

**DRAFT**

**Grady Cluster Long-Range  
Planning**

**2018-2019**

## Background

On December 4, 2017, the Atlanta Board of Education approved a process to begin community engagement in order to develop a long-range plan for relieving school overcrowding in the Grady Cluster. This process was approved as Phase III of their work around rezoning and overcrowding (Phase I: Rezoning of part of Cheshire Bridge; Phase II: Morningside K Annex). The wording from the Board approval is as follows: "Beginning in early 2018, the Administration will initiate Phase III of this rezoning, a larger conversation with the Grady Cluster about the need for rezoning in that area and the long-range plan for relieving school overcrowding. The district will work to finalize this plan by March 2020."

In Spring 2018, APS began the conversation with the Grady Cluster Advisory Team. They recommended we pull more representation from schools in the cluster to ensure the adequate representation of voices. APS then created this committee made up of one parent, one teacher, and one principal from each school.

Membership of the Grady Cluster Long-range Planning Committee is as follows:

	<b>Teacher</b>	<b>Parent</b>	<b>Principal</b>
<b>Grady HS</b>	Andrew Nichols	Tamara Jones	Betsy Bockman
<b>Hope-Hill</b>	Vincent Callendar	Louis Earl Hubbard	Maureen Wheeler
<b>Inman</b>	Bahji Varner	Angie Lewis	Kevin Maxwell
<b>Mary Lin</b>	Mary Benton	Colin Heydt	Sharyn Briscoe
<b>Morningside</b>	Kristen Duncan	Timothy Richman	Audrey Sofianos
<b>SPARK</b>	Mindy Mailman	Meredith Evans	Terry Harness
<b>Centennial</b>	Jennifer Burke	Lakrista Jordan	Tequila Lamar
<b>Kindezi O4W</b>	TBD	TBD	Ryan Free

## Scope

During the first meeting of the long-range planning committee, the group discussed questions they hope to find answers for through this plan.

- What is the future use of Inman?
- How will we make sure the Board is transparent in their decision-making and involve all stakeholders?
- How can we resolve issues of overcrowding outside of the 25/1 ratio to allow for more programs specific to College & Career?
- How will we ensure that the Grady Cluster remains cohesive, collaborative, and high-performing?
- How will facilities support the decisions we make?
- From a bottom up perspective, can we identify ideal and acceptable staffing/structure, etc. for each school?
- How do we increase equity and diversity within and between schools?
- Is it possible to bring students together sooner to minimize the achievement gap?
- How do we address ES capacity?
- How do we consider transportation challenges in our area?
- What are the triggers for changes?

Through these questions, the group identified common themes that would inform the Guiding Principles and Areas of Focus for the work.

- Academic Programming
- Facilities
- Safety & Security
- Transportation
- Dispel Uncertainty
- Transparency
- Solutions are long-term (outlive school level leadership/programming), 15 years
- Equity
- Stakeholder Engagement

## Guiding Principles

In order to ground this work and our next steps, the groups agreed to the following Guiding Principles:

- Be Transparent & Dispel Uncertainty
- Assume Best Intentions
- Build Long-term Solutions
- Embrace Diversity & Equity
- Trust One Another
- Embed Stakeholder Engagement & Collaboration
- Make Recommendations based on Accurate Data
- Think Broader than Your Child or School

## Causes of Overcrowding

In order to address the root causes of overcrowding, the group brainstormed potential causes of overcrowding in the Grady Cluster.

- New development
- Academic & leadership improvement
- Address fraud
- People coming to study @ GA Tech, Emory
- Lack of building space in cluster
- Traffic
- Desire for walkable communities
- New creative ways of getting in – Air BNB – example: 4 months of a new student – how does school keep up with those kinds of records
- People that have rental condos and use that as their address to enroll into the schools
- Parent support
- Lack of leadership stability with the ability to plan long term
- Private school students seem to go to Grady for high school
- Lots of young families bring young kids
- Cluster collaboration; people are opting in
- Improved safety of the neighborhood
- A lot of staff lives in the cluster

A survey helped to group consolidate the causes and potential work streams. Three work streams were developed:

### 1. Address Existing Overcrowding

- Lack of School Facilities & Space
- Address Fraud

### 2. Prevent Future Overcrowding

- Increase in Growth/Development
- Inaccurate Projections
- Transient Industries

### 3. Address the Impact of Overcrowding

- Transportation
- Safety & Security
- Academic Programming
- School Space Constraints

## Building Potential Solutions through Design Thinking

The committee then reviewed each work stream through a Design Thinking process to empathize with stakeholders, define a point of view, generate potential solutions, and identify needed resources to explore those solutions.

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**Address  
Existing  
Overcrowding**

## 1. Address Existing Overcrowding

### Stakeholder Empathy

<b>What are stakeholders saying?</b> <ul style="list-style-type: none"> <li>We want to maintain smaller class size</li> <li>Students say it's hard to get down the hall</li> <li>I can't find a parking space</li> <li>"I know" kids are out of zone</li> <li>We don't like portable classrooms</li> </ul>	<b>What are stakeholders doing?</b> <ul style="list-style-type: none"> <li>Bending residency rules to get into cluster</li> <li>Arriving to or departing school late/early</li> <li>Rely on McKinney-Vento law to enroll as homeless</li> </ul>
<b>What emotions might stakeholders be feeling?</b> <ul style="list-style-type: none"> <li>Portables make us feel isolated</li> <li>Feel unsafe</li> <li>Frustrated with difficult arrival &amp; dismissal</li> <li>We don't use our building how facilities designed them</li> <li>We can't afford to live in zone but we want to keep their students in zone</li> </ul>	<b>What might stakeholders be thinking?</b> <ul style="list-style-type: none"> <li>Grady cluster is the only place I can trust with my child</li> <li>APS can't stop address fraud</li> <li>APS isn't listening to stakeholders</li> <li>Don't trust APS projections</li> </ul>

### Problem Statement:

The Grady cluster is currently overcrowded because...

- Perception that Grady is the only viable cluster
- Rising housing costs led to families moving but fraudulently keeping students in the cluster
- Facilities are ideally utilized at 75% of planned capacity of 25:1
- Stakeholders don't trust APS to improve schools outside of cluster

### Potential Existing, Better or New Solutions:

<b>Existing Partial Solutions</b> <ul style="list-style-type: none"> <li>Enforce existing residency rules</li> <li>Empower schools to challenge residence and enforce rules</li> <li>Eliminate central registration</li> <li>Require all students to re-enroll annually at all grade levels</li> <li>Adjust BOE 25:1 school capacity rule to reflect 75% utilization (19:1) for K-12</li> </ul>	<b>Potential New or Better Solutions</b> <ul style="list-style-type: none"> <li>Increase cluster capacity by creating a Four Tier School Model               <ol style="list-style-type: none"> <li>K-4 (Elem) 5-6 (Intermediate) 7-9 (Jr HS) 10-12 (Sr HS)</li> <li>K-3 (Elem) 4-5 (Intermediate) 6-8 (Middle) 9-12 (High)</li> <li>Kindergarten Academy 1-5 (Elem) 6-8 (Middle) 9-12 (High)</li> </ol> </li> </ul>
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### Additional Information Needed:

- More residency/truancy officers
- Registrars employed in summer at schools for site-based registration

- Determine true % utilization at ES, MS, & HS levels
- % of residency challenges that are overturned by the district
- Demographic data to show which of the four tier models would work best
- Input from principals to choose a four tier model

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**Prevent  
Future  
Overcrowding**



## 2. Prevent Future Overcrowding

### *Stakeholder Empathy*

<b>What are stakeholders saying?</b> <ul style="list-style-type: none"> <li>• Class sizes too big</li> <li>• Not enough schools where kids are</li> <li>• Data trends still too new</li> <li>• Politics</li> <li>• Fear</li> <li>• Traffic if rezoning is part of the solution</li> </ul>	<b>What are stakeholders doing?</b> <ul style="list-style-type: none"> <li>• Connecting their own dots and coming up with their own narrative</li> </ul>
<b>What emotions might stakeholders be feeling?</b> <ul style="list-style-type: none"> <li>• Fear</li> <li>• Anxiety</li> </ul>	<b>What might stakeholders be thinking?</b> <ul style="list-style-type: none"> <li>• Misperceptions – that it’s already been decided that Inman is going to be another elementary school</li> <li>• Scarcity mindset</li> <li>• Perceived school vs. school</li> </ul>

### *Problem Statement:*

How can we alleviate the fear that comes from assumption that this effort will cause them suffering? How can we put out information that is more accurate so families do not develop their own narratives and have conversations about long-range planning in a way/process that allows people to escape scarcity mindset and envision scenarios that don’t currently exist.

### *Potential Existing, Better or New Solutions:*

<b>Existing Partial Solutions</b> <ul style="list-style-type: none"> <li>• Improve the PR and marketing of the cluster</li> <li>• Do more joint activities among schools</li> <li>• Trailers, micro-redistricting</li> </ul>	<b>Potential New or Better Solutions</b> <ul style="list-style-type: none"> <li>• Use NSA as a framework to study demographic trends more thoroughly</li> <li>• Work better with NPUs</li> <li>• Parent Academies cross cluster</li> <li>• Cluster communication Platform</li> </ul>
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### *Additional Information Needed:*

- Analysis of demographic trends: 2000-2019 (can use the interim estimates that ARC develops)

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**Address  
the Impact of  
Overcrowding**

### 3. Address the Impact of Overcrowding

#### *Stakeholder Empathy*

<b>What are stakeholders saying?</b> <ul style="list-style-type: none"> <li>• Not reliable, timely, inconsistent; routes too big; lost instructional time</li> <li>• Harder to keep safe; large classes; portables</li> <li>• No room or class for gifted @ elem</li> <li>• Limits on what can be offered</li> </ul>	<b>What are stakeholders doing?</b> <ul style="list-style-type: none"> <li>• Emails to transport; carpooling; lost instructional time; no breakfast</li> <li>• Emails; advocate; reaching out to Carstarphen; removing kids</li> <li>• Making it work; using hallways as pop-up shops (music in the cafeteria)</li> </ul>
<b>What emotions might stakeholders be feeling?</b> <ul style="list-style-type: none"> <li>• Anger; concern; discontent; frustrated; annoyed</li> <li>• Frustration</li> <li>• Unimportant</li> </ul>	<b>What might stakeholders be thinking?</b> <ul style="list-style-type: none"> <li>• APS is incompetent. That school admin is to blame. Money spent on other things.</li> <li>• Kids safety isn't important; is private school better?; transiting to and from class takes longer</li> <li>• Can't do best work but still have to do it</li> </ul>

#### *Problem Statement:*

Our community would like us to reduce the overcrowding in our schools in order to meet the needs of ALL students.

#### *Potential Existing, Better or New Solutions:*

<b>Existing Partial Solutions</b> <ul style="list-style-type: none"> <li>• Portables</li> <li>• Using Hallways</li> <li>• Signing bonus for bus drivers</li> <li>• Other building uses (Morningside)</li> </ul>	<b>Potential New or Better Solutions</b> <ul style="list-style-type: none"> <li>• More buses and better bus routes</li> <li>• Better training for bus drivers</li> <li>• More people in the call center</li> <li>• Problem solving skills needed for drivers</li> <li>• Streamlining Academic course offerings (Spanish, Band, Orchestra)</li> </ul>
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#### *Additional Information Needed:*

- Transportation arrival time
  - Malfunctioning buses % of time down
  - % of learning time lost
- # of students who have actually been enrolled in the building through the year (Transiency)

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**Appendices**

# Board Approved Action (December 4, 2017)

On December 4, 2017 the board approved a three phase action to address the capacity issues in the Grady Cluster and specifically the immediate need to address overcrowding at Morningside Elementary

## Phase I: Rezoning Effective for School Year 2018-2019

- Students located in the Armour Drive Corridor and 1989 Cheshire Bridge Road and other similarly situated, yet to be occupied, properties from Grady Cluster to North Atlanta Cluster

## Phase II: Morningside Annex Effective for School Year 2018-2019

- Authorization to begin negotiations over a contract for a suitable annex location or to take additional steps in Spring 2018 to address overcrowding if a suitable annex location is not found
- Morningside Administration & GO Team created an information gathering survey allowing parents and staff to provide feedback for addressing the capacity issues; Over 900 responses received!
- On April 9, 2018, the Board authorized the Superintendent to execute a lease agreement with the Atlanta Metropolitan Cathedral for a Morningside ES Annex. Kindergarten classes will be held there for school years 2018-2019 and 2019-2020.
  - APS Operations department is currently planning for renovations for Day One 2018

## Phase III: Long-range Grady Cluster Capacity Plan

- Conversations with the Grady cluster community to start in Spring 2018; The district will work to finalize this plan by March 2020
  - Discussions began at the March 26, 2018 Cluster Advisory Meeting
  - Initiated planning timelines, stakeholder engagement, scope and guiding principles

Last Revised 06.07.2018

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# Grady Cluster Capacity Plan

On December 4, 2017 the board approved a actions to address the capacity issues in the Grady Cluster and specifically the immediate need to address overcrowding at Morningside Elementary

## Long-range Grady Cluster Capacity Plan

- Conversations with the Grady cluster community to start in Spring 2018; By March 2020, the district will work to finalize a long-range plan for relieving school overcrowding.

### Planning Phases

#### Phase I: Process Development

- Identify the process, timelines, and stakeholders required to develop the plan
- Identify the scope of the plan and the needs to be addressed
- Develop guiding principles and criteria for decision-making

#### Phase II: Data Collection and Modeling

- Collect projections and other key data
- Receive community input

#### Phase III: Proposal Analysis

- Develop draft recommendations to relieve school overcrowding
- Receive community input

#### Phase IV: Revised Proposal Analysis

- Present final recommendations to relieve school overcrowding
- Receive community input on final recommendations

#### Phase V: Board Approval

- The board will review the plan's recommendations and take action.

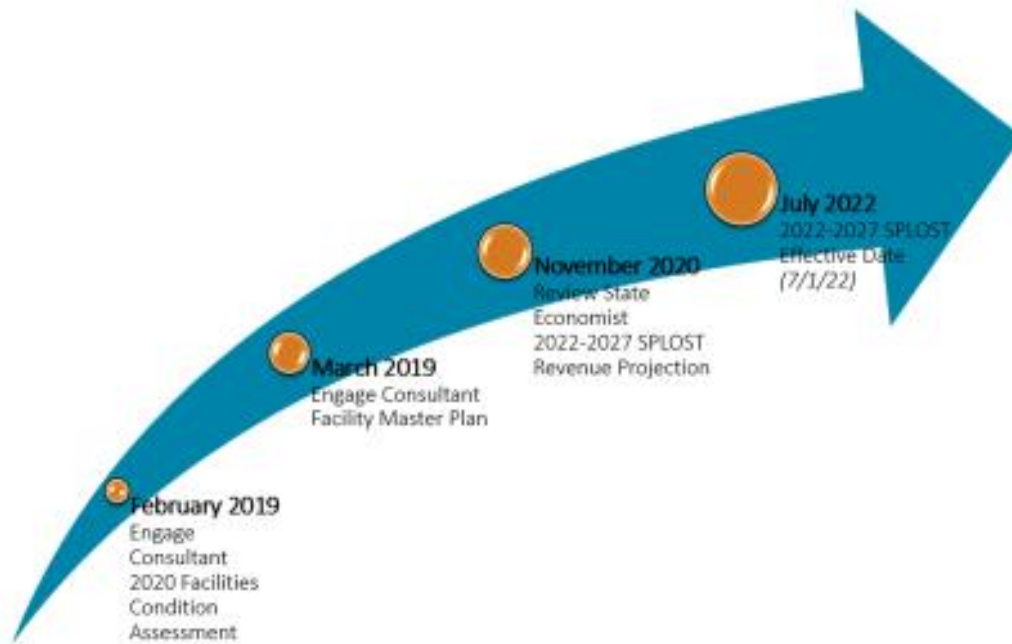
DRAFT: Grady CAT January 2019

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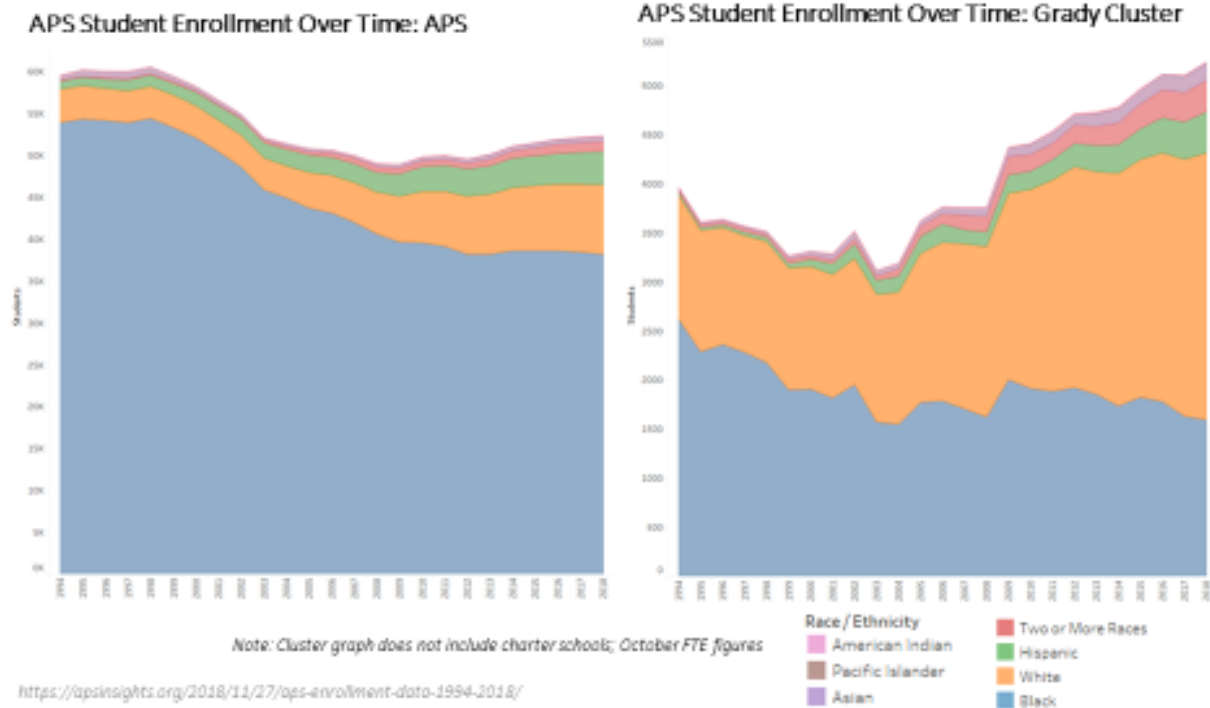


## Next Steps Timeline 2020-2022 (Updated)

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# Enrollment by Race/Ethnicity: APS and Cluster

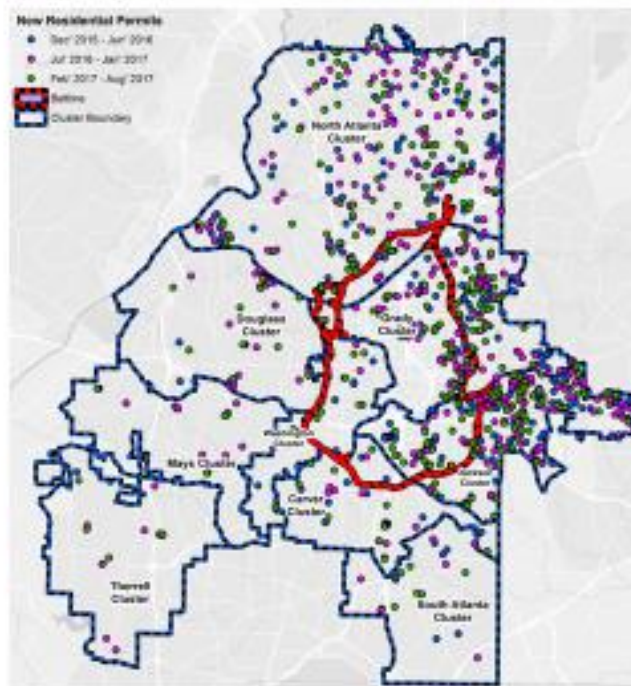


Last Revised 04.17.2019

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**GRADY CLUSTER**  
— Atlanta Public Schools —

## Current Challenges City of Atlanta Residential Housing Development



Residential Permits:

- December 2015 – June 2016
- July 2016 – January 2017
- February 2017 – August 2017

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# Current Challenges: School and Cluster Capacity

School	Capacity	FTE-1*			Projections				
	@25/1	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Mary Lin ES	875	633	641	662	669	679	688	686	666
Morningside ES	900**	887	932	938	952	956	951	960	957
Springdale Park ES	825	677	704	739	749	740	738	735	722
Hope-Hill ES	700	433	398	405	402	391	382	367	373
Centennial Academy				812	820	830	835	836	812
Inman MS*	825**	1,091	1,075	1,065	1,078	1,125	1,132	1,120	1,140
Grady HS*	1,275**	1,372	1,332	1,389	1,431	1,450	1,449	1,461	1,464

\*FTE-1: Full-Time Equivalent - Cycle 1; refers to student enrollment numbers reported to the state.

\*\* Capacity including portable classrooms: Morningside ES – 1,025; Inman MS – 1,425; Grady HS – 1,525

+ Capacity after renovations: Howard MS (2020-21: 1,350 FTE @ 25/1); Grady HS (2021-22: 1,500 FTE @ 25/1)

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## Grady Cluster Renovation Proposed Timeline

### School Year 2020-2021

- New Grady Cluster MS opens in Howard Bldg.
- Morningside ES temporarily located in Inman Bldg.

### School Year 2021-2022

- Morningside ES temporarily located in Inman Bldg.
- Grady HS campus expansion opens

### School Year 2022-2023

- Morningside ES back at permanent site
- Inman Bldg. opens as new Grady Cluster elementary



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# Grady High School

## SPLOST 2017 Fact Sheet



- ❑ **Construction Budget** = \$28,100,000
- ❑ **Project Budget** = \$33,000,000  
*Includes design, construction, testing, hazmat, PPE & relocation*
- ❑ **Tentative Project Schedule**

Design Start	May 2018
Design Complete	Dec 2019
Construction Start	Jan 2020
Construction Complete	Jul 2021

### ❑ Project Scope Outline

*Select renovations and improvements may include but not be limited to the following items:*

- Classroom addition – approx. \$22M
- Needs identified in the Facility Condition Assessment – approx. \$11M
  - Updated HVAC, electrical and plumbing systems
  - Improvements to roofing
  - Select interior finishes improvements to classroom, support & administrative spaces
  - New interior lighting and signage
  - Updated low voltage, data, voice, video, life safety and security systems
  - Improvements to exterior building envelope
  - Improved monument signage
  - Improved exterior lighting
  - Improved sidewalk and landscape
  - Improvements to storm water system

Last Revised 04.17.2019

# Howard Middle School

## SPLOST 2017 Fact Sheet



- ❑ **Construction Budget** = \$42,000,000
- ❑ **Project Budget** = \$52,000,000  
*Includes design, construction, testing, hazmat, PPE & relocation*
- ❑ **Tentative Project Schedule**

Design Start	Jan 2017
Design Complete	Jun 2018
Construction Start	Jul 2018
Construction Complete	Jul 2020

### ❑ Project Scope Outline

*Additions & modifications to create a new 1,375 student middle school may include but not be limited to the following items:*

- Classroom and support space additions
- Renovated classroom, support & admin spaces
- Updated exterior finish
- New Auditorium, Media Center, Cafeteria & Kitchen
- New windows, doors and hardware
- New interior finishes, lighting and signage
- New entry features, canopies, etc.
- New hardscape and landscape
- New monument signage and exterior lighting
- New fencing and gates
- New HVAC, electrical and plumbing systems
- New low voltage, data, voice, video systems
- New life safety and security systems
- Improved security and access to Main Office
- Improved identity of main, bus & carpool entry
- Improved bus, carpool, pedestrian ADA accessibility
- Improved visitor and staff parking
- Improved security through environmental design

Last Revised 04.17.2019

# Morningside Elementary

## SPLOST 2017 Fact Sheet



❑ **Construction Budget** = \$17,000,000

❑ **Project Budget** = \$20,000,000

*includes design, construction, testing, hazard, PPE & relocation*

❑ **Tentative Project Schedule**

Design Start	Sep 2019
Design Complete	Dec 2020
Construction Start	Jan 2021
Construction Complete	Jul 2022

❑ **Project Scope Outline**

*Select renovations and improvements may include but not be limited to the following items:*

- Select improvements to classroom, support & administrative spaces
- Improvements to Auditorium & Performing Arts
- Improvements to Media Center
- Improvements to Cafeteria & Kitchen
- Improved security and access to Main Office
- Improved security through environmental design
- Improved monument signage and exterior lighting
- Improved and fencing and gates
- New interior finishes, lighting and signage
- Updated HVAC, electrical and plumbing systems
- Updated low voltage, data, voice, video, life safety and security systems
- Improved hardscape and landscape