

Schools as Change Agents for Vibrant Communities

Seven Corners Visioning
Task Force
April 9, 2013



The Purpose of Our Work Together

- Section 1: Why are innovative and effective schools crucial to both the success of the families residing in the Seven Corners area and the local business community?(Benefits)
- Section 2: What choices do we have in addressing the needs in our region? (Options)
- Section 3: What programs and resources will be needed? (Vision from an Instructional Perspective)
- Section 4: When and where might this solution be possible? What might the solution look like? What are the costs and how will they be met? (Vision from a Facilities Perspective)
- Conclusions and Discussion

Section 1: Lesson Learned from Education Research - Students

Recent studies showed that students that dropped out of high school earned an annual income in the US of \$23,000 annually, while a high-school graduate earns 48 percent more than this, a person with some college education earns 78 percent more and a college graduate earns 346 per cent more. Graduates:

- have better health and live six to nine years longer,
- are many times less likely to be on welfare or be involved with the criminal justice system,
- contribute tax revenues to the common good of the community,
- and report higher levels of professional satisfaction and personal happiness.

Section 1: Lesson Learned from the Renewal of Detroit City Schools - Business

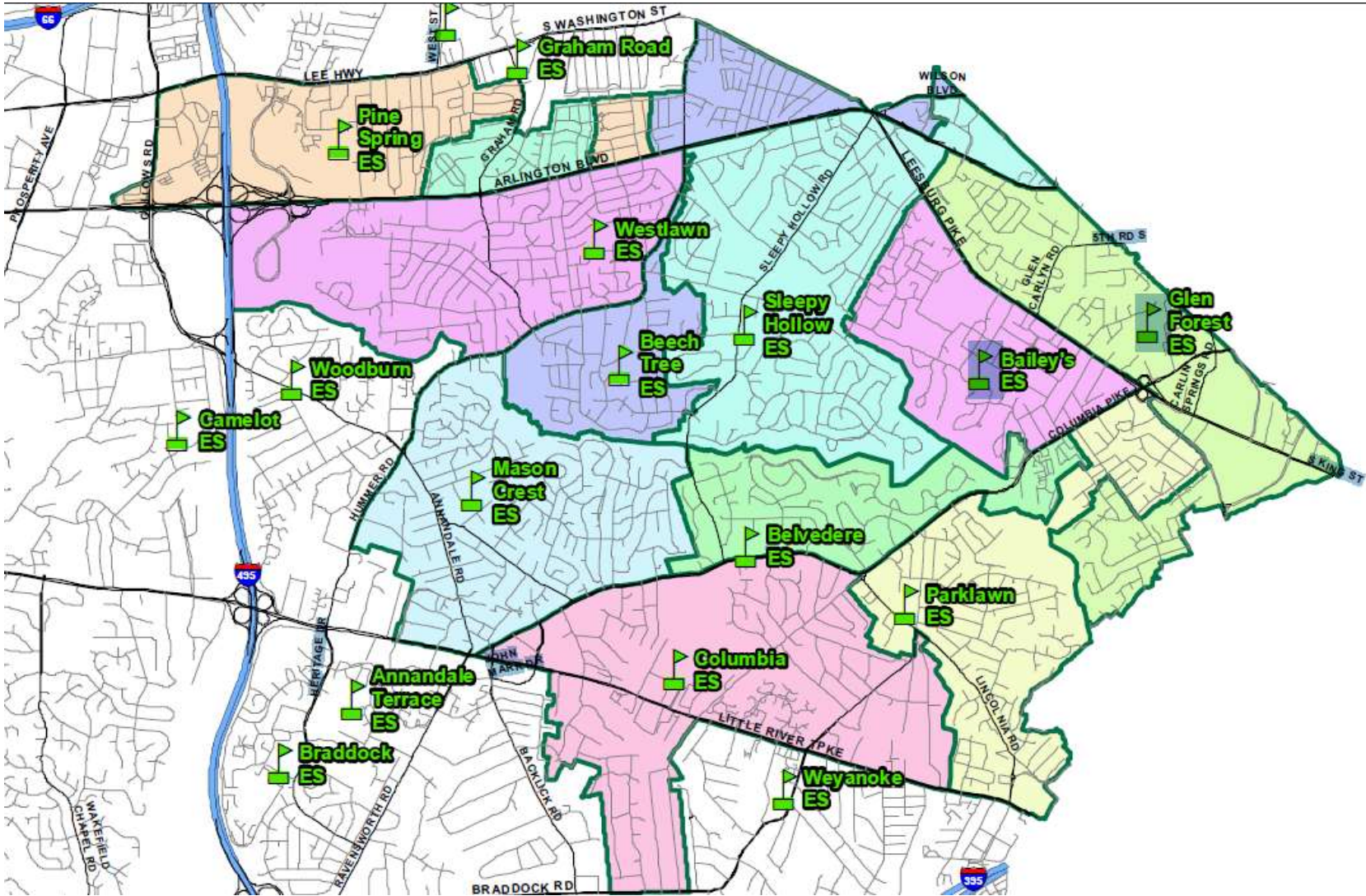
After community leaders made the decision to invest in their schools as change agents, signs of progress emerged:

- Despite the staggering population loss reported in the census, the number of college educated residence under the age of 35 now living in the downtown area has increased by 59% since 2000.
- Major companies are moving operations to downtown Detroit including Quicken Loans, DTE Energy and Blue Cross Blue Shield of Michigan.
- In July 2012, Detroit saw a one percent increase in home values, the largest one year increase among 20 major cities.

Section 2: Four Basic Approaches for Addressing Enrollment Growth Challenges

- Add modular facilities and trailers.
- Remove pre-school options and other special programs.
- Redistrict school enrollment areas.
- Renovate or add new construction.

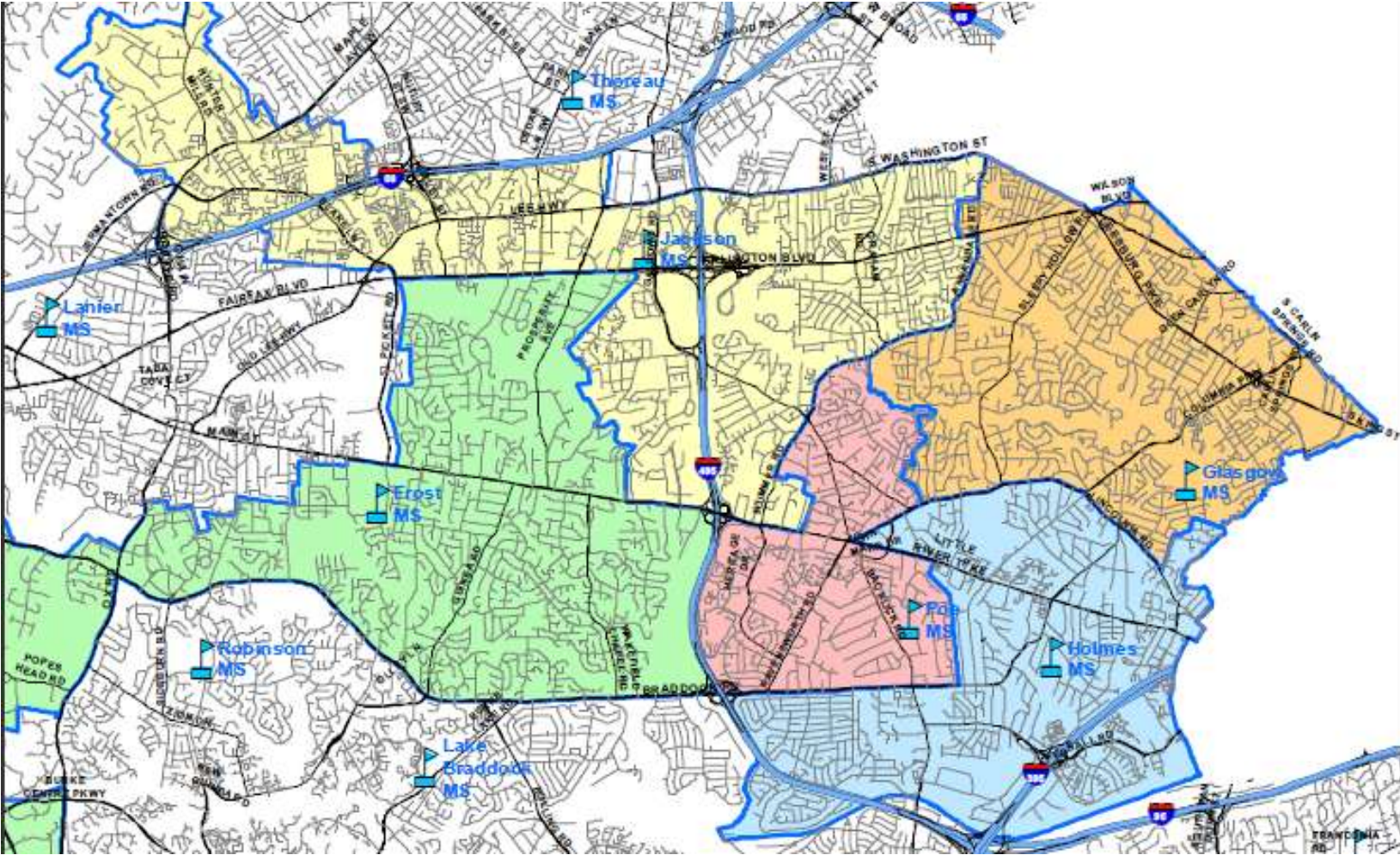
Section 2: Overview of Enrollment Capacity Challenges in Seven Corners Region- Elementary



Section 2: Overview of Enrollment Capacity Challenges in Seven Corners Region- Elementary

School	Capacity and Enrollment Projections							2017-18
	Capacity	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Capacity Utilization
Bailey's ES	1020	1321	1453	1529	1605	1621	1631	160%
Glen Forest ES	1026	999	1069	1129	1194	1268	1313	128%
Sleepy Hollow ES	450	440	486	496	480	485	467	104%
Belvedere ES	638	650	563	557	606	663	633	99%
Parklawn ES	918	753	851	878	926	997	1030	112%
Graham Road ES	439	475	488	505	502	507	515	117%
Westlawn ES	755	738	854	900	945	967	997	132%
Beech Tree ES	449	392	366	335	310	309	302	67%
Columbia ES	469	452	529	575	601	624	647	138%
Mason Crest ES	811	459	559	572	577	572	560	69%
Pine Spring ES	597	590	593	637	656	683	710	119%

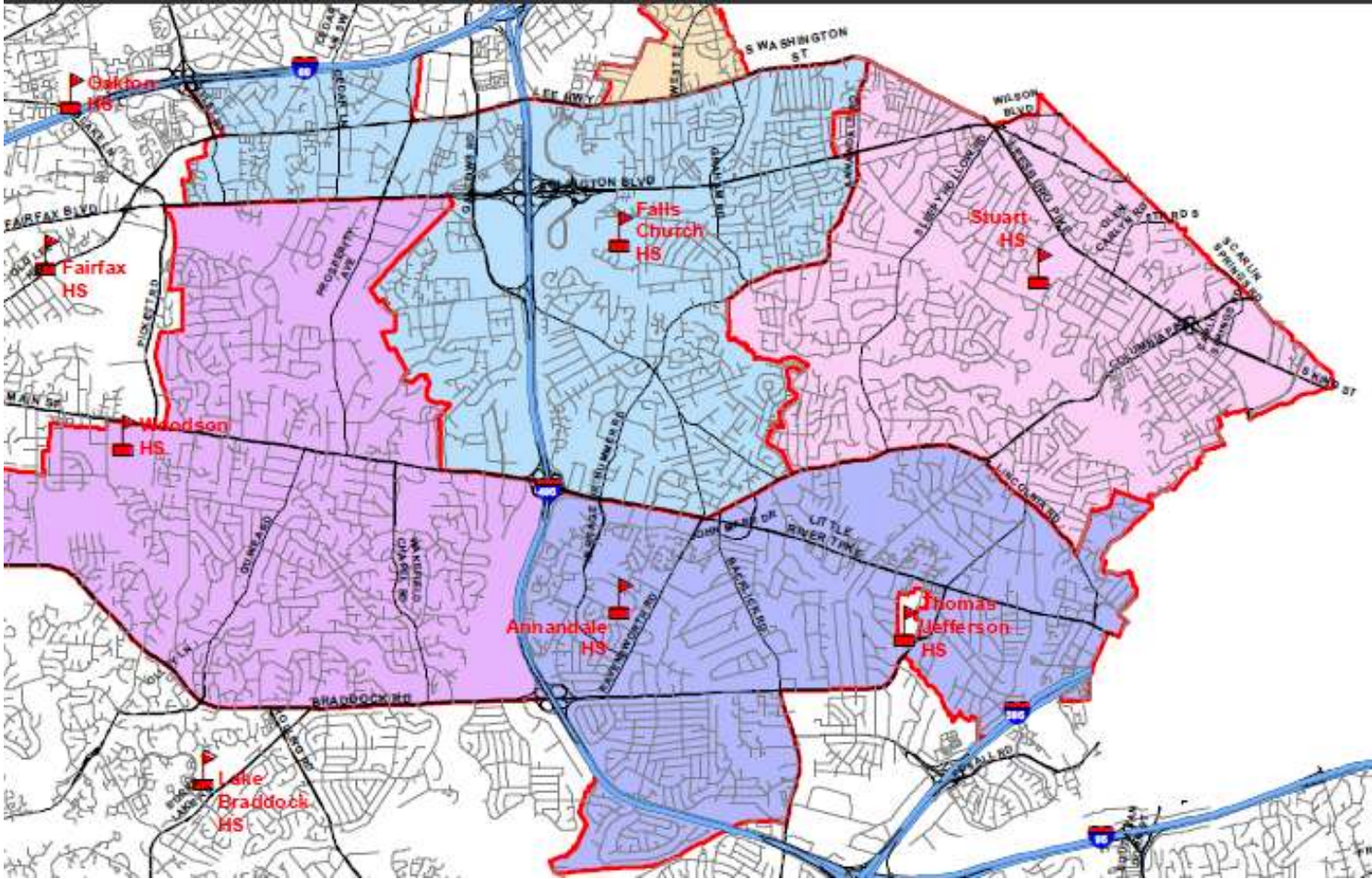
Section 2: Overview of Enrollment Capacity Challenges in Seven Corners Region- Middle



Section 2: Overview of Enrollment Capacity Challenges in Seven Corners Region- Middle

School	Capacity and Enrollment Projections							2017-18
	Capacity	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Capacity Utilization
Glasgow MS	1665	1441	1584	1684	1790	1873	1987	119%
Holmes MS	1176	845	927	1014	1052	1119	1159	99%
Jackson MS	1146	1164	1150	1200	1320	1426	1505	131%
Poe MS	1341	936	1023	993	992	1022	1066	79%

Section 2: Overview of Enrollment Capacity Challenges in Seven Corners Region- High



Section 2: Overview of Enrollment Capacity Challenges in Seven Corners Region- High

School	Capacity and Enrollment Projections							2017-18
	Capacity	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Capacity Utilization
Stuart HS	1941	1746	1965	2120	2277	2430	2476	128%
Falls Church HS	1954	1663	1700	1733	1785	1865	2020	103%
Annandale HS	2350	2404	2319	2243	2224	2228	2287	97%

Section 2: Meet the Schools – Bailey's ES



Section 2: Meet the Schools – Bailey’s ES

[Link to school profile.](#)

Highlights

- Magnet School for Arts and Sciences
- World Languages with Partial-Immersion Spanish
- Outdoor Habitat Learning Lab
- Partnerships with US Forest Service, Capital One, and the Capital Area Food Bank
- Title I
- Demographics include majority Hispanic student population, 65% free and reduced lunch and 62% LEP.

Section 2: Meet the Schools – Glen Forest ES



Section 2: Meet the Schools – Glen Forest ES

[Link to school profile.](#)

Highlights

- School-based Advanced Academic Level IV Services
- Extensive Reading Programs
- Positive Behavioral Support School
- Partnerships with DOJ/Executive Office for Immigration Review and Capital One
- Title I
- Demographics include majority Black and Hispanic student population, 74% free and reduced lunch and 66% LEP.

Section 2: K-12 Challenge Summary

- Elementary Schools – Challenge must be addressed by new construction/renovation to provide 898 seats, probably at two site locations during the five year period.
- Middle School – Challenge must be addressed by modular placement, new building addition at current site or school-with-in school approach at new co-program location within region to provide 322 seats.
- High School – Challenge must be addressed by new construction or school-with-in school approach at new co-program location within region to provide 535 seats.

Section 3: Basic Assumptions About the Solution

Size

Available locations will most likely be on 4.5 to 5.5 acre site with vertical construction limitations of up to five levels.

Solution Options

Existing or previous school sites, new real estate acquisitions and/or commercial building redesigns.

Co- Program Demands

Services and programs at the sites may well support non-traditional grade configurations, multi-level programs and postsecondary learning opportunities.

Purpose-Built Curriculum and Programs that Match the Needs of the Region

Instructional approaches and services will be strategically aligned ages 2 to 20 to foster life-long learning, college readiness and postsecondary education.

Section 3: Vision - Instructional

- What programs, resources and services will be needed?

Recommendation 1: Additional Time for Learning



Teachers



and Students

Recommendation 1: Additional Time for Learning

- A. Affirms that our organization expects the full engagement of both students and staff in the pursuit of high levels of continuous learning and that time is a crucial element to their success.
- B. Commits to providing the time that ALL students need to achieve and demonstrates the will as a community to differentiate the school-aged years, instructional approaches and calendar for students based on need to achieve the required results.
- C. Commits to providing the time that ALL teachers need to achieve and demonstrates the will as a community to extend the school calendar by embedding additional workdays within each quarter and school year to support the essential actions and learning of our collaborative teams.

Recommendation 2: Strengthen the Preschool and K-2 Connection



Recommendation 2: Strengthen the Preschool and K-2 Connection in Targeted Schools

- A. Affirms our division priority on students reading at or above grade level by third grade and develops a more structured, systems approach for achieving this outcome.
- B. Uses the DRA in combination with other approved assessment tools to monitor the progress of ALL students K-12 not yet reading at grade level and requires every school to develop and implement a tiered intervention program with the specific goal of reducing the percentage of students in this category annually.
- C. Provides comprehensive preschool programs, with free and reduced options, for ALL students in targeted high-needs elementary schools.

Recommendation 3: Plan and Prepare With Thoughtful Consideration Toward the Future



Students
Families
Schools
Communities

Recommendation 3: Plan and Prepare With Thoughtful Consideration Toward the Future

- A. Provides multiple pathways for students to learn the higher-order content and processing skills needed for success in the global workplace including dual enrollment, professional technical certification and business internship options.
- B. Develops public-private partnerships to provide internet devices and extend wireless access with free and reduced options for ALL students based on need.
- C. Creates an age 2 to 20 mindset in serving the needs of our students and strategically aligns our work within the Stuart Pyramid to ensure that every student has the time, resources and support needed to find success.

Section 4: Vision - Facilities

- When and where might this solution be possible? What might the solution look like?
- How will this initiative be funded?

Seven Corners Sample Site

- Parcel Size = 5 Acres
- Zoning Current = R-20 (0.7 FAR)
- Maximum Allowable Building Size = 152,460 Sq. Ft.
- Actual Building Size = 102,600 Sq. Ft.
- Maximum Height Allowed = 90 ft.
- Actual Building Height = 80 Ft.
- General Education Classrooms = 39
- Capacity = 1,020 Students

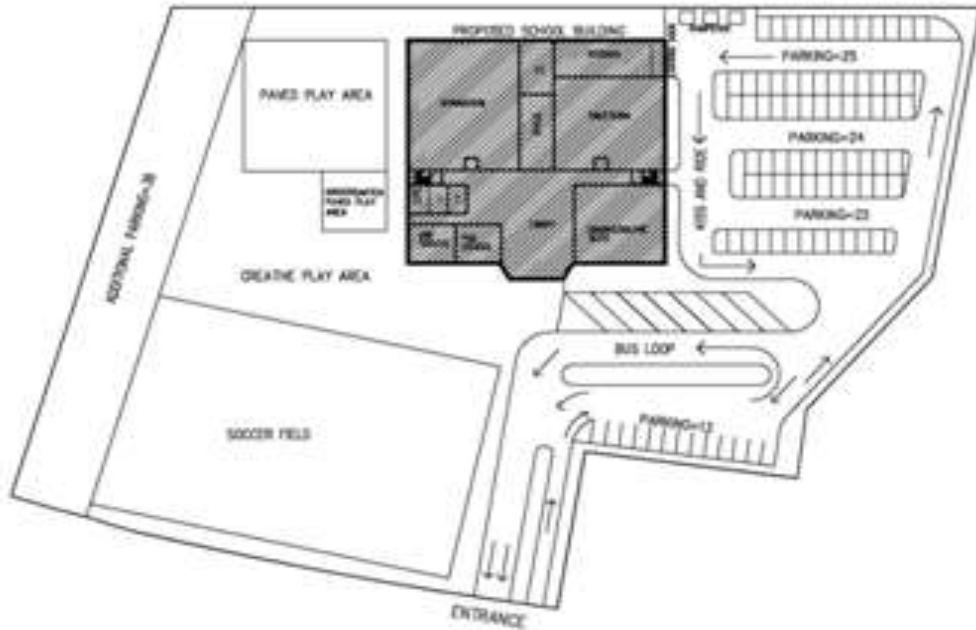
FCPS PROPERTY- ALL RIGHTS RESERVED



Fairfax County Public Schools
DEPARTMENT OF FACILITIES SERVICES
815 GATEHOUSE ROAD, SUITE 3600
FALLS CHURCH, VA 22042
(571) 425-2200

Seven Corners Sample Site

SHEET
1 OF 8



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LOCATION PLAN



Fairfax County Public Schools
 DEPARTMENT OF FACILITIES SERVICES
 810 GATHERSHIP ROAD, SUITE 3000
 FALLS CHURCH, VA 22042
 (571) 423-2200

Seven Corners Sample Site

SHEET
 2 OF 8



FIRST FLOOR

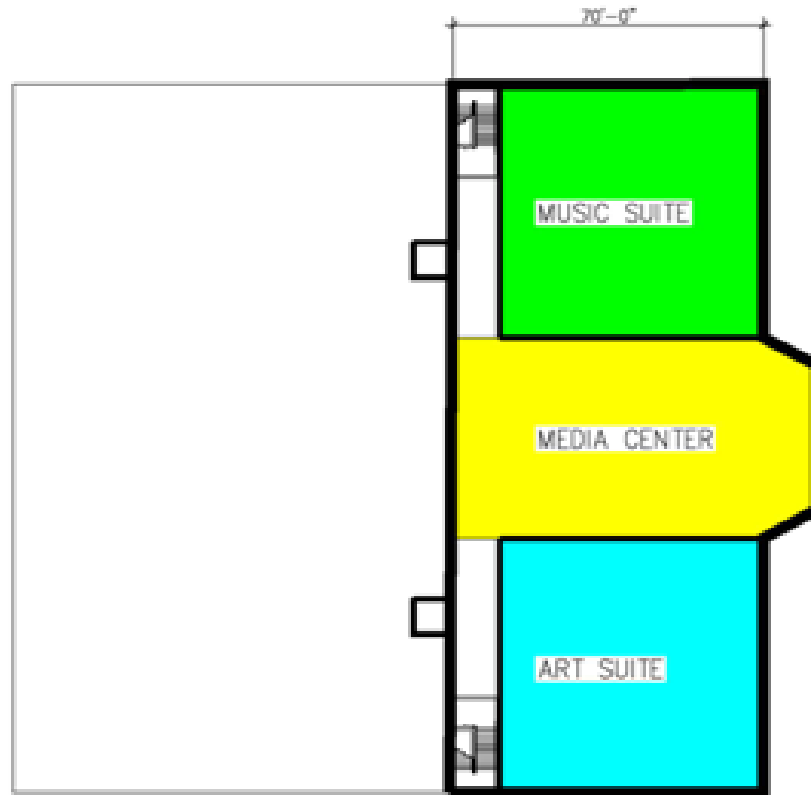
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Seven Corners Sample Site

SHEET
 3 OF 8



SECOND FLOOR
F-32

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Seven Corners Sample Site

SHEET
4 OF 8



THIRD FLOOR
PAGE

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571-433-2000

Seven Corners Sample Site

SHEET
5 OF 8



FOURTH FLOOR
F-32

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5710 423-1200

Seven Corners Sample Site

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6 OF 8



FIFTH FLOOR
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Seven Corners Sample Site

SHEET
7 OF 8



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7400 EASTWOOD ROAD, SUITE 2000
FAIRFAX, VA 22031-4328

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Seven Corners Sample Site

SHEET
8 OF 8



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Section 5: Conclusions

- What would the Seven Corners Visioning Task Force like to see the school system do in the region?
- Questions?