The Academies at Alexandria City

Community Meeting
April 18, 2024

Interpretation

ES PARA ESPAÑOL, SELECCIONE "Español"

AM ለአማርኛ "Amharic" የሚለው ይምረጡ

AR لسماع الترجمة باللغة العربية، اختر "Arabic"

CC

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PRESENTATION OVERVIEW

- Previous Presentations/Academies Website
- Minnie Howard Construction Update
- The Academies at Alexandria City Background
- Overview of the Academies at Alexandria City
- ACHS Administrative Structure
- Student Schedules and Teacher Assignments
- Student Transition
- Student Testing
- Specialized Instruction



HOME > ABOUT US > THE HIGH SCHOOL PROJECT

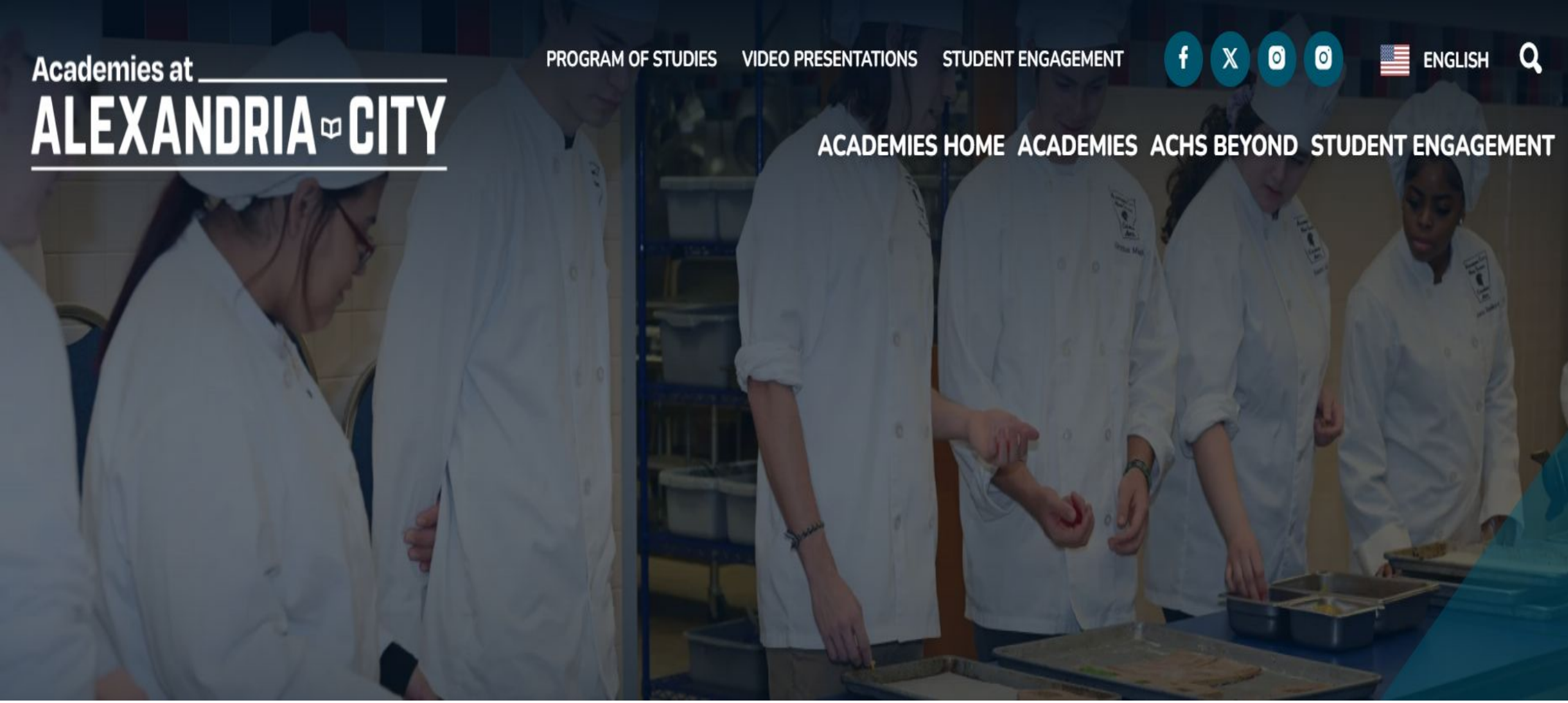
The High School Project



https://www.acps.k12.va.us/about-us/the-high-school-project

Instructional Updates

Construction Updates



Academies at Alexandria City https://academies.achs.acps.k12.va.us/

Minnie Howard Construction Update







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What followed the visits? Construction Updates

Project remains on schedule ✔

Project remains on budget ✔



The Academies at Alexandria City

Background History (Since 2019)

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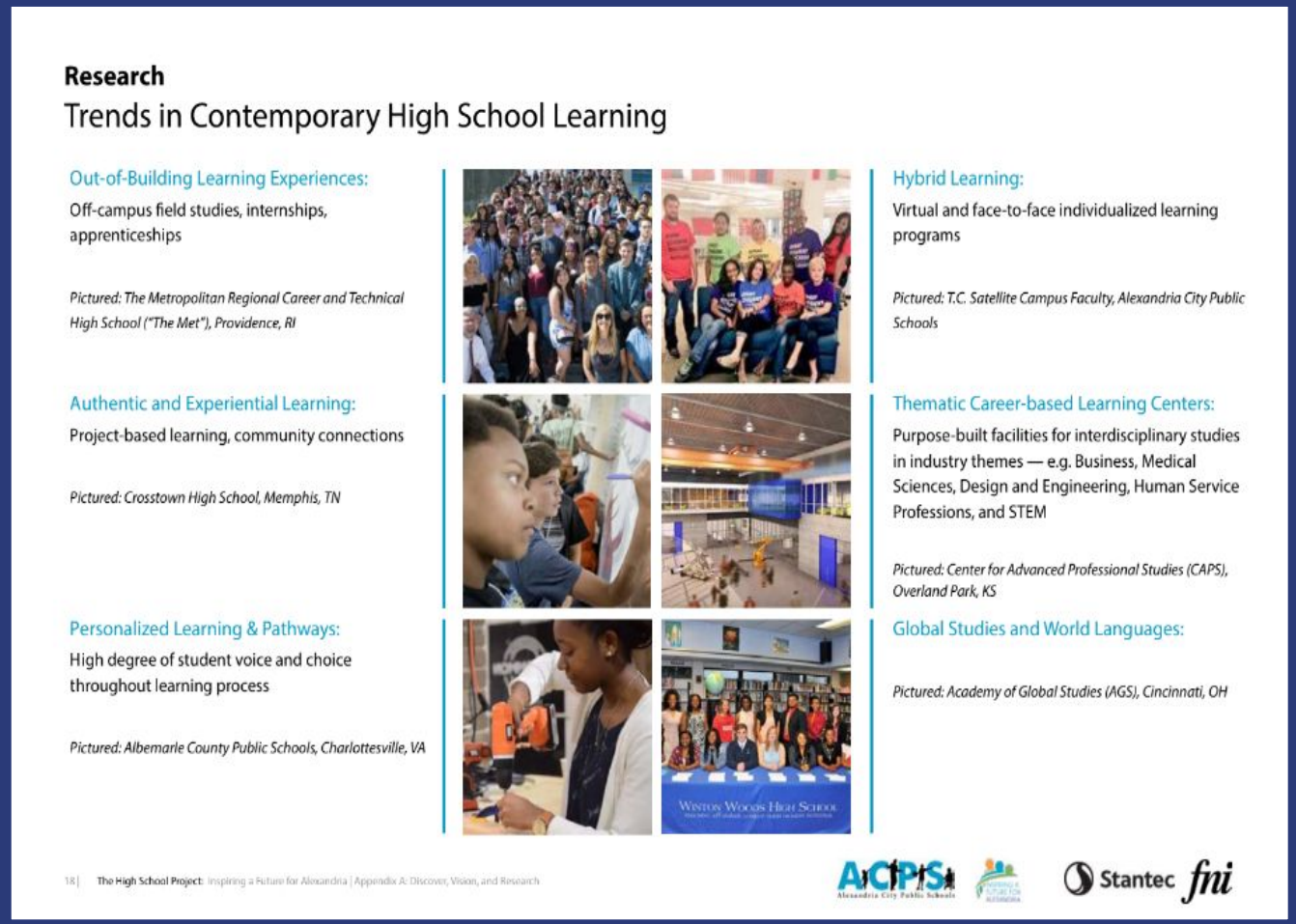
The Vision for Academies and Pathways

2019 Vision for Learning

- Relationships
- Learners as Leaders and Owners (of their own learning experience)
- Community is an authentic context for learning
- Experiential learning (or learning by doing)
- Learner as apprentice; Teacher as mentor and facilitator



Research

Trends in Contemporary High School Learning

Out-of-Building Learning Experiences:
Off-campus field studies, internships, apprenticeships

Pictured: The Metropolitan Regional Career and Technical High School ("The Met"), Providence, RI

Hybrid Learning:
Virtual and face-to-face individualized learning programs

Pictured: T.C. Satellite Campus Faculty, Alexandria City Public Schools

Authentic and Experiential Learning:
Project-based learning, community connections

Pictured: Crosstown High School, Memphis, TN

Thematic Career-based Learning Centers:
Purpose-built facilities for interdisciplinary studies in industry themes — e.g. Business, Medical Sciences, Design and Engineering, Human Service Professions, and STEM

Pictured: Center for Advanced Professional Studies (CAPS), Overland Park, KS

Personalized Learning & Pathways:
High degree of student voice and choice throughout learning process

Pictured: Albemarle County Public Schools, Charlottesville, VA

Global Studies and World Languages:

Pictured: Academy of Global Studies (AGS), Cincinnati, OH

18 | The High School Project: Inspiring a Future for Alexandria | Appendix A: Discover, Vision, and Research

The Research Conducted in 2019

Educational Design Team (EDT) reviewed the **extensive body of research** presented to ACPS as part of its **nation-wide review of high school expansion models** pursued and/or implemented by school divisions or districts with **similar or relevant demographics**, anticipated **enrollment growth** issues, and a **highly engaged community**.

- Stantec and Fielding Nair International (FNI) conducted a national scan of high school expansion models during the summer and fall of 2018.

- The EDT reviewed the research and the 18 exemplary sites identified by FNI, including the study's emphasis upon such 21st century skills as complex problem solving, critical thinking, and creativity necessary for future success.

- Key finding relevant to the current work:
  - Personalize the high school experience through **smaller learning communities** and **student choice regarding pathways** and approaches to the learning process.

Academies and Pathways Expectations

Virginia Department of Education states:

"Virginia acknowledges the importance of career and technical education to students and the commonwealth through ***diploma seals*** *awarded by the Board of Education, by recognizing* ***industry credentialing*** *in its diploma requirements, and through the use of* ***Career Pathways as an integral part of the newly required Academic and Career Plan****."*

Overview of *The Academies at Alexandria City*

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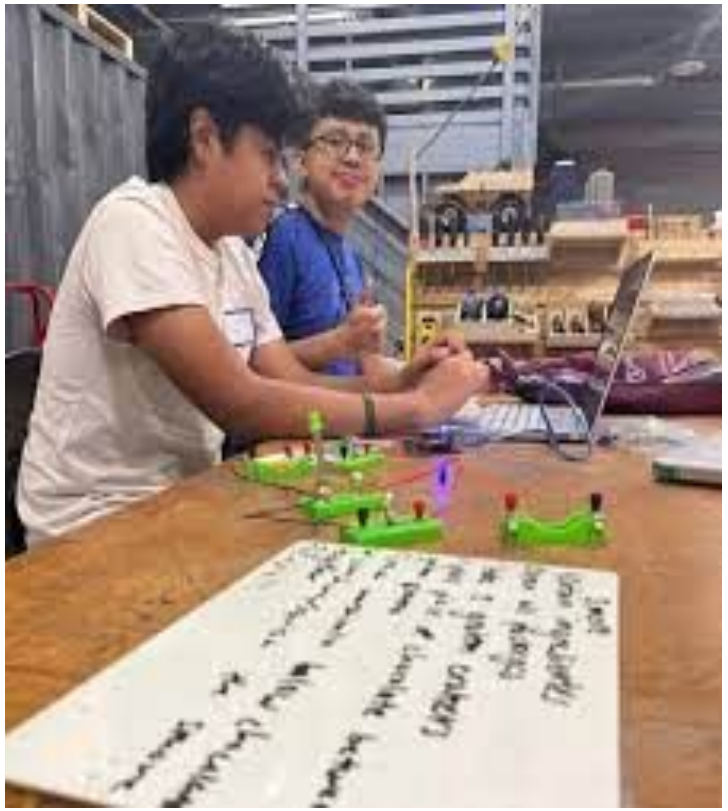
The Impact of The Academies at Alexandria City

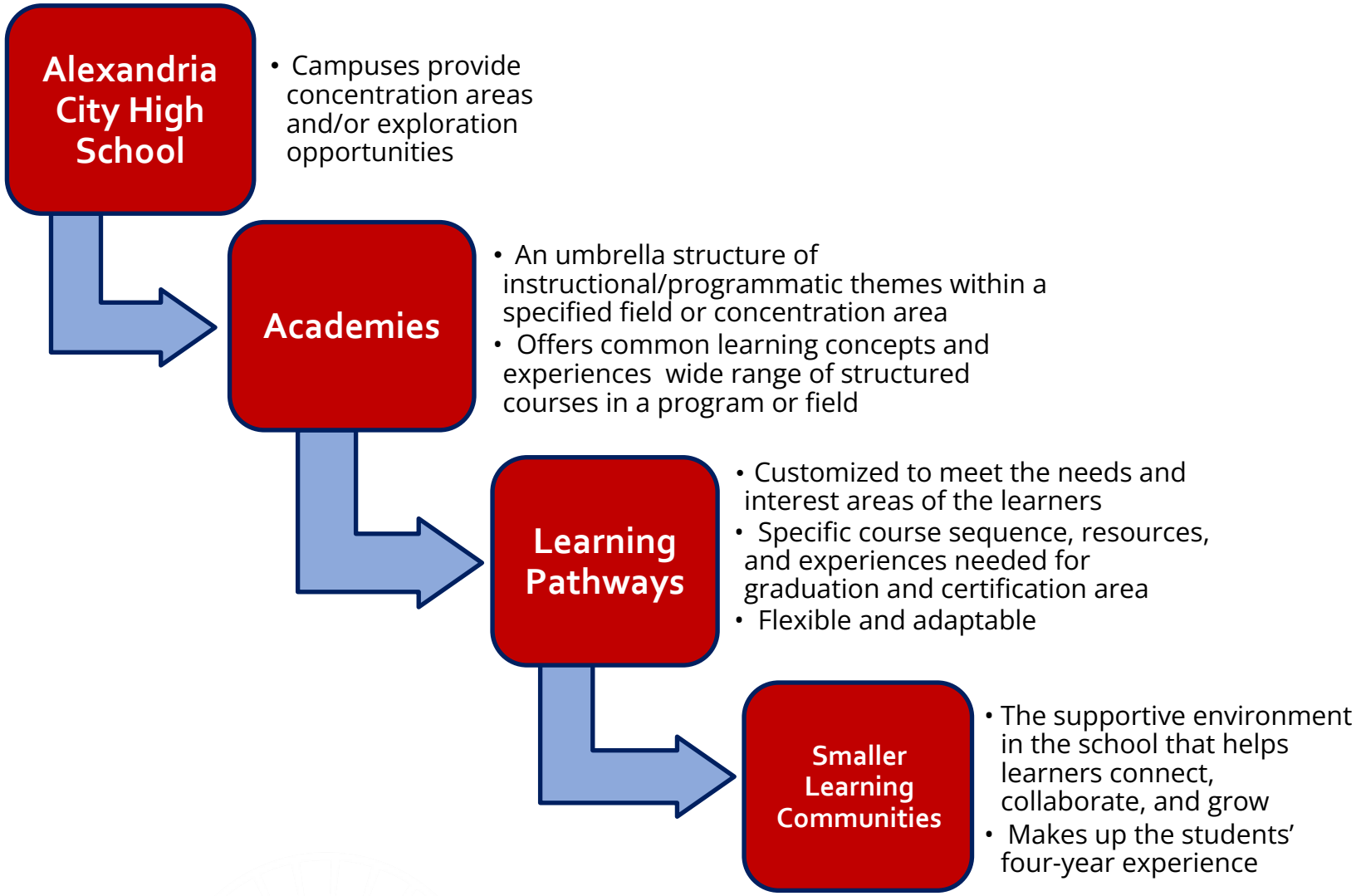
Purpose - Connectedness - Belonging - Passion



- **Clearer pathways** towards graduation and post-secondary planning to college and/or a career field
- **Expansion of course offerings to ninth grade students**, as all ACHS campuses will include 9-12 curriculum.
- **Project-based learning, student exhibitions, and real-world career connections** will be incorporated into the student experiences within pathways.
- **Increased Career and Technical Education (CTE)** sequential electives, completers, and content electives to support real-world student experience
- Creates a **personalized learning experience** that will allow **ALL** ACHS students to engage in small learning communities and foster college and career readiness.

Envisioning the High School's Structure

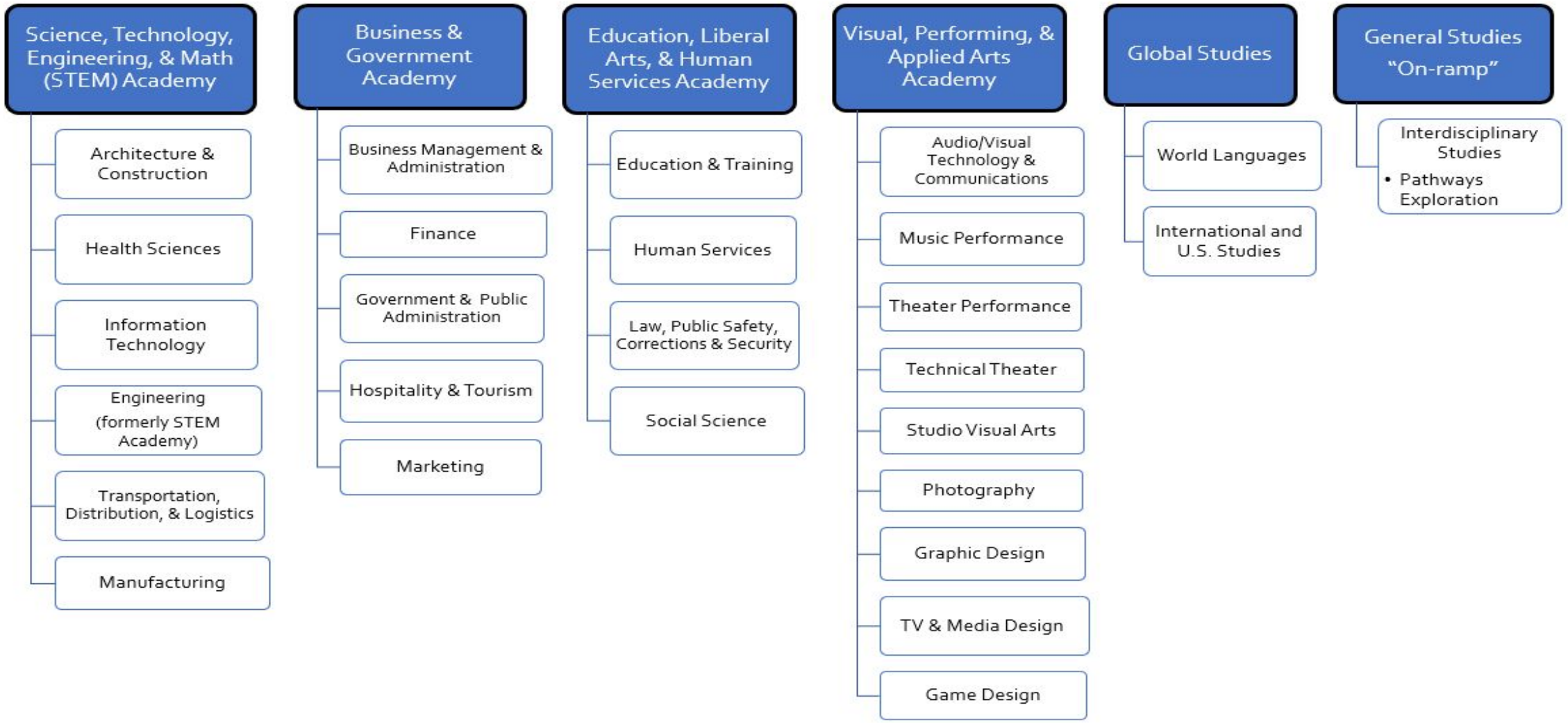
A Framework for the Future



2024-2025 Academic Academies

- Science, Technology, Engineering, & Math Academy
- Business & Government Academy
- Education, Liberal Arts, & Human Services Academy
- Visual, Performing, & Applied Arts Academy
- Global Studies Academy
- General Studies Academy

2024-2025 Approved Academies and Pathways



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ACHS
Academy Structure

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Academies at Alexandria City
(Academy Leadership)

Executive Principal

Campus Principals
(King Street, Minnie Howard, Satellite, & Chance for Change)

Lead Administrator, Operations

Lead Administrator, Student Support

Director of Scholarship Fund of Alexandria (SFA)

Director of Athletics

Director of School Counseling

Academy *Academic Principal*

- Academy development and collaboration, i.e. working with partners and building new opportunities to support academy implementation.
- Overseeing academic content areas(s), i.e. ensuring the instructional program aligns with the school/division vision

Academy *Dean of Students*

- Oversees an academy team, i.e. counselor(s), social worker, etc., as well as relevant interventionists and school service providers in providing student support.
- Manages building operations and culture/climate frameworks, i.e. PBIS; social emotional learning; and restorative practices

Staff Retention and Involvement

- Appropriate **teaching staffing** to meet the needs of the academy model.
- **Staff involvement** in the academy development process through:
  - Informational Meetings
  - Staff Committees
- We want all staff to stay at ACHS.
  - **Trust Building, ongoing collaboration, building relationships, open forums for communication**



Student Schedules and Teacher Assignments

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Academy Selection:

- Academy Selection was determined by:
  - Student Interest Survey
  - Academic Advisement
  - Elective Choice may align with academy selections.
- If a student did not select an academy, families were notified via ParentSquare in mid-March that students would be placed in general studies.



Academy Locations

- Academy locations have been determined and will be announced after teachers have received their teaching assignment for the 2024-2025 school year.

Student Transition

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Student Transition



- **Site Based Locations**
  - Students will have a “base” location at -King Street or Minnie Howard.
- **One Master Schedule - One School Enrollment**
  - Students will not be enrolled by campus.
- **Intercampus Shuttle**
  - Student transition between campuses will occur at designated times in the student’s schedule.
- **Student Parking**
  - There will be no student parking at the Minnie Howard Campus.
  - Parking will be reserved for Minnie Howard and RPCA staff.

Student Testing

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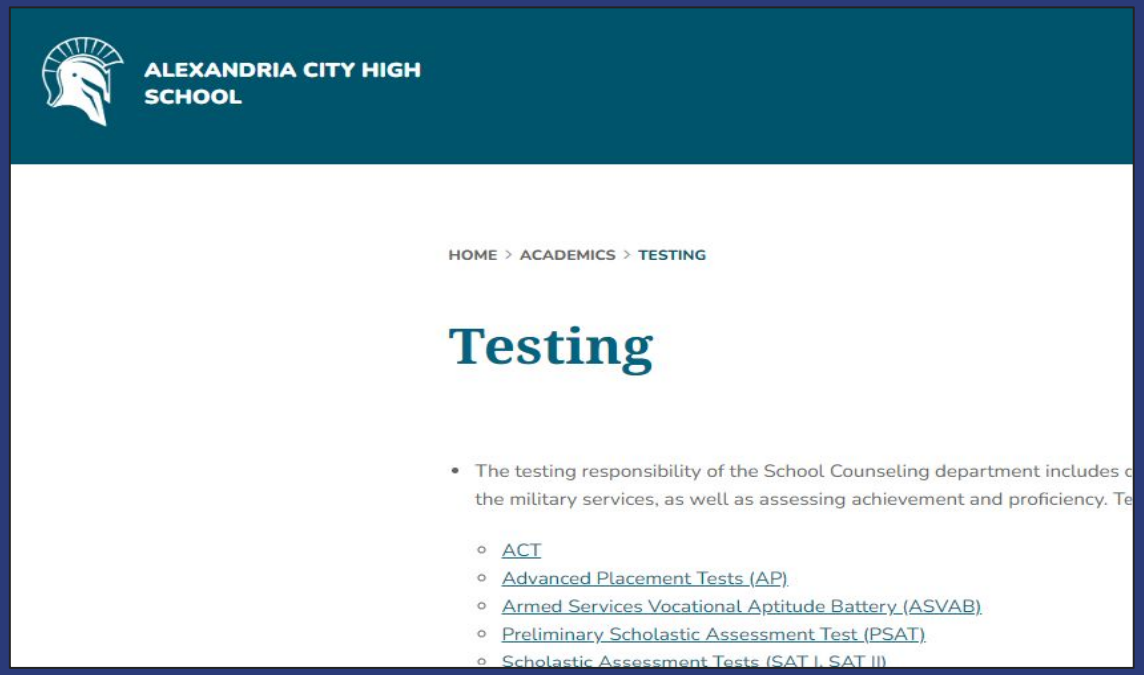
Student Testing



- **2024-2025 Testing Calendar**
  - The testing calendar will be developed and communicated next school year.
  - Reporting times and testing schedules will also be communicated at that time.

Specialized Instruction

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Services for Students with Disabilities



The ACHS Academy Structure will foster greater collaboration and support for students with disabilities.

- Students with disabilities **selected** their academy just like any of their peers.
- **Deans** will oversee the IEP Process
- **Intentional focus and support** will be fostered through their academy.
- **Special education teachers** will be located at **all** campuses.
- **Special education teacher assignments** are based upon the **service needs of our students.**
- Greater focus on intentionality with **secondary transition**

ACHS Citywide Program



Site Location

- **King Street Campus**
- Transportation and staff support will be provided if a citywide student has an elective course at the Minnie Howard Campus.

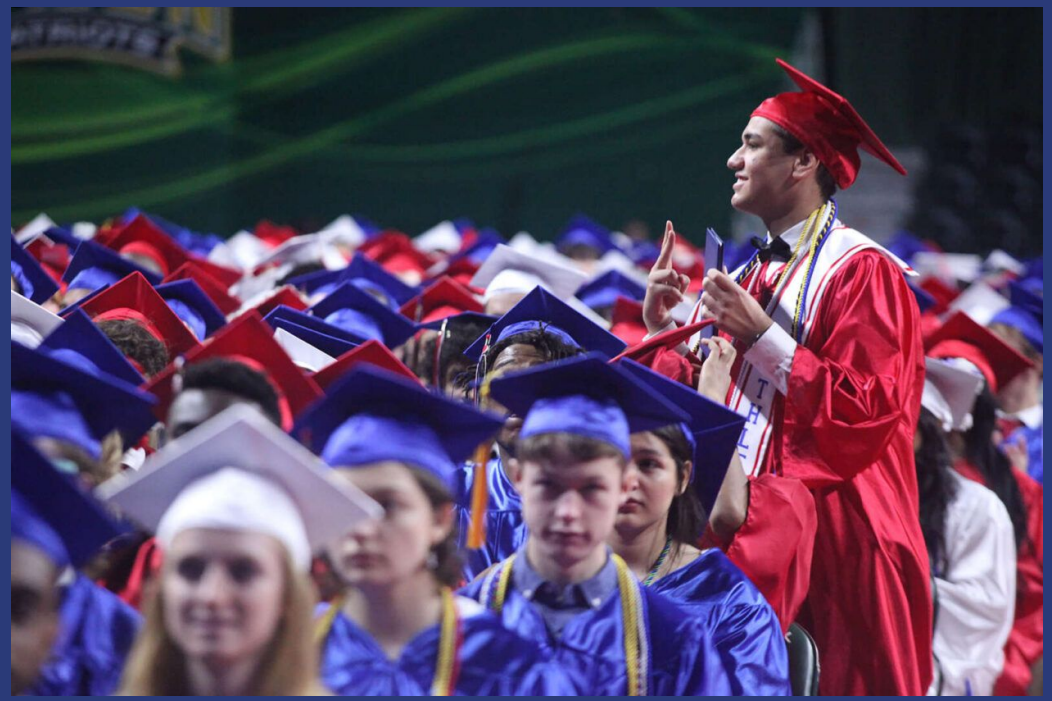
Secondary Transition



The ACHS Academy Model supports secondary transition.

- Transition Services for Students with Disabilities is designed to **improve the outcomes** of students with disabilities in **transition** to **postsecondary education and employment.**

Secondary Transition



"Transition is the process students and their families use to think about **life after high school**, to **identify their desired outcomes**, and to **plan their community and school experiences** to assure that students acquire the **knowledge and skills** needed to ***achieve their goals***."

Secondary Transition Planning Process



The transition planning process enables students to move successfully from school to postsecondary education and training, employment, independent living, and community participation.

- Secondary transition planning supports students with:
  - Career Assessment
  - College Planning Resources
  - Employment
  - Rehabilitation Services
  - Organizations
  - School-to-Work Resources

Additional Questions

Email
ASK@acps.k12.va.us



Thank You for Joining Us!

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