



**FUTURE
READY
D36**

Honoring our past.
Planning our future.

An Educational Master Facility Plan



A holistic master plan process that will measure, validate, quantify and qualify opportunities to align your school facilities, your enrollment and your vision for teaching and learning in a fiscally responsible manner.



- 1 **Deeper Understanding**
- 2 **Discover/Explore**
- 3 **Program**
- 4 **Conceptualize**
- 5 **Game Plan**

Process Stakeholders

Primary Users



Visionaries

Students
Teachers
Administrators
Support Staff

Core Team



Recommendations/Outcomes

District Administrators
Teachers
Community Members
Local Business or Industry Partners
Union Leader
A Board Member
Facilities Leader
+ Ad Hoc Members

D36 School Community



Engage & Inform

Students
Parents
Non-Parents
Partners



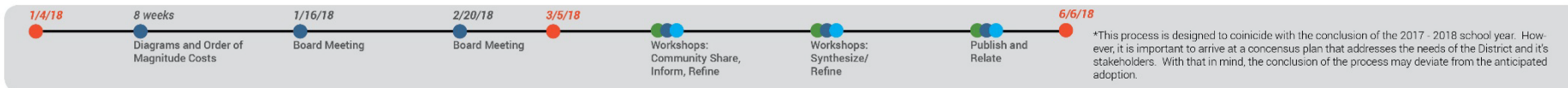
Anticipated Milestone Activity Calendar

This calendar illustrates milestone activities and will be updated with any changes and more dates in latter phases as the process continues and develops. Visit the District's website for the most current information.

2017



2018



July 2017 – June 2018*

2017

7/15/17

July - August

- Plan the plan
- Data Transfer
- Assessments

Sept. 6 - 15th

Indoor
Environmental
Measurements

Sept 11 - 18

A Day in
the Life
Listening Tour

Sept 19

Board
Update

Sept 25 - Oct 3

Phase 1
Community
Presentations

10/4/17

7/15/17

July - August

- Plan the plan
- Data Transfer
- Assessments

Sept. 6 - 15th

Indoor
Environmental
Measurements

Sept 11 - 18

A Day in
the Life
Listening Tour

Sept 19

Board
Update

Sept 25 - Oct 3

Phase 1
Community
Presentations

10/4/17

1 day

Eco-
Charrette

4-6 weeks

Curriculum &
Instruction
Workshops

Oct 24

Global
Perspectives:
Community
Input

2 weeks

Facility
Tours

2 weeks

Student
Ideation

11/14/17

Board Meeting

12/1/17

1 day

Teaching and Learning
Program Development

1 day

Teaching and Learning
Program Development

12/19/17

Board Meeting

4 weeks

Fit Analysis

1/4/18

8 weeks

Diagrams and Order of
Magnitude Costs

1/16/18

Board Meeting

2/20/18

Board Meeting

3/5/18

Workshops:
Community Share,
Inform, Refine

Workshops:
Synthesize/
Refine

Publish and
Relate

6/6/18

*This process is designed to coincide with the conclusion of the 2017 - 2018 school year. However, it is important to arrive at a consensus plan that addresses the needs of the District and its stakeholders. With that in mind, the conclusion of the process may deviate from the anticipated adoption.

Calendar V1 - July 14, 2017

 DLR Group

July 2017 – June 2018*

 DLR Group

Phase 1: Key Activities

Listening Tours

A Day in the Life: Part 1

Student Ideation

Indoor Environmental Quality

Surveys

Qualifying “change”

Sustainability | UX

Listening Tours @ Each Campus

Roslyn Road Elementary School TOP 5 TAKE-AWAYS

- LISTENING TOUR**
- 1 Large temperature variations
 - 2 Room lighting is too bright
 - 3 Furniture variety would aid teaching
 - 4 Pod areas are flexible
 - 5 Building storage is lacking

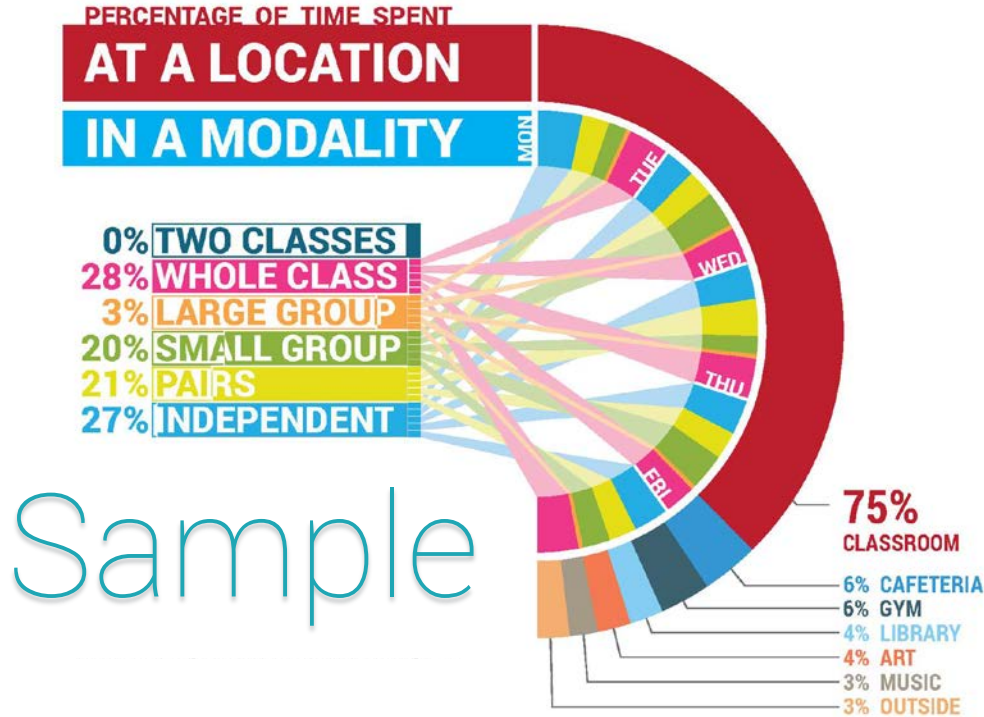
Sample

Hough Street Elementary School TOP 5 TAKE-AWAYS

- LISTENING TOUR**
- 1 Kindergarten spaces are too small
 - 2 Lack of stage limits performance
 - 3 No dedicated music room or gym
 - 4 No shared spaces for groups to meet
 - 5 Lacking storage

Sample

A Day in the Life: Part 1



A Day in the Life: Activity Logs

Weekly Activity Log

Building: Hugh

Course/Focus: 5th grade - Laman

Instructions

This activity log will help the planners and designers better understand how your classes are taught today and where they take place. These will help organize discussions pertaining to the future of teaching and learning to Blanton 220 and the master facility planning process. Below, you will see two tables. The first table captures some of the various modalities you may use to facilitate your class. Log the percentage of time that you spend in each by class period. If you teach the same course multiple times per day and your activities vary, please fill out a separate log for each. If you teach the same class and the activities are the same, one log is sufficient. Next, enter the percentage of time that you spent in a given location for that class period. For example, you may start a class in your classroom but travel to other locations for the activities. This next table is meant to capture that movement. Lastly, in the table to the right, please narrate this type of activities that you completed each day. The percentages of time should correlate to the modalities listed below. For example, if you spend 60% of your classes time in small groups discussing the American revolution, you would list "Discussion on the American Revolution" and fill in 60%. That would correlate to the Monday's class log for the small group modality which would also then be listed at 60%.

Enter approximate percentage of time spent each day in any of the modalities listed

Modality	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Individual	60%	30%	40%	40%	
Pairs	20%	20%	40%	20%	
Sm Group (4-6)		40%			
Large Group (6-12)					
Whole Class	20%	10%	20%	40%	
Teams (2 classes)					

Enter approximate percentage of time spent each day in spaces around the campus. Please Add any other spaces to the list that you use that aren't listed here.

Class Location(s)	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Classroom	100%	100%	100%	100%	
Library/Media Center					
Computer Lab					
Small Group space					
Lab					

Other Notes: (Please tell us about the types of spaces, equipment, adjacencies, etc., that are important for your success in this notes box)

Space needed for individual work, small group (a pair) work, and a whole class. We use hallway now to help give more space for group work, and I use kidney table to pull small groups for instruction.

Description of Class Activities Per Day

		% of time
MONDAY	A) Civil War - individual research	20 - indiv.
	B) Problem Solving / OR role in Pairs	20 - Pairs
	C) Research/Note-taking for Argument	20 - indiv.
	D) Reflecting on reading - individual	20 - indiv.
	E) Commas - whole class	20 - WC
TUESDAY	A) Civil War Battles - individual	20% indiv
	B) Problem-solving / OR project - Pairs	20% Pairs
	C) Boxes & Bullets	20% (10% WC 10% indiv)
	D) Valentine Activity - small group	40% sm group
WEDNESDAY	A) Civil War Research - indiv.	20 indiv.
	B) Problem Solving - Pairs	20 pair
	C) Argument writing - indiv.	20 indiv.
	D) Biography reading - Pairs	20 pair
	E) Commas - whole class	20 WC
THURSDAY	A) Civil War Research	20 indiv.
	B) Decimals	20 whole class
	C) Argument writing	20 indiv.
	D) Biography reading	20 pairs
	E) Commas / word work	20 whole class
FRIDAY	A)	% of time
	B)	
	C)	
	D)	
	E)	

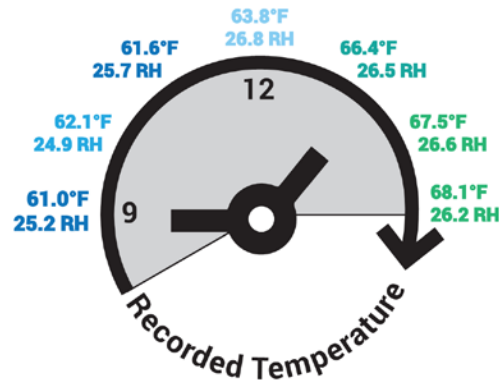
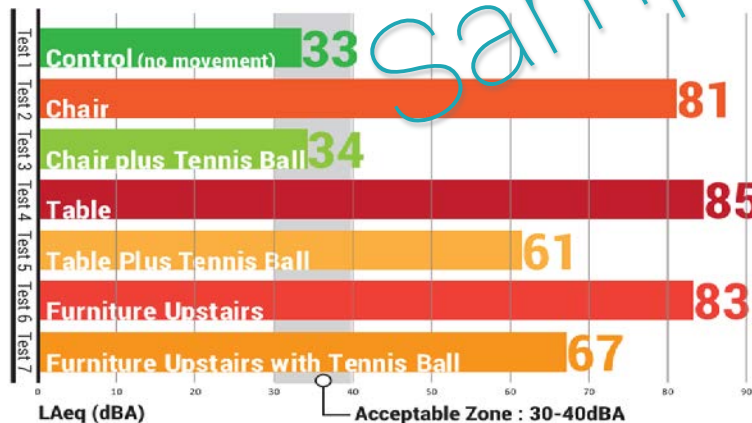
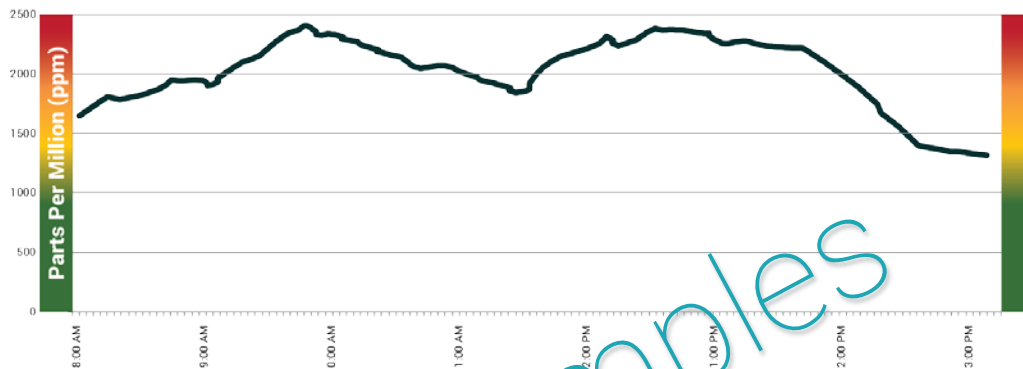


Student Ideation

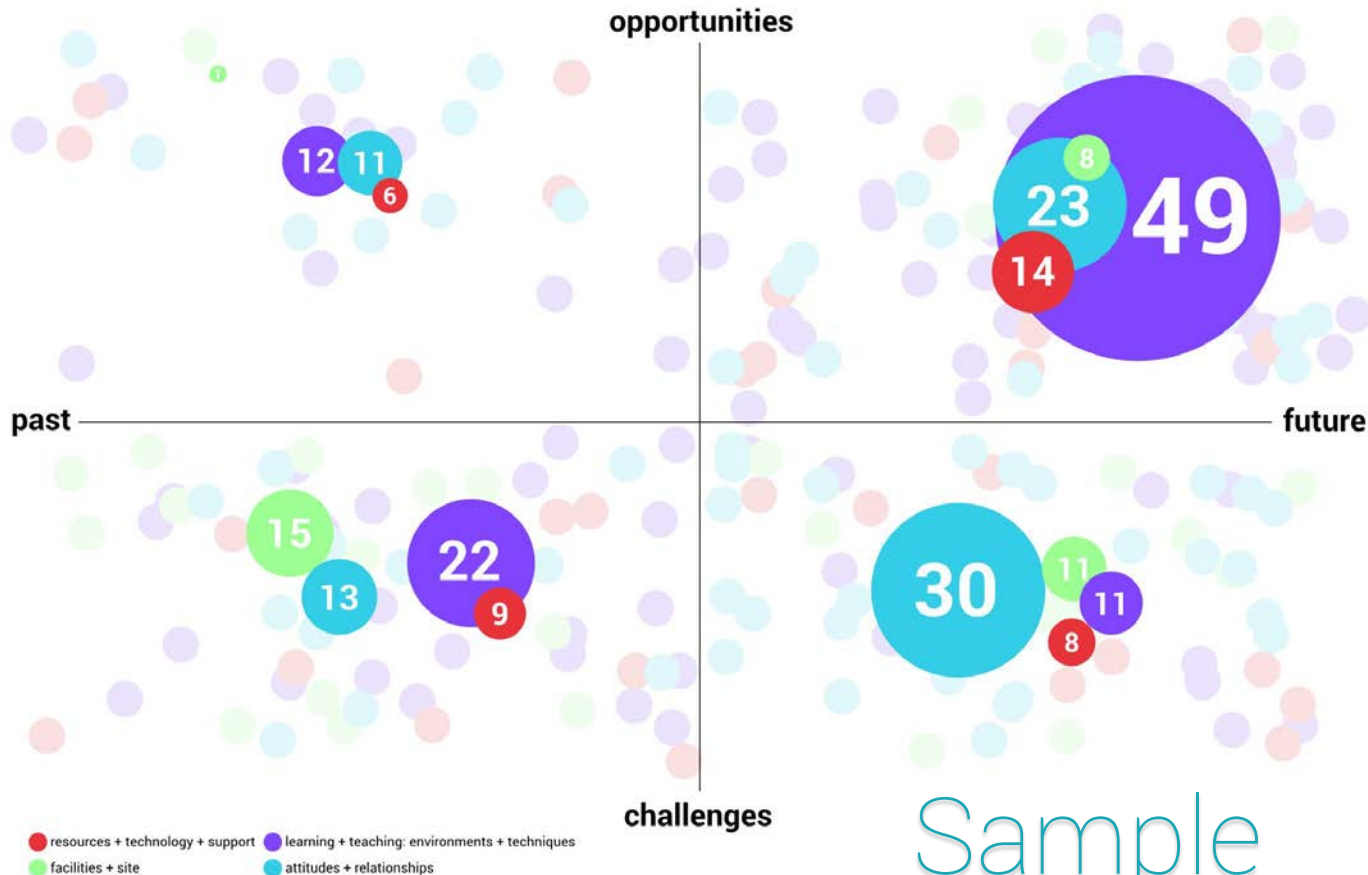


Samples

Indoor Environmental Quality



Qualifying “change”



Sustainability | UX

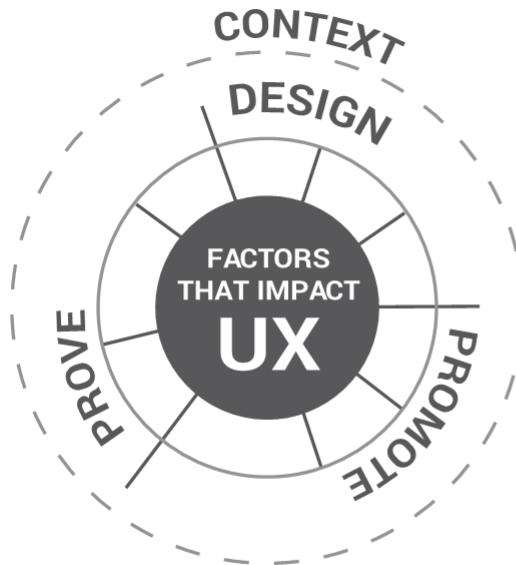
UX

User Experience (UX) in high performance buildings is the totality of the effects felt by a student as a result of his/her interaction with the building. It includes usability, usefulness and emotional impact (relationships) during interaction.

Key Performance Indicators (KPIs)

User Experience KPIs:

- Students
- Teachers/Staff
- Administration
- Community



DESIGN
GOOD | BETTER | BEST



PROMOTE
EDUCATE | ENGAGE | EMPOWER



PROVE
SURVEY | METER | SENSOR



Phase 1 Community Presentations

September 25 – October 3

Tentative Agenda for Each Campus:

- **Future Ready D36 Process Overview**
- **Audience Polling**
- **Campus History**
- **Campus Metrics**
- **Physical Condition**
- **Indoor Environmental Quality (IEQ)**
- **2017 Day in the Life Summary Findings**
- **Activity: Three Bold Ideas**
- **“Live” FAQs**

Phase 2 Preview: Global Perspectives



October 24th



Questions?



**Global Leadership.
World Class Innovation.
Award Winning Design.**

 **DLR Group**

#1

Primary and Secondary Education Firm in the World.