

George Washington Middle School

1005 Mount Vernon Avenue, Alexandria, VA 22301

At a Glance...			
<i>Year Built</i> 1935	<i>Tax Map</i> 054.01-01-01	<i>Current Square Feet</i> 237,332	<i>Average Educational Adequacy</i> Borderline (68)
<i>Zoning</i> RB	<i>Lot Size</i> 765,454	<i>Floor Area Ratio</i> 0.75	<i>Allowed Square Feet</i> 574,090
POS	258,685	0.0	0
<i>School Site</i> Satisfactory (82)	<i>Building Assessment</i> Borderline (66)	<i>Instructional & Support Spaces</i> Satisfactory (70)	<i>Utilization</i> Very Inadequate (56)

- ELL program for students that are learning English as a second language
- Opportunity to participate in numerous after-school programs

Background

George Washington was originally built in 1935 and operated as a high school until 1971. In 1971, George Washington and Francis C. Hammond schools were reorganized to serve ninth and tenth graders while T.C. Williams served eleventh and twelfth grade. George Washington was reorganized again in 1979 to serve seventh, eighth and ninth graders. George Washington became a middle school (6th-8th grades) in 1993. In 2014, George Washington had an enrollment of 1,223 students with measured capacity of 1,438 students. By 2020, enrollment is expected to increase approximately 14 percent to 1,399 students. The academic curriculum at George Washington includes reading, language arts, mathematics, social studies, and science. The school also offers:



- Art/Drama/Speech
- Band/Orchestra/Choir
- Health/Physical Education
- Foreign Languages (Chinese, French, German, Latin and Spanish)
- Computer Applications
- Technology/Synergistic
- Special Education Programs
- Family life education/appropriate ages

DASHBOARD	
<i>Current Enrollment (2014-2015)</i>	1223
<i>School Capacity</i>	1438
<i>Projected Enrollment (2020)</i>	1399
<i>Projected Primary Instructional Classroom Surplus/Deficit</i>	2020 +1 (surplus)
<i>Projected Total Program Square Feet Surplus/Deficit</i>	2020 -29,562
<i>Electric Usage in kilowatt-hour (7/1/2013 – 6/30/2014)</i>	1,759,940
<i>Number of Maintenance Calls (7/1/2013 – 6/30/2014)</i>	233

Key Findings

Summary

The data collected through this assessment reveals that George Washington Middle School meets 68 percent of the educational adequacy benchmarks for an ideal 21st century middle school. This rating earns George Washington a borderline score.

High Priority Items

- Capacity is rated at 95 percent because there are enough classrooms to accommodate the 2020 projections. However, classroom sizes do no

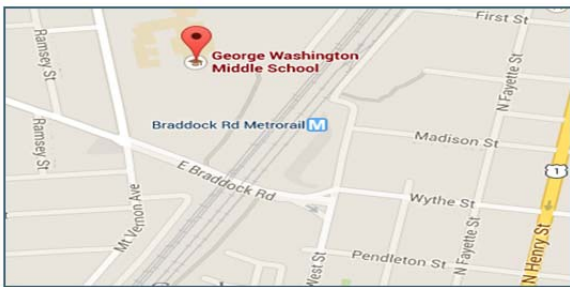
meet the education specifications of having enough square footage.

- The classroom conditions rate as satisfactory, suggesting these areas meet 90 percent or less of the criteria benchmarked for an ideal 21st century school. Based on 2020 projections, the school is equipped with enough space to provide an adequate learning environment for students. This conclusion is based on the overall square footage of the school, however it does not take into the account the reconfiguration needed to make classrooms the required size. The school is not lacking in overall space, but many classrooms are either undersized or underutilized.

Major issues at George Washington include lack of storage space in classrooms, classroom size, and temperature controllability. **The core classrooms, shared classrooms, and support spaces do not meet the educational requirements.**

When considering modifications to the existing site, it should be noted that zone CDD #10 overlays half of the easter recreation field and the southern end of the site (zoned POS) includes a parking area, part of the access road and the fields.

School Site



Site Data

<i>Environmental Considerations</i>	<i>Isolated steep area</i>
<i>Number of Playgrounds</i>	2
<i>Recreation Features</i>	<i>Tennis courts, baseball fields, athletic fields and open fields</i>
<i>Resource Protection Areas</i>	No
<i>Number of Parking Spaces</i>	271
<i>Storm Water Management</i>	<i>Multiple inlets, two underground detention systems.</i>

George Washington is not equipped with a dedicated vehicular traffic drop-off and pick-up area for students and visitors.

The school bus lane and the kiss-and-ride are located on the school premises, but essentially next to each other. Pedestrians being dropped off at the kiss-and-ride must cross the bus lane to access the school. The play areas, located behind the school, are in a good location and connect to a few pedestrian foot paths. However, to access the play fields, students must cross the throughfare road and parking lot.

Instructional and Support Spaces

George Washington earns a score of satisfactory for overall instructional and support spaces. This rating reflects areas of concern related to insufficient classroom sizes, absence of adequate storage and furnishings, and poor internal organization of the spaces. The internal organization of a classroom defines its ability to support the recommended program activities within the space. Over 68 percent of classrooms do not have an interactive electronic presentation device.

The most urgent items identified for this section of the assessment are core classroom size and capacity. Within the core classroom section, the academic classrooms are driving the overall rating to inadequate because the average size is 670 square feet, rather than the desired 850 square feet. While the average classroom is 22 percent undersized, which directly impacts capacity, the school has multiple un-used rooms that help improve the capacity score. The classrooms are also lacking temperature controls with many noting humidity issues.

Building Assessment

Over half the classrooms at George Washington do not have the technology infrastructure and tools to support a 21st century learning environment. Overall the school does not meet the division’s expectations for small learning environments and key adjacencies. Academic clusters are present, however there are no extended learning areas or collaborative learning spaces within these clusters. The shared programmatic space is not centrally located nor appropriately clustered to allow for after-hours access as needed. Lastly, the faculty is unable to secure the rest of the school from the after-hours space as desired.

Recommendations

A high priority recommendation includes the minor reconfiguration/addition of the main entry that would provide a more visible and controlled access point to the school. A key recommendation related to capacity include the reconfiguration of spaces within the existing school to meet the recommended size requirements for academic spaces.

GROUP 1 – REQUIRED PLANNING

- **Site** assessment to determine whether the drop-off location for the school can be relocated/reconfigures (based on property boundaries. Setbacks, etc.).
- **Explore** moving the kiss-and-ride to Mount Vernon Avenue to separate pedestrian access from vehicular drop-off.

GROUP 2 – FIRST PRIORITY

- **Reconfigure** the spaces within the existing school to meet the recommended size requirements for individual academic spaces as outlined in the educational specifics.
- **Explore** reconfiguration/addition of the main entry that would allow for a dedicated drop-off and entry point to the school from the existing bus lane. It would provide a more visible and controlled access point to the school for visitors as well.

GROUP 3 – SECOND PRIORITY

- **Access** possibility of equipping all classrooms and support spaces with individual climate controls, and technology equipment and infrastructure.
- **Explore** additional storage for teachers and students as well as an upgrade to the furniture, fixtures and equipment. The square footage from un-used spaces could be repurposed to increase the size of classrooms used throughout the day by students.

GROUP 4 – LONG-RANGE RECOMMENDATIONS

