STUDY AREA 2 • COMMUNITY INPUT FORUM #1
COMPREHENSIVE SCHOOL PLANNING REVIEW
4 March 2020, 6-8PM @ Roberto Clemente Middle School, Cafeteria

FORUM INTENTIONS:
• Share information about and deepen understanding of the CSPR process and work to date
• Collect input from the general public about the process and the initial options considered thus far

SCHEDULE:

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:45 to 6:10PM</td>
<td>ARRIVAL &amp; REGISTRATION</td>
<td>Foyer</td>
</tr>
<tr>
<td></td>
<td>Sign in and get settled in the auditorium</td>
<td></td>
</tr>
<tr>
<td>6:10 to 6:30PM</td>
<td>WELCOME &amp; OVERVIEW</td>
<td>Cafeteria</td>
</tr>
<tr>
<td></td>
<td>All participants convene in the auditorium for welcome, overview, and instructions</td>
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</tr>
<tr>
<td>6:30 to 6:40PM</td>
<td>TRANSITION PERIOD</td>
<td></td>
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<tr>
<td></td>
<td>Make your way to the school-specific presentation of your choice</td>
<td></td>
</tr>
<tr>
<td>6:40 to 7:30PM</td>
<td>SCHOOL-SPECIFIC PRESENTATIONS</td>
<td>Classrooms</td>
</tr>
<tr>
<td></td>
<td>Select a primary school and participate in a school-focused presentation and Q&amp;A session focused on the CSPR process, potential options, and input</td>
<td></td>
</tr>
<tr>
<td>7:30 to 7:50PM</td>
<td>SELF-GUIDED TOUR FOR ADDITIONAL SCHOOL INFORMATION</td>
<td>Classrooms</td>
</tr>
<tr>
<td></td>
<td>Visit additional school-focused classrooms for information and to submit input</td>
<td></td>
</tr>
<tr>
<td>7:50 to 8:00PM</td>
<td>COMPLETE ALL SURVEYS &amp; INPUT SHEETS</td>
<td>Classrooms, Foyer</td>
</tr>
<tr>
<td></td>
<td>Before departing, complete and turn in all surveys and input sheets</td>
<td></td>
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CSPR DEFINED:
The Comprehensive School Planning Review (CSPR) is a collaborative process to assess the District’s neighborhood school enrollment, school facilities, and educational program offerings, to help us plan for the future in a way that ensures our students have access to a great school close to where they live.

Please visit the School District of Philadelphia’s website for regularly updated CSPR process and data information:

https://philasd.org/cspr
<table>
<thead>
<tr>
<th>School</th>
<th>Presentation Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WILLIAM CRAMP</strong></td>
<td>ROOM 111</td>
</tr>
<tr>
<td><strong>JULIA deBURGOS</strong></td>
<td>ROOM 112</td>
</tr>
<tr>
<td><strong>LEWIS ELKIN</strong></td>
<td>ROOM 113</td>
</tr>
<tr>
<td><strong>HON. LUIS MUÑOZ MARIN</strong></td>
<td>LIBRARY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Presentation Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POTTER-THOMAS</strong></td>
<td>LIBRARY</td>
</tr>
<tr>
<td><strong>ISAAC A. SHEPPARD</strong></td>
<td>CAFETERIA</td>
</tr>
<tr>
<td><strong>FRANCES E. WILLARD</strong></td>
<td>ROOM 114</td>
</tr>
</tbody>
</table>
What is the Comprehensive School Planning Review (CSPR) Process?

We need to understand how our District is changing. Examining trends and gathering input can help us plan for things like: whether schools are, or are going to become, overcrowded or underutilized; whether a school will need different resources to support changes in the languages they serve or the other emerging needs of their community; how programs from elementary and middle schools fit together; along with other programming considerations that might help us improve learning experiences.

We are moving forward with the Comprehensive School Planning Review (CSPR) to answer these and other questions, to help us support and design schools in every neighborhood that meet the needs of our students.

Who is Involved in the Process?

This is a collaborative and community centered process. As it moves toward solutions, each step will involve a cycle of feedback between district staff and industry experts, Planning Committee members, and the public.

**District Staff & Industry Experts:**
District staff work with industry experts to gather data, identify initial issues, and design preliminary solutions. The CSPR office then facilitates engagement with Planning Committees and the public to collect feedback at critical stages.

**Planning Committees:**
There are Planning Committees in each of the Study Areas. These committees consist of four representatives from each school: the principal, a teacher, a parent, and a representative chosen by the principal. They also include representatives from the local city council offices and a city planner.

**Public Input:**
At key stages, preliminary options and recommendations will be brought to parents and community members at open Community Input Forums, which will allow district staff, industry experts, and Planning Committee members to gather feedback to inform their work.
How Does the CSPR Process Work?

**STEP 1: Gather Information**
Industry experts work with city and district staff to gather data on each study area.

**STEP 2: Analyze Data**
District staff from enrollment, facilities, and education program offices, along with parents, principals, teachers, city planners, and community leaders, analyze that data and identify any additional information to be considered.

**STEP 3: Identify Issues**
Planning Committees then use the data and their institutional knowledge to identify the key issues that the District and community members need to solve for.

**STEP 4: Discuss Potential Solutions**
Once core issues are identified, Planning Committees and district staff begin to identify potential solutions and propose options in each Study Area that help solve the issues. This is an iterative process and discussion, occurring over several months. Families will be invited to attend community input forums in their study areas to weigh in on the proposed solutions and preliminary options.

**STEP 5: Refine Options**
The most viable solutions will be further analyzed, refined, and shared back with planning committee members who will propose final recommendations. Families will then be invited one more time, at another round of input forums, to weigh in on those recommendations.

**STEP 6: Make Recommendations**
After public feedback is incorporated where possible, recommendations will then be submitted to the Superintendent and The Board of Education for consideration and approval. A planning and implementation year will ensue.

For more information visit www.philasd.org/cspr

**CYCLE 1 TIMELINE**
- NOV - DEC 2019
- DEC - JAN 2020
- JAN - FEB 2020
- MAR - MAY 2020
- LATE SPRING 2020
COMMUNITY INPUT FORUM

STUDY AREA 2

March 4, 2020
● OUR PRIORITIES:

○ Make Pre-K available in as many elementary school locations as possible

○ Provide a clear PreK-12 continuum for families in their neighborhoods with preferred grade configurations: PreK-5, PreK-8, 6-8, 6-12, 9-12

○ Provide all children access to any needed educational programming (i.e. SPED, ESOL, gifted, PreK)

○ Direct resources in an equitable - not equal - way to meet the needs of neighborhoods

○ Balance utilization to relieve overcrowding and maintain an acceptable utilization level based on facility capacity and enrollment projections

○ Minimize disruption of future attendance area adjustments and established programming

○ Promote safe routes to/from schools by considering student travel times, limiting the number of natural and human-made physical boundaries students must cross to and from school, and considering the availability of sidewalks

○ Avoid adversely impacting any specific community

○ Financial viability

IS IT GOOD FOR KIDS?
FORECAST INDICATORS

- Despite growth in the public school share of school-age children since 2014, public school enrollment has declined.
- Counts of children attending their neighborhood catchment schools has declined at an even higher rate.
- With almost no new construction, low rates of real estate activity, and continued declines in City fertility rates and total births, continued decline in enrollment at SA2 neighborhood schools is expected.
- If the increasing rate of charter choice over time stabilizes, the impact of the declining school-age population on utilization at SA2 neighborhood schools will be partially mitigated.
OPTIONS COULD INCLUDE ANY ONE, OR COMBINATION OF:

- **Addition/New Construction:** The construction of a new or renovation of an existing building to meet future demand.
- **Boundary Change:** A realignment of catchment boundaries to accommodate projected changes in populations and communities across our city.
- **Closing:** The elimination of an academic program and/or school facility.
- **Co-Location:** Sharing underutilized space for appropriate educational or administrative functions.
- **Grade Reconfigurations:** The addition or reduction of grades.
- **Policy changes:** Changes to district policy and admin procedures.
- **Relocation:** Movement of an educational program to another facility.
- **Replication:** The replication of high quality academic programming.
- **Transitions:** Creating thoughtful transitions for students at elementary and middle grades.
## STUDY AREA 2

<table>
<thead>
<tr>
<th>Study Area</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cramp</td>
<td>PK-5</td>
<td>38%</td>
<td>9%</td>
<td>41%</td>
<td>63%</td>
</tr>
<tr>
<td>deBurgos</td>
<td>K-8</td>
<td>15%</td>
<td>2%</td>
<td>5%</td>
<td>42%</td>
</tr>
<tr>
<td>Elkin</td>
<td>K-4</td>
<td>21%</td>
<td>2%</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Munoz Marin</td>
<td>PK-8</td>
<td>26%</td>
<td>4%</td>
<td>12%</td>
<td>66%</td>
</tr>
<tr>
<td>Potter-Thomas</td>
<td>K-8</td>
<td>36%</td>
<td>4%</td>
<td>61%</td>
<td>38%</td>
</tr>
<tr>
<td>Sheppard</td>
<td>K-4</td>
<td>33%</td>
<td>4%</td>
<td>57%</td>
<td>39%</td>
</tr>
<tr>
<td>Willard</td>
<td>K-4</td>
<td>20%</td>
<td>13%</td>
<td>7%</td>
<td>44%</td>
</tr>
</tbody>
</table>

### PERFORMANCE TIERS LEGEND

- **INTERVENE**: 0 - 24%
- **WATCH**: (25-49%)
- **REINFORCE**: (50-74%)
- **MODEL**: (75-100%)
KEY ISSUES

- Low building utilization and declining enrollment
  - Cramp, Munoz-Marin, and Sheppard are all below 70%
  - Elkin, Potter-Thomas, and Willard have seen declining enrollments over the last few years
- Grade level configurations make transitions challenging
  - K-4 (Elkin, Sheppard, and Willard), K-5 (Cramp), and K-8 (De Burgos, Munoz-Marin, and Potter-Thomas) schools

POTENTIAL OPTIONS

- Closing
- Grade Reconfigurations
WILLIAM CRAMP
3449 N. Mascher St.
Philadelphia, Pa 19140
Grades: PK-5
Principal: Deanda Logan

482 Students Enrolled
- 431 in catchment
- 51 out of catchment

Program Offerings
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>755 students</td>
<td>Replace systems</td>
<td>38%</td>
<td>9%</td>
<td>41%</td>
<td>63%</td>
</tr>
</tbody>
</table>

- Added grade 6, July 2005 (previously a K-5 elementary school); selected as a Community School in 2016.

Enrollment Trends

In Catchment Students

Data Sources: 2019/2020 Student Information System as of 10/30/2020
**JULIA DE BURGOS**

401 W. Lehigh Ave.
Philadelphia, Pa 19133
Grades: K-8
Principal: Maritza Hernandez

**834 Students Enrolled**
- 443 in catchment
- 391 out of catchment

**Program Offerings**
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

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**SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019**

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1093 students</td>
<td>Minimal Required</td>
<td>15%</td>
<td>2%</td>
<td>5%</td>
<td>42%</td>
</tr>
<tr>
<td>76.3% utilization</td>
<td>intervene</td>
<td>intervene</td>
<td>intervene</td>
<td>watch</td>
<td></td>
</tr>
</tbody>
</table>

- **July 2002:** New building opened July 2002; with K-8 grade configuration.

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**Enrollment Trends**

**Catchment Students**

- 636 students
- 105 Home Neighborhood
- 75 Other Neighborhood
- 443 Charter
- 10 Special Admit
- 5 Citywide Admit
- 7 Other

Data Sources: 2019/2020 Student Information System as of 10/30/2020
LEWIS ELKIN

3199 D St.
Philadelphia, Pa 19134
Grades: K-4
Principal: Charlotte Maddox

687 Students Enrolled
- 613 in catchment
- 74 out of catchment

Program Offerings
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

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<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>855 students</td>
<td>Replace systems</td>
<td>21%</td>
<td>2%</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>80.4% utilization</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

- Little School House building addition completed in 1998.

Data Sources: 2019/2020 Student Information System as of 10/30/2020
HON. LUIS MUNOZ-MARIN

3300 N. 3rd St.
Philadelphia, Pa 19140
Grades: pK-8
Principal: Ariel Lajara

623 Students Enrolled
- 468 in catchment
- 155 out of catchment

Program Offerings
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

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<thead>
<tr>
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<tbody>
<tr>
<td>934 students</td>
<td>Replace systems</td>
<td>26%</td>
<td>4% watch</td>
<td>12% intervene</td>
<td>66% reinforce</td>
</tr>
</tbody>
</table>

- New building opened in 1997.

Enrollment Trends

In Catchment Students

Data Sources: 2019/2020 Student Information System as of 10/30/2020
POTTER-THOMAS SCHOOL
3001 N. 6th St.
Philadelphia, Pa 19133
Grades: K-8
Principal: Nichole Polk

492 Students Enrolled
- 413 in catchment
- 79 out of catchment

Program Offerings
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

STUDY AREA 2
CRAMP | DE BURGOS | ELKIN | MUNOZ MARIN | POTTER-THOMAS | SHEPPARD | WILLARD

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

<table>
<thead>
<tr>
<th>Bldg Capacity</th>
<th>FCI Tier</th>
<th>Overall</th>
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<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>616 students</td>
<td>Replace systems</td>
<td>36%</td>
<td>4%</td>
<td>61%</td>
<td>38%</td>
</tr>
<tr>
<td>79.9% utilization</td>
<td></td>
<td>watch</td>
<td>intervene</td>
<td>reinforce</td>
<td>watch</td>
</tr>
</tbody>
</table>

- Potter Thomas began grade expansion July 2000, started with grade 6 and added a grade each year to become K-8

Data Sources: 2019/2020 Student Information System as of 10/30/2020
STUDY AREA 2
CRAMP | DE BURGOS | ELKIN | MUNOZ MARIN | POTTER-THOMAS | SHEPPARD | WILLARD

ISaac A. Sheppard
120 W. Cambria St.
Philadelphia, Pa 19133
Grades: K-4
Principal: Elana Galli

164 Students Enrolled
- 104 in catchment
- 60 out of catchment

Program Offerings
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

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<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>378 students</td>
<td>Replace systems</td>
<td>33% watch</td>
<td>4% intervene</td>
<td>57% reinforce</td>
<td>39% watch</td>
</tr>
</tbody>
</table>

- Sheppard recommended for closure Oct 2011, SRC votes to reject Sheppard closure Mar 2012

Enrollment Trends

In Catchment Students

Data Sources: 2019/2020 Student Information System as of 10/30/2020
### FRANCES E. WILLARD

1930 E. Elkhart St.
Philadelphia, Pa 19134
Grades: K-4
Principal: Diana Garcia

**676 Students Enrolled**
- 535 in catchment
- 141 out of catchment

**Program Offerings**
- Art
- Music
- PE
- Special Education
- ELL
- Dual Language

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### SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

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<tr>
<th>Bldg Capacity</th>
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<th>Achievement</th>
<th>Progress</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>775 students</td>
<td>Replace systems</td>
<td>20%</td>
<td>13%</td>
<td>7%</td>
<td>44%</td>
</tr>
</tbody>
</table>

- New building opened in 2010

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### Enrollment Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>784</td>
</tr>
<tr>
<td>2015-2016</td>
<td>760</td>
</tr>
<tr>
<td>2016-2017</td>
<td>739</td>
</tr>
<tr>
<td>2017-2018</td>
<td>733</td>
</tr>
<tr>
<td>2018-2019</td>
<td>705</td>
</tr>
<tr>
<td>2019-2020</td>
<td>676</td>
</tr>
</tbody>
</table>

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### In Catchment Students

- Home Neighborhood: 535 students
- Other Neighborhood: 115 students
- Citywide Admit: 97 students
- Charter: 748 students

Data Sources: 2019/2020 Student Information System as of 10/30/2020