

## **Birney Elementary School and Savoy Elementary School Co-Location Impact Study**



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## STUDY PURPOSE

The District of Columbia Public School system is working to improve its schools and buildings to provide high quality education and educational environments to all children in the District. It is also working to efficiently utilize its space, in part through an increase in shared and joint use. As part of the DCPS Facility Master Plan 2000, Birney Elementary School was identified for a replacement. However, since its adjacent community—Barry Farms—is in development for substantial change, the school project has been deferred to coincide with the major neighborhood development.

During the time the Birney project was being deferred, the Old Nichols Avenue School was being fully modernized and expanded to become the Thurgood Marshall Academy Public Charter High School (TMA). As part of the agreement with the city, TMA agreed to reduce the size of its expansion and omit a gymnasium in its facility, but to work with DCPS and the Department of Parks and Recreation to modernize Savoy Elementary School to create a shared and joint use community center with a gymnasium and support spaces for Savoy, TMA and the community with entrances on Martin Luther King, Jr. Ave. Since Savoy Elementary School was built in 1968 and had never been modernized, DCPS decided to modernize Savoy Elementary School as part of the shared use development.

The modernization of Savoy and construction of a shared community center at Savoy is on schedule to begin construction the summer of 2007 and be completed the summer of 2008. DCPS has identified Birney Elementary School, which is .2 miles away as the temporary location (swing space) for Savoy Elementary School while it is in construction. The objective of this study is to create a plan to improve the Birney facility so it is healthy, safe and will support the education and social programs and services of the Birney and Savoy students, but also to lay the groundwork and begin long term improvements for Birney.

The Birney Project is being developed to:

1. Improve the Birney facility for the current Birney students and staff.
2. Provide high quality school accommodations for Savoy as they proceed through the modernization process.
3. Create a foundation for ongoing cooperation between Birney and Savoy Elementary Schools.
4. Create a foundation for Birney to increase its enrollment to 3 classes per grade and retain and develop its city wide special education cluster (approximately 480 students).

This document outlines the study elements that provided the foundation to meet these objectives. The findings and proposed recommendations for Birney were developed through a series of meetings and interviews with the Birney School Administration and

Staff, inspections of the Birney School building by architects, engineers, construction estimators, and planners, and collection and analysis of the Birney School Improvement Plan 2005-2007, as well as the DCPS Master Education Plan.

The proposed plans for the co-location of Savoy, were developed so that the new classroom assignments and adjacencies met the educational, administrative and operational programs and services of Birney. The Birney staff needs to review this draft and provide comments to the study team. Following this review and modifications, Savoy staff will be asked to do the same. Once this is done, the technical team will prepare a recommendation for review by the Office of Facilities Management and the Assistant Superintendent for this cluster.

The Co-Location Impact Study contains a description of the general and special education programs, extra-curricular programs, and current community partnership programs at Birney Elementary School. This document also includes a summary of current building utilization, which describes the reported student, staff, and community use of the building. In Appendix A, are spreadsheets and floor plans that report the current utilization of each room.

The study offers two options (Option D and Option E) for how to utilize and share the Birney school building for co-location with Savoy. Floor plans detailing these options are included. Current building conditions are described in the study, as well as options for how to address them. The condition of the building must be improved for Birney students and certainly before the school enrollment is doubled. Basic life safety and health issues need to be addressed. Because the building conditions at Birney are poor and the utilization of rooms will change, building and furniture improvements will be needed. Following the building recommendations is a preliminary cost estimate and schedule for building improvements to Birney, as well as schedule for relocation within Birney first, and then moving of students from Savoy.

Once the feasibility study is complete, and the local school leadership and teachers are satisfied that they can provide high quality programs and services to the children of Birney and Savoy, through this co-location, the principals and teachers of Birney and Savoy will work with the technical team to communicate the proposed changes to parents and community members of the Birney and Savoy schools and then modify the plans to meet their concerns. An initial meeting with Savoy parents was held on January 28<sup>th</sup>, 2007 to report to parents and staff on the plans for Savoy for 2007-2008, and to obtain input on issues and concerns.

## **VOLUME I: SPACE PLAN**

### **BIRNEY ELEMENTARY SCHOOL OVERVIEW**

#### **History**

The original Birney School, a four room structure called Birney Annex, was built in 1889 on Nicholas Avenue between Talbert Street and Howard Road S.E., Washington D.C. It was combined with a two story frame building called Hillsdale School until 1901.

In 1901, the Old Birney Annex was moved to the back of the school, and an eight room brick building, called the Birney School was constructed on the site. Increasing enrollment called for a larger building and in 1914 an addition containing six rooms and an assembly hall was built. As time went on, even this building was inadequate. One portable was used from 1923-1925, two from 1926-1927 and one from 1927-1929. When the portables were abandoned, half-day classes were organized in the main building.

During World War II, many war workers moved into the Barry Farms Housing project. This increased the enrollment at Birney School so rapidly that in 1943 a nine room temporary building, the Birney Annex was erected in the 2300 block of Nichols Avenue. As enrollment continued to increase, the New Birney School, with its twenty –six rooms, was opened on January 30, 1959 at the corner of Nichols Avenue and Sumner Road, S.E. Even this plant was too small to accommodate all the elementary pupils in the area and the sixth grade classes still had to use rooms in the Birney Annex. An addition containing 14 rooms was constructed April 1970. It is anticipated that the current Birney School will be renovated.

Birney School was named for James Gillespie Birney who labored diligently in the movement to free American Negro slaves. In 1843, he liberated his own slaves who had come into his possession by marriage. His life was threatened many times because he persisted in his fight for the emancipation. In 1836, his printing shop in Cincinnati Ohio, where he published his anti-slavery paper, The Philanthropist, was demolished by an angry mob. His press was broken up and thrown into the Ohio River. He is remembered as a distinguished American who fought to abolish slavery by political means.

#### **Mission**

It is the mission of Birney Elementary School to foster a positive teaching and learning environment with emphasis on academic achievement, enabling each student to progress. Each student will experience success and be able to function as a productive and responsible citizen in our complex and changing society.

## Neighborhood Context

Birney Elementary School is located on Martin Luther King, Jr. Avenue immediately adjacent to the Barry Farms Community. Birney is .2 miles from Savoy Elementary School, but it is across an extremely complicated and busy intersection of MLK, Jr. Avenue and Howard Road. Savoy parents and staff are particularly concerned about pedestrian safety for students who must come and go before school, immediately after school and following after-school programs. The study team has met with DC Department of Transportation (DDOT) and requested a traffic safety review. DDOT has agreed to visit the location and investigate putting a guard rail on MLK, Jr. Ave to create a barrier along the sidewalk overpass to Suitland Parkway. They will check the timing of the lights at the cross walks to ensure ample time for children crossing and review the pedestrian path from MLK, Jr. into Barry Farms neighborhood that cuts through Birney school property.

The study team will work with the Metropolitan Police Department to ensure there are appropriate police and crossing guards for children during times when they must come and go from school.

## Demographics and School Characteristics

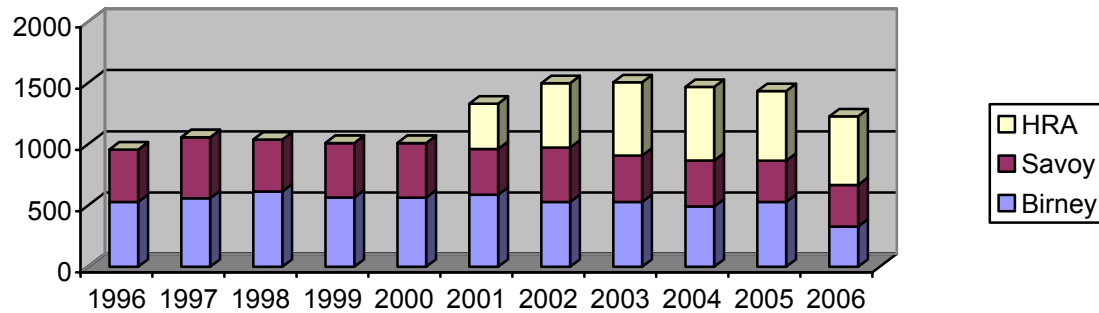
Birney Elementary School is a District of Columbia Public School (DCPS) serving 329 Pre-S/Head Start, Kinder, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders during the 2006-2007 school year.

**Table 1: Enrollment by Grade, 2006-2007 School Year**

	Pre-S	Pre-K	Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	Total
Birney	23	20	40	55	41	42	34	38	36	329

DCPS has never been the only educational provider to the district’s school age children. For as long as DCPS has served the district, private and alternative learning institutions have played an important role in educating children. But over the last decade the growing number of charter school options has drastically affected the number of students served by DCPS. In the immediate community served by Birney Elementary School the presence of Howard Road Academy Charter School has contributed to the steady decrease in student enrollment.

**Figure 1: Student Enrollment, Howard Road Academy, Savoy and Birney 1996-2006**



**Table 2: Student Enrollment at Howard Road Academy, Savoy, and Birney Schools 1996-2006**

<b>10 YEAR ENROLLMENT INFORMATION FOR HOWARD ROAD ACADEMY, SAVOY, AND BIRNEY SCHOOLS</b>				
<b>Year</b>	<b>Howard Road Academy</b>	<b>Savoy</b>	<b>Birney</b>	<b>Combined Total # of students served</b>
1996	0	429	529	<b>958</b>
1997	0	498	560	<b>1058</b>
1998	0	424	615	<b>1039</b>
1999	0	445	566	<b>1011</b>
2000	0	446	565	<b>1011</b>
2001	369	375	588	<b>1332</b>
2002	525	445	529	<b>1499</b>
2003	597	380	529	<b>1506</b>
2004	600	375	493	<b>1468</b>
2005	568	337	529	<b>1434</b>
2006	560	339	329	<b>1228</b>



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## **FUTURE BIRNEY: 480 STUDENT SCHOOL WITH SPECIAL EDUCATION CLUSTER**

Given the density of households, the number of households with children, and the plans for development in the community surrounding Birney, Birney can be expected to increase enrollment, particularly as the facility is improved and the outreach is done to the neighborhoods on programs and services at Birney. At three classes per grade, from Pre-School thru 5<sup>th</sup> grade, the enrollment of Birney would be approximately 450-480 students. At about 480 students this would be 180 GSF per student. While this exceeds the DCPS educational specification standard, the extra space is required for a city-wide cluster program for special education.

Because Birney is making progress academically, with building improvements and outreach to the community on its programs and services, we believe that Birney can regain 150 students from the community to become a 3 class per grade PS-5<sup>th</sup> grade school within 3-4 years. If it needs some time to grow to a full 3 classes per grade school, Birney will be able to accommodate another small elementary school needing swing space before becoming fully enrolled. In addition, the Barry Farms community will be undergoing significant development. A high performing, high quality Birney School program and facility will retain and attract families to this community.

The following is a description of the District of Columbia's *New Communities Initiative* for this area.

*The District of Columbia, in collaboration with the residents of the Barry Farm, Park Chester and Wade Road community, initiated a process to plan for and implement the revitalization of the area's low income properties and the surrounding neighborhood. The Barry Farm/Park Chester/Wade Road community is located in Ward 8's historic Anacostia area, and is generally bound by Suitland Parkway to the north, Martin Luther King Jr. Avenue to the east, Firth Sterling Avenue to the west, and St. Elizabeth's West Campus to the south.*

*Consistent with the New Communities Initiative, the goal of this effort is to transform the public and low income housing developments and its neighborhood into a mixed-income, mixed-use community. In this new community, residents will have access to high quality housing options affordable at all income levels and to the human services necessary to help prepare them to take advantage of the new economic opportunities and changes that are coming their way.*

*The Barry Farm/Park Chester/Wade Road Redevelopment Plan (the "Redevelopment Plan") is comprised of three components:*

- A Human Capital Plan to meet the current needs of residents and to prepare them to benefit from the changes coming to their community;*
- A Physical Plan for the redevelopment of sites throughout the neighborhood; and*

- *A Development and Finance Strategy for implementing these plans.*

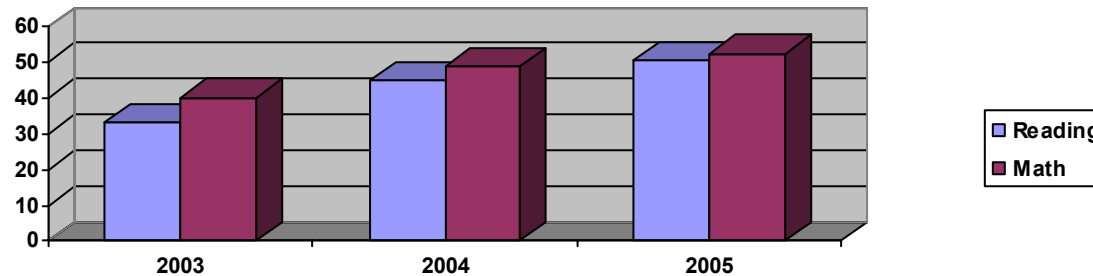
*The Redevelopment Plan seeks to improve the community's public facilities, access to commercial and retail opportunities, urban design, parks and open space and transportation system by: creating a mixed income community of various housing types which includes 654 on-site and off-site replacement units together with new affordable and market rate units for a total of 1,391 units; creating a vibrant mixed-use main street at Firth Sterling Avenue; rebuilding and enlarging Birney Elementary school as a new K to 5 facility; rebuilding the community's recreation center; increasing a passive, linear park for residents to enjoy the great views of the District's skyline; honoring the community's rich African American history through the preservation of street and school names and with the development of a memorial and walking tour program; providing a pedestrian bridge across Suitland Parkway to the Anacostia Metro Station; and increasing the community's connectivity to greater Anacostia by extending the street grid through the neighborhood. <http://planning.dc.gov/planning/cwp/view.a.1285.q.639019.asp>*

Since the DCPS assessment ranked the structure as in excellent condition and the exterior finishes (obviously not including the windows) in very good condition (.26, with 0 the best and 1 the worst) serious consideration should be given to a modernization of the existing building. With a full modernization of the existing building, the building improvements for Birney being done in the summer of 2007 in preparation for Savoy can be consistent with a first phase of a modernization. A second phase could follow during the summer of 2008, so that Birney and Savoy would be high quality facilities by fall 2008. A final phase could be done, if necessary in summer 2009, so the school would be fully modernized by fall 2009. The close proximity to Savoy (less than one quarter mile away, makes it possible to achieve some economies of scale by aligning work on both buildings.

## **ACADEMIC PERFORMANCE**

Birney's dedication to the theme "Excellence Continues Until Success is Achieved" is seen through patterns of students' demonstrated academic success. For three consecutive years (SY03-05) Birney students steadily improved their standardized test results. Because of this documented success Birney demonstrated adequate yearly progress (AYP) as described by the "No Child Left Behind Act". In 2006 this trend of success continued with over 75% of the student population scoring at basic or higher in reading and math. Of these students tested, fully 54% in Reading and 51% in Math, were proficient or advanced.

**Figure 2: Students Scoring Proficient or Above in Reading and Math, 2003-2005**

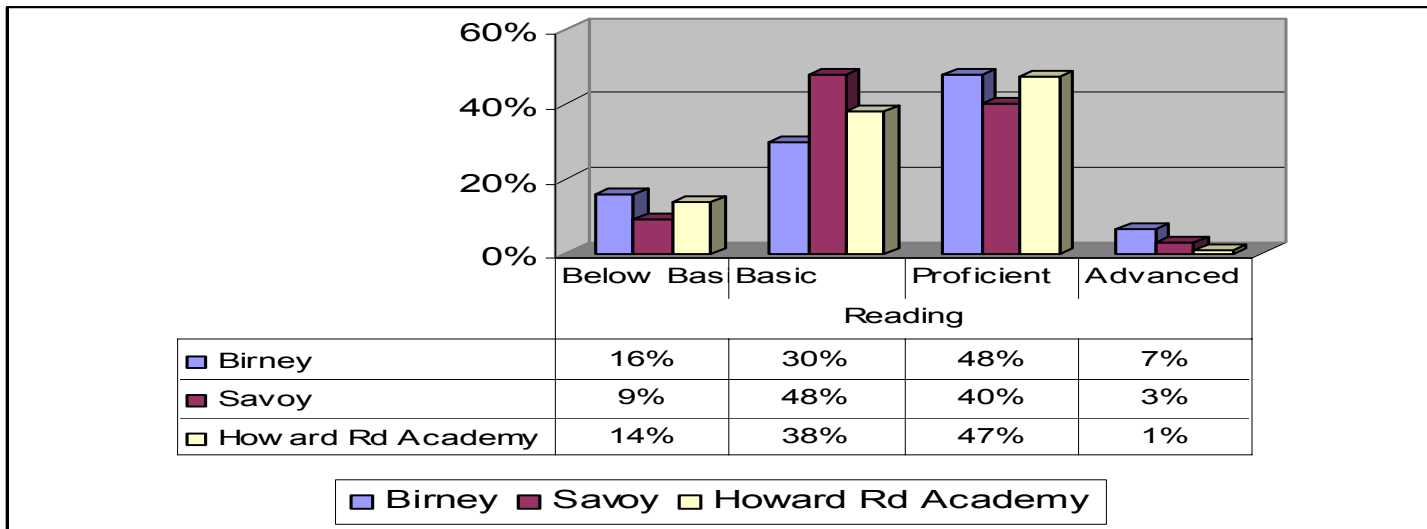


The accomplishments of Birney stand out when it is compared to Savoy Elementary School and Howard Road Academy Public Charter School. Table 2 below shows the number of students tested, the number and percent of students tested who received free and reduced price lunch because their parents' income made them eligible and the number and percent of special education students that were tested. Fully 94% of Birney students test received free and reduced price lunch and 23% of the students tested were special education students. Even so, Birney had more students testing at proficient and advanced in reading than Savoy or Howard Road Academy, which has only 67% and 48% respectively of their students with free or reduced price lunch and 24% and only 13% at Howard Road Academy, respectively of their students as special education students.

**Table 3: Comparison of Students Tested: Birney ES, Savoy ES, and Howard Rd. Academy PCS**

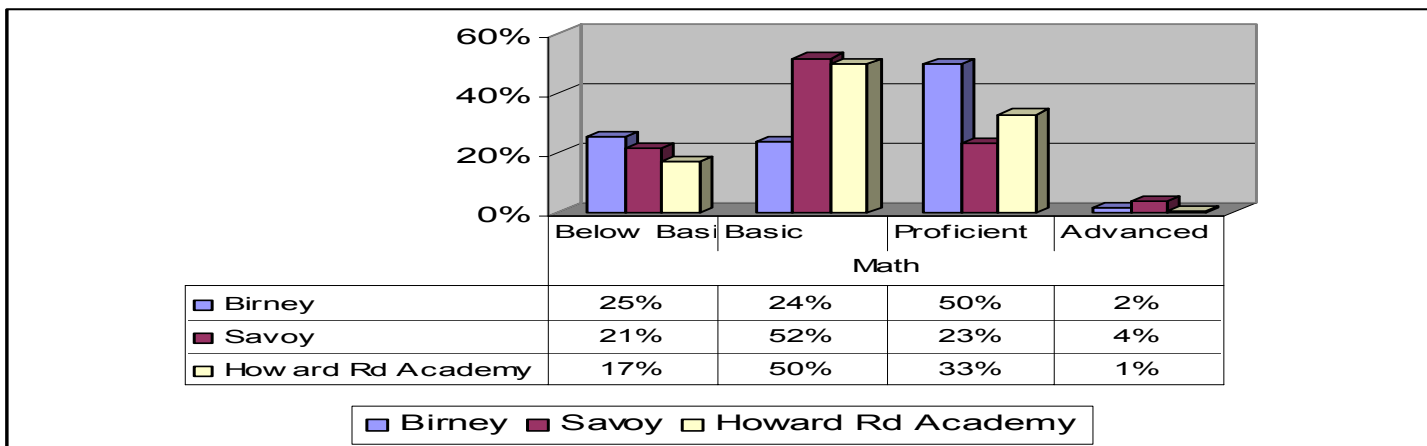
2006	# Tested	F/R Lunch	% F/R Lunch	# Sp ed tested	% Sp ed Tested
Birney	198	187	94%	46	23%
Savoy	162	108	67%	39	24%
Howard Rd Academy	302	145	48%	39	13%

**Figure 3: 2006 Reading Test Score Comparison: Birney ES, Savoy ES, Howard Rd. Academy PCS**



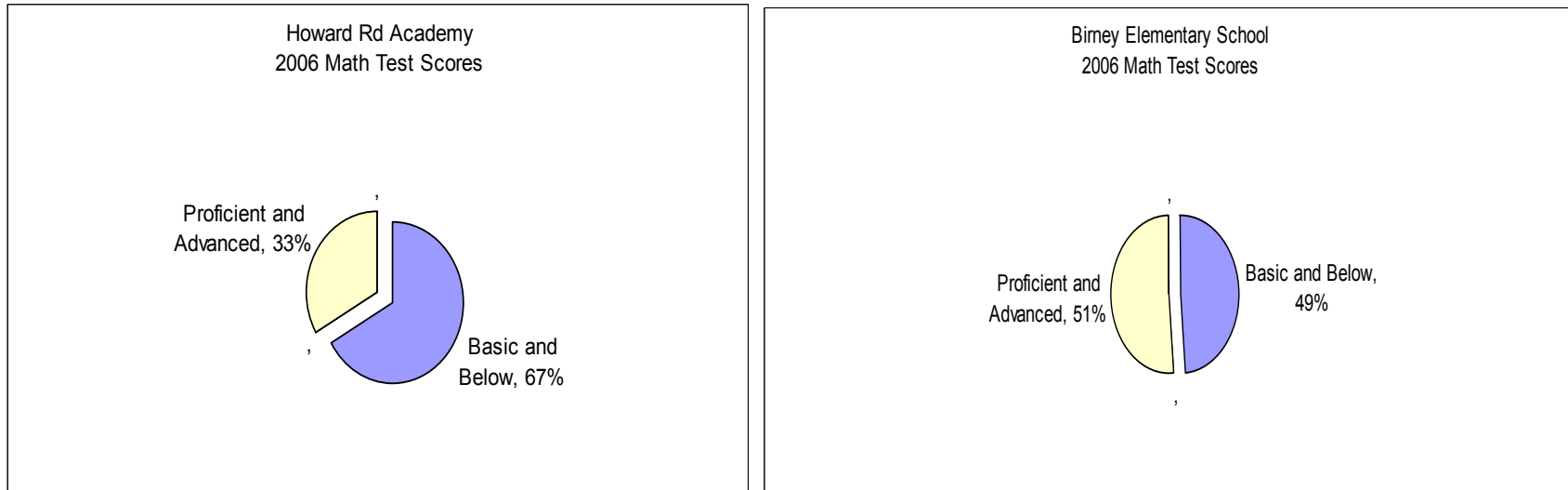
And while 25% of Birney students were below basic in math, 52% of Birney students were proficient and advanced in math compared to only 27% for Savoy and 34% for Howard Road Academy.

**Figure 4: 2006 Math Test Score Comparison: Birney ES, Savoy ES, Howard Rd. Academy PCS**



The pie charts in Figure 3 show more simply the strength of the Birney students in math, compared to the students at Howard Road Academy.

**Figure 5: Comparison of Math Scores between Birney ES and Howard Rd Academy**



## BIRNEY ‘S EDUCATIONAL PROGRAMS

Improving Birney’s facility in a manner that has positive educational as well as environmental affects is a priority for the project team. The following table outlines educational and instructional goals that will be directly affected by our proposed facility improvements. The facility improvements will be designed to support these goals of Birney Elementary School.

From: District of Columbia Public Schools Office of Accountability – Local School Plan SY 2005-2006 & SY 2006-2007 – Birney Elementary School

***Student Goals:***

Educational/ Instructional Goal	Facility Improvements
Receive guided reading instruction appropriate for each child’s capability inclusive of higher-level reading	Provide location for Experience Corps and other partnerships that support individualized instruction.

Receive differentiated extended day opportunities and/or enrichment	Provide space for Headsup After-School Program and Experience Corps.
Encourage parents to attend school meetings	Provide welcoming front entrance and main office accessibility to parents and community.
Take care and pride in school property	Eliminate deferred maintenance problems in the building and on site.

**Teacher Goals:**

<b>Educational/ Instructional Goal</b>	<b>Facility Improvements</b>
Plan lessons individually and collaboratively	Teacher planning and meeting space.
Assessment of all students every thematic/unit	Technology improvements will assist teachers monitor students' academic progress as well as aide in classroom administration and assessment.
Identify all students who fall short of performance measures and provide support services	
Participate in ongoing staff development to continue developing skills to meet the needs of students	Library design and layout to support on site professional development. Technology improvements in library for presentations.
Create a welcoming environment for parents who visit	Good signage and security, as well as easy access to front office.

**Administrators Goals:**

<b>Educational/ Instructional Goal</b>	<b>Facility Improvements</b>
Provide staff development as appropriate for teachers on use of data	Wireless technology will enable staff development on use of data to monitor students' academic progress.
Provide staff development to teachers on the use of ADPS and other systems the diagnose student performance levels	
Encourage parents to attend school events	As Birney become more inviting through facility improvements to the building and grounds, it will reaffirm its status as a community asset.
Ensure a clean, safe, and secure school	
Be sensitive to changing demographics and ensure as gentrification occurs that various communities feel welcomed and information is available in all appropriate languages	

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## Early Childhood

DCPS offers free, all day Head Start, pre-kindergarten and kindergarten programs. There are 43 students in the federally funded Consolidated Head Start Program, a new DCPS pre-school for three-year olds, and a pre-kindergarten class at Birney. In addition to the early childhood programs there are two kindergartens with a total of 40 students, for a total of 83 student in the Birney early childhood program. The Head-Start Program has income guidelines for eligibility, but the DCPS three-year-old program does not require that parents meet low income guidelines. The Head Start program has special requirements for teachers and parents—including space guidelines for the classroom, tooth brushing after eating, parent classes, and snacks. However there are no curricula or guidelines for the DCPS pre-school program.

## Primary and Intermediate Grades

Primary Grades are defined as Kindergarten through 2<sup>nd</sup> grade. There are 136 students in Kindergarten through 2<sup>nd</sup> grade. There are currently 150 students in grades 3 through 6. The school works with the responsive classroom. There are often two adults in the classroom, working with students in small groups or individually. Classroom assistance is provided by Experience Corps.

## Special Education

15% of the student population at Birney Elementary School receives special education services. These services include self-contained instruction for students (city-wide population) identified as emotionally disturbed and part-time/pull-out instruction for students whose Individual Education Plans indicate that they qualify for support in core subjects only. Birney is in first year of implementation of “inclusion” model. DCPS is moving to deliver IEP within the classroom, reducing amount of time students are pulled out. Some students in this program also receive support from the school speech therapist, occupational therapist, psychologist, and/or social worker.

### ***Classrooms:***

#### 2 City Wide Cluster Emotionally Disturbed (ED) Classrooms

- Classroom 1: Primary (PreK- 3) 4 students currently enrolled
- Classroom 2: Grades 4-6 ---- 7 students currently enrolled

#### 3 Resource Classrooms

- Students leave general education environment to receive resource services.
- Maximum of 22 students Minimum of 5 students
- Students are NOT escorted to their resource classrooms

**Staff/Teachers:**

- 1 Special Education Coordinator (Full Time)
- 2 ED teachers (Full Time)
- 2 ED teacher aides (Full Time)
- 3 Resource teachers (Full Time)
- 1 Speech Therapist (3 days a week-Itinerant Staff)
- 1 Occupational Therapist (1 day a week- Itinerant Staff)
- 1 Psychologist (2 days a week-Itinerant Staff)

**Special Subject Classes**

Birney currently has full time art, physical education, and music teachers. These teachers interact with the entire student body beginning at 9:10 a.m. and ending at 2:50 p.m. There are 15 classes each week, operating on a rotating schedule, each is 45 minutes long starting at 9:10 and ending at 2:50. Generally there are 18-20 students in a class; with the exception of one class of 27 that is comprised of upper grade students. In the past the extra-curricular program was enhanced with a dedicated “library class” and scheduled time to conduct student driven research. This aspect of the program was ended after the librarian position was eliminated.

**Art**

Birney Elementary School currently provides art education classes to the entire student population—including Headstart. The self contained special education students are intended to be included in the art classes. Art objectives and program are to give students exposure to multi-media. This is currently done in a regular classroom without running water.

**Physical Education**

Birney Elementary School currently provides physical education instruction to the entire student population. [Need detailed program information—what curriculum if any is used? Is health taught?] Instruction currently takes place in a classroom in the basement. This inadequate space is used because of scheduling and safety problems that occur when students use the recreation field and/or auditorium. The cafeteria, while an ideal instruction space, is also not used because of scheduling problems before and after lunch. In order to better serve the needs of the students, when providing instruction, adequate space (storage and classroom) and equipment is desperately needed.



**Music**

Birney Elementary School currently provides music classes to the entire student population. [Need detailed program information—what curriculum if any is used?] While this aspect of the educational program allows students to tap into their creativity, the program is in need of additional resources. Having access to instruments and technology and adequate instructional space would further enhance the program.

**Outdoor Recreation**

All children use small, fenced area behind school for recess. Younger students stay on site while older students use the recreation field. Gates remain open at all times. A heavily used pathway connects the Barry Farms community with MLK Ave. which follows perimeter of school property and ends in the school driveway, so pedestrians continue on school property. Play equipment, designed for children ages 5-12 was installed within the past two years. Poured, rubber, imitation wood chips is surface under equipment. Early childhood equipment was burned six months after installation and has not been replaced. The rubber surface remains with evidence of structure footings. An area adjacent to play equipment, formally used for play equipment, is outlined with timbers and filled with gravel. It has no apparent use and is very undesirable. There are neither basketball hoops, nor equipment appropriate for the large early childhood population at Birney. Overall play area is inadequate for the current 329 student population.

**FOOD SERVICE PROGRAM**

There is a breakfast program and lunch program at Birney Elementary School. Approximately 110 students take advantage of the breakfast program. [Need to know exact schedule—when and how do students enter building—etc.] For the lunch program, food is delivered frozen and then heated per instructions in the convection oven. Average time to heat food is approximately 25 minutes. The oven has capacity to heat meals for approximately two lunch shifts—approximately 150 lunches.

- |                                  |             |  |
|----------------------------------|-------------|--|
| ○ Served in classroom            | 23 students | Pre School                                 |
| ○ 1 <sup>st</sup> lunch 11:00 AM | 60 students | Pre-K/K                                    |
| ○ 2 <sup>nd</sup> lunch 11:30 AM | 96 students | 1 <sup>st</sup> and 2 <sup>nd</sup> grades |
| ○ 3 <sup>rd</sup> lunch 12:00 PM | 76 students | 3 <sup>rd</sup> and 4 <sup>th</sup> grades |
| ○ 4 <sup>th</sup> lunch 12:30 PM | 74 students | 5 <sup>th</sup> and 6 <sup>th</sup> grades |

*Cafeteria Staff*

The cafeteria staff currently includes: one 6 hour supervisor and two 4 hour cafeteria staff; in addition there are 3 or 4 resource teachers on lunch duty at any one time.

*Equipment*

The equipment in the kitchen consists of the following: 1 refrigerator, 1 freezer, 1 convection oven, and 1 milk bin (all in good condition). There is also a gas stove and large mixer, that are operable, but not used. In addition the cafeteria currently has only one adult-sized drinking fountain. There is a large refrigerator in the cafeteria area, which no longer works. It is used for miscellaneous storage.

**STAFFING**

Birney and Savoy are currently developing their staffing plans for the 2007-2008 school year. They are working together to ensure that they take advantage of the co-location to benefit their students.

**COMMUNITY PARTNERSHIPS**

Birney Elementary School is currently served by a number of outside community organizations. Through the organized efforts of the following organizations, the educational curriculum at Birney is enhanced during and after normal school hours.

**Experience Corps**

Experience Corps is a tutoring and mentoring program that trains seniors (adults over 55 years) to work with children in reading and math. They are in their eighth year working with Birney Elementary School. Experience Corps currently has three programs at Birney: A one-on-one tutoring program, which takes place during the day; classroom assistance program; and an after school mentoring program for boys. In addition an Experience Corps volunteer—who is a retired librarian—has brought the library back to life.

**Program 1: Experience Corps- 1-to1 Tutoring**

- Day(s): Tuesday and Thursday
- Time: 12:30-3:30 p.m.
- No. Adults: 11-12
- No. Students: 24 are served (one at a time)
- \*At any given time there are 24 people in the classroom being tutored

**Program 2: Experience Corps- Classroom Aide**

- Day(s): Tuesday and Thursday
- Time: 8:45-3:30
- No. Adults: 6-7
- No. Students: Varies depending on class size

**Program 3: Experience Corps – Male Mentoring**

Day(s): Monday and Tuesday  
 Time: 3:00-5:00 p.m.  
 No. Adults: 10  
 No. Students:

**After-school Program: Heads Up**

Heads Up’s goals for the students in their program are:

- To increase their reading proficiency, as measured by improvement on standardized test scores, improvement of school grades and Heads Up’s own student achievement assessments;
- To increase their performance and engagement in school, as measured by an increased interest in learning reported on student surveys, an improved rate of school attendance, and an improved percentage of children advancing from grade to grade.

Heads Up operates an after-school and summer academic program for XXX children at Birney Elementary School. Heads Up offers a curriculum that is age and culturally appropriate and aligned with D.C. public school standards. They work closely with the teachers and principal at Birney to reinforce daytime learning and track students’ progress.

In the after-school program, tutors guide Heads Up students through the literacy curriculum for three-and-a-half hours per day during the academic year. The after-school programs include reading, homework assistance and writing activities. In addition to the literacy program, they provide enrichment opportunities for students, such as field trips to local college campuses, historical sites and museums. During the summer, Heads Up offers a full-time academic program that includes math, reading and community service days. They use college students as tutors in their program. These students forge relationships with school-age children and serve as powerful role models.

**Sample Schedule**

3:15 - 3:30 pm:	Tutors greet students
3:30 - 4:00 pm	Students receive a healthy snack
4:00 – 5:00 pm	Students complete homework (with help from tutors if needed) and practice journal writing
5:00 – 5:45 pm	Tutors lead students in literature circle — depending on reading level, students or a tutor read a book aloud and discuss the story.
5:45 – 6:15 pm	Students work on vocabulary, comprehension, and phonics skills, as well as math
6:15 - 6:30 pm	Clean up

6:30 - 7:00 pm      Tutors share information with parents as they pick up children

Heads Up maintains low student-to-tutor ratios of no more than 5:1, ensuring each student receives individual attention and support. Enrollment is open to all elementary school students in each neighborhood. Students range in age from 4 to 12. All services are offered free of charge.

### **Concerned Black Men**

Contact: Cheryl Hart-Johnson  
Director-Youth and Prevention Services  
202-783-0101  
[cjohnson@cbmnational.org](mailto:cjohnson@cbmnational.org)

*1. What is the program in Birney, hours of operation, number of adults, number of participants, which days of the week?*

**Program 1: SLAM (Tutoring)  
(Saving Lives and Mentoring)**  
Day(s): Monday - Friday  
Time: 3:00 – 6:00 p.m.  
No. Adults: 3  
No. Students: 15 (9-10 are present any given day)

**Program 2: CBM Summer Camp**  
Day(s): Summer – 8 weeks  
Time: “all day” 9:00-5:00  
No. Adults: TBD  
No. Students: TBD

*2. What are the space needs? What is optimum vs. what they have now? What is minimum? Can they share the space? What are furniture needs?*

- Currently located in room 103

(Moved from instructional site, to library, to room 103)

- Program directors stated that providing tutoring and group mentoring services in the library would be the ideal situation
- Due to the nature of their program unable to share space
- In need of storage space (unable to share storage space with other programs)
- Small refrigerator is needed
- Movable partitions would assist in keeping the students focused during tutoring sessions
- Need access to compute lab
- Need access to indoor recreation space – that has mats and supplies
- SUMMER CAMP – Mrs. Johnson spoke with Mr. Webb on 2/24/2007 and he informed her that because of possible renovations they may have to find an alternate site for the summer program

**3. *How long have they been in the space?***

Program 1: SLAM Tutoring = 1 year

Program 2: CBM Summer Camp = 6 years

**4. *How long to they intend to use the space?***

The program is ongoing – no intended end date

**5. *Do they serve other than Birney students? If so, who?***

Program 1: SLAM Tutoring – only Birney students

Program 2: CBM Summer Camp- city wide student enrollment

**6. *Do Birney staff or parents work with them?***

An attempt is made to work with all stakeholders – but a lot is dependent on teachers and liaisons availability

**7. *Do they have a building use agreement with DCPS for the space?***

Memo of Understanding between CBM and DCPS exists. The building principal and DCPS must sign a clearance form before any CBM program

Sample Schedule of SLAM Session:

Program Runs 3:00 – 6:00 p.m.

3:15- 4:30 Tutoring Sessions

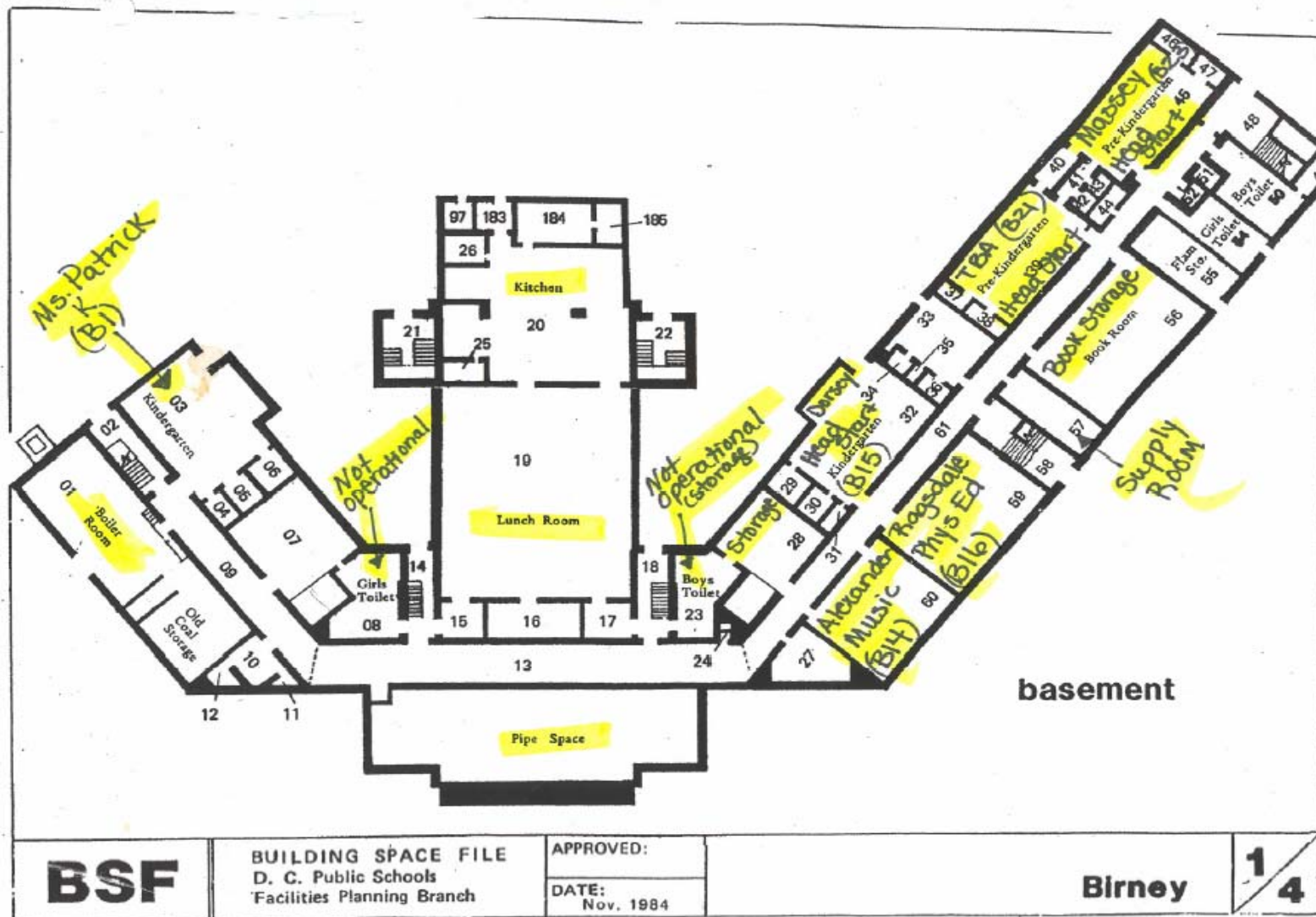
4:30- 5:00 Snack time

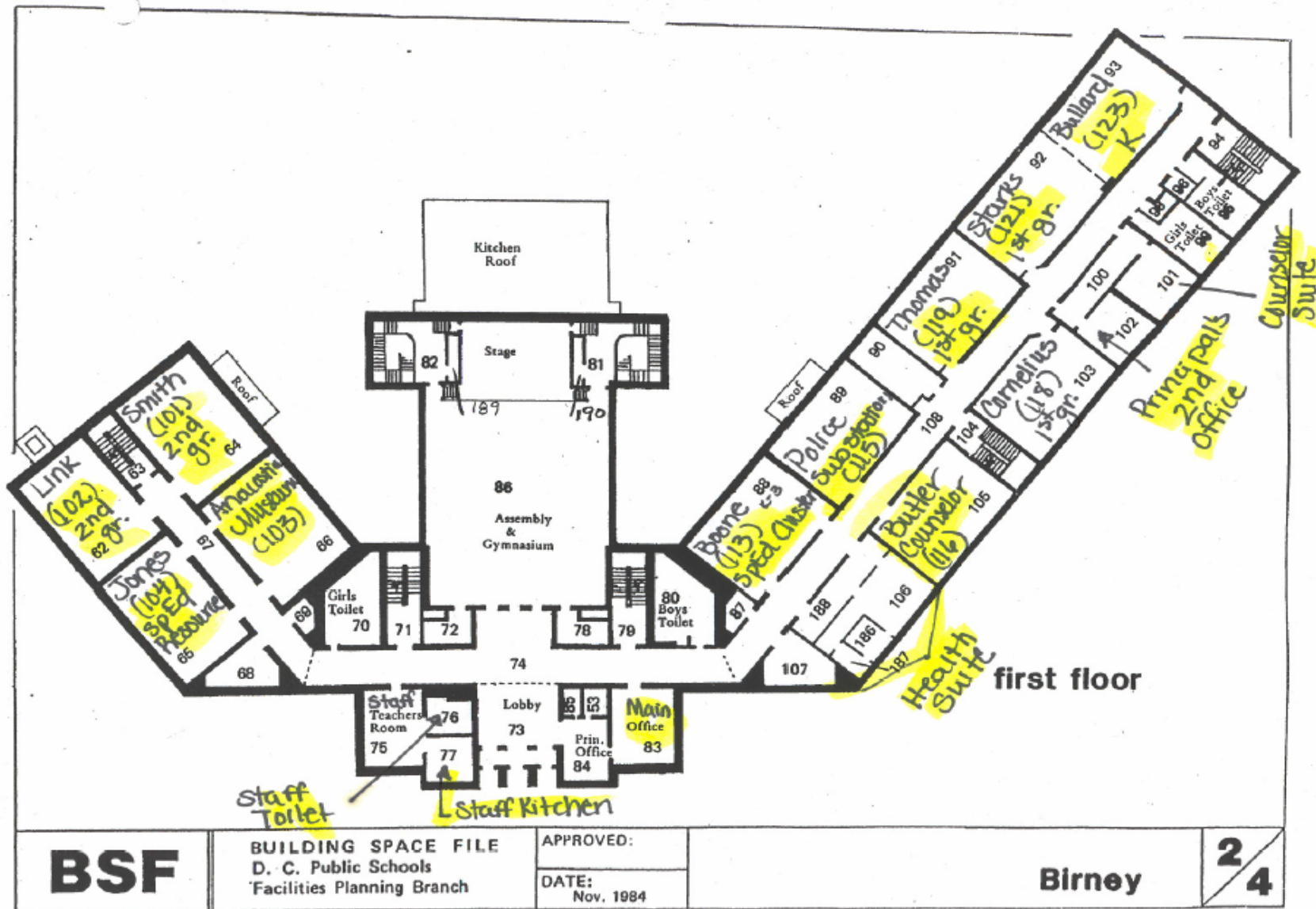
5:00- 6:00 Life Skills, Games, Crafts, Video

\*Friday - Free Day (students choose what activities to participate in)

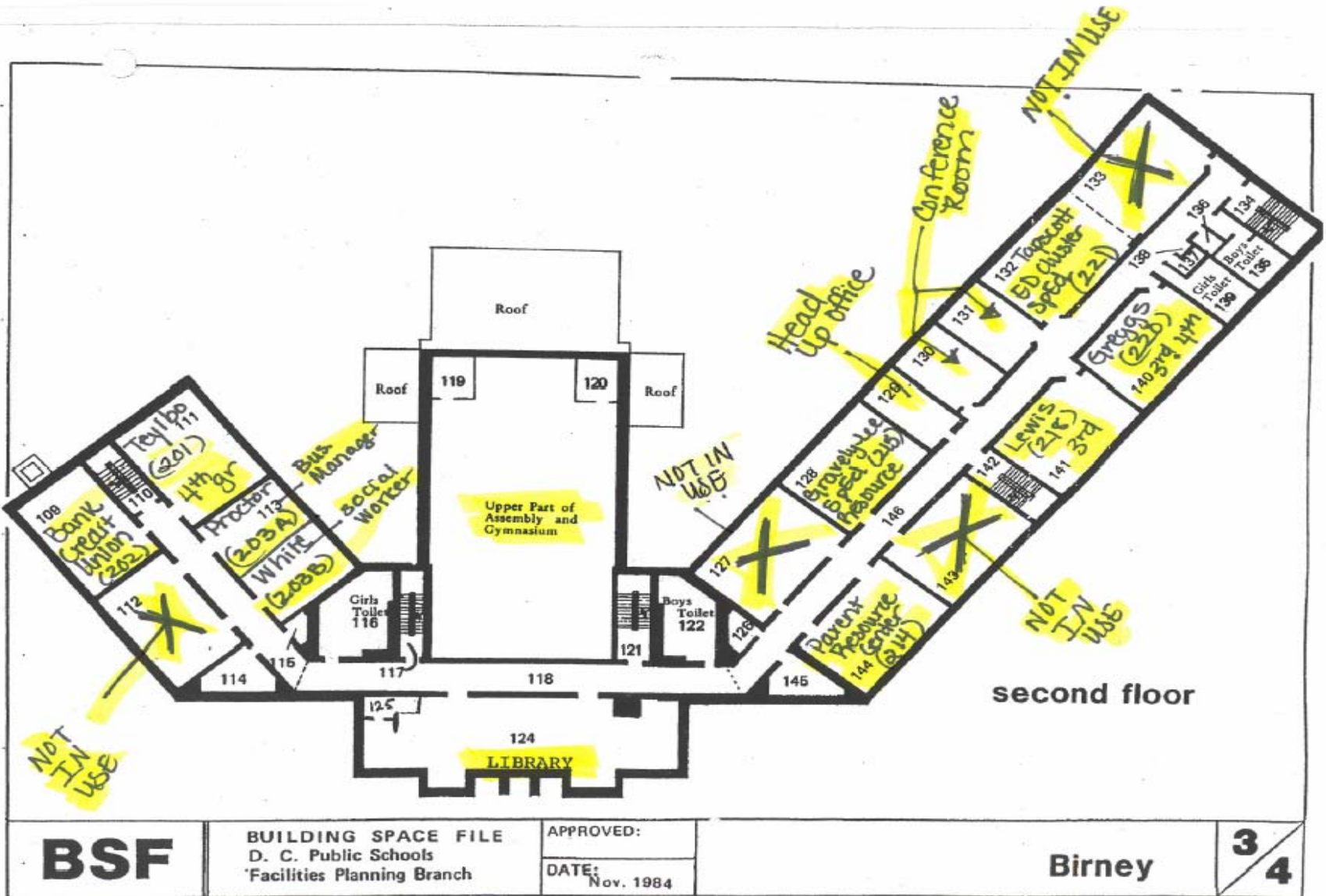
Monthly Field Trips (w/students at Malcolm X)

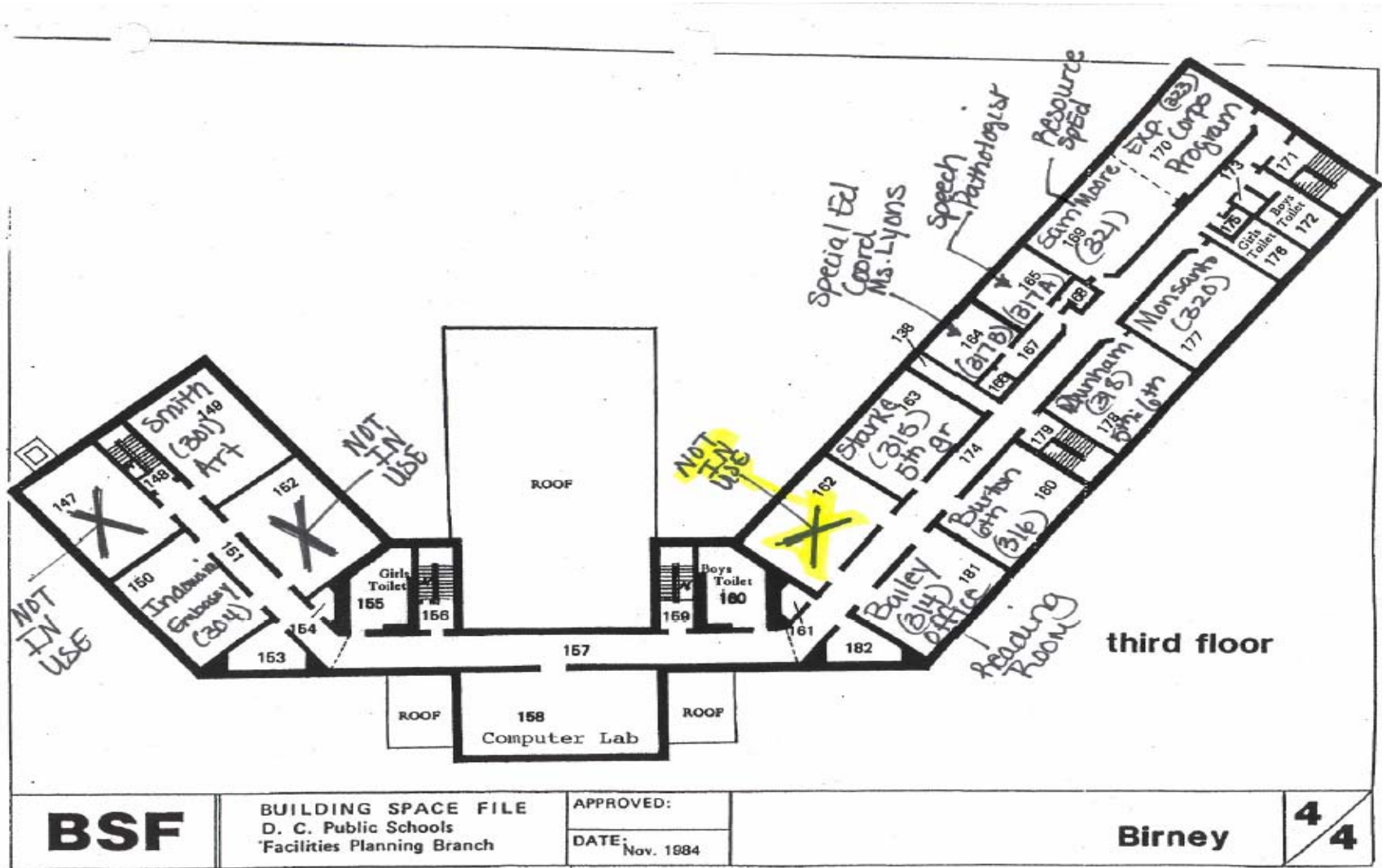
# CURRENT BUILDING UTILIZATION FLOOR PLAN 2006-2007











A table of currently utilization of spaces is in Appendix A.

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## SPACE PLAN FOR CO-LOCATION OF BIRNEY AND SAVOY

After exploring a number of options, the technical team, with input from Birney and Savoy staff, has developed two options for accommodating students and staff at Birney and Savoy. The options described are for both the interior space and exterior site requirements for the schools and are referred to as Option D and Option E. For Birney, each option was designed to accommodate 23 classrooms--5 early childhood classes PS through Kindergarten; and 10 grade level classrooms 1<sup>st</sup> through 6<sup>th</sup> grades; 2 self contained special education classrooms; 3 resource rooms; an art, music, and physical education classroom; as well as a teacher's room and counselor suite, and main office. The classroom requirements were based on this year's actual enrollment. A list of spaces and their proposed utilization follows each space plan option.

For Savoy, each option was designed to serve 20 classrooms. This is two classes per grade Pre-School through 5<sup>th</sup> grade, just as they are designed to accommodate in the modernized Savoy, as well as 2 special education classrooms and an art and music classroom. Currently Savoy has one 6<sup>th</sup> grade, but due to the constraints of space and the desire not to disrupt the city cluster special education program, the team is recommending that the 6<sup>th</sup> grade at Savoy go to Kramer for 2007-2008. If the 6<sup>th</sup> grade stays at Savoy, 20 classrooms is still likely to be enough classrooms for project enrollment for Savoy students in 2007-2008.

The shared spaces, designated in yellow would be shared in either option. The shared areas are the two main multi-purpose areas, health suite and library. Lunch was envisioned with all Birney students eating in the cafeteria in the basement, as they do now, and Savoy students eating upstairs in the multi-purpose room on the first floor, but it may be that the schools will decide to divide the students by age and have all Kindergarteners through 3<sup>rd</sup> graders eating at the lower level and the fourth through 6<sup>th</sup> graders eating together in the multi-purpose room on the first floor. This is one of the many areas that still needs to be discussed by staff. Building storage will be a challenge. This is another area still needing study.

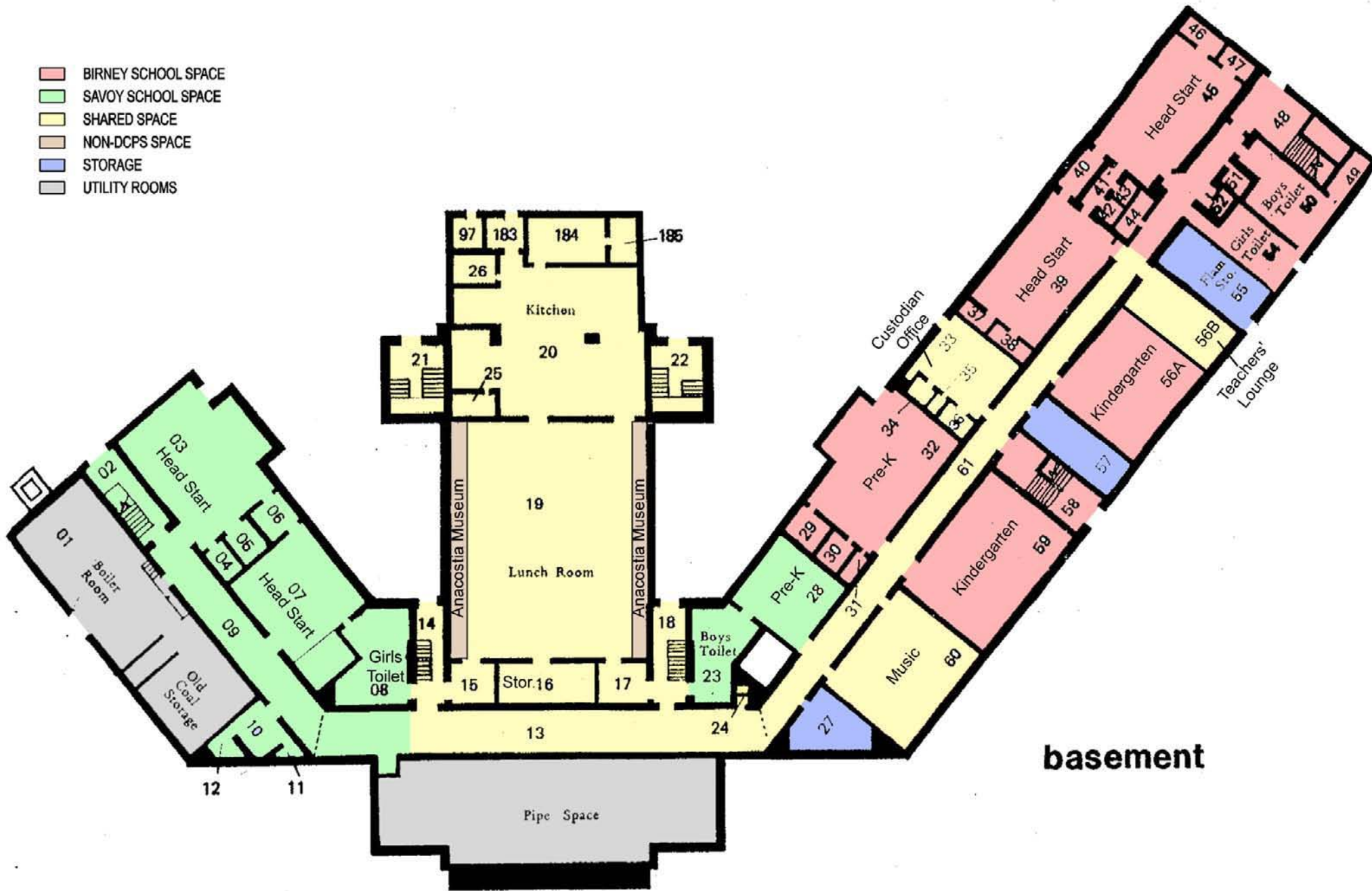
Since the exterior play areas are already inadequate for Birney, serving another 300 students will not be possible without changes to the play areas. The project team has already met with the Department of Recreation to discuss ways to modify the fencing to support better play areas for Birney. The team will also provide a parking plan for both schools.

### Option D: North Wing Concentration, Shared Entrance and Play Areas

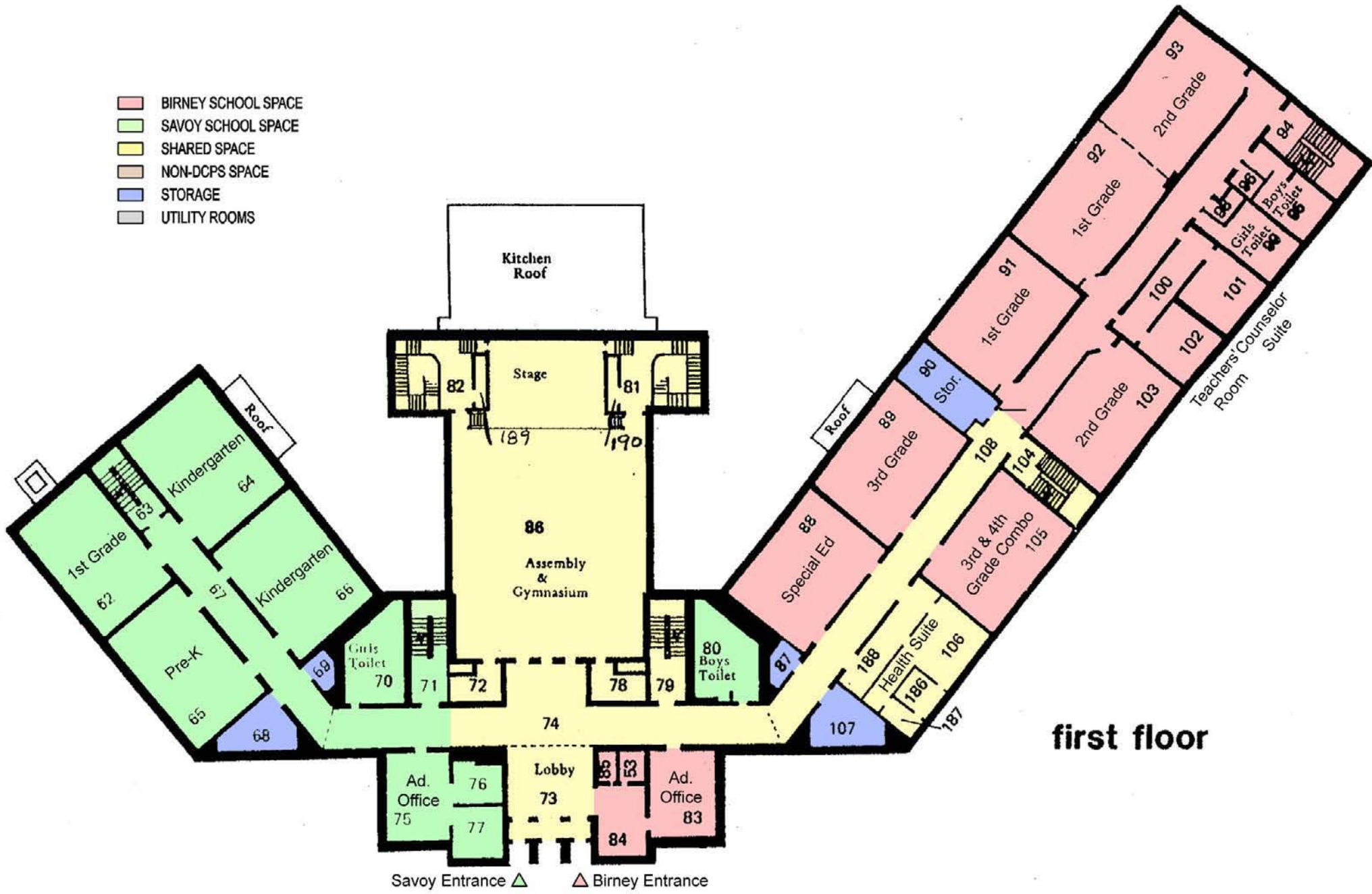
Option D is characterized by a shared front entrance, so both Savoy and Birney enter at the main front doors. The Savoy administration would be on one side and the Birney administration would be on the other. The Savoy classrooms and administration would be primarily in the 1950s north wing of the school, and then spread to both wings on the third floor. Birney and Savoy students would share multi-purpose areas, the library and the health suite.

Option D works to expand the total play area and create a combined play area to support 150 students in the school yard at one time in separately defined types of play areas: 1) field space; 2) hard surface basketball; 3) playground equipment for vertical play; 4) social play area with tables and benches; 5) early childhood play areas; 6) hard surface jump rope and other games. Each area would be designed to support 15-50 students, some for more, some for less.

- BIRNEY SCHOOL SPACE
- SAVOY SCHOOL SPACE
- SHARED SPACE
- NON-DCPS SPACE
- STORAGE
- UTILITY ROOMS



- BIRNEY SCHOOL SPACE
- SAVOY SCHOOL SPACE
- SHARED SPACE
- NON-DCPS SPACE
- STORAGE
- UTILITY ROOMS



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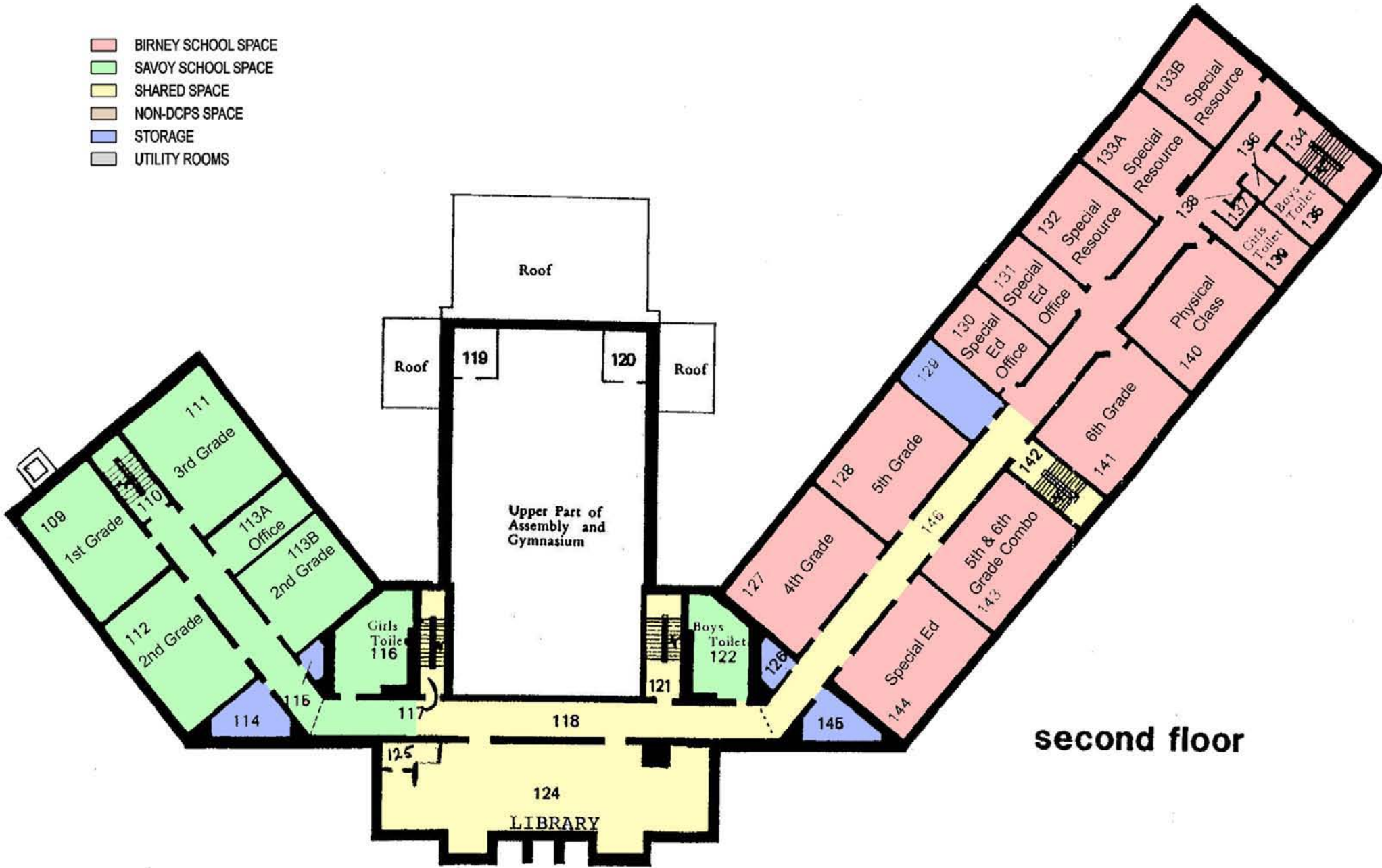
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**BIRNEY ELEMENTARY SCHOOL**  
 OPTION D

**2**  
**4**

- BIRNEY SCHOOL SPACE
- SAVOY SCHOOL SPACE
- SHARED SPACE
- NON-DCPS SPACE
- STORAGE
- UTILITY ROOMS



**BSF**

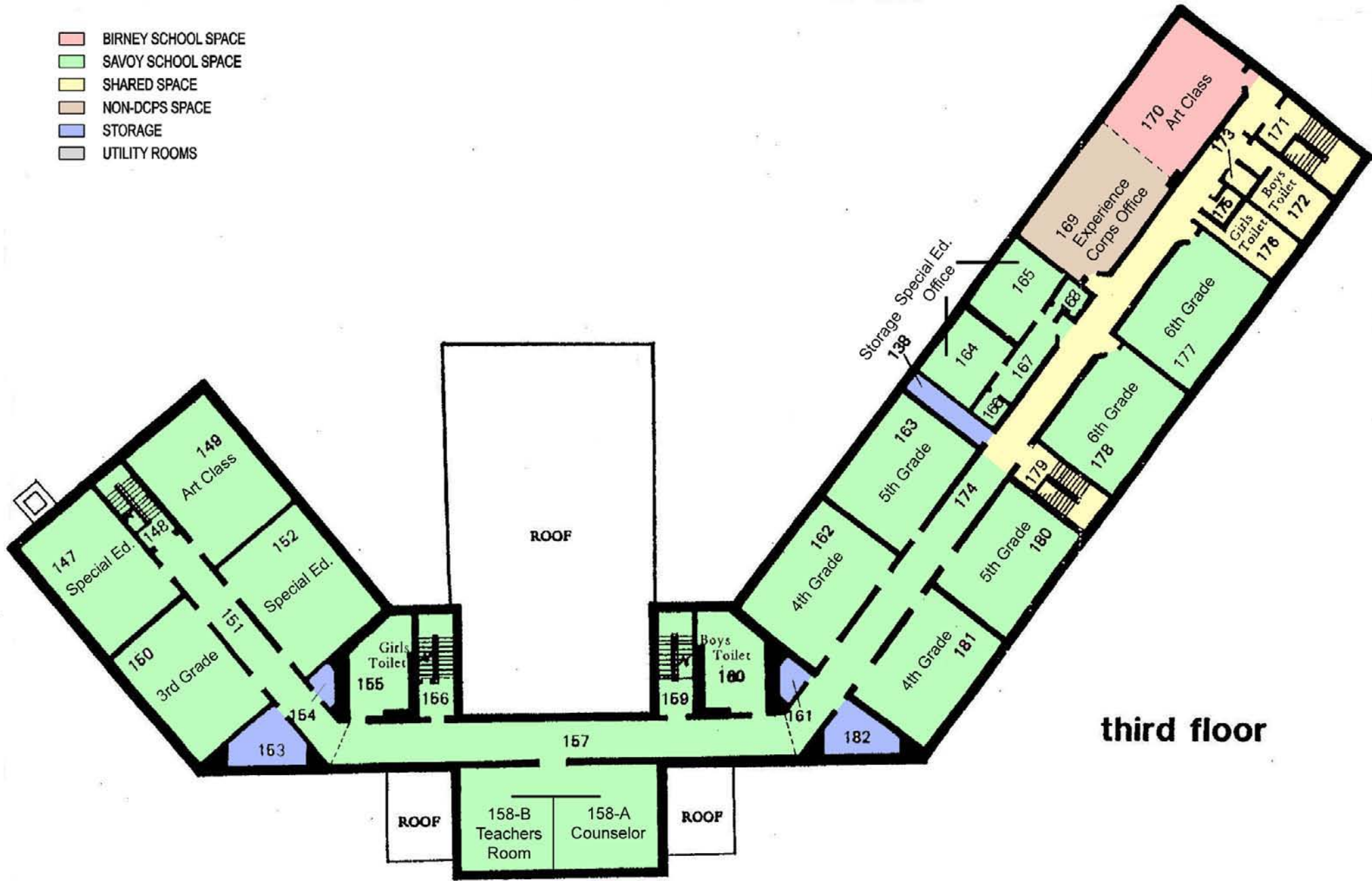
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**BIRNEY ELEMENTARY SCHOOL**  
 OPTION D

**3**  
**4**

- BIRNEY SCHOOL SPACE
- SAVOY SCHOOL SPACE
- SHARED SPACE
- NON-DCPS SPACE
- STORAGE
- UTILITY ROOMS



third floor

**BSF**

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BIRNEY ELEMENTARY SCHOOL  
OPTION D

**4**  
**4**



## Option-D

Space Name	Birney		Savoy	
	Space No.	# of Room	Space No.	# of Room
<b>CLASS ROOM</b>				
Head Start	39, 45	2	03, 07	2
Pre-K	32	1	28, 65	2
Kindergarten	56A, 59	2	64, 66	2
1st Grade	91, 92	2	62, 109	2
2nd Grade	93, 103	2	112, 113B	2
3rd Grade	89, 105	1.5	111, 150	2
4th Grade	105, 127	1.5	162, 181	2
5th Grade	128, 143	1.5	163, 180	2
6th Grade	141, 143	1.5	177, 178	2
Special Ed	88, 144	2	152, 147	2
Special Resource	132, 133A, 133B	3	--	0
Physical Class	140	1	--	0
Art Class	170	1	149	1
<b>Total</b>		<b>22</b>		<b>21</b>

### OTHER ROOM

Administration Office	83, 84, 85, 53	75, 76, 77
Counselor, Teacher	100, 101, 102	10, 11, 12, 113A, 158-A, 158-B
Special Ed Office	130, 131	164~168

### SHARED SPACE

Music Class	60
Custodian Office	33, 34, 35, 36
Teachers' Lounge	56B
Entrance, Lobby	73, 74
Assembly & Gymnasium	81, 82, 86, 72, 78
Kitchen & Lunch Room	15~17, 19~22, 26, 97, 183~185
Health Suite	106, 186, 187, 188
Library	124, 125

### NON-DCPS SPACE

Anacostia Museum	Lunch Room Walls
Experience Corps Office	169

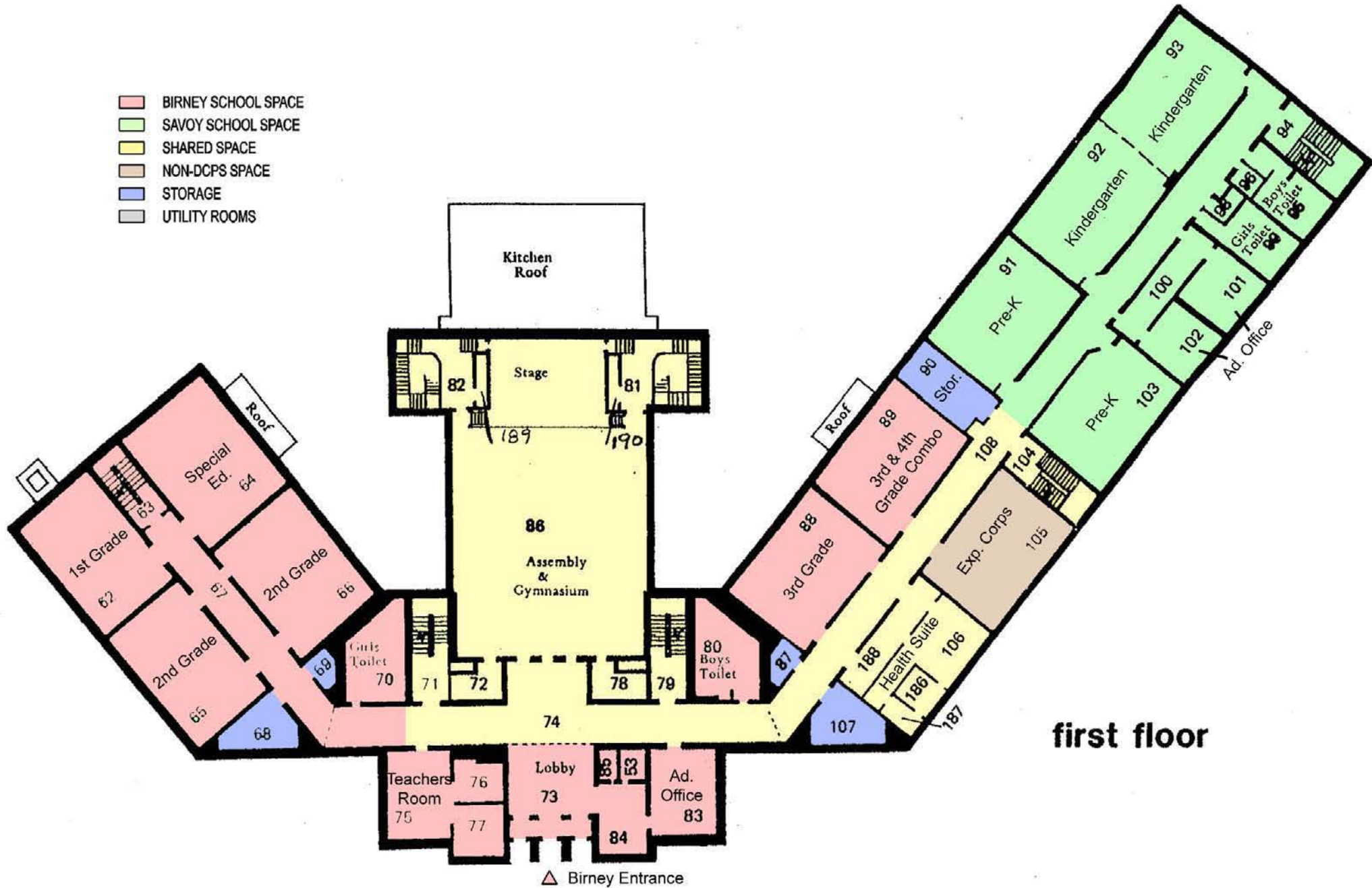
## Option E: South Wing Concentration, Separate Entrance and Play Areas

Option E for the co-location of Birney Elementary School is characterized by establishing a separate entrance for Savoy on the South Wing of Birney School. Birney would retain the entire basement level for its early childhood programs, but Savoy would enter at this level and immediately go upstairs to the first floor. The Savoy classrooms would be clustered in the new 1960s addition on the first and second floor, but would extend into the original 1950s portion of the building on the third floor. As in Option D, Birney and Savoy students would share multi-purpose areas, the library and the health suite.

Students will have to be outside at the same time for recess before or after lunch. With 4 lunch or recess periods, there will be 150 students outside for two hours of each day when there is clement weather. Currently, there are 60-90 students outside at any one time. Option E for exterior play areas would involve expanding total play areas and then dividing the expanded area into two distinct play grounds. Rather than creating 5-6 different play experiences, each play area would have a 2-3 types of play spaces.



- BIRNEY SCHOOL SPACE
- SAVOY SCHOOL SPACE
- SHARED SPACE
- NON-DCPS SPACE
- STORAGE
- UTILITY ROOMS



**first floor**

**BSF**

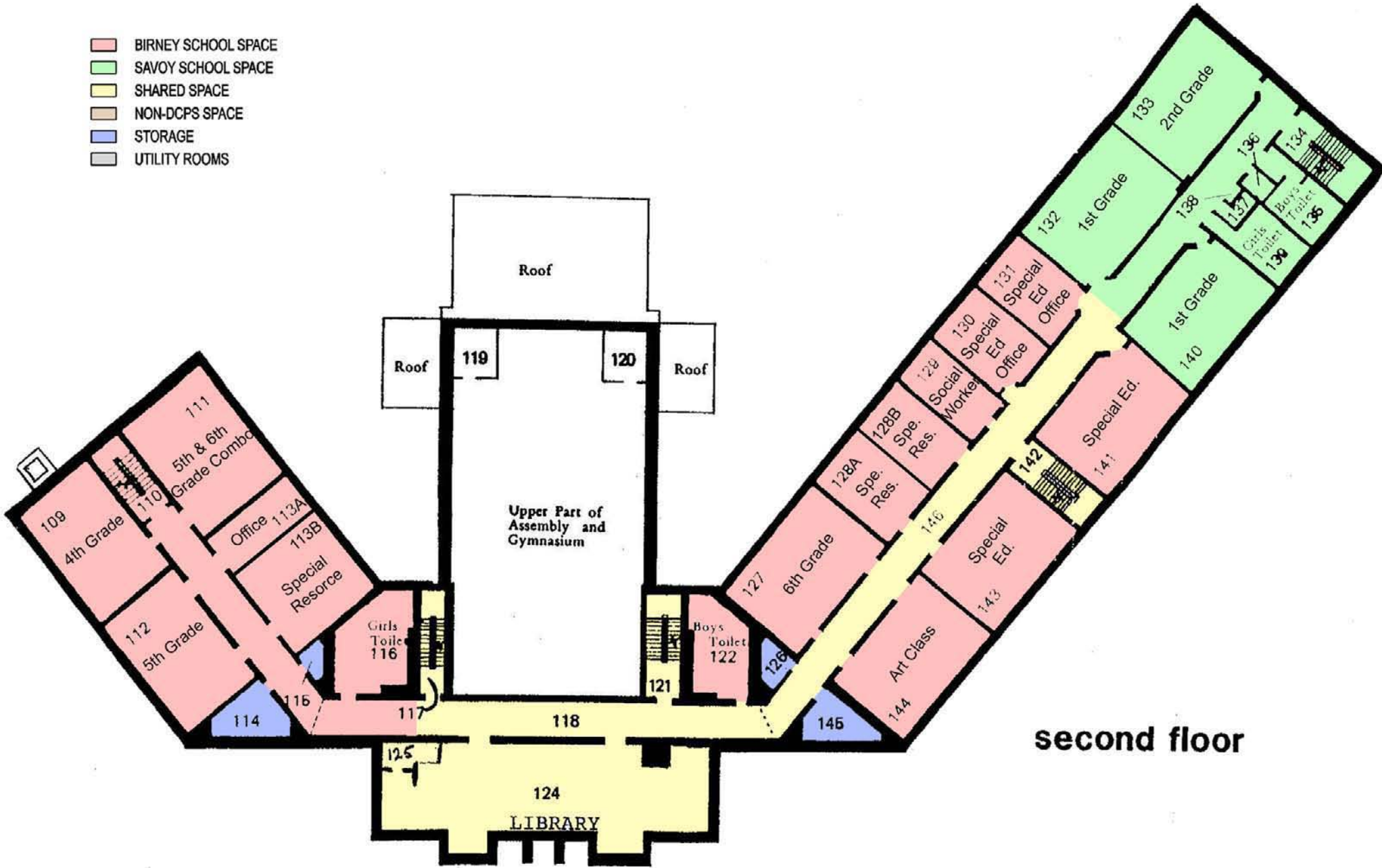
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**BIRNEY ELEMENTARY SCHOOL**  
 OPTION E

**2**  
**4**

- BIRNEY SCHOOL SPACE
- SAVOY SCHOOL SPACE
- SHARED SPACE
- NON-DCPS SPACE
- STORAGE
- UTILITY ROOMS



**second floor**

**BSF**

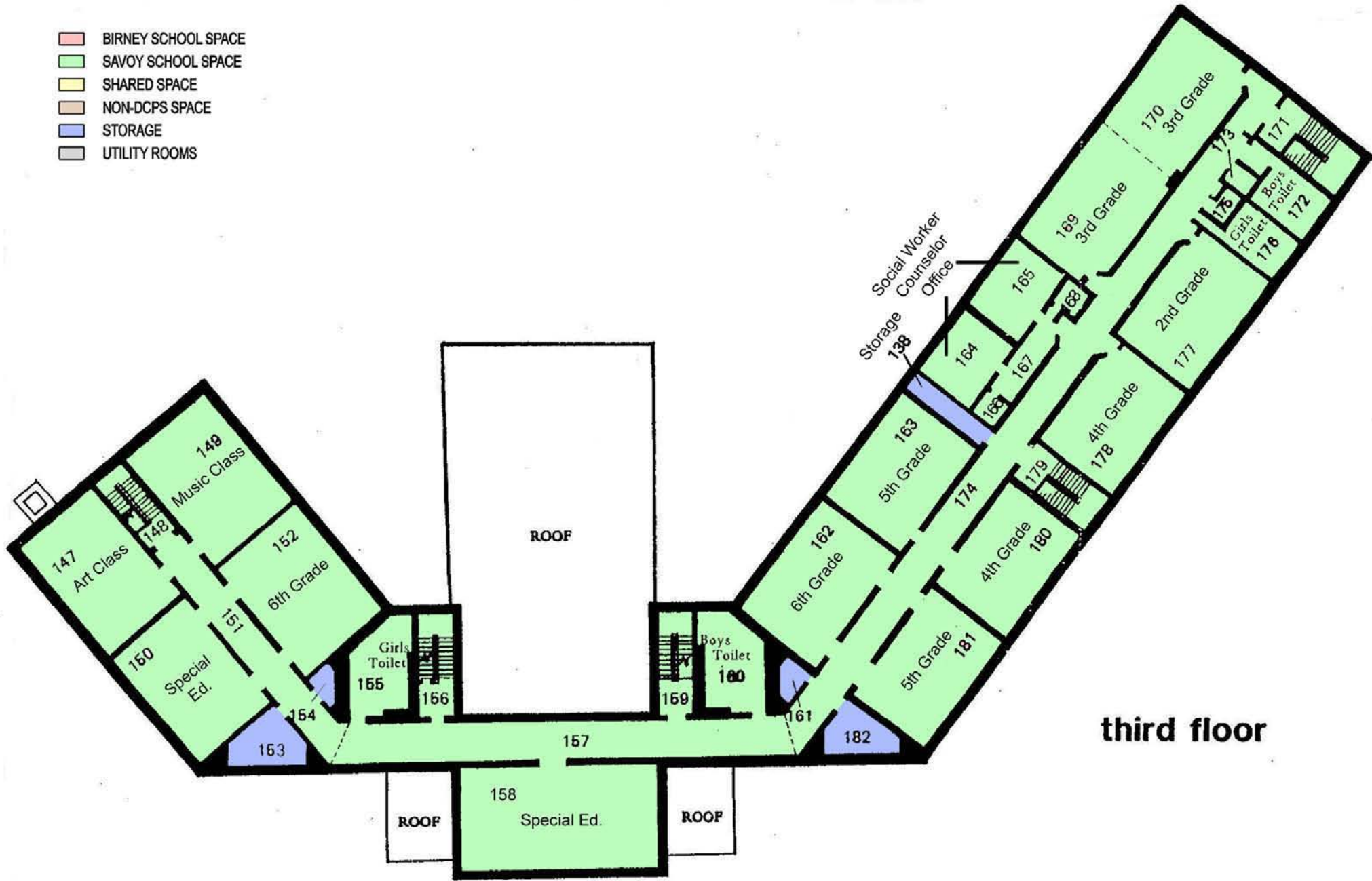
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**BIRNEY ELEMENTARY SCHOOL**  
 OPTION E

**3**  
**4**

- BIRNEY SCHOOL SPACE
- SAVOY SCHOOL SPACE
- SHARED SPACE
- NON-DCPS SPACE
- STORAGE
- UTILITY ROOMS



**third floor**

**BSF**

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**BIRNEY ELEMENTARY SCHOOL**  
 OPTION E

**4/4**

## Option-E

	Birney		Savoy	
Space Name	Space No.	# of Room	Space No.	# of Room
<b>CLASS ROOM</b>				
Head Start	39, 45	2	03, 07	2
Pre-K	32	1	91, 103	2
Kindergarten	28, 56A	2	92, 93	2
1st Grade	59, 62	2	132, 140	2
2nd Grade	65, 66	2	133, 177	2
3rd Grade	88, 89	1.5	169, 170	2
4th Grade	89, 109	1.5	178, 180	2
5th Grade	111, 112	1.5	163, 181	2
6th Grade	111, 127	1.5	152, 162	2
Special Ed	141, 143	2	150, 158	2
Special Resource	128A, 128B, 113B	3	--	0
Music Class	60	1	149	1
Physical Class	28	1	--	0
Art Class	144	1	147	1
<b>Total</b>		<b>23</b>		<b>22</b>
<b>OTHER ROOM</b>				
Administration Office	83, 84, 85, 53		100, 101, 102	
Counselor, Teacher	113A, 75, 76, 77		10, 11, 12, 165, 167, 168	
Social Worker	129		164, 166, 167	
Entrance, Lobby	73, 74		48	
Special Ed Office	130, 131		--	
<b>SHARED SPACE</b>				
Custodian Office	33, 34, 35, 36			
Assembly & Gymnasium	81, 82, 86, 72, 78			
Kitchen & Lunch Room	15~17, 19~22, 26, 97, 183~185			
Health Suite	106, 186, 187, 188			
Library	124, 125			
<b>NON-DCPS SPACE</b>				
Anacostia Museum	Lunch Room Walls			
Experience Corps Office	105			

## APPENDIX A: CURRENT ROOM UTILIZATION 2006-2007

Space No.	Used As	Teacher/Faculty assigned to room & Number of Years occupied by current teacher (comments)
1	Boiler Room	
2	Stairwell	
3	Kindergarten Class (B1)	Ms. Patrick ---- Room Number B-1 ---- 25 years in classroom ---- 20 students (has accommodated up to 28 students in the past)
4	Storage in Class (B1)	Ms. Patrick uses this space as storage for teachers belongings
5	Storage in Class (B1)	Ms. Patrick uses this space for students belongings
6	Toilet in Class (B1)	
7	Storage	Originally designated as class space
8	Toilet Girls	No longer a bathroom -- not operational
9	Corridor	Corridor
10		Originally designated as Engineer Office
11		Originally designated as Engineer Closet in Office (Space No. 10)
12		Originally designated as Engineer Toilet in Office (Space No. 10)
13	Corridor	Corridor
14	Stairwell	Stairwell
15	Vestibule	Vestibule
16	Storage Room	Storage Room
17	Vestibule	Vestibule
18	Stairwell	Stairwell
19	Lunch Room	Lunch Room
20	Kitchen	Kitchen
21	Stairwell	Stairwell
22	Stairwell	Stairwell
23	Storage	Originally designated as Boys Toilet Space- toilets removed now used to store bathroom supplies
24		
25	Toilet/ Lockers (Kitchen)	Toilet/ Lockers (Kitchen)
26		
27		
28	Storage	Storage
29	Toilet in Class (B15)	



Space No.	Used As	Teacher/Faculty assigned to room & Number of Years occupied by current teacher (comments)
30	Storage in Class (B15)	
31	Storage Closet in Class (B15)	
32	Head Start Class (B15)	Ms. Dorsey ----- Room Number B15---- 6 years in class -- Head Start 4-year olds - 16-17 students
33		Originally Designated as Office
34		Originally Designated as Storage for Office (Space No. 33)
35		Originally Designated as Closet for Office (Space No. 33)
36		Originally Designated as Toilet for Office (Space No. 33)
37	Storage in Class (B21)	
38	Storage in Class (B21)	
39	Head Start Class (B21)	Vacancy (Ms. Bellamy currently)--- 3-4 year olds ---- 1 year in class --- 17 students (maximum 20)
40	Toilet connecting Class (B21 and B23)	Toilet is used by two Head Start classes
41	Kitchen connecting Class (B21 and B23)	Kitchen is used by two Head Start classes
42	Storage in Kitchen Space No 41	Used by classroom B21
43	Storage in Kitchen Space No 41	Used by classroom B23
44		Originally Designated as Observation Room
45	Head Start Class (B23)	Ms. Massey ----- Room Number B23---- 4 months in class---- Head Start 3-year olds----16 students (maximum 17)
46	Storage in Class (B23)	Ms. Massey uses this space for storage of supplies and personal items
47	Storage in Class (B23)	Ms. Massey uses this space for students belongings
48	Stairs/Vestibule	Stairs/Vestibule
49	Corridor	Corridor
50	Toilet Boys	Toilet Boys
51	Toilet Teachers	Toilet Teachers
52		Originally Designated as Custodian Closet
53	Principals Toilet (1st floor)	Principals Toilet (1st floor)
54	Toilet Girls	Toilet Girls

Space No.	Used As	Teacher/Faculty assigned to room & Number of Years occupied by current teacher (comments)
55	Flammable Storage	Flammable Storage
56	Book Storage	Book Storage
57	Storage Room	Storage Room
58	Stairwell	Stairwell
59	Physical Education Class (B16)	Ms. Ragsdale ----- services entire school ----- 12 years in class
60	Music Class (B14)	Mr. Alexander----- services entire school ---- 1 year in class
61	Corridor	Corridor
62	Class (102)	Dr. Link ---- 2nd Grade ----- 1 year in class
63	Stairwell	Stairwell
64	Class (101)	Mrs. Smith ----2nd Grade----- 3 years in class
65	Resource Class (104)	Ms. Jones. ---- Special Education Resource Students----- 3 years in class
66	Anacostia Museum (103)	1 year in space
67	Corridor	Corridor
68		Originally Designated as Storage Room
69		Originally designated as Storage Closet
70	Toilet Girls	Toilet Girls
71	Stairwell	Stairwell
72		Originally Designated as Storage Room
73	Lobby	Lobby
74	Corridor	Corridor
75	Staff/Teachers Lounge	Staff/Teachers Lounge
76	Staff/Teachers Toilet	Staff/Teachers Toilet
77	Staff/Teachers Kitchen	Staff/Teachers Kitchen
78		Originally Designated as Storage Room
79	Stairwell	Stairwell
80	Toilet Boys	Toilet Boys
81	Vestibule	Vestibule
82	Vestibule	Vestibule
83	Main Office	Main Office
84	Principal's Office	Principal's Office

85	Principal's Storage	Principal's Storage
86	Auditorium	Auditorium
87		Originally Designated as Custodian Storage
88	Ed I Cluster - SpEd Class (113)	Ms. Boone---- K-3---- 2 years in class
89	Police Substation (Class 115)	Police Substation (Class 115)
90		Originally Designated as Storage Room
91	Class (119)	Mrs. Thomas ----- 1st Grade ---- 1 year in class
92	Class (121)	Mrs. Starks ----- 1st Grade ---- 5 years in class
93	Class (123)	Ms. Bullard ----- Kindergarten ---- 1 year in class
94	Stairwell	Stairwell
95	Toilet Boys	Toilet Boys
96	Toilet Teachers	Toilet Teachers
97		Originally Designated as Can Wash
98		Originally Designated as Custodians Closet
99	Toilet Girls	Toilet Girls
100	Counselor Suite	Counselor Suite
101	Counselor Suite	Counselor Suite
102	Principals 2nd Office	Principal meets with Children here
103	Class (118)	Mrs. Cornelius---- 1st Grade ---- 5 years in class
104	Stairwell	Stairwell
105	Class (116)	Mrs. Butler---- Tutor ----- 18 years in class
106	Health Suite	
107		Originally Designated as Storage Room
108	Corridor	Corridor
109	Bank/Credit Union (Class 202)	Originally designated as class space
110	Stairwell	Stairwell
111	Class (201)	Mrs. Teyibo ---- 4th Grade ----- 6 years in class
112	<b>NOT IN USE</b>	Originally designated as class space
113	Office Space (Class 203 A & 203 B)	Mr. Proctor 203A - Business -8 years in space Worker- 1 year in space
		Mr. White 203B- Social
114		Originally designated as Storage Closet
115		Originally designated as Storage Closet

116	Toilet Girls	Toilet Girls
117	Stairwell	Stairwell
118	Corridor	Corridor
119		Originally designated as Fan Room
120		Originally designated as Fan Room
<b>Space No.</b>	<b>Used As</b>	<b>Teacher/Faculty assigned to room &amp; Number of Years occupied by current teacher (comments)</b>
121	Stairwell	Stairwell
122	Toilet Boys	Toilet Boys
123	VOID	VOID
124	Library	Library
125	Library Storage	Library Storage
126		Originally designated as Custodian Closet
127	<b>NOT IN USE</b>	Originally designated as Class Space
128	Resource SpEd Class (215)	Mrs. Gravely-Lee---- Resource---- 1 year in class
129	Heads Up Office	Originally Designated as Storage Room
130	Conference Room	Conference Room
131	Conference Room	Conference Room
132	Ed II Cluster - SpEd Class 221	Ms. Tapscott---- SpEd---- 1 year in class
133	<b>NOT IN USE</b>	Originally Designated as Class Space
134	Stairwell	Stairwell
135	Toilet Boys	Toilet Boys
136	Toilet Teachers	Toilet Teachers
137		Originally designated as Custodian Closet
138	VOID	VOID
139	Toilet Girls	Toilet Girls
140	Class (220)	Ms. Greggs ----- 3rd 4th grade Combo----- 1 year in class
141	Class (218)	Mrs. Lewis----- 3rd Grade ----- 1 year in class
142	Stairwell	Stairwell
143	<b>NOT IN USE</b>	Originally designated as class space
144	Parent Resource Center	Originally designated as class space
145		Originally designated as Storage Room
146	Corridor	Corridor

147	<b>NOT IN USE</b>	Originally designated as class space
148	Stairwell	Stairwell
149	Art Class (301)	Ms. Smith --- Art teacher ---- Services entire student body---- 1 year in class
150	Indonesian Embassy (304)	Indonesian Embassy in space for 14 years
151	Corridor	Corridor
152	<b>NOT IN USE</b>	Originally designated as class space
153		Originally designated as storage room
154		Originally designated as electrical closet
155	Toilet Girls	Toilet Girls
156	Stairwell	Stairwell
157	Corridor	Corridor
158	Computer Lab	Computer Lab
159	Stairwell	Stairwell
160	Toilet Boys	Toilet Boys
161		Originally designated as Custodian Closet
162	<b>NOT IN USE</b>	Originally designated as class space
163	Class (315)	Ms. Starke ----- 5th Grade ----- 1 year in class
164	Special Ed Coordinator Office (317B)	Mrs. Lyons 317B ----- 2 years in class
165	Speech Pathologist Office (317A)	Mrs. Brown 317A----- 2 years in class
<b>Space No.</b>	<b>Used As</b>	<b>Teacher/Faculty assigned to room &amp; Number of Years occupied by current teacher (comments)</b>
166		Originally designated as Storage Room
167		Originally designated as Waiting Room
168		Originally designated as Practice Room
169	Resource SpEd Class (321)	Mrs. Sam-Moore----- 1 year in class
170	Experience Corps Office (323)	
171	Stairwell	Stairwell
172	Toilet Boys	Toilet Boys
173	Toilet Teachers	Toilet Teachers
174	Corridor	Corridor
175		Originally designated as Custodian Closet

176	Toilet Girls	Toilet Girls
177	Class (320)	Mr. Monsanto
178	Class (318)	Mrs. Dunham----- 5th and 6th Grade Combo ----- 1 year in class
179	Stairwell	Stairwell
180	Class (316)	Mr. Burton----- 6th Grade -----
181	Office Space	Mr. Bailey ----- Reading Room ----- 2 years in class
182		Originally designated as Storage Room
183	Vestibule	Vestibule
184	Storage Kitchen	Storage Kitchen
185	Mechanical Room	Mechanical Room
186	Health Suite (Rest Room)	Health Suite (Rest Room)
187	Health Suite (Toilet)	Health Suite (Toilet)
188	Health Suite (Waiting Room)	Health Suite (Waiting Room)
189		
190		