

# 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:

TIMING	ACTIVITY	LOCATION
5:45 TO 6:10PM	<b>ARRIVAL &amp; REGISTRATION</b> Sign in and get settled in the auditorium	FOYER
6:10 TO 6:30PM	<b>WELCOME &amp; OVERVIEW</b> All participants convene in the auditorium for welcome, overview, and instructions	CAFETERIA
6:30 TO 6:40PM	<b>TRANSITION PERIOD</b> Make your way to the school-specific presentation of your choice	
6:40 TO 7:30PM	<b>SCHOOL-SPECIFIC PRESENTATIONS</b> 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
7:30 TO 7:50PM	<b>SELF-GUIDED TOUR FOR ADDITIONAL SCHOOL INFORMATION</b> Visit additional school-focused classrooms for information and to submit input	CLASSROOMS
7:50 TO 8:00PM	<b>COMPLETE ALL SURVEYS &amp; INPUT SHEETS</b> Before departing, complete and turn in all surveys and input sheets	CLASSROOMS, FOYER

### CSPR DEFINED:

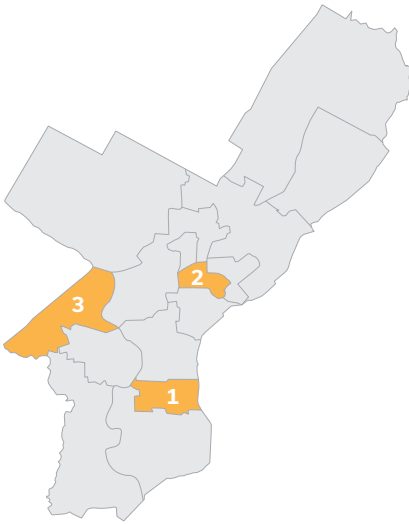
The Comprehensive School Planning Review (CSPR) is a collaborative process to assess the District's neighborhood school enrollment, school facilities, and educational program offerings, to help us plan for the future in a way that ensures our students have access to a great school close to where they 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
WILLIAM CRAMP	ROOM 111
JULIA DEBURGOS	ROOM 112
LEWIS ELKIN	ROOM 113
HON. LUIS MUÑOZ MARIN	LIBRARY

School	Presentation Room Number
POTTER-THOMAS	LIBRARY
ISAAC A. SHEPPARD	CAFETERIA
FRANCES E. WILLARD	ROOM 114



### 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](http://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:

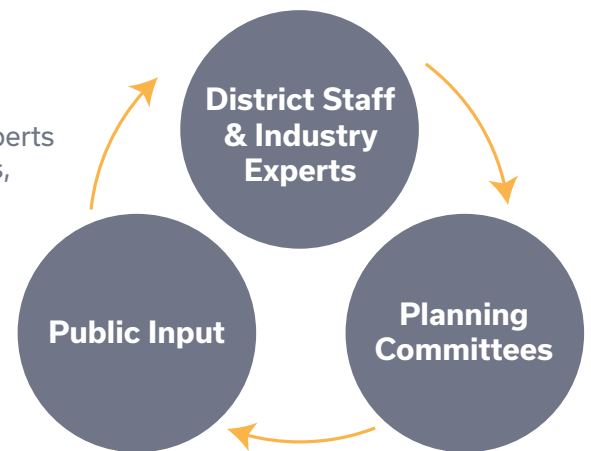
District staff work with industry experts to gather data, identify initial issues, and design preliminary solutions. The CSPR office then facilitates engagement with Planning Committees and the public to collect feedback at critical stages.

### 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 2**

March 4, 2020

# STUDY AREA 2

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

- **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 2

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

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## 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.

# STUDY AREA 2

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

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## 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

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

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

		Utilization	FCI Tier	Overall	Achievement	Progress	Climate
Cramp	PK-5	63.8%	Replace Systems	38%	9%	41%	63%
deBurgos	K-8	76.3%	Minimal Required	15%	2%	5%	42%
Elkin	K-4	80.4%	Replace Systems	21%	2%	20%	40%
Munoz Marin	PK-8	66.7%	Refurbish Systems	26%	4%	12%	66%
Potter-Thomas	K-8	79.9%	Replace Systems	36%	4%	61%	38%
Sheppard	K-4	43.4%	Replace or Close	33%	4%	57%	39%
Willard	K-4	87.2%	Minimal Required	20%	13%	7%	44%

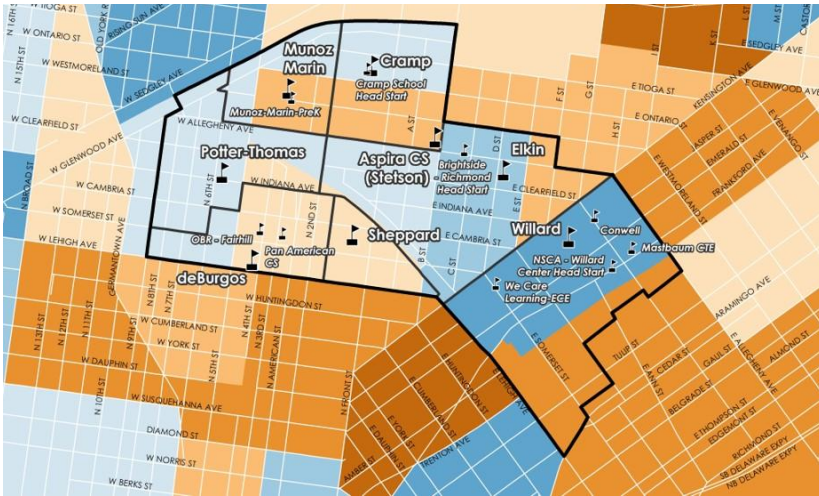
### PERFORMANCE TIERS LEGEND

INTERVENE 0 - 24%	WATCH (25-49%)	REINFORCE (50-74%)	MODEL (75-100%)
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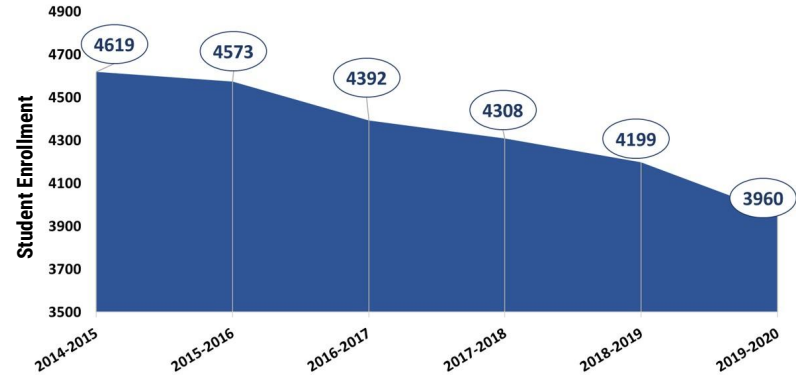
# STUDY AREA 2

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

### STUDY AREA 2- POPULATION CHANGE 2010-17



### STUDY AREA 2- ENROLLMENT TRENDS



## KEY ISSUES

- **Low building utilization and declining enrollment**
  - Cramp, Munoz-Marín, 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-Marín, and Potter-Thomas) schools

## POTENTIAL OPTIONS

- Closing
- Grade Reconfigurations

# STUDY AREA 2

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

## 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

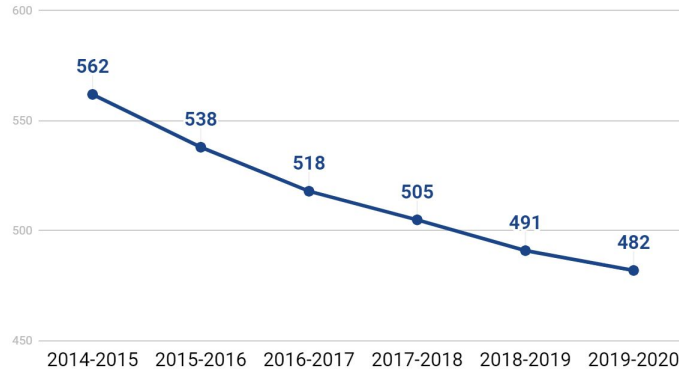
### Program Offerings

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

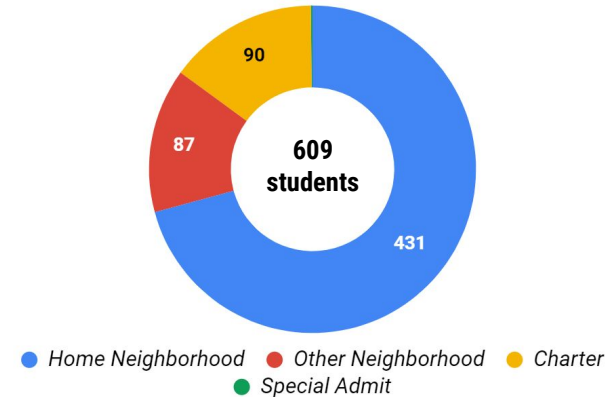
## SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
<b>755 students</b> 63.8% utilization	<b>Replace systems</b>	<b>38%</b> watch	<b>9%</b> intervene	<b>41%</b> watch	<b>63%</b> reinforce
<ul style="list-style-type: none"> <li>• Added grade 6, July 2005 (previously a K-5 elementary school); selected as a Community School in 2016.</li> </ul>					

### Enrollment Trends



### In Catchment Students



# STUDY AREA 2

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

## 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

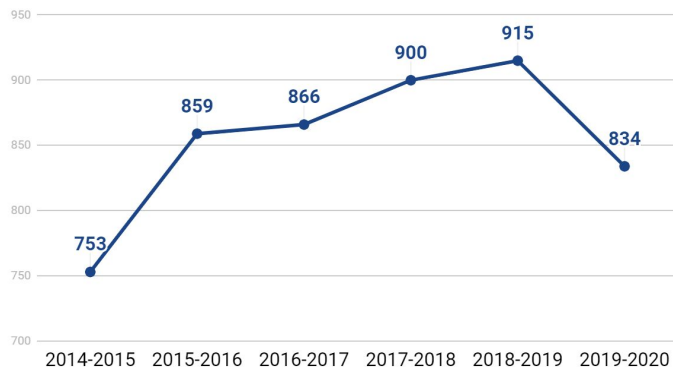
### Program Offerings

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

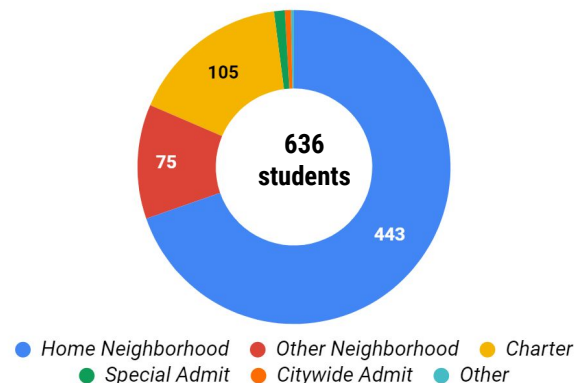
## SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
<b>1093 students</b> 76.3% utilization	<b>Minimal Required</b>	<b>15%</b> <b>intervene</b>	<b>2%</b> <b>intervene</b>	<b>5%</b> <b>intervene</b>	<b>42%</b> <b>watch</b>
<ul style="list-style-type: none"> <li>• <i>July 2002: New building opened July 2002; with K-8 grade configuration.</i></li> </ul>					

### Enrollment Trends



### Catchment Students



# STUDY AREA 2

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

## LEWIS ELKIN

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

### 687 Students Enrolled

- 613 in catchment
- 74 out of catchment

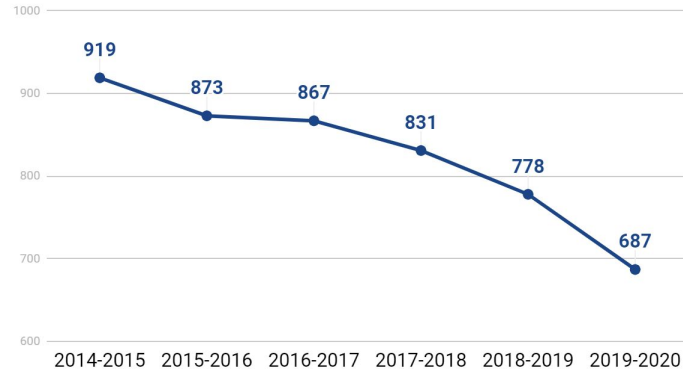
### Program Offerings

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

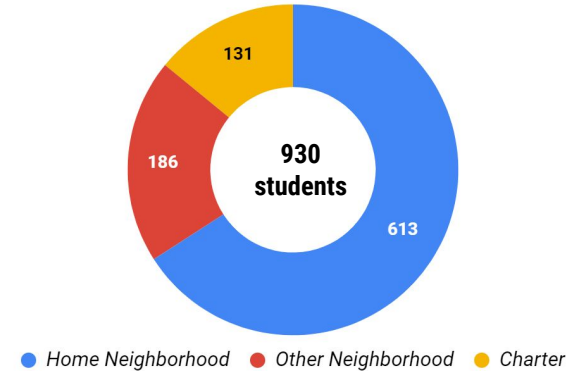
## SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
<b>855 students</b> 80.4% utilization	<b>Replace systems</b>	<b>21%</b> <b>intervene</b>	<b>2%</b> <b>intervene</b>	<b>20%</b> <b>intervene</b>	<b>40%</b> <b>watch</b>
<ul style="list-style-type: none"> <li>• <i>Little School House building addition completed in 1998.</i></li> </ul>					

### Enrollment Trends



### In Catchment Students



# STUDY AREA 2

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

## 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

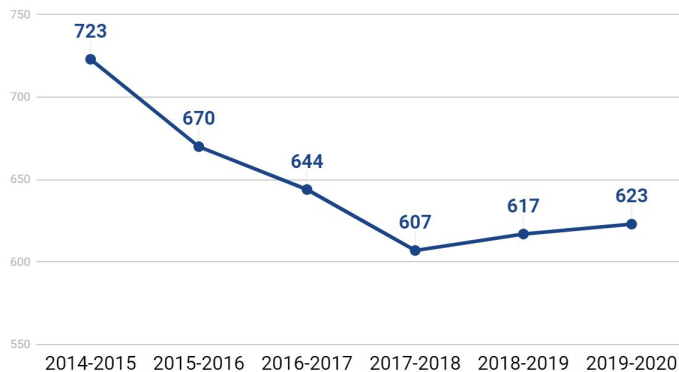
### Program Offerings

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

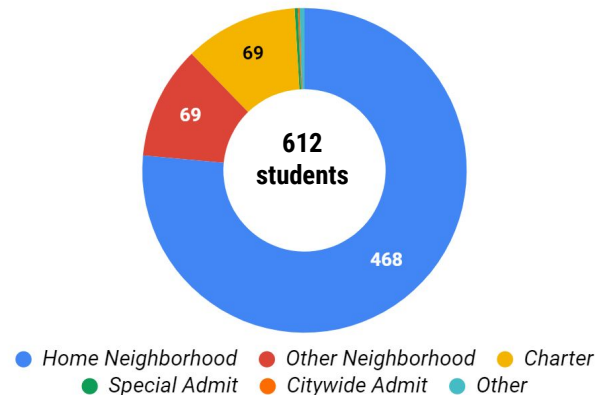
## SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
<b>934 students</b> 66.7% utilization	<b>Replace systems</b>	<b>26%</b> watch	<b>4%</b> intervene	<b>12%</b> intervene	<b>66%</b> reinforce
<ul style="list-style-type: none"> <li>• <i>New building opened in 1997.</i></li> </ul>					

### Enrollment Trends



### In Catchment Students



# STUDY AREA 2

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

## 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

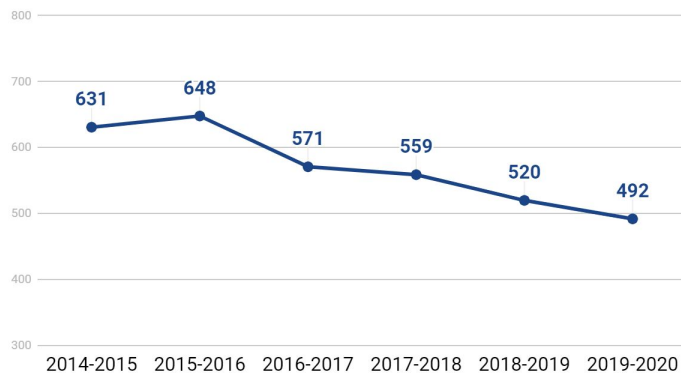
### Program Offerings

- Art
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- Special Education
- ELL
- Dual Language

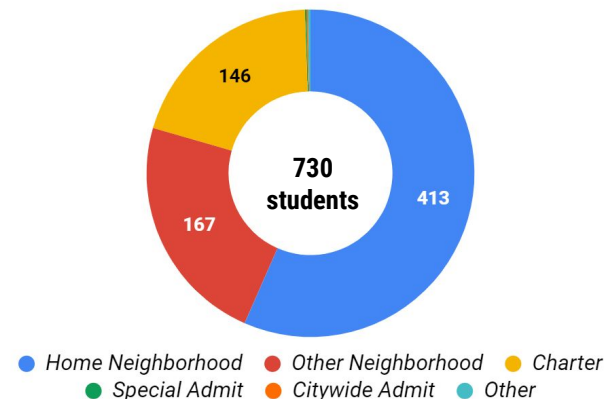
## SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
<b>616 students</b> 79.9% utilization	<b>Replace systems</b>	<b>36%</b> watch	<b>4%</b> intervene	<b>61%</b> reinforce	<b>38%</b> watch
<ul style="list-style-type: none"> <li>• <i>Potter Thomas began grade expansion July 2000, started with grade 6 and added a grade each year to become K-8</i></li> </ul>					

### Enrollment Trends



### In Catchment Students



# 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

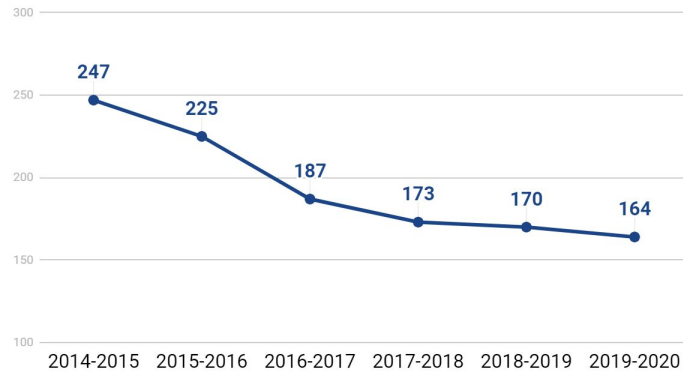
### Program Offerings

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- Special Education
- ELL
- Dual Language

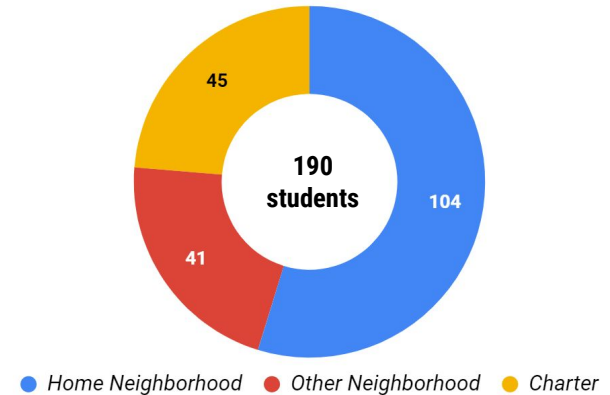
## SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
<b>378 students</b> 43.4% utilization	<b>Replace systems</b>	<b>33%</b> watch	<b>4%</b> intervene	<b>57%</b> reinforce	<b>39%</b> watch
<ul style="list-style-type: none"> <li>• <i>Sheppard recommended for closure Oct 2011, SRC votes to reject Sheppard closure Mar 2012</i></li> </ul>					

### Enrollment Trends



### In Catchment Students





# STUDY AREA 2

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

## 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

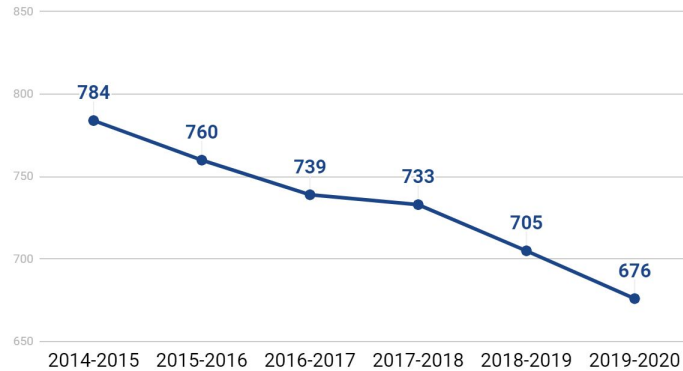
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- ELL
- Dual Language

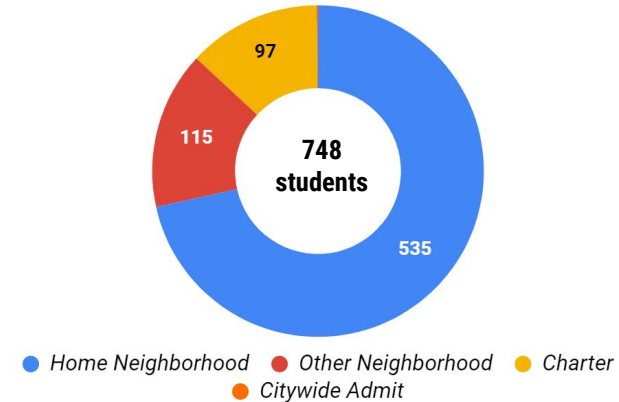
## SCHOOL PROGRESS REPORT (SPR) SY 2018 - 2019

Bldg Capacity	FCI Tier	Overall	Achievement	Progress	Climate
<b>775 students</b> 87.2% utilization	<b>Replace systems</b>	<b>20%</b> <b>intervene</b>	<b>13%</b> <b>intervene</b>	<b>7%</b> <b>watch</b>	<b>44%</b> <b>watch</b>
<ul style="list-style-type: none"> <li>• <i>New building opened in 2010</i></li> </ul>					

### Enrollment Trends



### In Catchment Students



# STUDY AREA 2

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

## Potential Options

- **Sheppard and De Burgos** student moved to
- **Willard and Elkin** grade reconfigurations from K-4 to K-5
- **\*Willard, Elkin and Cramp** grade reconfigurations from K-4 to K-8
- Changes to school programs, supports, or learning opportunities to make a school of choice

## Issues Addressed

- ✓ Sheppard and de Burgos underutilization (91.3% combined when co-located/reassigned)
- ✓ Consistent grade level transitions for the eastside of Study Area
- ✓ Consistent grade level transitions for the whole Study Area
- ✓ May help address utilization issues by drawing new students and families to schools
- ✓ Improves physical building environment for students

## Issues Remaining

- Leaves building vacant
- Creates potentially unsafe pathways, or further commutes, for students and families
- Schools experiencing declining enrollment
- School facilities not all appropriate for K-8
- Creates overutilization at Elkin and Willard
- Costs and focus and competitiveness of changes remain an issue

\*This option was included, but Planning Committee members noted that it should have already been eliminated due to facilities constraints.