

STUDY AREA 1 • COMMUNITY INPUT FORUM #1

COMPREHENSIVE SCHOOL PLANNING REVIEW

3 March 2020, 6-8PM @ South Philadelphia High School, Auditorium

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:

TIMING	ACTIVITY	LOCATION
5:45 TO 6:00PM	ARRIVAL & REGISTRATION Sign in and get settled in the auditorium	FOYER
6:00 TO 6:20PM	WELCOME & OVERVIEW All participants convene in the auditorium for welcome, overview, and instructions	AUDITORIUM
6:20 TO 6:40PM	TRANSITION PERIOD Make your way to the school-specific presentation of your choice	
6:40 TO 7:25PM	SCHOOL-SPECIFIC PRESENTATIONS Select a primary school and participate in a school-focused presentation and Q&A session focused on the CSPR process, potential options, and input	CLASSROOMS
7:25 TO 7:50PM	SELF-GUIDED TOUR FOR ADDITIONAL SCHOOL INFORMATION Visit additional school-focused classrooms for information and to submit input	CLASSROOMS
7:50 TO 8:00PM	COMPLETE ALL SURVEYS & INPUT SHEETS Before departing, complete and turn in all surveys and input sheets	CLASSROOMS, FOYER

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.

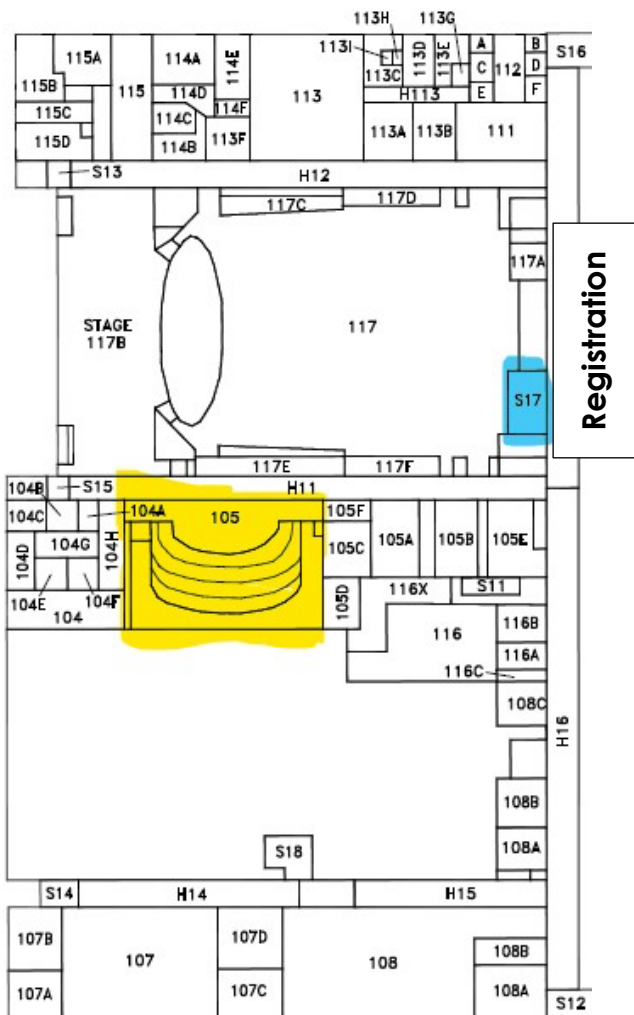
Please visit the School District of Philadelphia's website for regularly updated CSPR process and data information:

<https://philasd.org/cspr>

School	Presentation Room Number
CHESTER A. ARTHUR	ROOM 517
GEORGE W. CHILDS	ROOM 519
ANDREW JACKSON	ROOM 527
ELIZA B. KIRKBRIDE	ROOM 528
DELAPLAINE MCDANIEL	ROOM 519

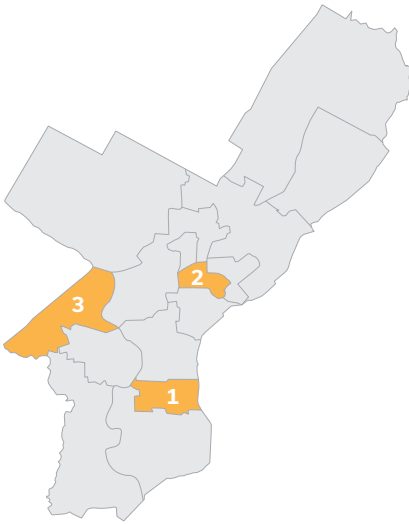
School	Presentation Room Number
WILLIAM M. MEREDITH	ROOM 518
GEORGE W. NEBINGER	ROOM 515
SOUTHWARK	ROOM 526
EDWIN M. STANTON	ROOM 520
VARE-WASHINGTON	ROOM 530

First Floor



Fifth Floor





Study Area 1

Arthur
Childs
Jackson
Kirkbride
McDaniel
Meredith
Nebinger
Southwark
Stanton, EM
Vare-Washington

Study Area 2

Cramp
deBurgos
Elkin
Munoz Marin
Potter-Thomas
Sheppard
Willard

Study Area 3

Cassidy
Gompers
Lamberton
Overbrook ES

For more information visit philasd.org/cspr

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:

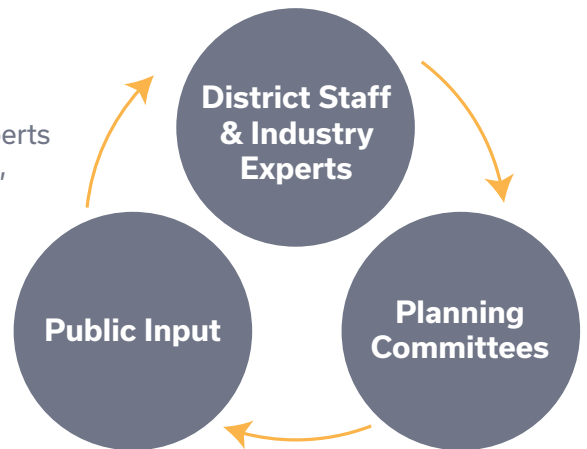
District staff work with industry experts to gather data, identify initial issues, and design preliminary solutions. The CSPR office then facilitates engagement with Planning Committees and the public to collect feedback at critical stages.

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?

CYCLE 1 TIMELINE

●
NOV - DEC 2019

●
NOV - DEC 2019

●
DEC - JAN 2020

●
JAN - FEB 2020

●
MAR - MAY 2020

●
LATE SPRING 2020

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.



CSPR



THE SCHOOL DISTRICT OF
PHILADELPHIA

COMPREHENSIVE SCHOOL PLANNING REVIEW

COMMUNITY INPUT FORUM

STUDY AREA 1

March 3, 2020

STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

- **OUR PRIORITIES:**

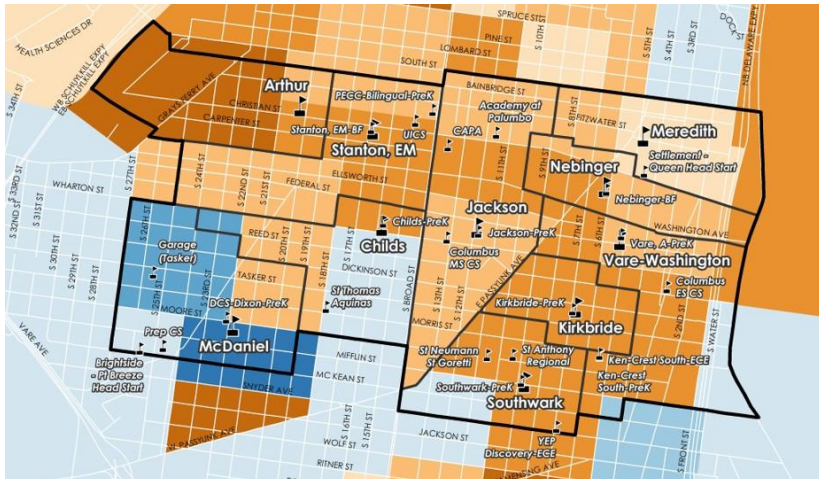
- Make **Pre-K** available in as many elementary school locations as possible
- Provide a clear **PreK-12 continuum** for families in their neighborhoods with preferred grade configurations: PreK-5, PreK-8, 6-8, 6-12, 9-12
- Provide all children access to any needed **educational programming** (i.e. 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?

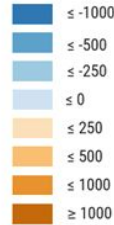
STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

STUDY AREA 1- POPULATION CHANGE 2010-17



Magnitude of Change per Census Tract



STUDY AREA 1- ENROLLMENT TRENDS



KEY ISSUES

- **Imbalanced enrollment across SA1 schools**
 - High utilization for schools East of Broad St. (and not enough space to accommodate students).
 - Low utilization for schools West of Broad St., despite stable and growing student populations
- **Middle schools across SA1 lose students to other educational opportunities despite heavy demand for Prek and K-5**
 - Top schools of choice: Masterman, Girard Academic Music Program, Science Leadership Academy Middle School, Engineering & Science Leadership High School

POTENTIAL OPTIONS

- Boundary Revisions
- Grade Reconfigurations
- Transitions

STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

FORECAST INDICATORS

- **The population of public K-8 students residing west of Broad Street has steadily decreased since 2014, exacerbating low utilizations.**
 - We expect this trend to change, as high rates of construction (and vacant land) and real estate activity will yield growth.
 - Unless measures are taken to increase capture, high transfer out rates from these catchments (residence) will cut into, but not negate, the growth as felt in the respective schools (attendance).
- **The population of public K-8 students residing east of Broad Street has increased since 2014, contributing to high utilizations.**
 - Trends in construction permits, a low volume of vacant land, and slowing real estate activity point to stabilization.
 - We therefore expect the neighborhood schools east of Broad Street to continue to have high utilizations with current catchment boundaries, but utilizations 3-5 years from now are expected to be lower than they are today.

STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

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 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

		Utilization	FCI Tier	Overall	Achievement	Progress	Climate
Arthur	K-8	70.0%	Replace Systems	34%	35%	0%	64%
Childs	PK-8	68.1%	Refurbish Systems	43%	17%	55%	55%
Jackson	PK-8	110.3%	Replace Systems	64%	39%	76%	74%
Kirkbride	PK-8	84.0%	Replace Systems	67%	44%	64%	94%
McDaniel	K-8	64.4%	Minimal Required	10%	3%	18%	8%
Meredith	K-8	112.8%	Refurbish Systems	89%	83%	85%	98%
Nebinger	PK-8	102.1%	Major Renovation	74%	47%	90%	83%
Southwark	PK-8	109.7%	Refurbish Systems	65%	19%	89%	84%
Stanton	PK-8	70.0%	Replace Systems	56%	20%	78%	64%
Vare-Washington	PK-8	62.8%	Replace Systems	68%	35%	91%	74%

PERFORMANCE TIERS LEGEND

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

STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

CHESTER A. ARTHUR

2000 Catharine St
Philadelphia, Pa 19146
Grades: K-8
Principal: *Dr. Mary Libby*

292 Students Enrolled

- 171 in catchment
- 121 out of catchment

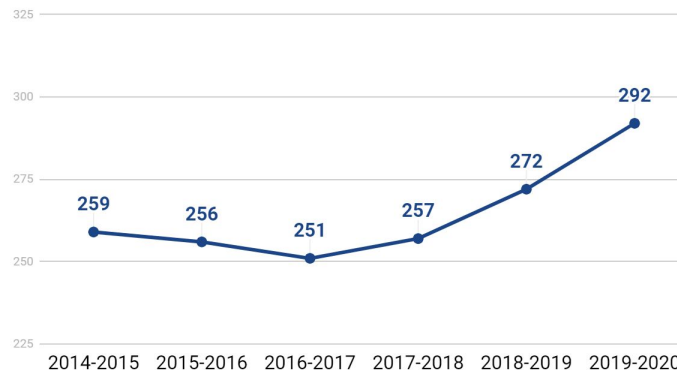
Program Offerings

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

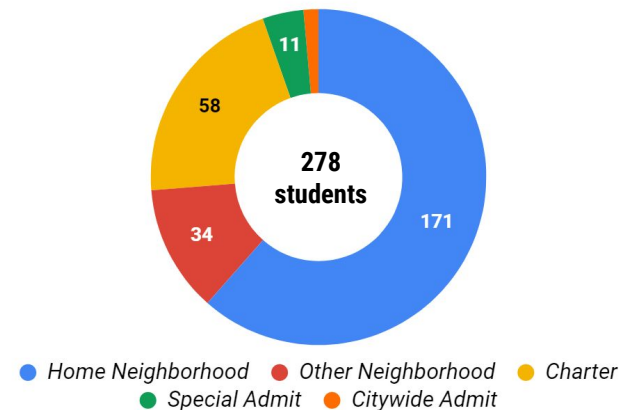
SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
417 students 70% utilization	Replace systems	34% watch	35% watch	0% intervene	64% reinforce
<ul style="list-style-type: none"> • <i>Boundary expanded in 2013 due to neighboring school closure</i> 					

Enrollment Trends



In Catchment Students



STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

GEORGE W. CHILDS

1599 Wharton St.
Philadelphia, PA 19146
Grades: PreK-8
Principal: *Dr. Eileen Coutts*

514 Students Enrolled

- 329 in catchment
- 185 out of catchment

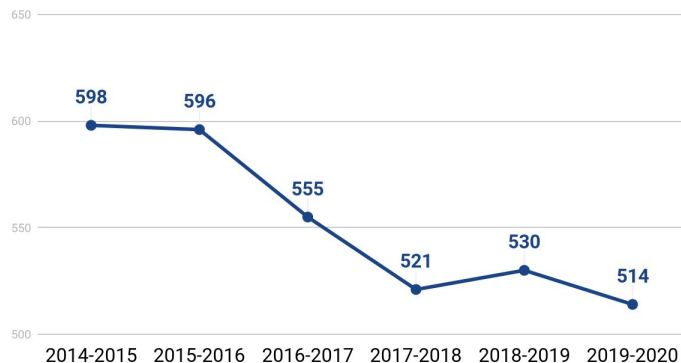
Program Offerings

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

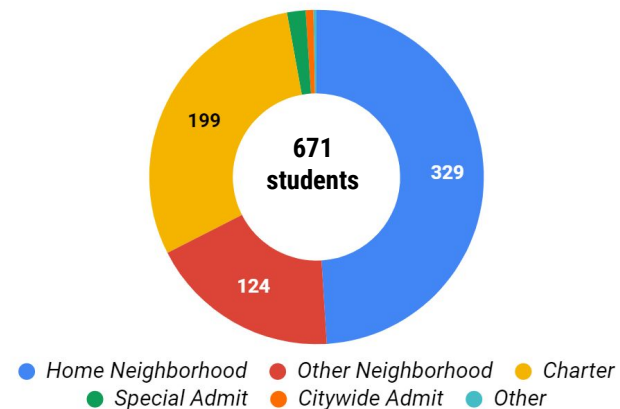
SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
755 students 68% utilization	Refurbish systems	43% watch	17% intervene	55% reinforce	55% reinforce
<ul style="list-style-type: none"> • <i>Boundary expanded in 2013 due to neighboring school closure</i> 					

Enrollment Trends



In Catchment Students



STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

ANDREW JACKSON

1213 South 12th Street
Philadelphia, PA 19147
Grades: PreK-8
Principal: *Kelly Espinosa*

570 Students Enrolled

- 435 in catchment
- 135 out of catchment

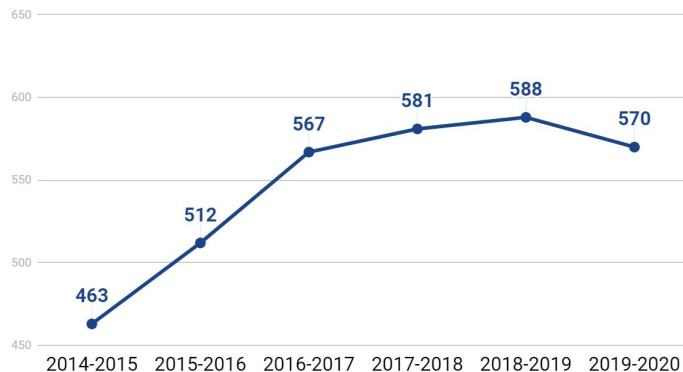
Program Offerings

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

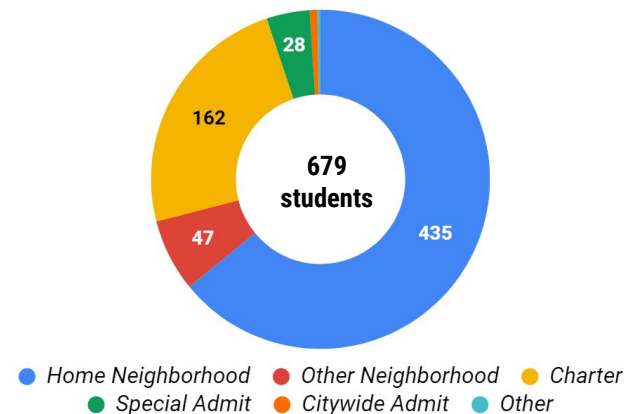
SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
517 students 110% utilization	Replace systems	64% reinforce	39% watch	76% model	74% reinforce
<ul style="list-style-type: none"> • For SY19-20 limiting K enrollment to inboundary students only 					

Enrollment Trends



In Catchment Students



STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

ELIZA B. KIRKBRIDE

1501 South 7th Street
Philadelphia, PA 19147
Grades: PreK-8
Principal: *Rebecca Julien*

534 Students Enrolled

- 420 in catchment
- 114 out of catchment

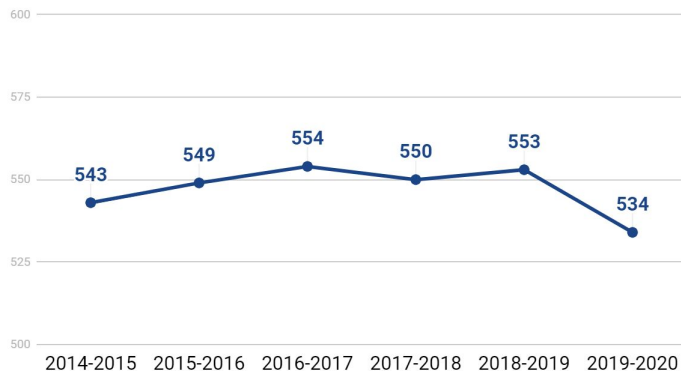
Program Offerings

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

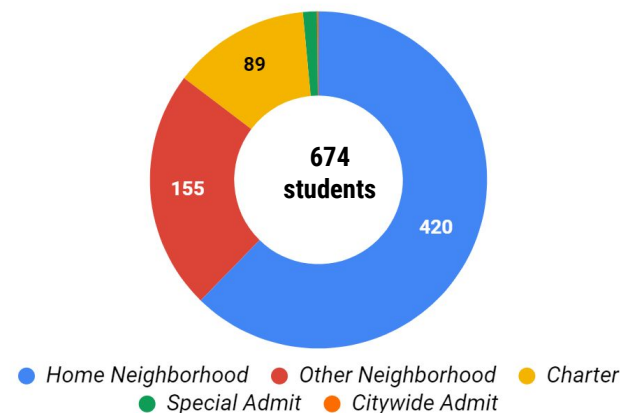
SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
636 students 84% utilization	Replace systems	67% reinforce	44% watch	64% reinforce	94% model
<ul style="list-style-type: none"> • <i>Boundary expanded in 2013 due to neighboring school closure</i> 					

Enrollment Trends



In Catchment Students



STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

DELAPLAINE MCDANIEL

1801 South 22nd Street
Philadelphia, PA 19145
Grades: K-8
Principal: *Betsaida Ortiz*

358 Students Enrolled

- 256 in catchment
- 102 out of catchment

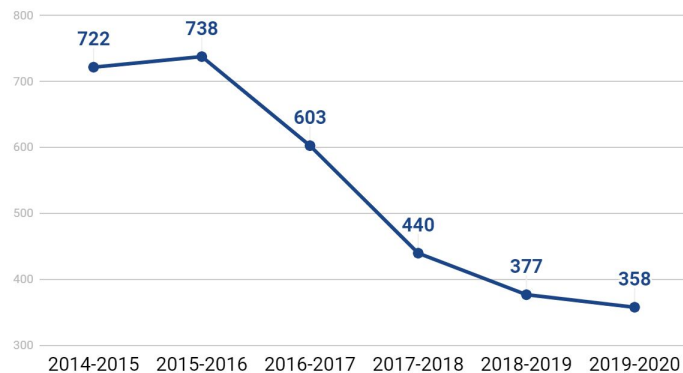
Program Offerings

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

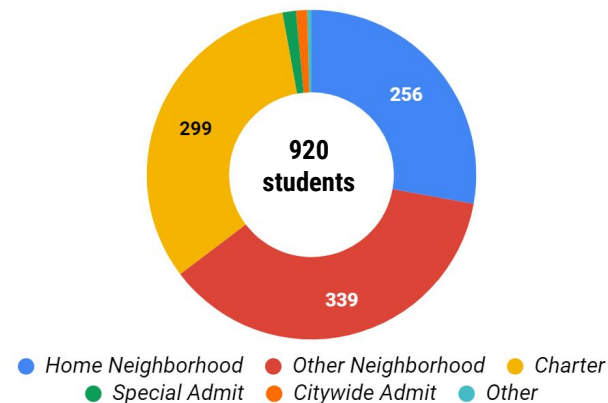
SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
556 students 64% utilization	Minimal required	10% intervene	3% intervene	18% intervene	8% intervene
<ul style="list-style-type: none"> • SGS 					

Enrollment Trends



In Catchment Students



STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

WILLIAM M. MEREDITH

725 S. 5th Street
Philadelphia, PA 19147
Grades: K-8
Principal: *Lauren Overton*

538 Students Enrolled

- 467 in catchment
- 71 out of catchment

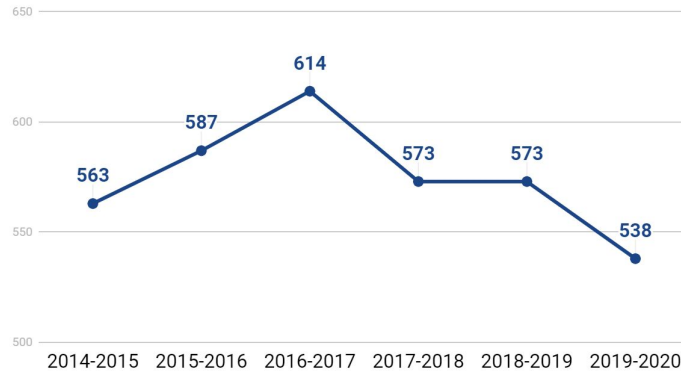
Program Offerings

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

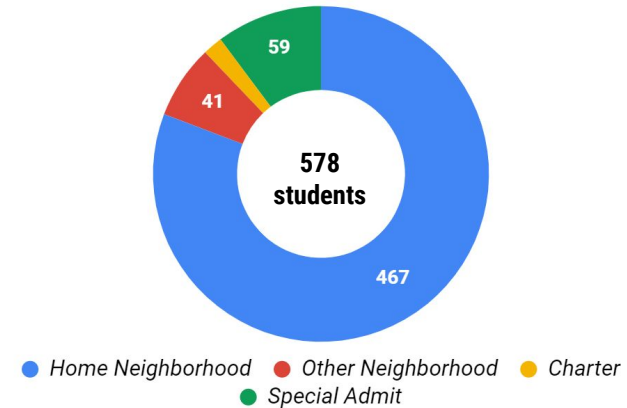
SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
477 students 113% utilization	Refurbish systems	89% model	83% model	85% model	98% model

Enrollment Trends



In Catchment Students



STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

GEORGE W. NEBINGER

601 Carpenter Street
Philadelphia, PA 19147
Grades: PreK-8
Principal: *Natalie Catin-St. Louis*

528 Students Enrolled

- 265 in catchment
- 263 out of catchment

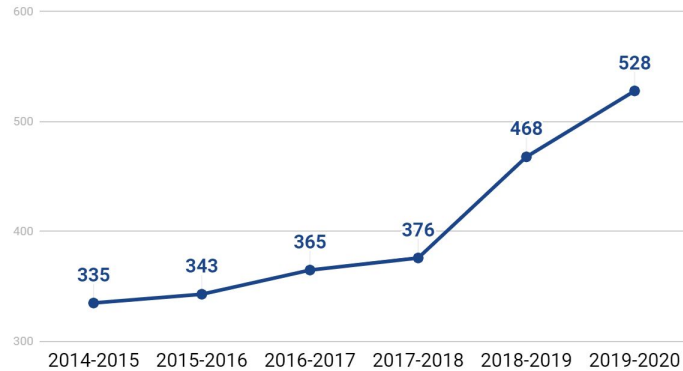
Program Offerings

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

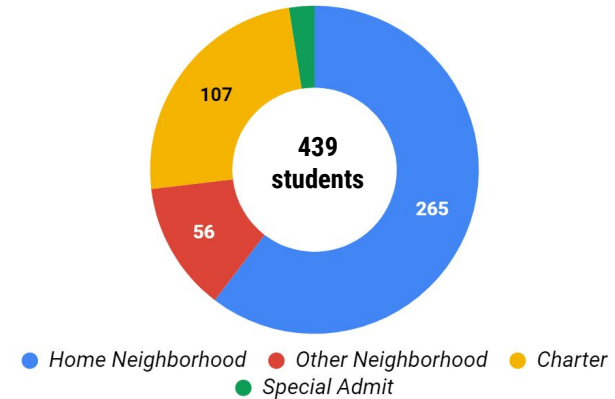
SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
517 students 102% utilization	Major renovation	74% reinforce	47% watch	90% model	83% model
<ul style="list-style-type: none"> • Currently used as kindergarten overflow for Meredith 					

Enrollment Trends



In Catchment Students



STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

SOUTHWARK

1835 S. 9th Street
Philadelphia PA 19148
Grades: PreK-8
Principal: *Andrew Lukov*

894 Students Enrolled

- 482 in catchment
- 412 out of catchment

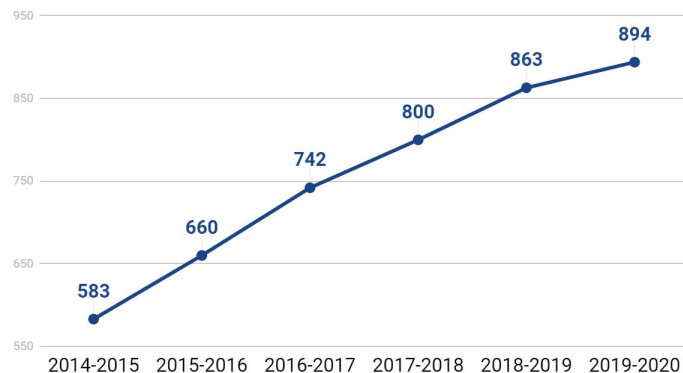
Program Offerings

- Art
- Music
- PE
- Special Education
- ELL
- Dual Language (K-6)

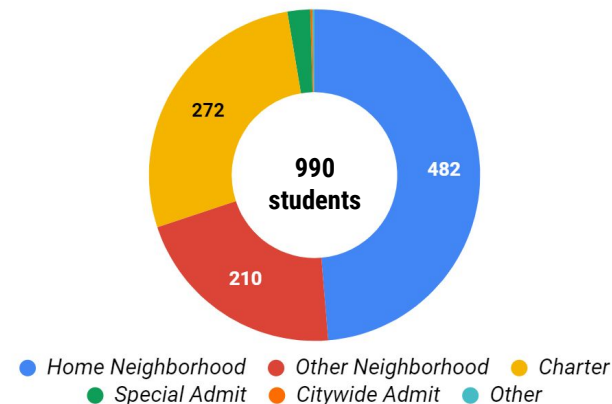
SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
815 students 110% utilization	Refurbish Systems	65% <i>reinforce</i>	19% <i>intervene</i>	89% <i>model</i>	84% <i>model</i>
<ul style="list-style-type: none"> • <i>Community School</i> 					

Enrollment Trends



In Catchment Students



STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

EDWIN M. STANTON

901 S. 17th Street
Philadelphia, PA 19146
Grades: PreK-8
Principal: *Stacey Burnley*

306 Students Enrolled

- 198 in catchment
- 108 out of catchment

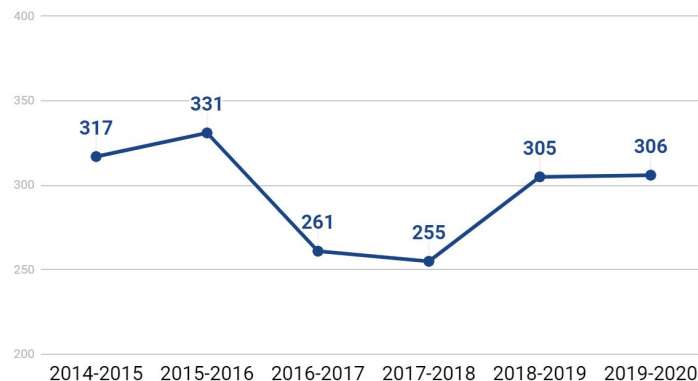
Program Offerings

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- PE
- Special Education
- ELL
- Dual Language

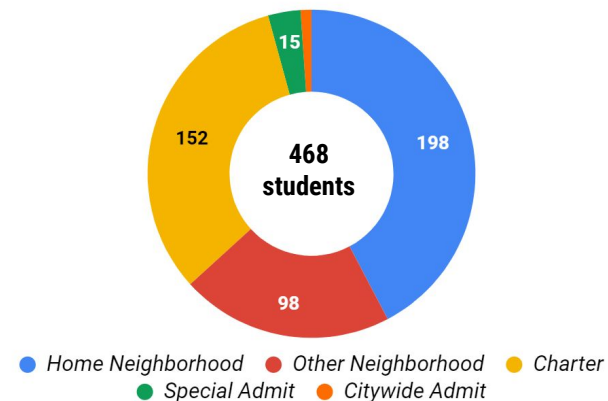
SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
437 students 70% utilization	Replace systems	56% reinforce	20% intervene	78% model	64% reinforce
<ul style="list-style-type: none"> • <i>Boundary expanded in 2013 due to neighboring school closure</i> 					

Enrollment Trends



n Catchment Students



STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

VARE-WASHINGTON

1198 S. 5th Street
Philadelphia, PA 19147
Grades: PreK-8
Principal: *Gretchen Stewart*

374 Students Enrolled

- 230 in catchment
- 144 out of catchment

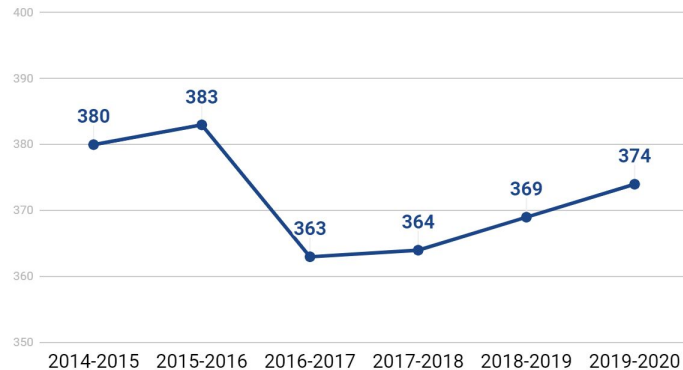
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- PE
- Special Education
- ELL
- Dual Language

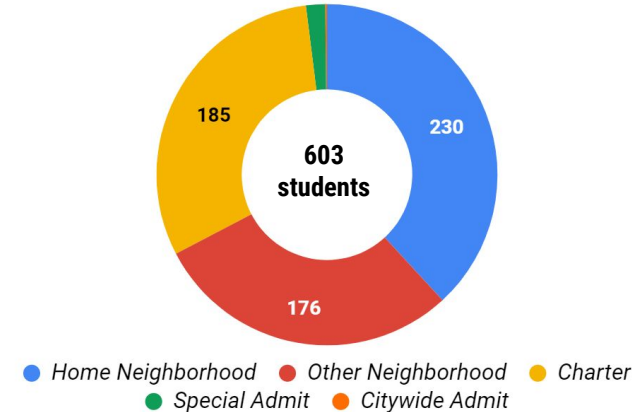
SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
596 students 63% utilization	Replace systems	68% reinforce	35% watch	91% model	74% reinforce
<ul style="list-style-type: none"> • <i>Boundary expanded in 2013 due to neighboring school closure</i> 					

Enrollment Trends



In Catchment Students



STUDY AREA 1

ARTHUR | CHILDS | JACKSON | KIRKBRIDE | MCDANIEL | MEREDITH | NEBINGER | SOUTHWARK | STANTON | VARE-WASHINGTON

Potential Options	<ul style="list-style-type: none"> Remain K-8 with or without Boundary Revisions made to balance utilization and/or allow for future growth 	<ul style="list-style-type: none"> Grade reconfiguration from K-8 to K-5, with 6-8 grade students going to new middle school. No Boundary Revisions 	<ul style="list-style-type: none"> Grade reconfiguration from K-8 to K-5, with 6-8 grade students going to new middle school with Boundary Revisions 	<ul style="list-style-type: none"> Grade reconfiguration from PreK-8 to 3-8 with K-2 students going to Vare-Washington (for schools east of Broad Street) 	<ul style="list-style-type: none"> New K-8 east of Broad Street, location TBD
Issues Addressed	<ul style="list-style-type: none"> ✓ High utilization at schools east of Broad Street 	<ul style="list-style-type: none"> ✓ High utilization at some schools east of Broad Street ✓ The right middle school option could be attractive for students that leave study area 1 	<ul style="list-style-type: none"> ✓ Balances utilization ✓ The right middle school option could be attractive for students that leave study area 1 	<ul style="list-style-type: none"> ✓ High utilization at schools east of Broad Street 	<ul style="list-style-type: none"> ✓ High utilization at some schools east of Broad Street
Issues Remaining	<ul style="list-style-type: none"> Impact of Transfers In/Out Broad Street 	<ul style="list-style-type: none"> Impacts of Transfers/In/Out Decreases utilization at Kirkbride and Vare-Washington New middle school would need to accommodate ~1400 students 	<ul style="list-style-type: none"> Impacts of Transfers/In/Out Broad Street New middle school would need to accommodate ~1400 students 	<ul style="list-style-type: none"> Impact of Transfers In/Out 	<ul style="list-style-type: none"> Imbalanced utilization