

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

ASD MEMORANDUM #167 (2009-2010)

January 25, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: WEST HIGH SCHOOL & ROMIG MIDDLE SCHOOL MASTER  
PLAN PROJECT UPDATE

ASD Goal: ASD Goal: *All ASD departments support the mission of the District and will be highly effective, efficient, and responsive to internal and external customers.*

PURPOSE:

The administration provides this update to the West High and Romig Middle schools' master planning project in response to the school board's request at its April 20, 2009 work session. In addition to their request for an update, the board asked for identification of any short term measures that could be implemented to establish the West-Romig campus as a 21<sup>st</sup> century center of community school. The board further requested a January 2010 update in order to identify any short term measures requiring application for legislative funding.

PERTINENT FACTS:

Development of a vision for the future of West High and Romig Middle schools as a center of community meeting needs of 21<sup>st</sup> century learning began in late 2007. This pre-planning visioning effort was facilitated by Fanning/Howey Associates, Inc. The resulting vision report was presented to the school board in March 2008. The school board then held a work session in August 2008 to discuss how the schools might incorporate the vision in their future.

Following completion of the vision report, the State appropriated a legislative grant in the amount of \$900,000 for master planning services, SB #221 (2008). This grant was accepted by the school board on August 11, 2008, ASD Memorandum #35 (2008-2009). Fanning/Howey Associates, Inc. was approved by the school board to provide professional master planning services on October 13, 2008, ASD Memorandum #62 (2008-2009).

Fanning/Howey presented preliminary results of their master planning effort to the school board at an April 20, 2009 work session. The consultants identified development of a learning plan as a critical step in the overall master planning process. This learning plan would define the substance of the schools' vision and focus.

Fanning/Howey's education subconsultant, Dr. George Copa, facilitated development of the learning plan in the fall of 2009. Over 50 people representing the diverse community and schools population participated in three workshops. They completed the learning plan in December 2009. The learning plan prioritized short term and long term measures that could be taken to create West-Romig as "schools as a center of community" meeting needs of "21<sup>st</sup> century learning". Top priorities for near term implementation measures from the learning plan have been identified, listed and prioritized by the schools' principals.

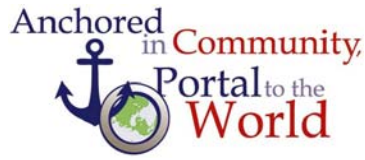
The administration intends to present the final master plan to the school board for approval in summer 2010.

CC/MA/RA/MP/RB/jg

Prepared by: Rob Balivet, Design Manager  
Mike Price, Construction Manager  
Ray Amsden, Director, Facilities

Approved by: Michael K. Abbott, Assistant Superintendent of Support Services

Attachment: Near Term Implementation list, dated January 15, 2010



## **Near term implementation for redeveloping the West High and Romig Middle schools campus as a 21<sup>st</sup> Century Center of Community School**

### **The First Step: An Initiative to Make a Difference Now**

#### **Near Term Implementation**

- 1) Assign an additional staff person for each school with job descriptions to launch initiatives by the beginning of academic year 2011-2012.

**By May 2010 establish a task force whose mission is to complete the following items by the beginning of the 2011-2012 academic year:**

- 1) Implement the newly-adopted Learning Signature for the West-Romig Campus as a theme that promotes the common vision expressed in the West/Romig Learning Plan.
- 2) Investigate coordinated and expanded West/Romig daily bell and bus schedules that can thereby provide for flexible daily schedules, staffing, extended hours, and an end of day activities bus.
- 3) Schedule an annual Health Fair prior to or during registration to ensure that students are prepared to start school and sports each year.
- 4) Staff and provide space for Career Technology offerings: Health, IT, and Construction Academies.
- 5) Obtain funds for, design and construct two artificial turf fields with tracks, one for Romig and one for West, consistent with the approved 2010 master plan.
- 6) Establish for each student an Academic and Career Pathway Plan that identifies an adult advocate and provides a mentorship opportunity for any interested student.
- 7) Design and begin implementation of a 21<sup>st</sup> century site specific information technology for West and Romig schools.
- 8) Develop extended learning center/library hours with tutorial help and access to citywide learning materials, including ensuring that every student has a library card with delivery and return of MOA library materials on site.
- 9) Define and begin staff development for West-Romig Campus as 21<sup>st</sup> Century Center of Community School.



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## Preface

Based upon 1998 District Wide High School Educational Specifications, the Anchorage School District began a program in 2000 of renewing its high schools. West is the last high school to initiate a major renewal program as well as the last to share a campus with a middle school, Romig.

The physical connection between West and Romig, as well as their shared campus, presents unique opportunities to create a continuum of learning. Because students remain on one campus for more years than at most other Anchorage schools, students have the opportunity to develop strong social bonds that form a community's core fabric and provide for an opportunity of extended vertical learning. The schools' continuum of learning and social development offer essential ingredients for redeveloping the West Romig campus in a way that successfully incorporates 21<sup>st</sup> Century Education and "School as a Center of Community" principles.

Since the 1950s, the West Romig Campus has established itself as a cultural and educational anchor for the Anchorage community. Redeveloping the West Romig Campus as a Center of Community is thus not a new idea; the school was originally designed as a Center of Community. On November 6, 1955, the Campus was dedicated as the Anchorage High School and Community College. The philosophy adopted in early 1952 by the Anchorage Independent School District's Board of Education included the policy of wide service: keeping the facilities open for use of School District patrons in such a manner that "everyone may enjoy the educational, cultural...and entertainment advantages essential to the life of a healthy community."

This philosophy continues to receive community support today. Between 2006 and 2008, the West High Alumni Association raised 1.2 million dollars to restore the Anchorage Auditorium which is used regularly by the entire Anchorage community. In 2008, eight community councils passed resolutions supporting appropriation of State funds to redevelop the West Romig Campus as a Center of Community. Moreover, on April 30, 2009, the Municipality of Anchorage and the Anchorage School District committed their support by entering into a Memorandum of Understanding (MOU) signed by Acting Mayor Matt Claman and Superintendent Carol Comeau. This MOU has created a coordinated effort to "explore the concept of the West Romig Campus as a 'center of community'...."

In anticipation of West Romig Campus' renewal and redevelopment, the Anchorage School District commissioned Fanning Howey to work with the community to develop a vision for the campus. The resulting May 2008 "Pre-Planning Vision Report" revealed enthusiastic support for redeveloping the campus as a center of community. Participants in the planning process developed a plethora of ideas for redeveloping the West Romig Campus as a center of community. Following the "visioning" effort, the Anchorage School District retained the Fanning Howey team to prepare a master plan for the Campus. The master plan for the West Romig Campus is for far more than a plan for physical development; it reflects the programs and interrelationships between the school

and community that provide learners the opportunities to engage in a 21<sup>st</sup> century education.

21<sup>st</sup> century education encourages schools to become a center of community where students can be prepared for college and career through out the day, the week, and the year. The center of community concept is premised on the idea that student success increases with the support and involvement of community. How students, staff, and community can avail themselves of these possibilities is described in a Learning Plan. The Learning Plan should thus shape the schools' facilities and campus. It will also play a key role in the educational framework that sustains a campus as a center of learning throughout the 21<sup>st</sup> century.

The West Romig Learning Plan has been developed through the effort and input of a Planning Team. The West Romig Planning Team included over 50 representatives of the community, businesses, neighbors, higher education advisors, parents, students, staff, and district and municipal administration.

The Planning Team met in three workshops over the course of three months to develop Learning Plan elements:

- *Learning Context* which identifies unique assets, challenges, opportunities and aspirations.
- *Learning Audience* which identifies those whom the school and their campus are to serve.
- *Learning Signature* which focuses on what is to be special and unique about the learning experience at the schools' and their campus.
- *Learning Process* which identifies key features and guiding principles necessary for the learning process, such as curriculum content, instructional methods, assessment strategies, and support services.
- *Learning Organization* which identifies key features and guiding principles for organization of learning, such as organization of time, subjects, students, staff, learning settings, and decision-making.
- *Learning Partnerships* which identifies partners and benefits to the campus and to the partners.
- *Learning Environment* which develops the guiding principles for the learning environment and shaping campus technology and facilities.

The West Romig Campus is fortunate to have strongly committed and active community support willing to participate in developing a Learning Plan with vision and imagination. The community's close cooperation with the Anchorage School District, Municipality of Anchorage, and other supportive partners will nurture the development and success of the Campus in meeting learners' needs throughout the 21<sup>st</sup> century.


West Romig Redevelopment Steering Committee:



Tam Agosti-Gisler, Executive Director,  
Anchorage School Business Partnerships  
and West Romig Alumnus



Rob Balivet, Manager, Design Planning,  
Anchorage School District




Sven Gustafson, Principal, Romig Middle  
School



Blythe Marston, Community  
Representative, West Romig Parent, and  
West Romig Alumnus



Rochene Rowan-Hellen, President of Romig  
Middle School Parent, Teacher, and Student  
Association; West Romig Parent; and West  
romig Alumnus



Lynn Shaver, Community Representative  
and West Romig Parent



Rick Stone, Principal, West High School

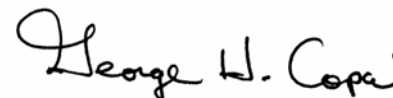


Leslie Vandergaw, Executive Director,  
Middle School Education, Anchorage  
School District

Consultant Team:



Michael Carlson, McCool Carlson Green  
Architects, Community Representative, and  
Former West Romig Parent



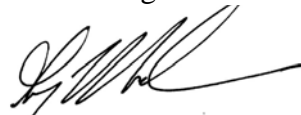
George Copa, Director, New Designs for  
Learning



Kent Crandall, Project Manager, RISE  
Alaska, Community Representative, and  
West Romig Parent



Dan Mader, President and Chief Executive  
Officer, Fanning/Howey



Greg McCracken, Director of Architecture,  
USKH

## **Note of Transmittal**

Individuals who participated in developing the Learning Plan for the West Romig Campus did so with a feeling of excitement and commitment to the planning process. The recommendations in this plan, generated by the dedicated members of the Planning Team over the course of three months, provide direction for the Anchorage School District to ensure continued educational excellence and vitality for the West Romig Campus well into the future. The recommendations build directly from the earlier Pre-Planning Report that envisions West High School and Romig Middle School as separate schools united on one campus serving as a center of community. The support demonstrated by students, parents, school staff, community, business and industry, and postsecondary education representatives gives real evidence of the value that the West Romig Campus will serve in meeting the educational needs of the community. The intent of the Planning Team is that this plan provides guiding principles and strategic direction for more detailed educational and facility programming and partnership development for the Campus.

## **Introduction**

The activities and recommendations described in this report coordinate and support the development of a Learning Plan for the West Romig Campus as a center of community. The planning process involved major stakeholders in the Anchorage School District, the Municipality of Anchorage, and the Campus including students, school staff, municipal employees, and community representatives. The Learning Plan is designed to serve as the basis for further educational planning, community partnership development, and redevelopment of Campus facilities.

### **Description of Community Served by West High School and Romig Middle School**

Anchorage is located in Southcentral Alaska at the head of Cook Inlet. It occupies approximately 100 square miles, bounded by Chugach State Park, Turnagain and Knik Arms, and by the Elmendorf Air Force Base and Fort Richardson.

Anchorage has a unique natural setting as an urban area surrounded by wilderness and water. Several thousand acres of municipal greenbelts and parklands link developed areas with surrounding natural open space and wildlife habitat in Chugach State Park (the second largest state park in the country), the Chugach National Forest, and the 50-square mile Anchorage Coastal Wildlife Refuge.

Anchorage was founded in 1915 when the government established the field headquarters for the construction of the Alaska Railroad at Ship Creek. Soon after, in 1920, Anchorage was incorporated as a city.

Between 1940 and 1990, Anchorage grew in spurts. Military build-ups, post-1964 earthquake reconstruction, the TransAlaska pipeline construction in the mid-1970s, and the early 1980s petrodollar boom each pumped up the economy and spurred rapid community growth. Often, the aftermath was recession. By the 1990s, Anchorage had a much more diverse and stable economy resulting in modest and steady community growth.

For most of its history, Anchorage grew as a community of immigrants and newcomers from outside the State and Alaska Natives from rural areas within the State. For decades, a seasonal boom-bust economy and military personnel rotations made Anchorage a fast-growing town of transients without a strong stake in the community. Those who stayed as permanent residents lived in Anchorage by personal choice, not by chance of birth. They were rooted by their liking for the place and for the distinctive lifestyle it offered. At the time of the 1990 census, barely a quarter of Anchorage residents were born in Alaska.

In the 1990s, economic stability and military cutbacks dramatically slowed immigration and reduced annual population turnover by half. As a result, Anchorage's population

(260,283 in 2000 Census) has become less transient and more committed to developing long-term community.

## **Description of West High School and Romig Middle School**

The Anchorage School District (ASD) is diverse in its staff, students, and program offerings. It is one of the 100 largest school districts in the country, with approximately 50,000 students. Located in Southcentral Alaska, the district has schools in Anchorage, Eagle River, Chugiak, and Girdwood. The District is comprised of sixty elementary schools, one K-8 school, ten middle schools, one 7-12 school, eight high schools, one K-12 school, one vocational school, ten specialized programs/schools, and eight charter schools. The ASD student body is ethnically very diverse. The student population speaks 94 different languages at home. After English, the five most common languages are Spanish, Hmong, Tagalog, Samoan, and Korean.

Within the District, minority students comprise more than 50 percent of the student population. This diversity provides students the ability to interact with peers from many different backgrounds, expanding their knowledge of other cultures and preparing for life in a global society. The mission of the Anchorage School District is to educate all students for success in life.

West High School was Anchorage's first high school and was dedicated in 1955 as Anchorage High School and Community College. It was originally a two-story structure, but suffered substantial damage in the 1964 earthquake and was reconstructed to its current mostly one-story configuration. It serves more than 1,800 students each year. The student population is diverse, representing a broad range of cultural and socioeconomic backgrounds, with 62% of the students representing an ethnic minority. Within the high school organization, there are numerous specialized smaller learning communities. West offers a wide array of programs which meet the needs of students' various learning styles and academic abilities. Some of the examples include the International Baccalaureate Program, the School through the Arts, the Highly Gifted Program, the Spanish language immersion, and remedial and special education programs among others.

West High School has a wide range of academic diversity. On one hand it annually boasts the greatest number of national merit scholars in the State of Alaska and on the other, it has one of the highest dropout rates in the Anchorage School District and hosts 100 homeless students on any given day. The percentage of students characterized as economically disadvantaged and receiving federal free and reduced cost lunch is 36.6% at West High School.

Romig Middle School offers educational opportunities for grade 7 and 8 student through the team approach and middle school model. The school was constructed in 1963 and currently serves approximately 700 students each year. The Romig student population is equally diverse with 62% of the students representing an ethnic minority and 60% of students receiving free lunches. The school offers traditional instruction as well as highly gifted, gifted, bilingual, remedial, and special education services. Romig also hosts the

Anchorage School District Spanish immersion program and is preparing to accommodate students from the elementary Russian Immersion Program.

Romig Middle School's physical connection to West High School provides an opportunity for students to accelerate their studies in mathematics and world languages, multi-level interactions between students and teachers, and many opportunities for extended vertical learning.

In an ever changing and diverse world, staff at both West and Romig are dedicated to promoting an environment that encourages students to develop to their highest potential. Staff at both schools encourages students to become active, productive, and involved within their school and in their community.

## **Planning Context for the West Romig Campus**

*“Educating all students for success in life.”* This seemingly simple statement, the goal and mission of the Anchorage School District, underlies an enormously complex enterprise involving 50,000 students in more than 90 facilities supported by thousands of staff and countless volunteers. Continuous improvement and innovation is required to approach the lofty goal of reaching each and every student, not some or most but all, and providing multiple pathways to success, not just college preparation.

ASD has many promising programs in development including career academies, standards based assessment, and project based learning--all of which are directed toward providing diverse and effective learning opportunities. The West Romig schools and community are committed to the ASD goals and mission and have developed a unique planning process to explore how the renewal of the Campus can be leveraged to create new flexible and relevant learning opportunities for all students. This planning process provides an educational framework for not only the development of the physical infrastructure but also the educational programs and support networks that are vital to student success. Components of the educational framework include:

- **Visioning:** In 2007, the West and Romig schools and community embarked on a process that defined the future direction of the West Romig Campus. The result is the Pre-Planning Vision Report published in early 2008 which outlines a campus as a center of community that leverages the resources of the community to improve education and in return provides learning, recreation, and support service opportunities to the community.
- **Facility Evaluations:** a team of architects and engineers analyzed and evaluated the quality of the Campus infrastructure. The report addresses both the site and buildings including discussion of building codes; architecture; structure; mechanical, electrical and communications systems; traffic flow; parking; and athletic, fine art, and performing facilities.

- **Learning Plan:** The subject of this report, the Learning Plan, provides a link among the vision, facilities, and the educational programs and curriculum.
- **Educational Specifications:** In the process of developing a facilities master plan, the Anchorage School District educational specifications will identify specific space and other physical requirements of the campus.
- **Governance/Sustainability Plan:** The Governance and Sustainability Plan is in the early stages of development. A group of stake holders, including the Anchorage School District, the Municipality, and potential partners, are looking at how the vision of a school as center of community can be organized and operated on a self-sustaining basis.
- **Facility Master Plan:** The Facility Master Plan will define the physical layout of the site and buildings in response to the vision and context developed in the above mentioned tasks.
- **Implementation Plan:** Recognizing that many threads and initiatives will come out of this planning process, the implementation plan will discuss what can be accomplished in the short term and the necessary steps needed to realize the long term vision of the Campus as a center of community.

The specific charge to the Planning Team was as follows:

Develop a Learning Plan that links the previously prepared Pre-Planning Vision Report for West High and Romig Middle Schools to the educational aspirations and programs of those schools. Looking specifically at the role of community resources and businesses in the school, the Learning Plan will provide the educational basis and context for renewal of the physical campus as a center of community.

The Learning Plan is a crucial step in developing the overall master plan for West Romig Campus. It provides the link that joins the educational vision, the community aspirations, and the physical campus.

## **Planning Process**

The planning process to develop the Learning Plan for the West Romig Campus occurred over a three month period. The process was facilitated by Dr. George Copa of New Designs for Learning located in Salem, Oregon. Dr. Copa had facilitated similar planning processes for K-12 schools and community colleges in several states in the United States and in other countries.

The various groups involved in the Learning Plan development process were as follows:

- Redevelopment Steering Committee
- Consultant Team
- Planning Team

The Redevelopment Steering Committee was formed before the start of the development of the Learning Plan and will continue after to complete the Master Plan for the West Romig Campus (the Learning Plan is one of several components of the Master Plan). The functions of the Redevelopment Steering Committee with respect to the Learning Plan development process were as follows: (1) Serve as overall project administrator, (2) select Planning Team, (3) advise on the direction, agenda, and activities of the Planning Team for the Learning Plan and other project activities, (4) make arrangements for meetings, (5) communicate agendas, meeting summaries, and other project related materials, and (6) receive and comment on Planning Team's report. The members of this committee were:

- Tam Agosti-Gisler, Director, Anchorage School Business Partnerships and West Romig Alumnus
- Rob Balivet, Manager, Design Planning, ASD
- Sven Gustafson, Principal, Romig Middle School, ASD
- Blythe Marston, Community Representative, West Romig Parent, and West Romig Alumnus
- Rochene Rowan-Hellen, President of Romig Parent, Teacher, and Student Association; Community Representative; and West Romig Alumnus
- Lynn Shaver, Community Representative and West Romig Parent
- Rick Stone, Principal, West High School, ASD
- Leslie Vandergaw, Executive Director, Middle School Education, ASD

The Redevelopment Steering Committee was coordinated and facilitated by the Consultant Team. The members of the Consultant Team were:

- Michael Carlson, McCool Carlson Green Architects, Community Representative, and former West Romig Parent
- George Copa, Director, New Designs for Learning
- Kent Crandall, RISE Alaska, Community Representative, and West Romig Parent
- Dan Mader, President and Chief Executive Officer, Fanning Howey
- Greg McCracken, Director of Architecture, USKH

Meeting of the Redevelopment Steering Committee were facilitated by Kent Crandall of RISE Alaska. He was assisted by RISE staff. RISE staff also provided technical and administrative support to George Copa at meetings of the Planning Team, coordinated communication with the Planning Team and Redevelopment Steering Committee, and prepared an initial summary of each meeting.

The Planning Team was made up of some 50 individuals representing students, school staff, and community members. Their purpose was to: (1) attend and actively participate in all Planning Team meetings, (2) make recommendations to the Redevelopment Steering Committee, ASD Administration, and community on all elements of the Learning Plan, and (3) affirm ownership in the Learning Plan and planning process. The members of the Planning Team were:

- Mike Abbott, Assistant Superintendent of Support Services, ASD
- Tam Agosti-Gisler, Anchorage School Business Partnerships and West Romig Alumnus

- David S. Alexander, Nine Star Education and Employment Services
- Joe Alward, Science Teacher and Coach, West High School, ASD
- Megan Baker, Student, West High School
- Rob Balivet, Manager, Design Planning, ASD
- Elizabeth Barry, West Romig Parent/Neighbor
- Mimi Beck, West Romig Parent/Neighbor
- Beth Ann Brogan, Teacher/Tech Coordinator, West High School, ASD
- Jennifer Brown, Boys and Girls Club
- Aaron Bunker, Cisco Systems
- Mike Carlson, McCool Carlson Green Architects, Community Representative, and former West Romig Parent
- George Copa, New Designs for Learning
- Kent Crandall, RISE Alaska, Community Representative, and West Romig Parent/Neighbor
- Jim Curran, Librarian, West High School, ASD
- Terry Dannenbring, Mathematics Teacher, Romig Middle School, ASD
- Darlene Dorough, University of Alaska Anchorage, and West High Parent
- Arina Filippenko, Student, Romig Middle School
- Debra Fitzgerald, West Romig Parent/Neighbor
- Sven Gustafson, Principal, Romig Middle School
- Mike Henry, Executive Director, High School Education, ASD
- Meg Hayes, OLE! Opportunities for Lifelong Education
- Pat Higgins, Anchorage School Board
- Luke R. Honeck, Student, Romig Middle School
- Judith Hurlburt, West Romig Parent
- Mark Johannes, Science Teacher, Romig Middle School, ASD
- Nick Jordan, Cook Inlet Tribal Council
- Jim Kubitz, West Romig Parent and West Romig Alumnus
- Frances Lucas, Teacher, Romig Middle School, ASD
- Dan Mader, Fanning/Howey
- Blythe Marston, Community Representative, West Romig Alumnus, and West Romig Parent
- Ann McCamant, Senior Representative/Romig Volunteer
- Greg McCracken, Director of Architecture, USKH
- Kirk McGee, West Romig Parent/Neighbor
- Janet Morris, Gifted Mentorship Coordinator, West High School, ASD
- Elaine Parmelee, Student, West High School
- Tricia Perkins, Physical Education Teacher, Romig Middle School, ASD
- Mary Peterburs, Teacher, West High School, ASD
- Judy Powell, West Romig Parent/Neighbor
- Mark Rhodes, Credit Union 1
- Rick Rios, Career and Technical Education, ASD
- Jessie Elaine Rodriguez, Student, Romig Middle School

- Rochene Rowan-Hellèn, President, Romig PTSA; West Romig Alumnus; and West Romig Parent
- Donna Rulien, West Romig Parent/Neighbor
- Thomas Sawden, III, Student, Romig Middle School
- Martha Schoenthal, Representative, Foraker Group
- Pat Senner, Covenant House Alaska
- Lynn Shaver, Community Representative and West Romig Parent
- Max Shayer, Student, West High School
- Rick Stone, Principal, West High School, ASD
- Steve Strom, Associate Dean, UAA Community and Technical College
- Dorothy Tauaese-Puletapuai, Regulatory Commission of Alaska
- Susan Urig, West Romig Parent/Neighbor
- George Vakalis, Municipality of Anchorage
- Leslie Vandergaw, Executive Director, Middle School Education, ASD

George Copa's role in the planning process was to: (1) prepare meeting agendas and supporting materials relating to the Learning Plan development for Planning Team and Redevelopment Steering Committee, (2) facilitate meetings of the Planning Team, (3) prepare summaries of each meeting of the Planning Team, and (4) prepare the final Learning Plan report.

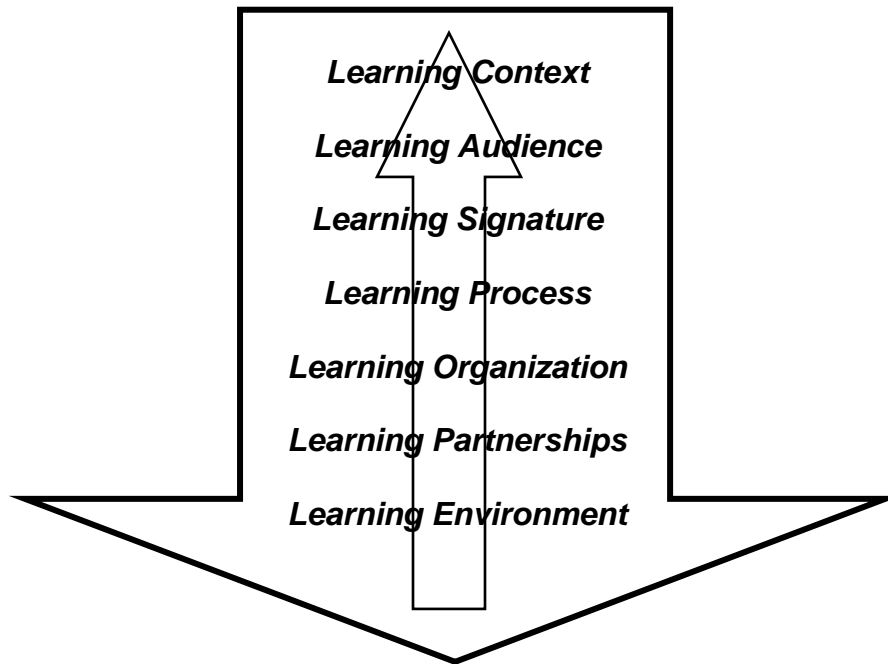
Since beginning in October, 2009, the Planning Team met three times with approximately six hours for each of the meetings. The meeting dates and topics were as follows:

- 10/2/09 Meeting #1-- Review Design Process, Learning Context, and Learning Signature
- 10/23/09 Meeting #2 – Review Progress, Learning Process, and Learning Organization
- 11/19/09 Meeting #3 – Review Progress, Learning Partnerships, and Learning Environment (Technology and Facilities)

The Planning Team meetings were held in the West Romig Library. The Planning Team used a process called “designing down” and “checking up,” drawn from *New Designs for Learning* that was developed by Dr. Copa and had been used extensively in designing new and renovated schools, nationally and internationally. The planning process was used to build a framework of desired learning features or guiding principles to direct planning for the West Romig Campus. The process provided a structure to allow the Planning Team to move through a series of planning elements, each element building on the decisions of the previous element. The planning elements addressed in the planning process are shown in the illustration that follows.

The design process encouraged open discussion and consensus building among members. It promoted the development of a coherent set of specifications for all elements of the Learning Plan. The process provided opportunities for the Planning Team to be briefed

on accomplishments and plans of the community, school district, and West High School and Romig Middle School that related to each of the planning elements. In addition,



considerable time was spent in making the Team aware of new directions and practices used in other schools in the United States and internationally. The process assisted the Planning Team in identifying areas held in common, reaching consensus, and keeping track of future work to be completed in the later elements of the planning process.

The architectural firm selected to follow through with the master plan of the design and renovation of the West Romig Campus facilities was Fanning Howey. The firm was represented at all of the Redevelopment Steering Committee and Planning Team meetings by Dan Mader and/or Michael Carlson. Fanning Howey and McCool Carlson Green Architects staff was also involved in developing the graphics to communicate the Campus' learning signature.

These diligent efforts of a large number of people have resulted in the creation of this Learning Plan, which represents a more detailed educational vision for the West Romig Campus as a center of community. It is the Redevelopment Steering Committee's intent that the Learning Plan will guide the more detailed planning of educational programs and infrastructure and more detailed design of facilities for the Campus.

## **Learning Plan Recommendations**

Below are the recommended guiding principles for the learning experience envisioned for the West Romig Campus as a center of community.

**Learning Context:** The Planning Team recommends the following overall planning goals for the West Romig Campus. The overall planning goals were developed from listing and discussing the challenges, assets, opportunities, and aspirations for the Campus. The Planning Team referred back to these goals often while developing the design features or guiding principles for each of the subsequent elements of the Campus Learning Plan. The overall planning goals selected for the West Romig Campus are as follows (in priority order, most important listed first):

**Overarching Goal**

The foundational aim of the West Romig Campus as center of community should be **to more fully ensure that each and every student is engaged and successful across the full range of academic aptitudes**. To address this foundational aim, the following planning goals are important for the Campus:

**Most Important Overall Planning Goals**

- **Increase flexibility in learning schedule, place, method, and content** – the campus as a center of community should provide more flexibility in access to learning in terms of schedule, required courses, place, method, and content
- **Increase access to career and technical learning** – the campus as a center of community should provide increased and earlier access to career and technical education opportunities as preparation for the workforce
- **Increase life skill learning** – the campus as a center of community should increase the learning of life skills such as parenting and healthy family life, home repair, wellness, finances, nutrition, and contribution to community

**Next Most Important Overall Planning Goals**

- **Increase student, family, and community partnership in learning** – the campus as a center of community should provided increased opportunities, sense of belonging, and operating partnerships among school and student, family and community
- **Improve integration/articulation of learning, grades 6-12 and beyond (lifelong)** – the campus as a center of community should provide a closer and smoother linkage of learning in grades 6 through 12 and lifelong into adulthood

**Next Most Important Overall Planning Goals**

- **Improve use of nearby services and facilities** – the campus as a center of community should make increase use of nearby learning facilities such as parks and recreation, businesses, and higher education
- **Strengthen advanced placement and international baccalaureate learning** – the campus as center of community should improve the access to, effectiveness of, and coordination among advanced placement and international baccalaureate programs
- **Increase response to and use of cultural diversity** – the campus as a center of community should provide for increased breath and depth of learning through the diversity and integration of students, families, and community in terms of culture, language, and socio-economic characteristics

**Learning Audience:** It is expected that the West Romig Campus as a center of community will be used by different groups and organizations from the community, beyond its primary audience of middle and high school students and staff. These other users have a wide variety of needs, including places to meet and learn. The Planning Team recommends that the West Romig Campus should serve the following audiences/users:

**Major User Groups**

- **Middle school learners** (Romig Middle School students, students in other ASD schools, private schools, home school)
- **High school learners** (West High School students, students in other ASD schools, students from other public schools who choose to attend the West Romig Campus, private schools, home school, and high school age students who have not graduated)
- **Pre-secondary school learners** (early education, elementary school students)
- **Continuing education learners** (adults)
- **Parent and families**
- **Community enterprises** (business and industry, organized labor, government [state, local, federal], professional associations, business groups, and non-profit organizations)
- **Community groups** (youth organization, civic groups, performing arts groups, sports and recreation groups, alumni, seniors, faith-based groups, and general public)
- **Community services** (day care, community health, ethnic organizations, public library)
- **Postsecondary education institutions** (colleges and university, career and technical schools)
- **School staff as workers and learners** (teachers, administrators, counselors, support staff, volunteers)

**Strategies for Serving Multiple User Groups**

To ensure that having multiple users of the West Romig Campus as a center of community works effectively and efficiently for all concerned, the following strategies and actions should be considered:

- Give first priority to learning of middle and high school students
- Improve communications with users, set clear guidelines, maintain effective organization, and develop joint-use agreements
- Build flexibility and sufficient storage into the design of the facilities to accommodate multiple users, both ASD and other
- Make facility user-friendly as means to improve effectiveness and efficiency for community users; involve community input in designing facility
- Use community settings for middle and high school learning when appropriate and available

- Increase staffing for coordination and building services (because of added cost, consider role for volunteers with provision for coordination)
- Encourage use of facilities and services already available in the community
- Involve community representation in on-going effort to guide community use of facilities
- Increase provisions for security
- Charge an appropriate user fee and retain it on campus for maintenance and replacement of equipment
- Use high quality and sustainable building materials and products in the facility
- Consider new ways to raise revenue to support community use of the facilities
- Increase provision for extra parking and handicapped and seniors access to facilities
- Design facilities to minimize distraction of students by other user groups and non-learning facilities
- Make sure public transportation serves campus
- Design spaces for use by multiple users
- Enhance seamless access to facilities for sports and recreation for all in community
- Include attention to information technology access for all user groups
- Develop overall plan for financial sustainability of campus use by multiple user groups

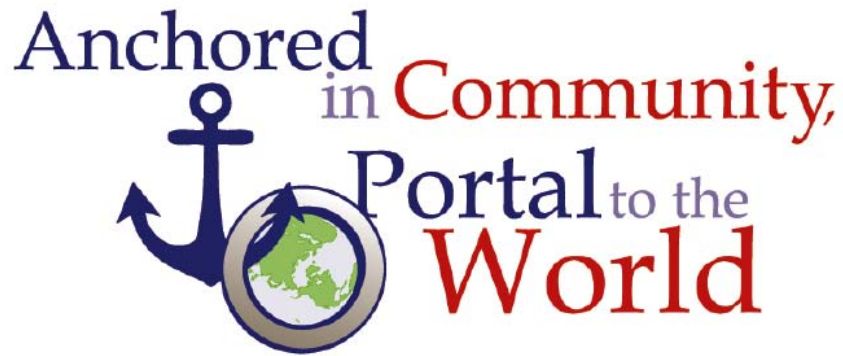
The remainder of the Learning Plan development will focus primarily on the needs and learning environment implications for middle school, high school, and adult students and staff. A separate and more extensive assessment should be done of the needs and the learning environment implications of those needs for: (a) Pre-middle and high school learners (early education, elementary school students); (b) Parent and families; (c) Business and industry, organized labor, government (state, local, federal), professional associations, business groups; (d) Community groups (youth organization, civic groups, performing arts groups, sports and recreation groups, alumni, seniors, faith-based groups, and general public); (e) Community services (day care, community health, ethnic organizations, public library); (f) Postsecondary education institutions (colleges and university, career and technical schools). Consideration should be given to effective strategies when multiple-users are involved for a learning environment.

**Learning Signature:** The learning signature describes what is the most special and distinctive feature of the learning experience for the West Romig Campus as a center of community. This signature should give the Campus an overarching spirit, passion, purpose, energy, and commitment regarding the learning experience across the whole campus. The Planning Team recommends that the learning signature for the West Romig Campus should be:

**Anchored in Community, Portal to the World**

As such, the learning experience at the campus as a center of community is inclusive and grounded in the assets, challenges, and aspirations of the surrounding community and is a gateway and launch to the larger world.

The graphic representation of the learning signature recommended by the Planning Team is as follows:



The graphic representation should undergo further development and refinement as needed for effective communication regarding the West Romig Campus.

**Learning Expectations:** The most important long term learning expectations (i.e., what students should know, be able to do, and value) for middle school and high school students for the West Romig Campus as described in the Content and Performance Standards for Alaska Students published in 2006. The Content Standards prescribe specific content learning expectations for English/Language Arts, Mathematics, Science, Geography, Government and Citizenship, History, Skills for a Health life, Arts, World Languages, Technology, Employability, and Library/Information Literacy. The standards also set forth Cultural Standards. This document also describes performance expectation for each content areas for each grade, including middle school and high school grades. The learning expectations for other than middle school and high school students served by the Campus will depend on their needs and interests.

**Learning Process:** The learning process consists of interaction among curriculum, instruction, assessment, and support services to achieve the overall planning goals, learning signature, and learning expectations for the West Romig Campus as a center of community. The Planning Team recommends that the most important guiding principles for the learning process for the West Romig Campus include the following (in rank order of importance):

**Most Important Guiding Principles:**

- **Personalized learning plan and support** – ensure that each learner develops and continuously up-dates and expands an individualized learning plan starting in the 6/7<sup>th</sup> grade that: (1) defines academic plans, career plans, and individualized academic programs; and (2) provides an implementation strategy for each learner through a variety of accessible services including counseling (i.e., educational, career-related, personal and family, health life coaching), advocacy (i.e., advocate

for their needs and interests and in seeking and/or creating responsive learning opportunities), tutoring (with responsive focus and time schedule), mentoring, information technology, transportation, and services for handicapped and disabled.

- **Learning how to learn** – teach the skill of learning how to learn which requires teaching critical analysis, thinking, and problem solving for lifelong learning
- **Integrated life skills** – integrate life skills learning throughout the learning process (i.e., personal finance, health and wellness, parenting and family skills, civics, employability skills, fine and performing arts, languages and cultural appreciation, adult basic education, technology literacy)
- **Engaging learning** – be engaging to learners and community partners so that the Campus becomes a unique and valued community gathering place and setting (i.e., student union, forum) for informal learning that is supportive of all learners, youth through adult
- **Hands-on learning** – involve hands-on learning through relevant real world applications

**Next Most Important Guiding Principles:**

- **Vertical continuity** – emphasize vertical continuity in learning from grades 6/7 through grade 12 and beyond with opportunity for learners to develop advanced knowledge and skills depending on their needs and interests
- **Career-oriented learning and support services** – provide needed career oriented learning opportunities and related support services (i.e., career counseling, job placement/internships, information commons)
- **Community involvement** – involve the community in the instructional process in wide variety of ways involving learning at school and in the community (i.e., volunteer learning assistance, guest speakers, internships and mentorships, and professionals-in-residence)
- **Variety of learning approaches** – provide a variety of ways of learning including project-based learning, information technology enabled gaming, and virtual and real world/simulations
- **Multiple assessment strategies** – use a variety of strategies to assess learning achievement (i.e., written, hands-on, portfolio, learner satisfaction)

**Learning Organization:** In order to support the design features for the West Romig Campus' learning process, the Planning Team next focused its attention on the organization of learning. Consideration was given to the organization of students, time, subjects, settings, decision-making, and staff. The recommended design principles for organizing learning for the West Romig Campus as a center of community are as follows (in rank order of importance):

- **Learning drives time schedule** – time and staff are organized flexibly: (1) to support the learning process (i.e., 12 month school year, extended school day, flexible start of school day, bus schedule, use of flexible time blocking, and provision for self-paced learning), and (2) with a coordinated schedule between Romig Middle School and West High School to ensure opportunity for sharing staff between the schools and vertical continuity in educational programming
- **Administrative and staff support and preparation for vision** – the organization of administration and staff provides opportunity to understand and develop support and for professional training to ensure they are committed and prepared to implement the changes envisioned in the Learning Plan
- **Shared learning areas with small learning communities** – learning settings are designed to provide for shared learning areas (i.e., laboratories, café, library, auditorium, gymnasium) supporting small learning communities
- **Variety of learning settings** – the organization of learning spaces includes a wide variety of spaces in terms of size (i.e., small, medium, large), noise level (i.e., quiet, lively), indoor and outdoor, structured and open, formal and informal, and on and off campus (i.e., businesses, other educational campuses, art centers and museums, and sports arenas)
- **Broad governance** – the organization of decision making provides for broad involvement of the school and community partners
- **Access to learning resources and support** – the organization of learning settings, resources, and support provide for timely availability and convenient access to learning opportunities and planning for careers and post-secondary education

**Learning Partnerships:** The learning process and organization described above will require the West Romig Campus as a center of community to develop several strategic partnerships with business and industry, post-secondary education, organizations, and agencies. The Planning Team identified major partner groups, mutual benefits to the campus and to the partner, and identified specific examples of existing and new organizations, agencies, and firms that should be contacted for exploring partnership relations with the West Romig Campus. Developing potential and existing partners is an on-going process and the discussion of Learning Partnerships, although it encompassed discussing specific partners, concluded that without prior permission of each partner and potential partner identified, it was inappropriate to list partners in this report. Therefore, the list below includes generic descriptions of the existing and potential partners that should be considered for the West Romig Campus as a center of community:

**Learning Partners**

- **Parents and families**
- **Business/industry/labor** (i.e., firms – all sizes, diverse staffing; chambers of commerce; and professional associations)

- **Government** (i.e., local, state, national)
- **Community-based organizations** (i.e., service organizations, non-profit organizations, neighborhood associations)
- **Post-secondary education** (i.e., universities, colleges, technical schools, apprenticeships, industry-based training)
- **Other Pre-K-12 schools** (i.e., pre-schools, elementary, middle, and high schools in the area)
- **International entities** (i.e., agencies and organization with an international focus, other countries)

### **Benefits to Campus and to Partner**

#### ***Parents and Families as Partner***

- **Benefits to Campus:** Contributed labor – volunteers; parents (guardians) role / involvement; students prepared for learning (i.e., food, sleep, clothing); dealing with student’s social situations; academic involvement; communication; trust and respect (all age groups); tools and equipment (i.e., books, pencils); education as a family value; more support for school funding; sense of community; and security
- **Benefits to Parents and Families:** Knowledge of knowing parents gave their children the tools for post-high school success; communication about school; opportunity to learn / participate; trust and respect (all age groups); education as a family value; additional community resource; opportunity to fill knowledge gaps in education; sense of community; adult / student communication; opportunity to make a difference

#### ***Business and Industry and Labor (i.e., firms – all sizes, diverse staffing; chambers of commerce; and professional associations) as Partner***

- **Benefits to Campus:** Real world experience (relevancy) for students; potential for program / facility funding; volunteers; no lag time (immediacy) between training and working – vertical coordination of learning; employment opportunities and career fields exposure; bonding with adult world including how to earn mutual respect and give to something bigger than one’s self; inspiration and entrepreneurship in the adult world; work ethic; importance and need for post-secondary education and apprenticeships; increased engagement and motivation for students
- **Benefits to Business and Industry and Labor:** Better prepared workforce; proximity to customers; location as a business outlet; input from younger, new generation; reduce “brain drain” from Anchorage; producing more successful adults who are employed and tax paying as opposed to costs to society; use of training and accountability opportunities; increase diversity in local workforce with respect to language and culture; and expose business in community
- **Potential Partners from Business and Industry and Labor:** chambers of commerce, convention and visitor bureaus, financial institutions, food and retail businesses, health institutions (hospitals and medical, dental and vision practices), international trade organizations/businesses, information technology and telecommunication companies, labor unions, letter/package delivery businesses,

media organizations (TV, radio, print, on-line), performing and fine arts organizations, native corporations and federations, pre-school/child care businesses, sports specialty shops/stores, transportation businesses (railroad, shipping, airline), travel and tourism businesses, warehouse stores

***Government (i.e., local, state, national) as Partner***

- Benefits to the Campus: Expertise in specific fields; better understanding of the role of government and government agencies; alternate activities/classes; off-campus opportunities; opportunities for community service; job ready!; awareness of context; teaching student-engagement; empowerment; and no fee for use of municipal properties
- Benefits to the Government: Opportunities for outreach; development of workforce; public awareness; public relations; opportunities to shape student lives; recruitment; input from younger generation; citizenship; and use of school facilities
- Potential Partners from Government: community councils (local government); corrections department (state government); courts (state and federal government); fire and police departments (local and state government); fish and game, wildlife, forest service (local and state government); governmental bodies (school, local and state level); immigration (federal government); labor department (state government); northern regions governmental agencies; military (federal government); parks and recreation (local government); planning department (local government); transportation -- airport, railroad, motor vehicle (state government)

***Community-based organizations (i.e., service organizations, non-profit organizations, neighborhood associations) as Partner***

- Benefits to the Campus: Broadens expertise of teacher and awareness of students; integrates students into community arts institutions -- student and adult performers; expert training on specific types of art; internships and mentorships; expert trainers on specific skills / sports; services are brought to campus; provide service opportunities to students; makes students / staff aware of services they need later in life; provide direct services or intake point on campus; provide positive identity and acceptance of students / staff; teaches how organizations operate; students learn to give back to community; and students introduced to a variety of activities / interests
- Benefits to Community-based Organizations: Able to present broad case of expertise and interests to students; students are trained as future artists and patrons; concert etiquette; shared expenses of facilities / fields / maintenance / equipment; students learn the value of lifetime fitness; students trained as coaches / referees; ease of access for staff; can provide awareness on specific topics; student become volunteers; make students aware of diversity in community; provide forum for building understanding / communication; spread mission message of giving to community; and to introduce, share, and promote passions and knowing how to pursue passion in future
- Potential Partners from Community-based Organizations: arts organizations; business advocacy groups; cultural groups; health and social services

organizations/agencies; interfaith organizations; mentoring organizations; museums; policy think tanks; PTAs; racial and cultural diversity organizations; service organizations; speakers bureaus; special interest groups – gardening, recreation, aviation, theatre and arts, nature and environmental, literacy, health, seniors; world affairs, international trade organizations; youth courts; youth sports and recreation organizations

***Post-secondary education (i.e., universities, colleges, technical schools, apprenticeships, industry-based training) as Partner***

- Benefits to the Campus: Volunteers / interns; extra learning opportunities; college credit with reduction tuition rates (dual enrollment); access to college-level courses on campus; supplies equipment and facilities; path to post-secondary education; broad programs / classes
- Benefits to the Post-secondary Education: Students to instruct; laboratories for teacher training and improving instruction / curriculum; holding tank of information from all areas; additional staffing and adjustments; awareness of programs to the whole family; wide access to trade / non-college educational institutions; increases enrollment for institutions; improve college admission portfolio; alignment to university standards; additional integrated learning; professional development; and reduces having to teach remedial classes
- Potential Partners from Post-secondary Education: construction and career academies, government vocational training programs, public and private universities both in and out of state; trade union apprenticeship programs

***Other Pre-K-12 schools (i.e., pre-schools, elementary, middle, and high schools in the area) as Partner***

- Benefits to the Campus: Fundraisers -- create revenue for the school; morning care / day care / night care; more classes available; increased attendance; employment / internship opportunities; access to updated technology
- Benefits to the Other K-12 Schools: Employees / volunteers workers; trust, respect, and recognition; access to larger school's equipment; gym use and other facilities; beginning education in early childhood to prepare for attendance years later at West Romig; parent skills development; incentive for staff to work here; other partners could use an on-site pre-school; church land potential location for preschool; and automatic zone exemptions for staff
- Potential Partners from Other K-12 Schools: ASD and university childcare education programs, elementary schools in area, preschools/childcare on business sites, private preschools and childcare businesses in area

***International Entities (i.e., agencies and organization with and international focus, other countries) as Partner***

- Benefits to the Campus: Improves understanding of history, geography, world languages (International Baccalaureate and Language Immersion); job opportunities; build cultural identification; provide guest speakers; students appreciate all levels of communication; exposure to other governments;

- introduction to business world trade / business trade; language practice / fluency; and distance delivery / travel opportunity
- Benefits to the International Entities: Allows partner to expand into local community; contributed labor / internships; employees with more world-wide perspectives / ability to compete globally; community group connectedness to schools; providing audience for speakers; real-time insight into current trending and thinking; understand culture / experience; more qualified employees; global work perspective; higher awareness of cross-cultural communication
  - Potential Partners from International Entities: consular community; cultural groups; International Baccalaureate schools abroad; international trade organizations/businesses and think tanks; interpretation and translation businesses; information technology and telecommunication companies; letter/package delivery businesses; military; transportation businesses (shipping, airline, airport); universities; world affairs

**Learning Environment**: To support the previously listed recommendations regarding Learning Process and Organization and to effectively accommodate the Learning Partnerships, the following are recommended guiding principles for the learning environment (i.e., technology and facilities) for the West Romig Campus as a center of community (in priority order):

**Facility Guiding Principles**

**Highest Importance**

- **Small learning communities** – provide appropriate settings for organizing middle and high school into small learning communities
- **Increase career and technical education spaces** – provide increase access to career and technical education for middle and high school students and adults from the community
- **Learning forum for school and community use** – provide a welcoming forum for use by school and community with café, information technology commons, meeting spaces, and art gallery
- **Adequate physical education spaces** – provide needed indoor and outdoor spaces for physical education (i.e., gym, pool, volleyball / basketball courts, ice rink, track and field, tennis courts) through unique and multi-use spaces among the schools and between the school and community

**Next Most Important**

- **Use of shared spaces** – provide multiple-use of spaces wherever feasible to increase space utilization, increase opportunity for spaces that cannot be shared, and conserve resources
- **Distributed student support services** – provide for flexibility in the distribution of student support services

- **Clear identities for middle and high school** – provide for developing and maintaining a clear identity for the middle and high school as a way to reduce the scale of the campus for those students with this need
- **Increased performing and fine arts spaces** – provide needed spaces for performing and fine arts through unique and multi-use spaces among the schools and between the school and community

#### Next Most Important

- **Connection to community amenities** -- provide for connecting the campus to specialized community learning resources (i.e., ski trails, running trails, swimming pools, ice rinks, and parks)
- **Multi-media production studio** – provide for access to multi-media production spaces and equipment for students and staff
- **Improved access to campus** – provide for increase access to the campus by students and adult learners (i.e., transportation options, parking)
- **Flexible boundaries** – provide for capability to increase flexibility and control access on the campus, both interior and exterior, through movable barriers (i.e., garage doors)

#### Technology Guiding Principles

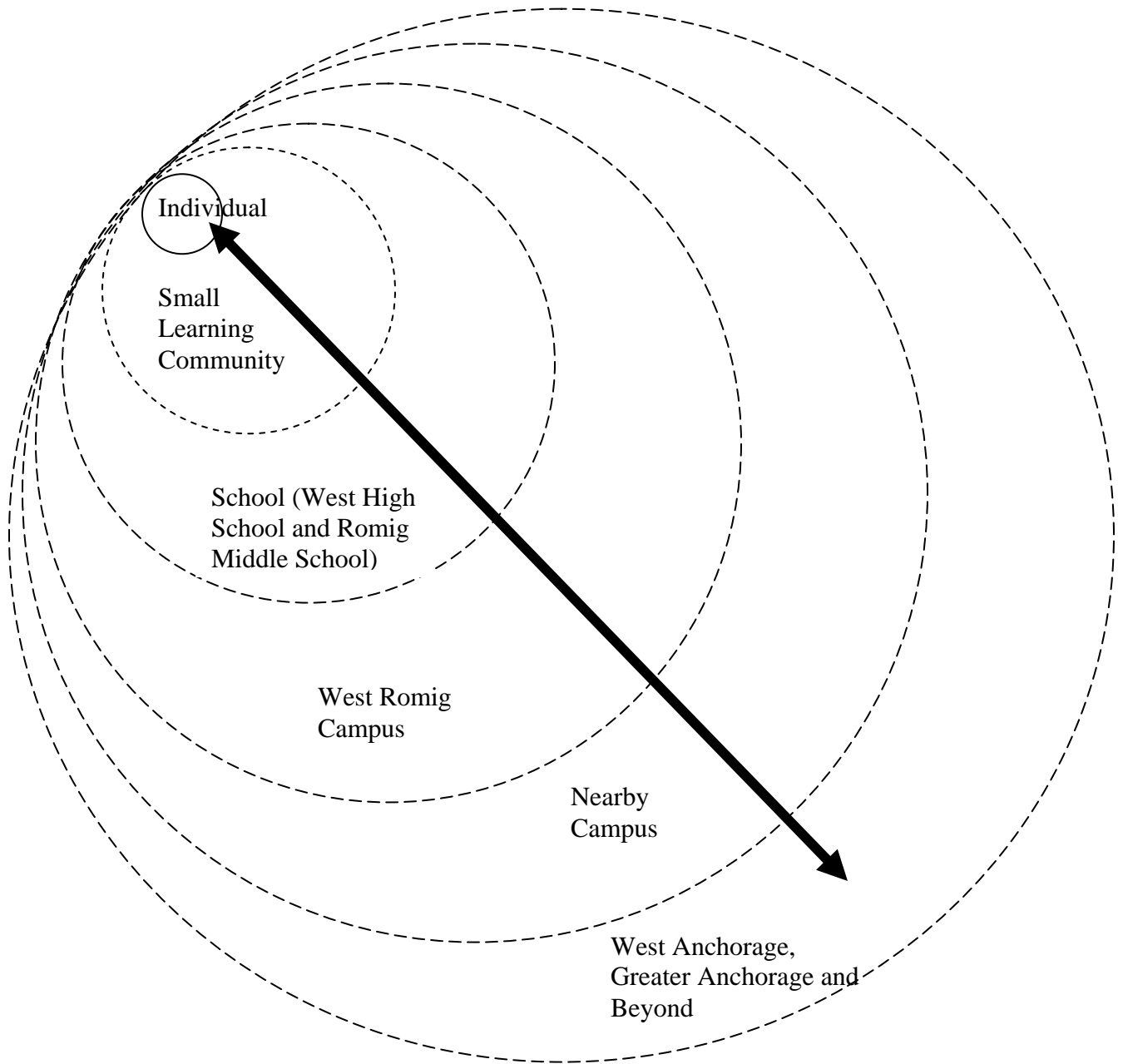
- **Wireless access everywhere** – provide wireless access with adequate bandwidth throughout the campus
- **Up-to-date instructional technology** – provide for access to up-to-date and effective instruction-related technologies (i.e., interactive distance learning, smart boards, internet instructional platforms, electronic feedback technology)
- **Electronic student identification technology** – provide for use of electronic student identification cards for attendance and location and services (i.e., food, activities, libraries, bus, computer access )
- **Access to notebook computers** – provide for access to/availability of notebook computers for all students and staff

#### Preliminary Conceptual Designs

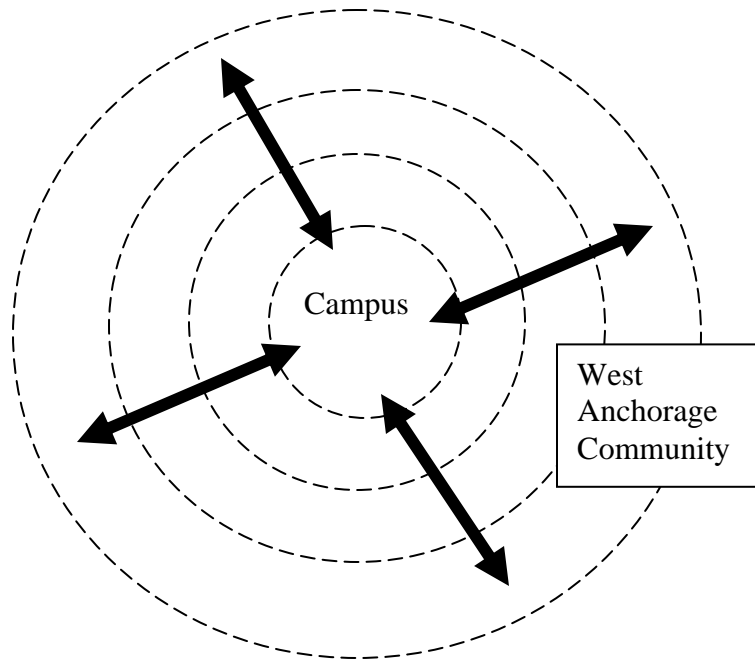
Taking into consideration the guiding principles for the Learning Plan for the West Romig Campus as a center of community that are described above, the learning environment for the Campus was preliminarily conceptualized as presented below. It is understood that much more detailed work is needed on the designs and specifications for the Campus facilities; as these occur, it is recognized that these preliminary designs may need to be altered in the interests of more specific planning for the educational program and infrastructure, partnerships, construction considerations, and costs.

**1. Personalization of Learning Through Multiple Layers of Learning Environment:**

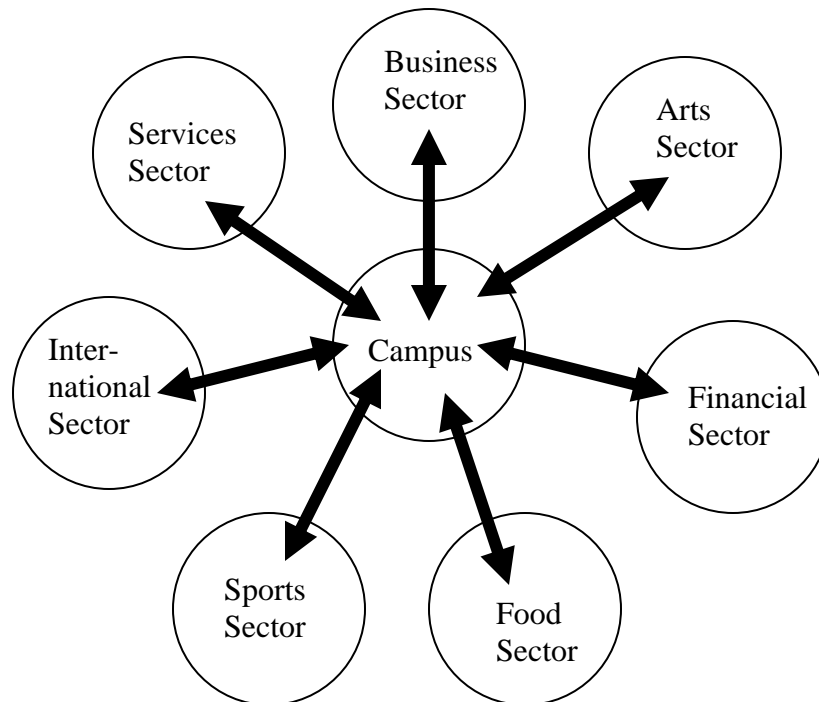
The emphasis given to personalization in instructional plan and support services implies starting with the individual student and then using small learning communities, the school (i.e., West and/or Romig), the Campus (with its shared resources), the area nearby the Campus, and the West Anchorage and greater Anchorage community and beyond to provide the needed learning settings and resources; each forms a layer of community with its own identity and interacting with other layers as the learning environment for the individual student.



**2. Campus as A Center of Community:** The West Romig Campus should serve as a community learning resource for the West Anchorage area and its students and the West Anchorage area should serve as a learning resources for the Campus and its students.



**3. Campus and Nearby Community:** The learning environment for the Campus includes collaboration with the nearby (conveniently accessible) community.



**Initiating Implementation of Learning Plan:** While many of the recommendations presented in the Learning Plan can be initiated immediately without major facility renovation, renovations to West High School and Romig Middle School will be needed to realize the Learning Plan’s full potential. Further, to implement the Learning Plan, some of the most strategic recommendations will require time and expenditure of funds at this time because: (1) they will take some time to put in place, and (2) they are foundational and provide direction to other plans related to educational program, partnership development, and more detailed facilities design. These recommendations are primarily in the section of the report focused on Learning Organization but also include the sections on Learning Signature and Learning Process.

The Redevelopment Steering Committee recommends that the following initiatives be implemented immediately:

**Learning Signature:**

- The learning signature describes what is the most special and distinctive feature of the learning experience for the West Romig Campus as a center of community. This signature should give the Campus an overarching identity, spirit, passion, purpose, energy, and commitment regarding the learning experience across the Campus. The Planning Team recommends that the learning signature for the West Romig Campus should be:

**Anchored in Community, Portal to the World**

As such, the learning experience at the campus as a center of community is inclusive and grounded in the assets, challenges, and aspirations of the surrounding community and is a gateway and launch to the larger world.

**Immediate Implementation Initiative:** Initiate a process to complete the development and approval of the graphic representation of the learning signature and then plan and begin a communication process to put the learning signature in place as an identity for and focus of the West Romig Campus. Responsibility: Principals of West High School and Romig Middle School in consultation with the Redevelopment Steering Committee and appropriate ASD leadership.

**Learning Process:**

- **Personalized learning plan and support** – the learning process will ensure that each learner develops and continuously up-dates and expands an individualized learning plan starting in the 6/7<sup>th</sup> grade that: (1) addresses academic plans, career plans, and academic program; and (2) provides an implementation strategy for each learner through a variety of accessible services including counseling (i.e., educational, career-related, personal and family, health life coaching), advocacy (i.e., advocate for their needs and interests and in seeking and/or creating

responsive learning opportunities), tutoring (with responsive focus and time schedule), mentoring, transportation, information technology, and services for handicapped and disabled.

Immediate Implementation Initiative: Initiate a process to plan and implement an individualized learning plan ( i.e., policies and procedures, supporting information technology software) for each student attending the West Campus starting at the beginning of middle school and continuing through the first year following high school graduation (13<sup>th</sup> year) that addresses the recommendation stated above. Responsibility: Lead guidance staff at West High School and Romig Middle School in consultation with school principals and appropriate ASD leadership.

- **Integrated life skills** – integrate life skills learning throughout the learning process (i.e., personal finance, health and wellness, parenting and family skills, civics, employability skills, fine and performing arts, languages and cultural appreciation, adult basic education, technology literacy)

Immediate Implementation Initiative: Initiate a process to plan and implement a curricular and accountability policy and procedure for integration of life skill learning at West High School and Romig Middle School that addresses the recommendation stated above. The content standards and accountability measures for several of the life skill areas are already identified in the Content and Performance Standards for Alaska Students published in 2006 (i.e., Skills for a Health Life, Arts, Technology, Employability, Library/Information Literacy, and Culture). Responsibility: Lead curricular and accountability staff at West High School and Romig Middle School in consultation with school principals and appropriate ASD leadership.

- **Career-oriented learning and support services** – provide needed career oriented learning opportunities and related support services (i.e., career counseling, job placement/internships, information commons)

Immediate Implementation Initiative: Initiate a process to plan and implement expanded career-oriented learning and support services that is coordinated between West High School and Romig Middle School and addresses the recommendation stated above. The process should identifying the career pathways that will be included and specific career program clusters within each pathway that will be implement on the West Romig Campus and/or through partnership relationships with other educational institutions (i.e., other high schools, career and technical center, postsecondary institutions, distance learning schools). The planning process should take into consideration: (1) student interests, (2) opportunities for continued postsecondary education, (3) economic development targets in region, and (4) employment opportunities. Responsibility: Lead staff persons for career and technical education at West High School and Romig Middle School in consultation with School Business Partnership director and staff, school principals, and appropriate ASD leadership.

## **Learning Organization:**

- **Learning drives time schedule** – time and staff are organized flexibly: (1) to support the learning process (i.e., 12 month school year, extended school day, flexible start of school day, bus schedule, use of flexible time blocking, and provision for self-paced learning), and (2) with a coordinated schedule between Romig Middle School and West High School to ensure opportunity for sharing staff between the schools and vertical continuity in educational programming

Immediate Implementation Initiative: Initiate a process to plan and implement a bell and busing schedule that is coordinated between West High School and Romig Middle School and that addresses the recommendations regarding flexibility stated above. Responsibility: Principals of West High School and Romig Middle School in consultation with appropriate ASD leadership.

- **Administrative and staff support and preparation for vision** – the organization of administration and staff provides opportunity to understand and develop support and for professional training to ensure they are committed and prepared to implement the changes envisioned in the Learning Plan

Immediate Implementation Initiative: Initiate a staff consultation and professional development process that addresses the recommendation stated above. Appropriate organization and training of administration and staff should provide the opportunity to understand and develop effective implementation of the Learning Plan. Professional training and staff time should be dedicated to ensure that staff is committed and prepared to implement the changes envisioned in the Learning Plan. If there is any change in personnel among the existing principals of the two schools, the success of the Learning Plan will depend on replacement principals being committed to supporting the directions and guiding principles set forth in the Learning Plan. Responsibility: Principals of West High School and Romig Middle School in consultation with and clear support of appropriate ASD leadership.

- **Shared learning areas with small learning communities** – learning settings are organized to provide for shared learning areas (i.e., laboratories, café, library, auditorium, gymnasium) supporting small learning communities

Immediate Implementation Initiative: Initiate a process to explore the appropriateness and, if found appropriate, the preferred organizational strategy (i.e., grade groupings, size, number, themes) for forming small learning communities in Romig Middle School and West High School. Responsibility: Principals of West High School and Romig Middle School in consultation with and clear support of appropriate ASD leadership.

- **Variety of learning settings** – the organization of learning spaces includes a wide variety of spaces in terms of size (i.e., small, medium, large), noise level (i.e.,

quiet, lively), indoor and outdoor, structured and open, formal and informal, and on and off campus (i.e., businesses, other educational campuses, art centers and museums, and sports arenas)

Immediate Implementation Initiative: Initiate a process to plan and implement the substantial expansion of school and community partnerships needed to support the recommendation stated above. Responsibility: Director of School Business Partnerships, West and Romig School Business Partnership Coordinators and related staff in each school, and in consultation with the Principals of West High School and Romig Middle School.

- **Broad governance** – the organization of decision making provides for broad involvement of the school and community partners

Immediate Implementation Initiative: Initiate a process to plan and implement an appropriate governance process for the West Romig Campus as a center of community that addresses the recommendation stated above. Responsibility: Redevelopment Steering Committee in consultation with appropriate ASD leadership and Principals of West High School and Romig Middle School. [Note: This process is already underway as part of the Master Planning process.]

- **Access to learning resources and support** – the organization of learning settings, resources, and support provide for timely availability, convenient access (i.e., pedestrian, biking, vehicles, parking, safety/security), and clear way-finding

Immediate Implementation Initiative: Initiate a process to plan and implement a financial sustainability plan for the West Romig Campus as a center of community. Responsibility: Redevelopment Steering Committee in consultation with appropriate ASD leadership and Principals of West High School and Romig Middle School. [Note: This process is already underway as part of the Master Planning process.]

Each of the above initiatives will require time and resources for their successful implementation, particularly because of the on-going present responsibilities of those assigned the responsibility of implementation. Provision should be made for both additional time and resources to successfully implement the above recommendations. Resources should be sought from the Anchorage School District (new or reallocation), government (local, state, and federal), foundations, and other donor (i.e., school partnerships) sources. Depending on the commitment of dedicated time, staff, and other needed resources, the plan for implementing the Learning Plan could be completed by the start of the 2011 school year.

## Summary

Recommended design features and guiding principles for the West Romig Campus as a center of community were developed over a series of three meetings by a broadly based

Planning Team representing key school district, municipal, and community shareholders. The dimensions of the Campus addressed in the planning process include learning context, audience, signature, process, organization, partnerships, and environment (facilities and technology). The Planning Team discussed each element, taking into consideration the context and needs of the Anchorage School District, the West Romig Campus, the community served, state and national best practices, and the latest results of research and development. Based its discussion, the Planning Team developed an initial set of desired features or guiding principles. The initial features and guiding principles were reviewed and approved by the Planning Team at its next meeting. The West Romig Redevelopment Steering Committee gave final approval and support for the recommendations set forth in this report at its December 1, 2009 meeting.