Assessment (CNA), including Root Cause Analyses, to guide improvement planning efforts. As school teams develop their facility with the CNA process, they will improve critical analyses of relevant data needed to guide strategic planning identified teaching and learning needs. Additionally, OSI engaged in several innovative initiatives and partnerships to enhance the division's continuous improvement capacity.

**DEPARTMENT ACCOMPLISHMENTS**

**ACPS School Improvement Partnerships Northwest Evaluation Association (NWEA) and ACPS**

- Co-hosted a Region Four Professional Learning community event: Advance Equitable and Innovative Learning
- GRAD Partnership: American Institutes for Research, BARR Center, Carnegie Foundation for Advancement of Teaching and Everyone Graduates Center at Johns Hopkins University Talent Development Secondary
- Partnered with leading national organizations to plan, implement and sustain high-quality student success systems so that middle and high schools are empowered to graduate all students ready for the future.

**Virginia Department of Education (VDOE) Network Improvement Community**

**VDOE, Portsmouth, Loudoun and Chesterfield Divisions**

- Partnered with VDOE’s Office of School Quality in collaboration with a local university and several divisions to engage improvement science in the school improvement.

**DMV Equity Problem of Practice Network Improvement Community**

**George Mason University and Fairfax County Schools**

- Initiated a network improvement collective using improvement science methodologies to examine the systems causing the current outcomes, identify high leverage systems drivers for improvement to redress long-standing equity challenges.

**Leaders in Equity for All 2025**

- AR continued to keep the ACPS Strategic Plan: Equity for All, as the center of the work for the organization. Department plans were explicitly aligned with essential strategies within the plan, and reporting on key performance indicators twice annually led to increased accountability and transparency regarding where disparities remain. The strategic plan along with current

data served as the backbone for important governance decision-making processes such as the School Board’s FY 2024 Budget Priorities. The plan remained a “living and breathing” document through the Strategic Plan Annual Review Committee’s work where adjustments were made to strategies and action items to ensure alignment with current organizational needs to best redress the historic inequities within public education.



**FACILITIES AND OPERATIONS**

**Transportation**

- Received grant funding to purchase 10 additional electric vehicle (EV) buses and add additional ones.
- Improvements in recruitment and hiring of Bus Drivers to fill vacant full-time equivalent positions.

**Safety and Security**

- Implemented additional security measures within our secondary schools, to include completion on George Washington Middle School security vestibule and pilot weapons abatement screening systems.
- Awarded grant funding for a digital mapping project, which produced high-level building maps for ACPS campuses. Systematized and integrated maps into the Raptor emergency documents access portal for schools.
- Collaborated and formulated with the ACPS Communications team on emergency management and response video series for schools and stakeholders.
- Ongoing district-wide Closed Circuit television (CCTV), access control and alarm monitoring improvements and system upgrades.

**DEPARTMENT ACCOMPLISHMENTS**

**School Nutrition Services**

- Addressed nutritional needs of students with religious and dietary restrictions by introducing a plant-based concept “Nature’s Cafe” at Alexandria City High School - King Street Campus, which received local media coverage.
- Successful completion of the Federal Program Administrative Review that is conducted every five years, resulting in no fiscal action and receiving multiple accolades.

**Maintenance and Custodial Services**

- Worked to reduce overhead costs associated with cleaning operations (via introduction of a new cleaning supply vendor).
- Offered the Facility Management Certificate Program/ Fundamentals of Supervision course led by George Mason University to ACPS head custodians during January 2023.
- Reduced operational heating, ventilation and air conditioning (HVAC) costs through more efficient vendor operations.
- Closed out 4,169 work orders.

**Educational Facilities**

- Flooring upgrades at 11 schools including asbestos remediation and new flooring (luxury vinyl tiles, carpet squares) in auditoriums, libraries, lobbies, offices, classrooms and hallways.
- HVAC renovations at seven schools (four completed, three under construction).
- Window Systems renovations at five schools (three completed, two under design/ construction).
- New secured vestibule/lobby entrances at two schools under construction.
- Other renovations in various phases: Kitchen renovations (five schools), main entrance/ lobby renovations (four schools), kindergarten renovations (three schools), gymnasium/ gymnasium entrance renovations (two schools), libraries (two schools).

**Capital Programs, Planning and Design**

- Retained design team for the 1703 N. Beauregard Swing Space project to support upcoming modernization projects for George Mason and Cora Kelly for Math, Science and Technology Elementary Schools.
- Finalized design and received permits for the Minnie Howard Redevelopment Project and reached steel topping out milestone.



**FINANCIAL SERVICES**

- ACPS has once again been recognized for excellence in financial reporting. The [\*\*Association of School Business Officials International \(ASBO\)\*\*](#) recognized the school division’s excellence in budget presentation by awarding ACPS the Meritorious Budget Award for fiscal year 2022-23. ASBO International’s Meritorious Budget Award (MBA) program provides school districts with tools and resources to develop a high-quality, easy-to-understand budget to share division goals and objectives internally and with the community.
- ACPS achieved the highest form of recognition in governmental accounting and financial reporting. The Government Finance Officers Association of the U.S. and Canada (GFOA) awarded the Certificate of Achievement for Excellence in Financial Reporting to the division for its annual comprehensive financial report for the fiscal year ended June 30, 2021.
- The ACPS School Board approved a one-time 4.5% “retention” bonus for all eligible employees who have made the decision to continue employment for the 2023-24 school year. This bonus was equivalent

## DEPARTMENT ACCOMPLISHMENTS

- to an additional bi-monthly paycheck for employees. Additionally, casual employees that worked a minimum of 500 hours were eligible for a \$1,250 one-time “retention” bonus.
- FY 2024 salary increases averaging 6% for all employees. The ACPS Operating Budget of \$333.4 million for FY 2024 included increases to employee salaries, averaging 6%, so that ACPS remains competitive in the region in recruiting and retaining high-quality staff.

- ▶ In-State Indirect Recommendations: Participants were prompted to evaluate employers in their state.
- ▶ National in-industry Indirect Recommendations: Participants were also prompted to evaluate other employers (nationally) in their respective industries.
- ▶ Direct Recommendations: Employees were asked to rate their willingness to recommend their own employers to friends and family. Additionally, employees were asked to give their opinions on a series of statements surrounding work-related topics e.g., working conditions, diversity, salary, potential for development, and company image regarding their current employer.



## HUMAN RESOURCES

- The VIP (Vision, Integrity, and Passion) employee recognition program established during the 2021-22 school year continued and 17 employees across the division were recognized through the 2022-23 VIP award program.
- More than 400 ACPS employees participated in the Employee Engagement spring 2023 giveaways. One hundred employees received a pair of Washington Nationals and D.C. United tickets.
- 33 recruitment events were attended in the spring 2023 season, including multiple ones held at Historically Black Colleges and Universities (HBCUs), in states across the eastern United States and Puerto Rico, resulting in more than double the events than the prior year’s season.
- The Recruitment Team outpaced hiring from the prior school year significantly, with nearly 20% (~18%) more Licensed Staff hire requests processed by the New Licensed Staff Orientation and 55% more licensed staff transfers processed by this same date.



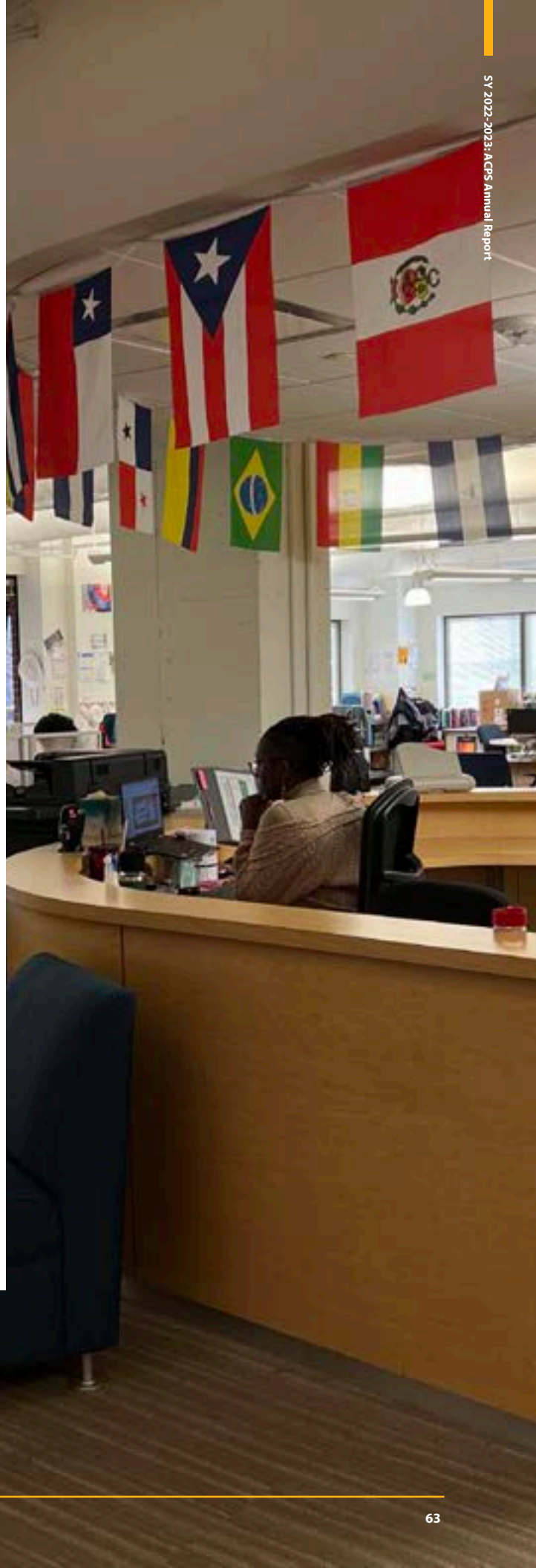
## TEACHING, LEARNING AND LEADERSHIP

ACPS has earned [EVERFI’s 2022 Empowered District Seal](#) which has been awarded to just 10% of school districts across North America this year. This designation can only be earned by K-12 school districts and individual schools that have demonstrated exceptional commitment to whole-child education through the use of EVERFI programs. EVERFI programs help to inform and empower students on various issues to include financial literacy, social-emotional learning and college and career readiness. This whole child approach provides a positive impact on how healthy and engaged students’ success is during and beyond their K-12 years. It is used as part of ACPS’ Career and Technical Education (CTE).



## TECHNOLOGY SERVICES

- ACPS Director of Education and Business Applications Dr. Marya Runkle received the Virginia Educational Research Association (VERA) Distinguished Paper Award. Dr. Runkle presented her dissertation, Case Study of the Factors Contributing to Graduation from a Secondary Dropout Prevention Program, at the American Educational Research Association (AERA) conference in Chicago this April.
- ACPS was approved as a Common Sense District by Common Sense Media, an honor that recognizes the Division's efforts in teaching digital citizenship to young people and engaging the entire community in this important discussion and supporting educators using technology for learning. The recognition acknowledges our commitment to providing safe and innovative spaces for students to thrive as they harness the full potential of technology for learning and life.
- Technology Services launched a new helpdesk ticketing system in January 2023 to provide improved reporting around response and resolution time. Between January 9 and June 14, the Helpdesk resolved 6,776 tickets out of 7,014, 96% of tickets received.



## DEPARTMENT ACCOMPLISHMENTS



## SCHOOL AND COMMUNITY RELATIONS

### Recognized for a total of fifteen NSPRA awards:

- ▶ Three NSPRA 2022 Golden Achievement Awards for the ACPS Onboarding of Staff and Families to the Unified Communications Platform ParentSquare; the ACPS Public Relations Liaison School-based Program and for Bridging School and Community Relations through Ask@ACPS, our customer response communications tool.
- ▶ Twelve NSPRA 2023 Publications and Digital Media Awards, with six Awards of Excellence – one for the ACPS 2021-22 Measuring What Matters and one each for ACPS newsletters, Express and Insider and three in the category for the following videos: Winter Break Fun for Everyone: Pass it On!; “Join Our Equity Journey: Live. Impact. Grow. Recruitment video and the February 2023 Supe’s Spotlight Video. Three Awards of Merit for the ACPS 2021-22 School and Community Relations Annual Report, the social media campaign around Women’s History Month and the ACPS website design. In addition, three Awards of Honorable Mention were received for ‘The Best’ ACPS Teacher Appreciation video, and one each for the 2022 social media campaigns recognizing Hispanic Heritage and Black History months.



## DEPARTMENT ACCOMPLISHMENTS

- 21st Century Community Learning Center (21 CCLC) – These grants facilitate the ACPS LINK Club, the division’s high-quality after school program serving students based on socio-economic and academic needs. These grants provide \$790,008 annually for three years and fund programming at three Title I schools and four community-based sites located in underserved communities. This is the second cycle of 21 CCLC grants for these locations in their fourth year. In addition, the school division received a 21 CCLC continuation grant in the amount of \$194,467 for LINK Club programming in its sixth year of programming at two additional sites, a Title I school and a community-based site. LINK Club 21 CCLC programming is administered in partnership with the City of Alexandria Department of Recreation, Parks and Cultural Activities, Alexandria Redevelopment Housing Authority, Community Lodgings, Inc., and Homes for America.
- National Institutes for Health (NIH) Grant - We were awarded \$497,830.00 to provide middle school students with a highly enriched After School science, technology and math experience. Students and their teachers had the opportunity to explore various high-tech equipment and investigate and evaluate it to determine its value as an educational tool. NIH primarily focused on our proposal to reach out to underserved students, especially young ladies, to excite them about the possibilities of going into the health sciences as doctors, nurses, EMTs, and researchers. Another main emphasis of this project was to have students learn and participate in the creation of a new AI (Artificial Intelligence) medical app that will provide more and better medical information that can target cultural groups that have varied needs that are not being captured in current medically driven AI apps. Donors Choose – This Teacher website was created for teachers to acquire classroom supplies quickly without constantly using their own funds. ACPS has steadily increased in the last six years. These funds come from generous citizens from all over the United States. Last year, ACPS teachers had 274 projects fulfilled, raising \$143,947.10 in classroom equipment.
- Opening of FACE Center - Alexandria City Public Schools (ACPS) held a ribbon-cutting ceremony on Nov. 29, 2022, to mark the opening of the new ACPS Family and Community Engagement (FACE) Center on the sixth floor of the Ferdinand T. Day Elementary School. FACE assists in carrying out the school division’s mission of family engagement by providing language-specific and bilingual family liaisons who serve our Amharic-, Arabic-, Dari- and Spanish-speaking families. The FACE Center serves as the home base for these family liaisons as they help build authentic relationships as the foundation of the division’s work with families and the community. At the Center, needed resources are also provided to all ACPS families, along with workshops and other activities that support educational achievement and overall quality of life.



## STUDENT SERVICES AND EQUITY

- Six school nurses became nationally board certified and an ACPS school nurse was named Nurse of the Year.
- Using grants funded by the National Association of School Nurses, the Office of School Health provided a Preschool Health Fair in April, as well as hosting free student vaccination events at our secondary schools.

# Principal and Teacher of the Year 2022-23

The Alexandria City School Board celebrated academic leadership in Alexandria City Public Schools (ACPS) at its May 4, 2023, meeting. Dr. Liza Burrell-Aldana, former principal of Mount Vernon Community School (MVCS), was honored as both the 2022-23 Washington Post Principal of the Year and the ACPS Principal of the Year. Nathan Hershberger, who teaches fifth grade math, science and social studies at George Mason Elementary School, received the 2022-23 ACPS Teacher of the Year Award.



## Liza Burrell-Aldana

### Former Principal, Mount Vernon Community School

Liza Burrell-Aldana was appointed principal of Mount Vernon Community School in 2017, after serving as an assistant principal for three years. Dr. Burrell-Aldana has more than 25 years of experience as an educator, 13 of which have been spent as a teacher and instructional leader in dual language programs. The Colombia native earned a bachelor's degree in foreign languages from Universidad del Valle in Cali. She later was awarded a scholarship from the School for International Training in Vermont in order to complete a Master of Arts in teaching and went on to pursue a master's in education leadership from George Mason University. Burrell-Aldana also holds a professional certificate in education policy and program assessment from Georgetown University and recently completed a doctoral degree in education leadership and policy studies at Virginia Tech University. Dr. Burrell-Aldana serves on the Virginia advisory committee for the education of the gifted which provides guidance to the Board of Education and the superintendent of public instruction.

## Nathan Hershberger

### Teacher, George Mason Elementary School

Nathan Hershberger teaches fifth grade at George Mason Elementary School in Alexandria City. Mr. Hershberger is one of the great artists of the teaching profession because of his genuine interest and love for his students as individuals. He works tirelessly to ensure the academic, social and emotional needs of every student by creating a challenging and enriching environment in the context of a nurturing, loving classroom. His classroom is a workshop - a community of thinkers, learners, scientists, artists, mathematicians and historians. The authentic activities he designs and creates inspire both students and colleagues. As a master teacher, he is sought out for his expertise and eagerly provides resources and serves as a model for other teachers. Hershberger began his career in education twelve years ago as a substitute teacher in Pennsylvania. He moved to Alexandria, Virginia in 2014 where he was a third-grade teacher at William Ramsay Elementary School and then at George Mason Elementary. He moved to fifth grade at George Mason where he currently teaches math, science and social studies. Mr. Hershberger earned his B.S. at the University of Pittsburgh. He continues to make a lasting impression on the world through the lives of the students he inspires.

# Equity Dashboard and Equity Climate Survey

An Equity for All 2025 dashboard launched in March 2021 to present progress on division efforts at reducing disparities in student outcomes across student groups annually at mid-year and as of the end of the school year.



- Key performance indicators (KPIs) for 2022-23 continue to show Hispanic, Black, Economically Disadvantaged, current English Learners (but not former ELs), and Student with Disabilities student groups show the greatest rates of disproportionality across KPIs. Within KPIs, the Advanced Academic Services Program identification and student suspension data have the largest disproportionalities across student groups.
- Students in grades 6-12, staff members and families had the opportunity to share their views in the school division's equity climate survey. Over 6,000 ACPS stakeholders participated in the survey, which gathered vital feedback to help identify critical areas for improvement related to the ACPS 2025 Equity for All Strategic Plan.
- The survey focused on six main themes: academic environment, equity, restorative practices, social-emotional supports and environment, stakeholder inclusiveness and staff social environment. Overall, results were consistent with the previous year for most survey items with 89% of responses falling within four percentage points of 2022 results. Key areas of strength include:
  - Most families, staff and students have positive perceptions of the learning environment, teachers and school climate overall particularly at the elementary level.
  - Stakeholders also report positive impressions of the social-emotional environment and supports at their school. In particular, 81% of families say that adults at school care about all students and the majority also agree that staff knows how to connect students with supports and help students with problems other than schoolwork.
  - Survey results indicate continued focus on feelings of safety as well as student and staff relationships. The equity climate survey is part of ACPS' ongoing action to address racial inequities and remove barriers to learning for all students.

# Capital Improvements

## Capital Programs, Planning and Design

### The High School Project (THSP)

- In June 2002 to the present, THSP construction continues.
  - ▶ July 2022-present: Construction of the new Minnie Howard is ongoing:
    - Underground utility work is ongoing.
    - Waterproofing and backfilling activities are complete.
    - Window and interior drywall installation are underway and will continue into the fall.
  - ▶ April 2023 - ACPS celebrated placement of the final structural beam with a steel topping ceremony

### Douglas MacArthur Elementary School

#### Modernization Project

- Construction of the new Douglas MacArthur building is complete and staff and students were welcomed for the 2023-24 school year.
- Construction on the outdoor play space and athletic fields is ongoing.

### 1703 N. Beauregard

- Architecture and engineering began the design phase of the swing space. Visioning sessions with Facilities and Operations and school leadership informed establishment of the design principles and schematic design of the swing space. Staff has decided to move forward with a layout called “Nests” which focuses on views of the outdoors and emphasis on natural lighting, activating programs toward shared school spaces and providing flexibility for future additions.

### George Mason and Cora Kelly School for Math, Science and Technology Elementary Schools Modernization Projects

- 2022: Progress is made on the 1703 N. Beauregard Swing Space with the Planning and Design phases.
- 2023-present: The FY24-33 Capital Improvement Budget was adopted to include design funds for George Mason. The request for proposals process to select an architecture and engineering firm in fall 2023.

## Educational Facilities

### John Adams Elementary School Library Renovation

- Renovation of the library at John Adams was completed as of August 2022.

### Francis C. Hammond Middle School

- Installation of luxury vinyl tile in classrooms is complete.

### Kitchen Renovations commenced at:

- Lyles Crouch Traditional Academy
- William Ramsay Elementary School

### Mount Vernon Community School Library Renovation

- Renovation of the library at Mount Vernon was completed as of September 2022.

### George Washington Middle School Gymnasium Renovations

- The following renovations are complete:
  - ▶ Painting
  - ▶ Maple accents with logos
  - ▶ Lobby restrooms
  - ▶ Tile
- Installation of wood flooring has commenced and is ongoing.

### Stormwater management improvements commenced and are ongoing at:

- John Adams Elementary School
- James K. Polk Elementary School
- William Ramsay Elementary School

### HVAC renovation projects commenced and are ongoing at:

- Charles Barrett Elementary School
- Cora Kelly School for Math, Science and Technology
- Francis C. Hammond Middle School
- Samuel Tucker Elementary School
- William Ramsay Elementary School



## External Supports from our Community

Partnership Numbers - We are so fortunate to have approximately 135 community partners that offer all types of student and family support, including emotional/social/tutoring/mentoring/STEM/literacy/math/family engagement, to all of our schools throughout the division.



**70**  
Higher Education Partnerships

We have approximately 70 higher education intern partnerships throughout the division.



**16,252**  
Volunteers

As of Aug. 11, 2023, ACPS has a total of 16,252 volunteers. ACPS also continues to have a strong partnership with Volunteer Alexandria, providing opportunities for our community members.



**\$68M**  
Grants

In 2022-23, we received over \$68 million in grants, a decrease of 7% from the previous year.

# Connect with ACPS

## Family Information Line

Family liaisons and outreach assistants continued to connect families in need of assistance through the Family Information Line. Families can text or call the Family Information Line Monday-Friday, 10 a.m. to 3 p.m.

For **English and Spanish**, text or call 703-619-8055  
For **Amharic**, text or call 703-927-6866  
For **Arabic**, text or call 703-927-7095

## Language Line Direct Response

A new language-support service makes calling ACPS schools easier for thousands of families who speak Spanish, Amharic, Arabic, Pashto, or Farsi. Language Line's Direct Response service allows ACPS families to contact their school with interpretation service already on the line, eliminating language barriers they may have encountered in the past. ACPS is the first school system in Virginia and the third in the country to implement this Language Line service. Call us at 1-833-611-1667.

## Follow us on Social Media



acpsk12



acpsk12



acpstv



To share a concern or comment with ACPS leadership or to ask a question about division-wide issues, community members can write to [ask@acps.k12.va.us](mailto:ask@acps.k12.va.us).

**ASK ACPS**

[ask@acps.k12.va.us](mailto:ask@acps.k12.va.us)



ParentSquare