



**FUTURE
READY
D36**

Honoring our past.
Planning our future.

Phase 1: **Community Conversation**

Crow Island School

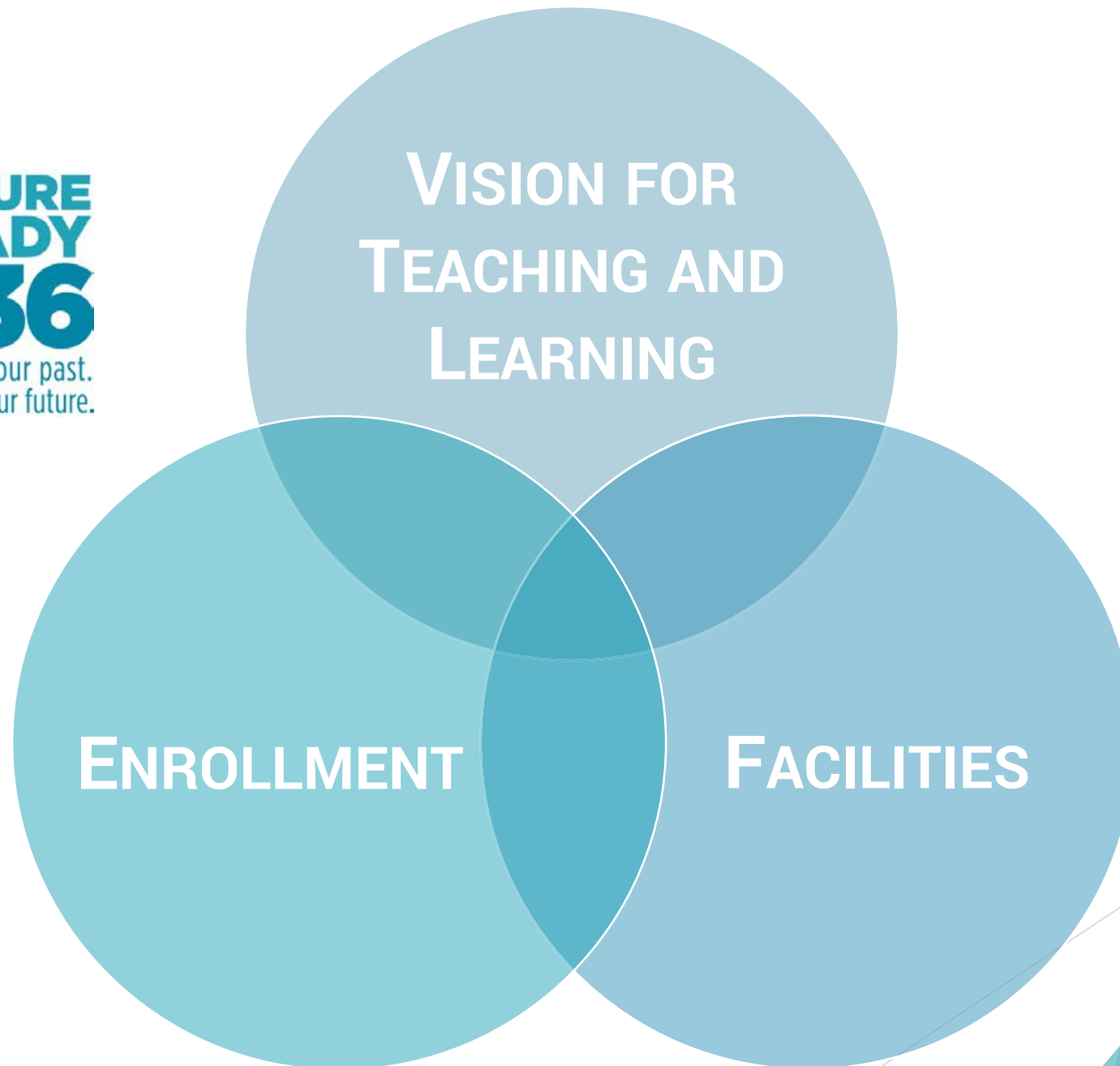


What is an Educational Master Facility Plan?

Traditional Master Facility Plans examine the components of a building, its structure, systems and condition.

An **Educational Master Facility Plan** also examines the **educational adequacy** (today) and **educational readiness** (in the future) of your schools to **meet your vision**, so you can ensure **lasting value to the community, teachers and students**.

The goal is to align the form to its function.



ENROLLMENT

Overall **declining** enrollment
Imbalance among 3 elementary schools' enrollments
Commitment to class size & **consistent** programming
Short-term solution: all Kindergarteners at Greeley & Hubbard Woods

FACILITIES

Cost/benefit of **maintaining** aging infrastructure
Greeley School, Hubbard Woods School, and the Skokie School are at or near **100 years old**
Updates, repairs, and replacements needed at all schools

VISION FOR TEACHING & LEARNING

Congruency with current needs of education
Forward thinking for the future needs
Continue to provide **engaging, progressive approach** to meet the needs of the current and **future generations of learners**



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Primary and Secondary Education Firm in the World.



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Process Overview
Audience Polling
Campus History
Campus Metrics
Indoor Environmental Quality
Physical Condition
Listening Tour
Day in the Life
Input: Bold Ideas | FAQ



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Process

Anticipated Milestone Activity Calendar

2017



2017



2018



*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.

Phase 1 : Key Activities



Facility Assessments



Listening Tours



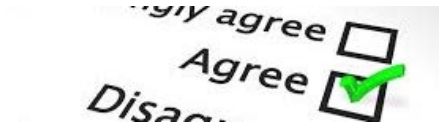
A Day in the Life : Part 1



Student Ideation



Indoor Environmental Quality



Surveys

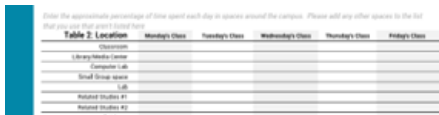


Table 2: Location	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Classroom					
Library/Media Center					
Computer Lab					
Small Group space					
Lab					
Student Studies #1					
Student Studies #2					

Activity Logging

**Everything is relative.
Context matters.**



Campus History

Crow Island School



District Facility Timeline:

1913: Greeley School

Additions in 1921, 1954, 1968, 2009
Replaced the Horace Mann School

1921: The Skokie School

Additions: 1928, 1953, 1962; Renovations 1998, 2000
Closed in 1982, Re-opened in 1998

1969: Carleton Washburne

Additions in 1982, 2007, 2009

1940: Crow Island School

Addition in 1954
Became National Historic Landmark in 1990

1915: Hubbard Woods School

Additions in 1918, 1923, 1925, 1930, 1953, 1991, 1999
Replaced Lakeside School, Originally named Skokie School

Building Chronology:

1940: Crow Island School opened

1940s: Crow Island School received an AIA award for being the most advanced elementary school design in the U.S.

1966: Lower level classroom renovation

1974: Lower level library renovation

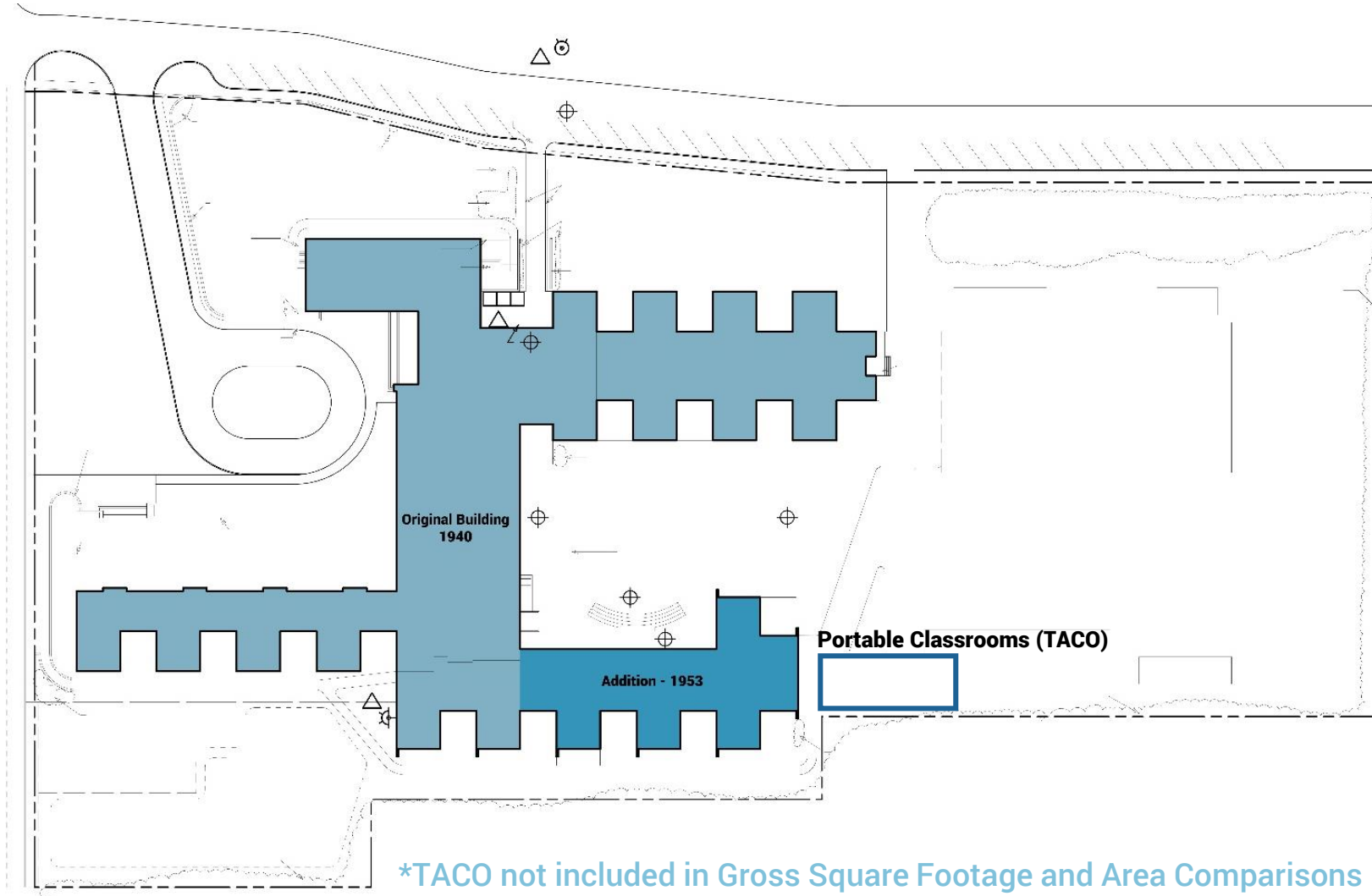
1971: Crow Island receives prestigious AIA 25th year award

1990: Crow Island listed on the National Register of Historic Places

1954: Six classroom addition opened

2015: Crow Island School turns 75

Building Chronology:



Opened: **1940**
Addition: **1954**

Area Allocation:
1940 = **88%**
1954 = **12%**



Campus Metrics

Crow Island School

Factors that influence site size:

Type of school

Number of students

Number and type of outdoor activities

Number of parking spaces needed

Number of buses vs. drop-off / pick-up cars

Storm water management

Wetlands / Flood plains

Availability of land (urban, suburban, rural)

Maintenance services

State of Illinois Guideline*
8.8 Acres



**Current Site :
7.1 Acres**

* Guideline Acreage recommended
by State of Illinois = 5 acres plus
1 acre per every 100 students

Factors that influence building size:

Type of school

Number of students

Pedagogy

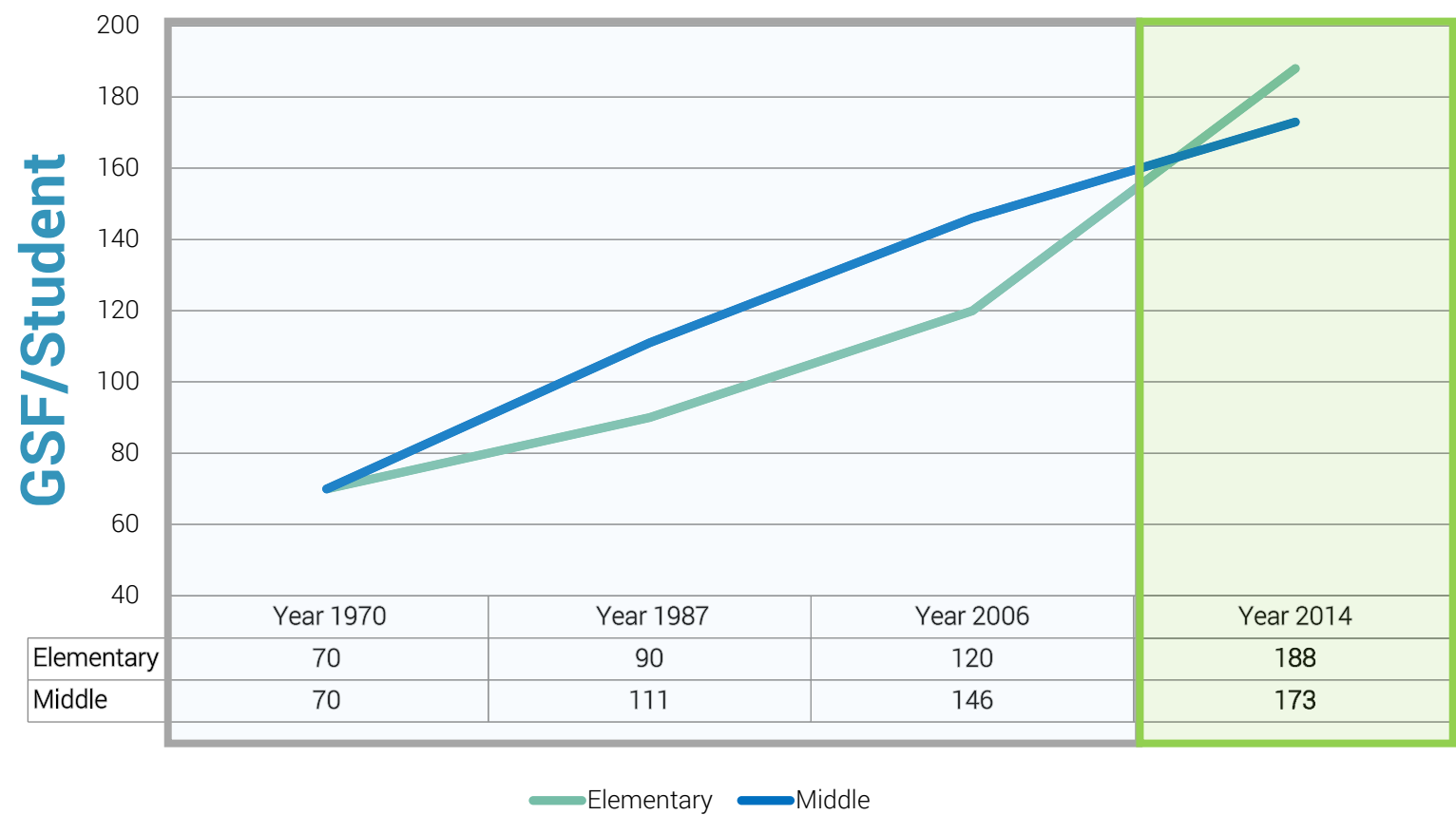
Number and types of services offered

Number and types of programs offered

Amenities – Sports / Athletics / Performance

Climate

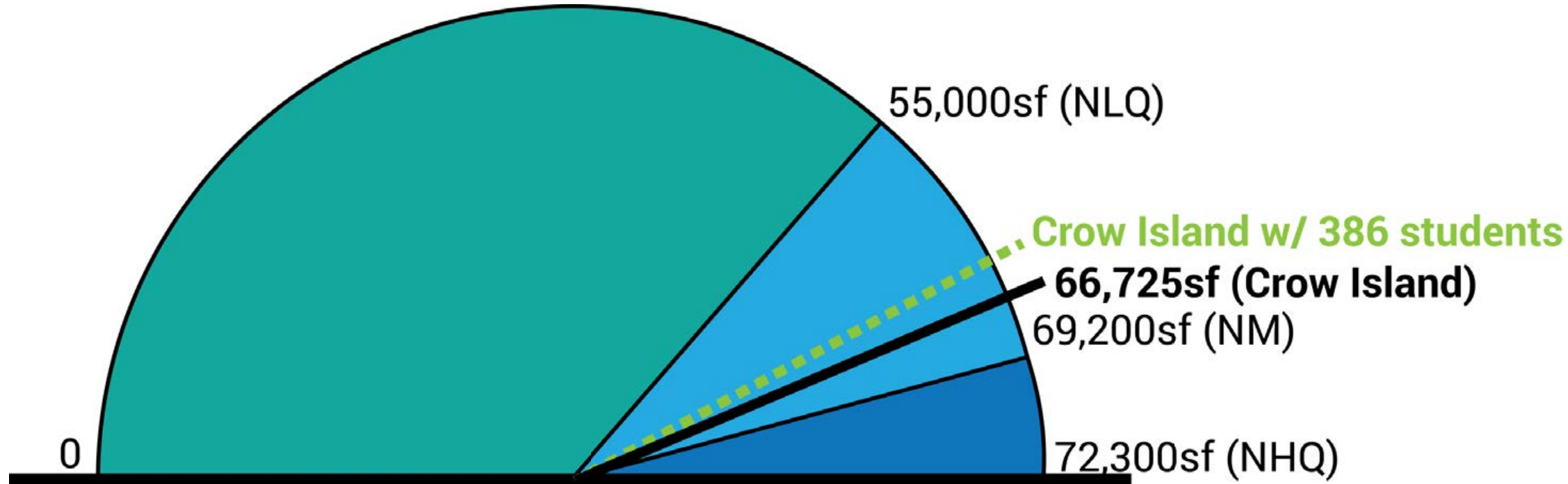
Gross Building Size Over Time



Years 1970, 1987 and 2006 are State of Illinois guidelines.

Year 2014 uses National Median for Elementary/Middle schools

Gross Building Area Comparison

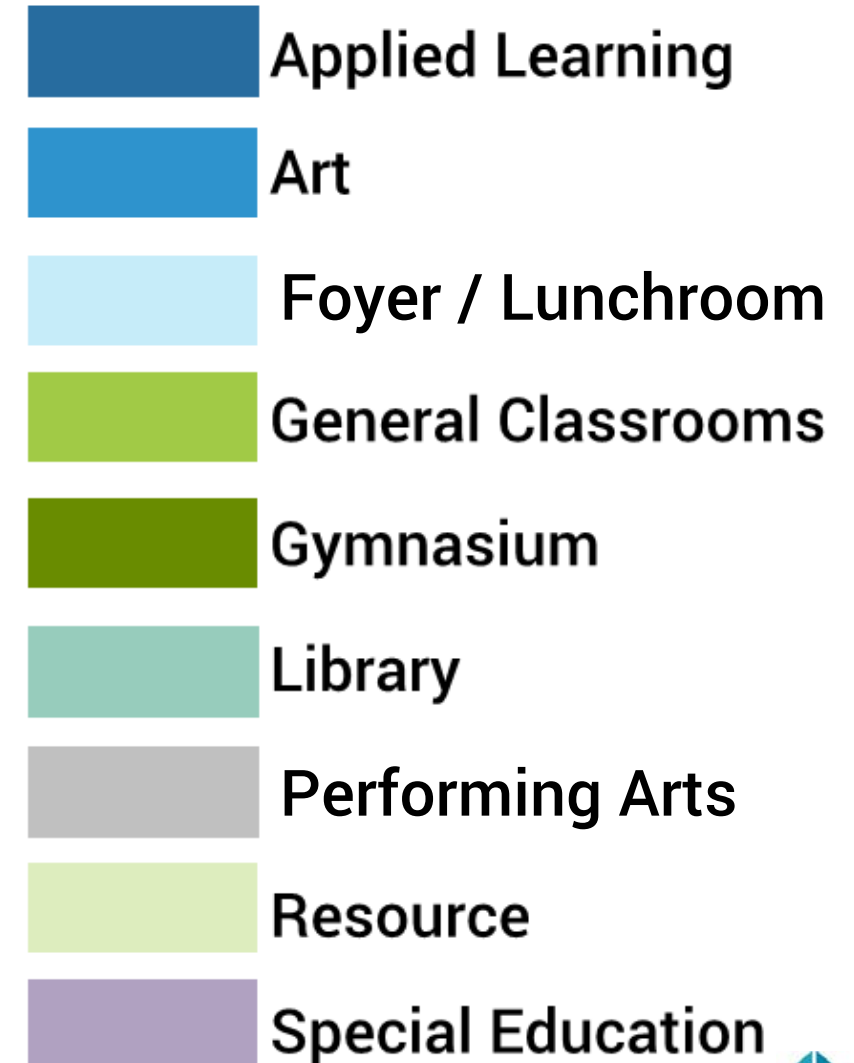
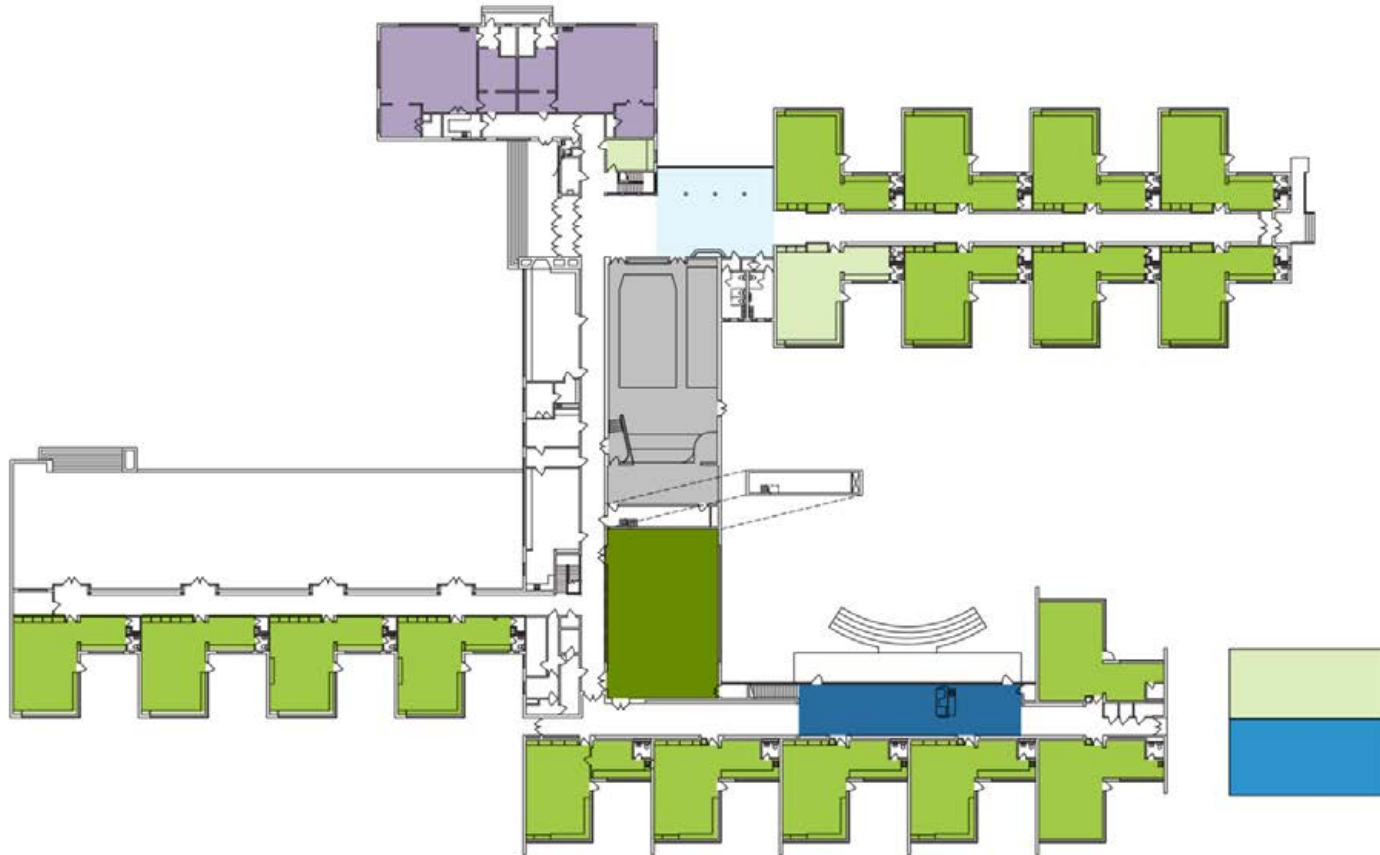


218 square feet
per student
Crow Island School
At District Capacity of 306
**** 172 SF with 386 Students**

188 square feet
per student
2015 National Median
Peer Schools opened in 2015

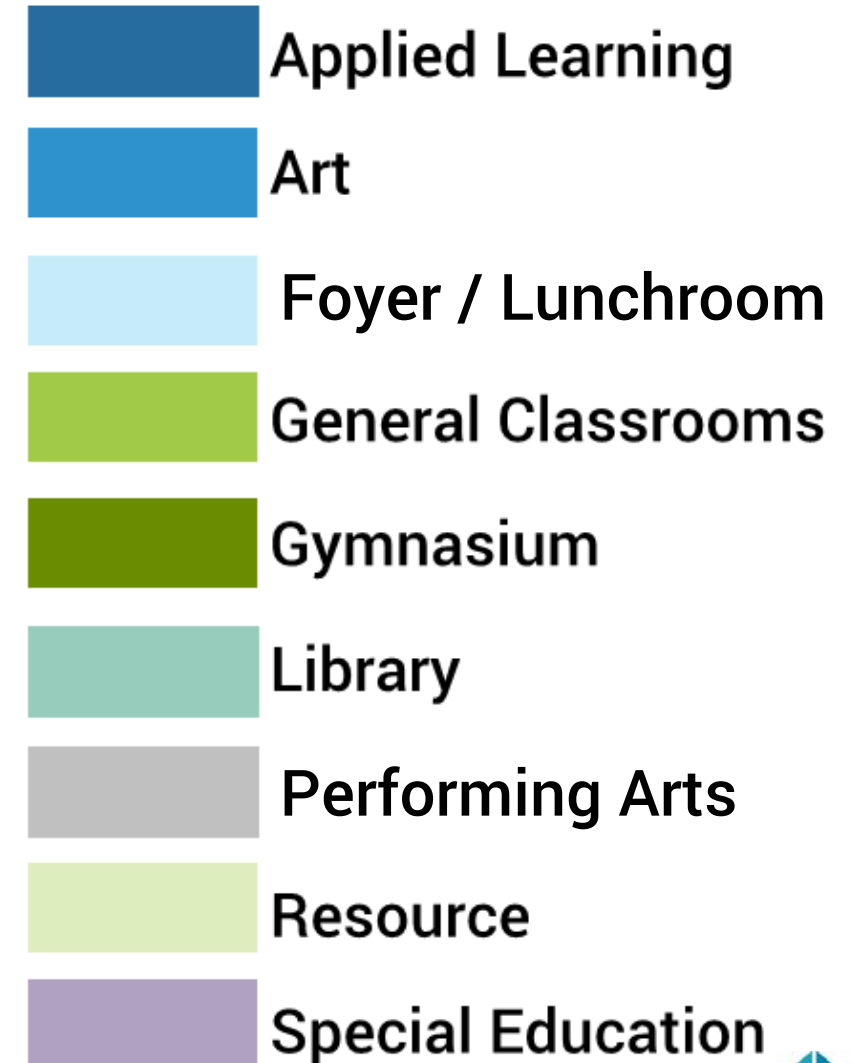
2017 Area Utilization

Gross Building Area : 66,725 SF

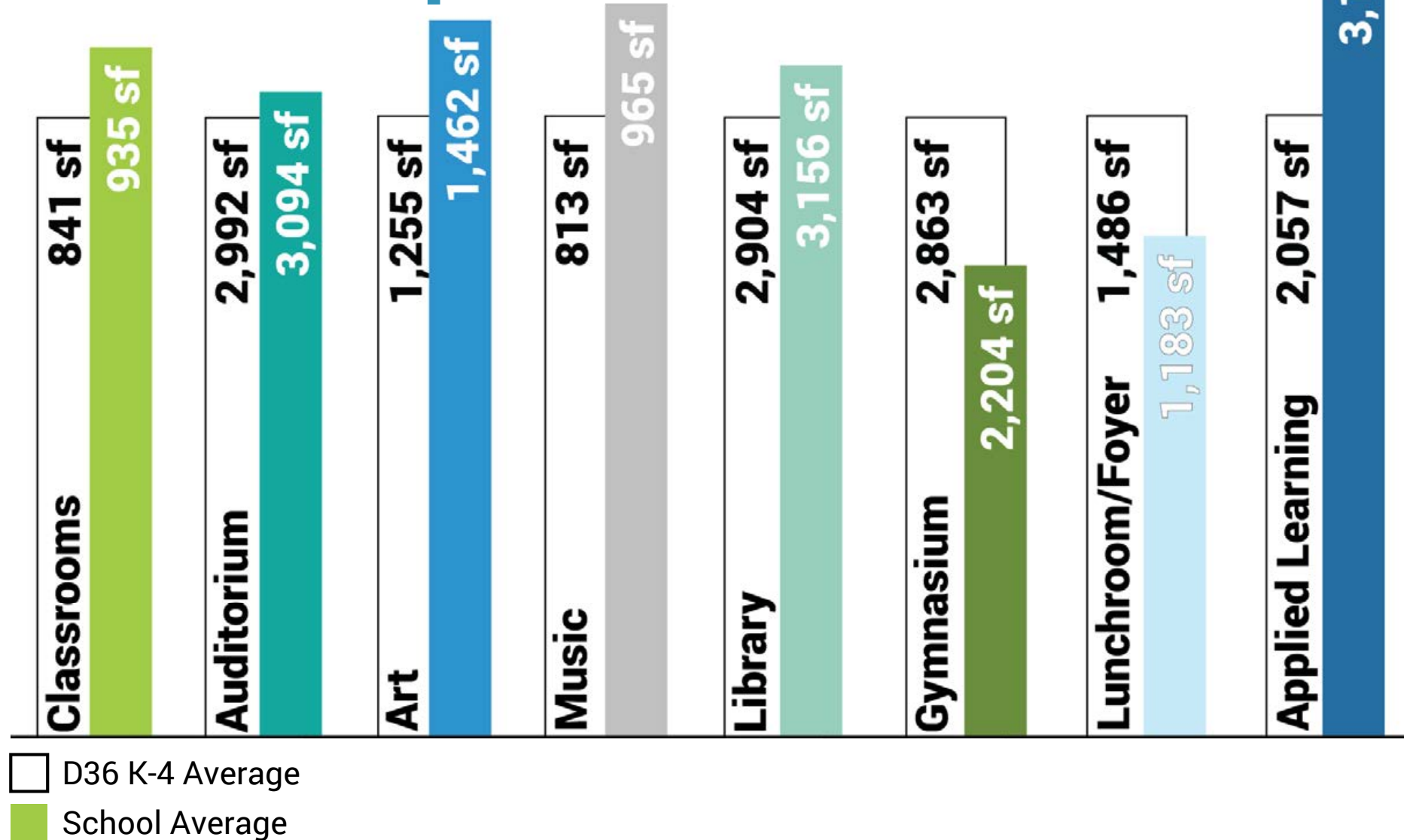


2017 Area Utilization

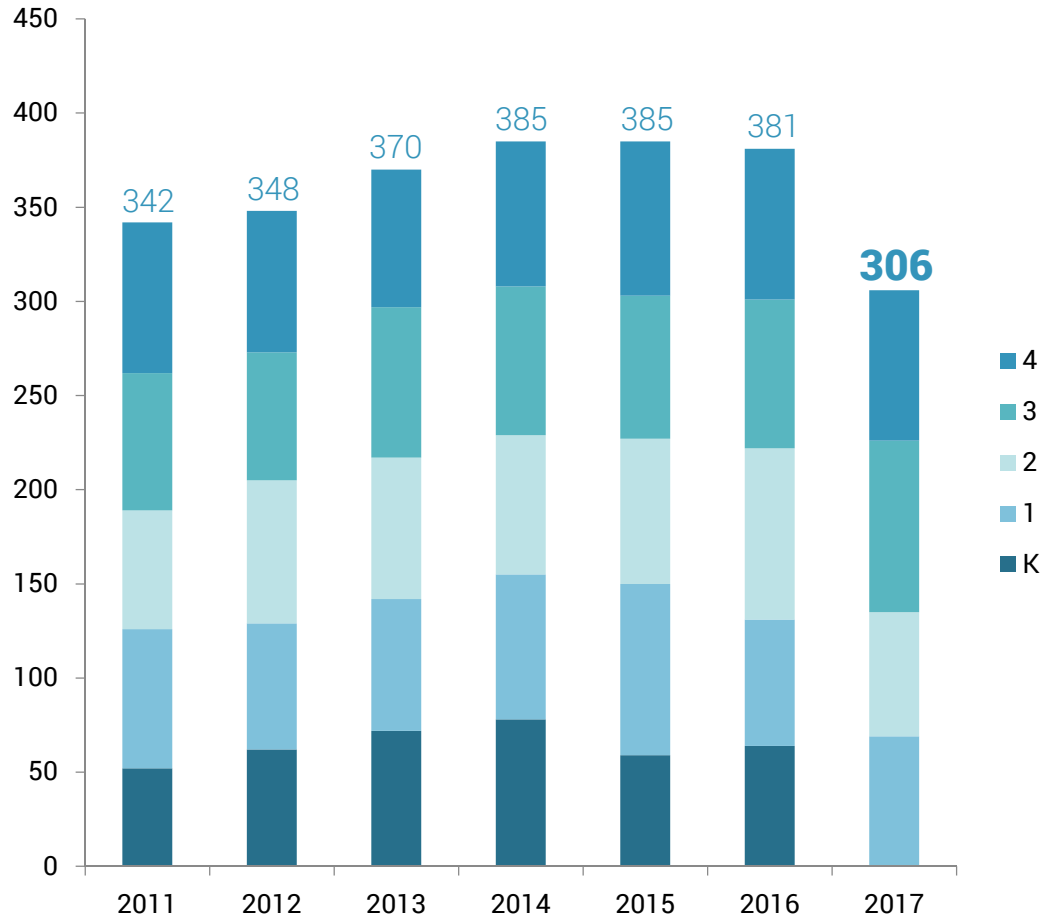
Gross Building Area : 66,725 SF



2017 Area Comparison



Enrollment History



By Grade Level

Enrollment Forecast

Current : **850 (K-4)**

2018-2019 : **847 (K-4)**

2019-2020 : **816 (K-4)**

Crow Island Capacity
per State Standards

368*

Crow Island Capacity
per District Guidelines

306

D36 Post-2020 : **Drops Slightly**

* This capacity value is a measurement of students per square foot per State of Illinois guidelines and indicates the relative number of students that may be present at any one time. The Future Ready process will determine the facility's ability to support district goals and program offerings.



Indoor Environmental Quality (IEQ)

Crow Island School



District 36 IEQ : High Performers

Energy: **Greeley School**

Air: **Greeley School**

Thermal Comfort: **Greeley School**

Acoustic Satisfaction: **Crow Island School**

Visual Comfort: **Carleton Washburne School**

*Temperatures logged during an unseasonably temperate September. Thermal comfort is a significant concern without proper mechanical cooling to temper the warmer fall and spring months.

District 36 IEQ : Low Performers

Energy: **Crow Island School**

Air: **Carleton Washburne School**

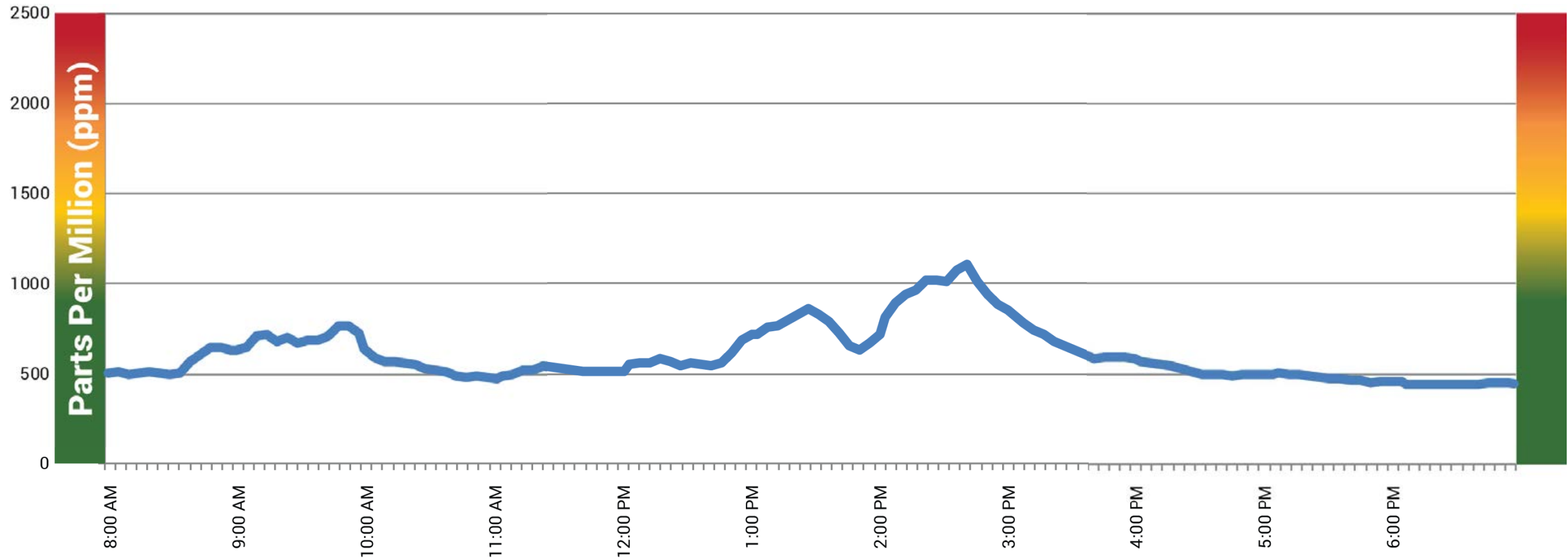
Thermal Comfort: **The Skokie School**

Acoustic Satisfaction: **Hubbard Woods School**

Visual Comfort: **Hubbard Woods School**

*Temperatures logged during an unseasonably temperate September. Thermal comfort is a significant concern without proper mechanical cooling to temper the warmer fall and spring months.

CO₂ Data

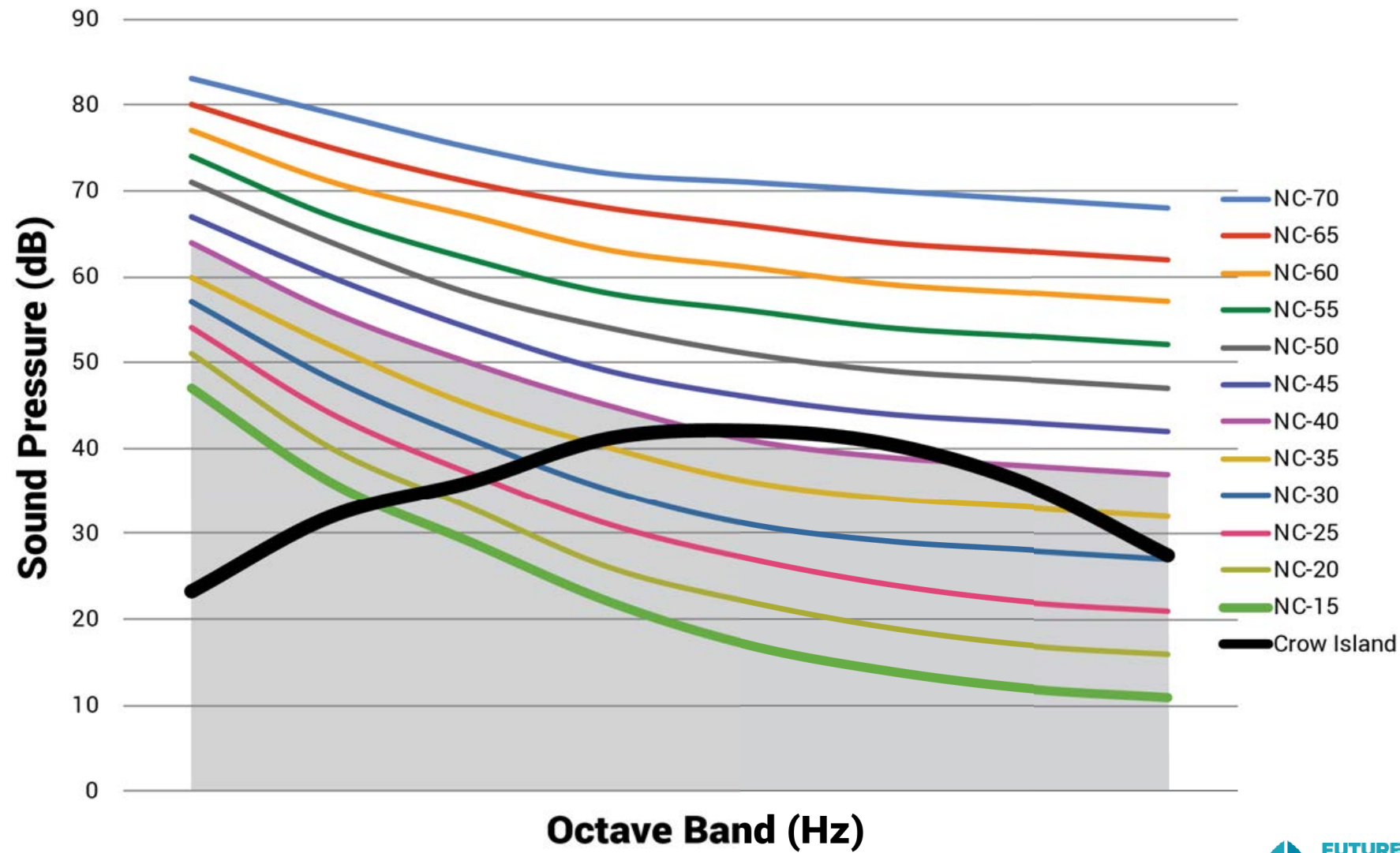


VOC Data



VOC < 3.4 $\mu\text{g}/\text{m}^3$

Acoustical Data



Visual Comfort



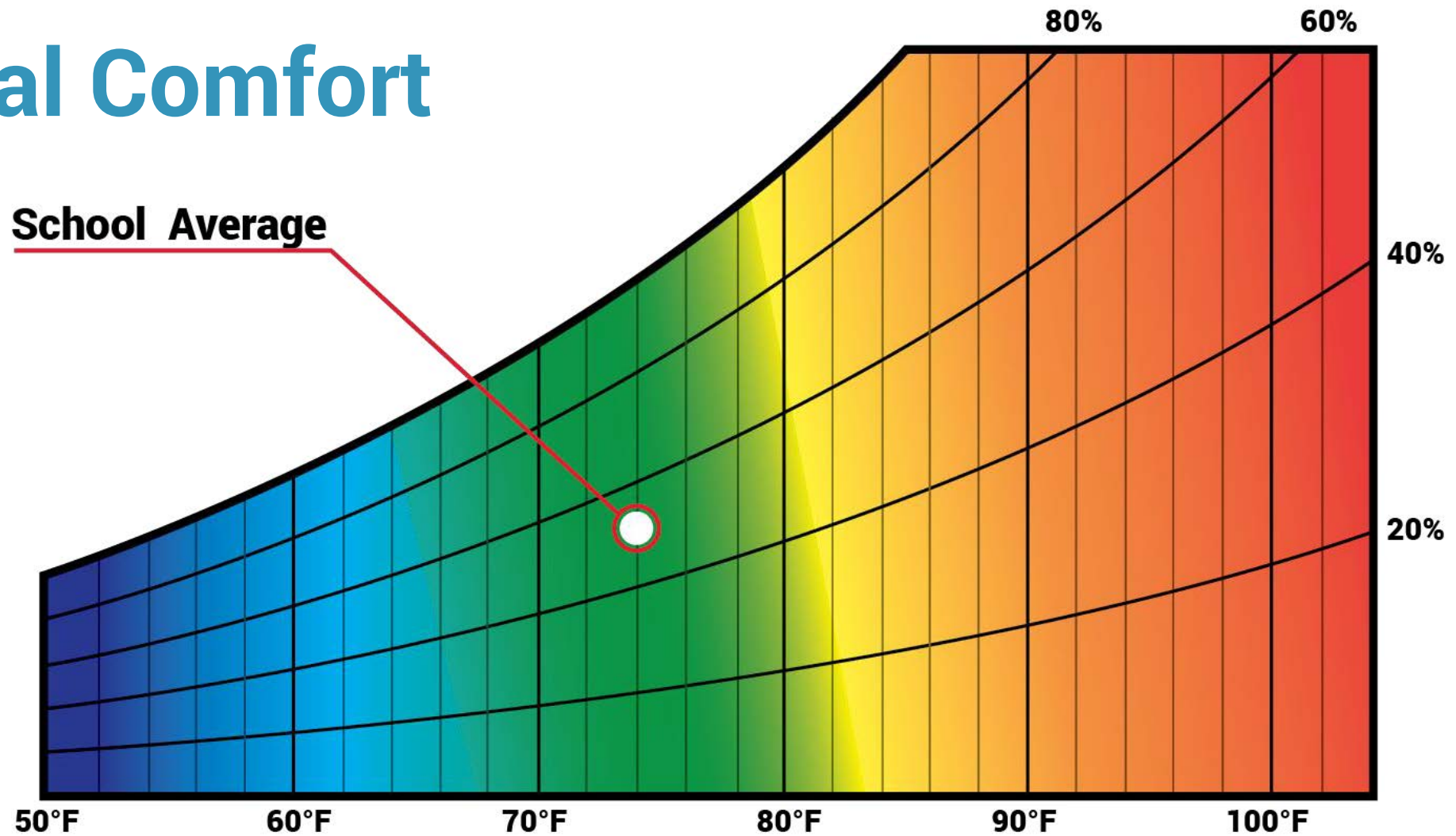
76% Satisfied*

91% Have Access to Daylight

78% Have Multiple Light Switches

*Several buildings are over lit. We've observed that many classrooms elect to turn their ceiling lights off and use the natural light coming in or task lighting. We believe that this was a significant reason why those surveyed indicated comfort.

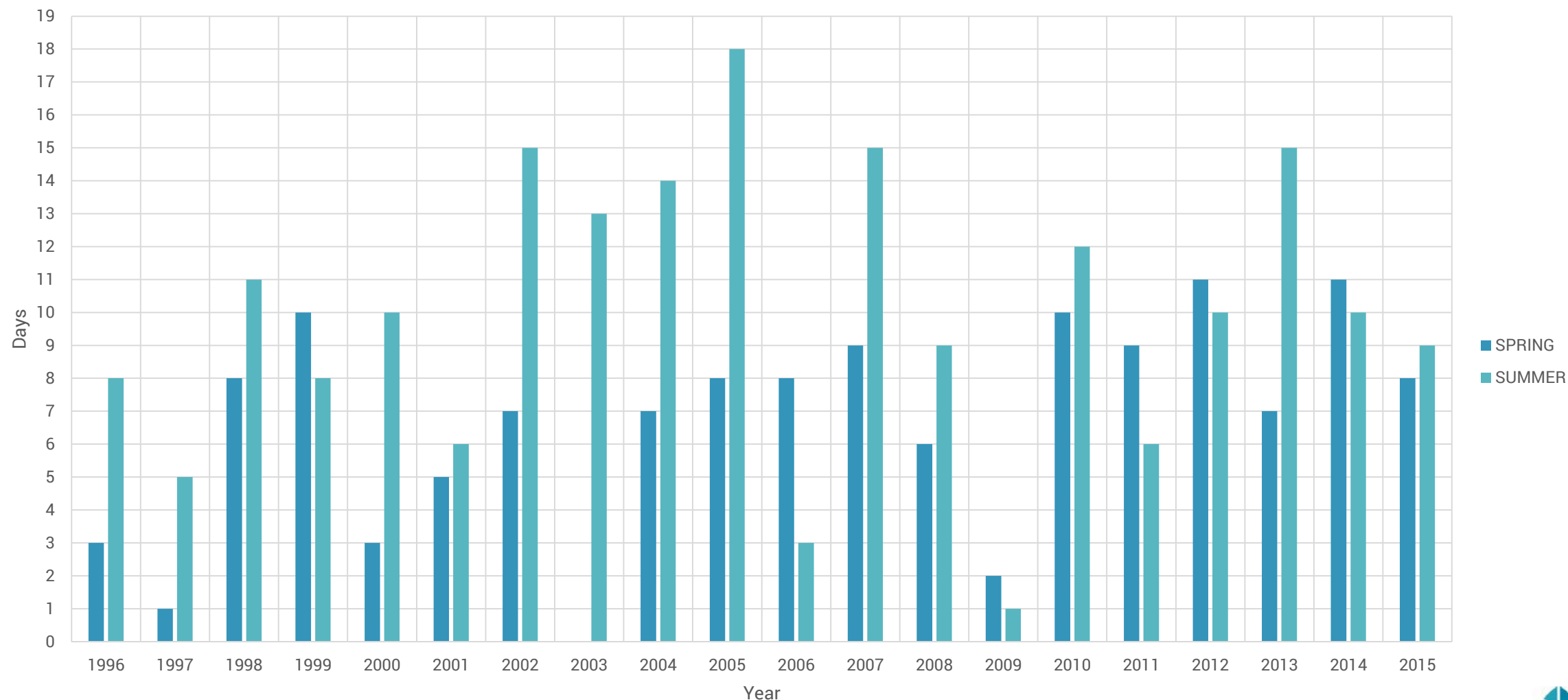
Thermal Comfort



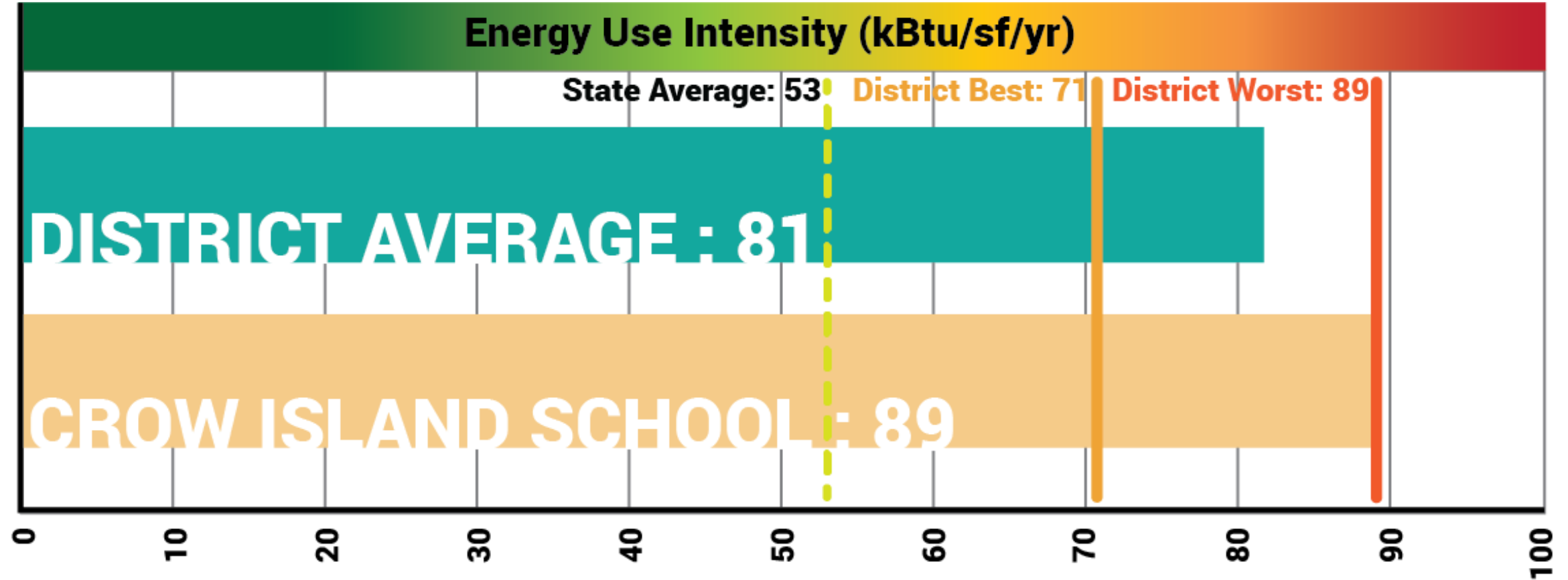
*Temperatures logged during an unseasonably temperate September. Thermal comfort is a significant concern without proper mechanical cooling to temper the warmer fall and spring months.

Thermal Comfort: History of Discomfort

Days of High Temperatures Over 80°F and Humidity Above 60%



Energy Use





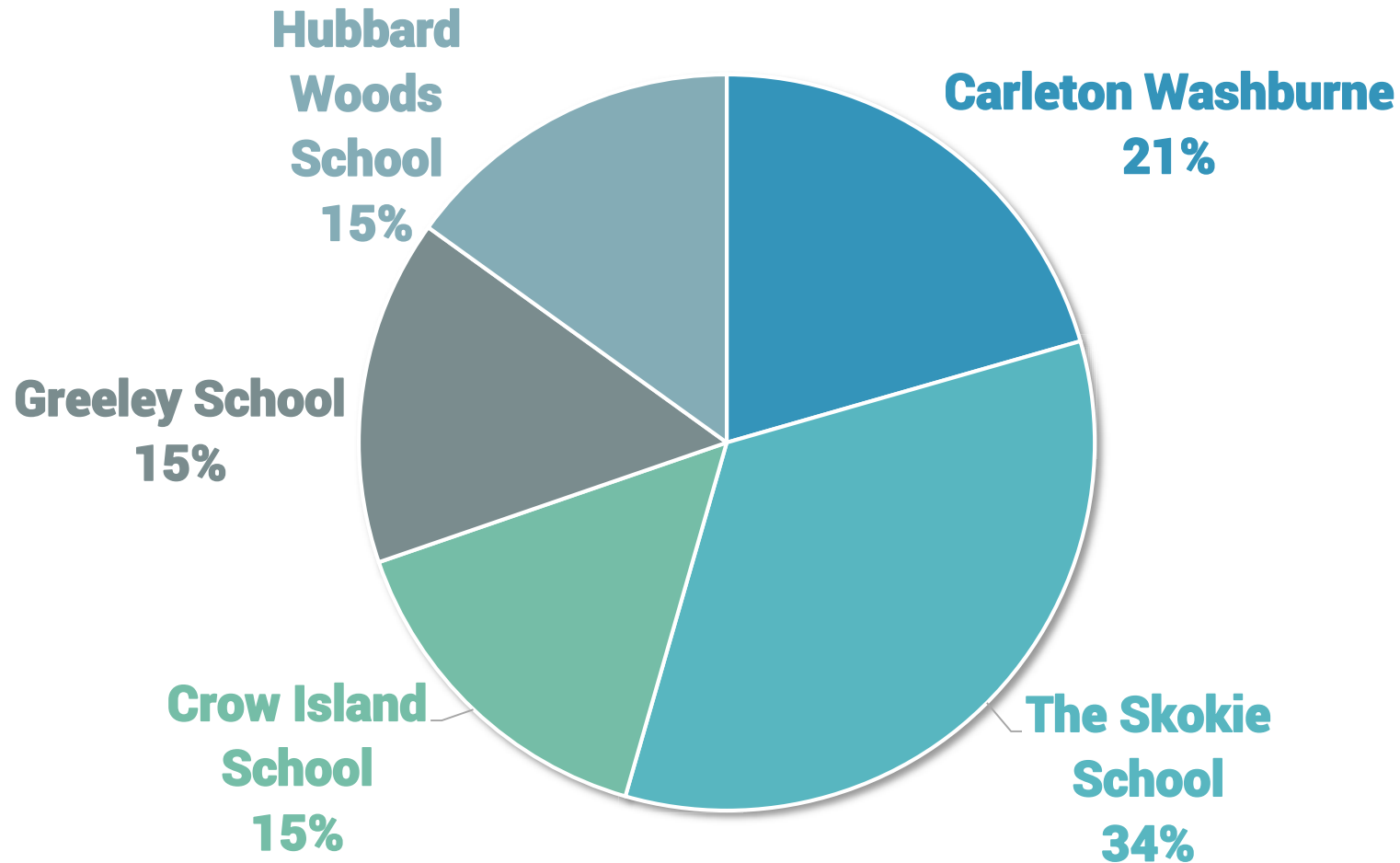
Physical Condition

Crow Island School

The image displays a detailed architectural floor plan of a school building, featuring numerous rooms such as classrooms, workrooms, an auditorium, and a gymnasium. Each room is labeled with its name, number, and square footage. A red circle on the plan highlights a specific area, which is shown in an inset photograph on the right. The photograph depicts a storage room with a concrete floor, a wall-mounted fire extinguisher, and various items including a large black bag, a blue container, and a white box. A red line connects the red circle on the floor plan to the inset photograph, indicating the location of the photo within the building's layout.

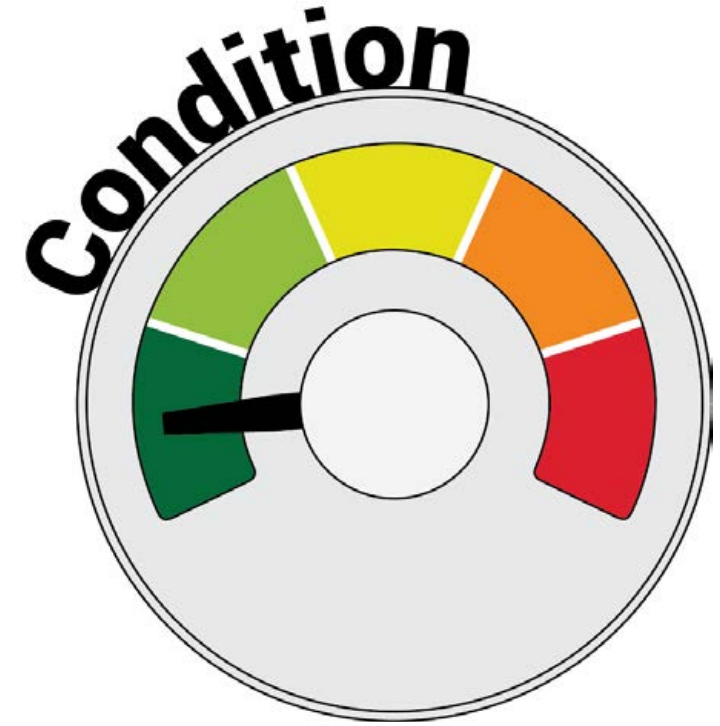
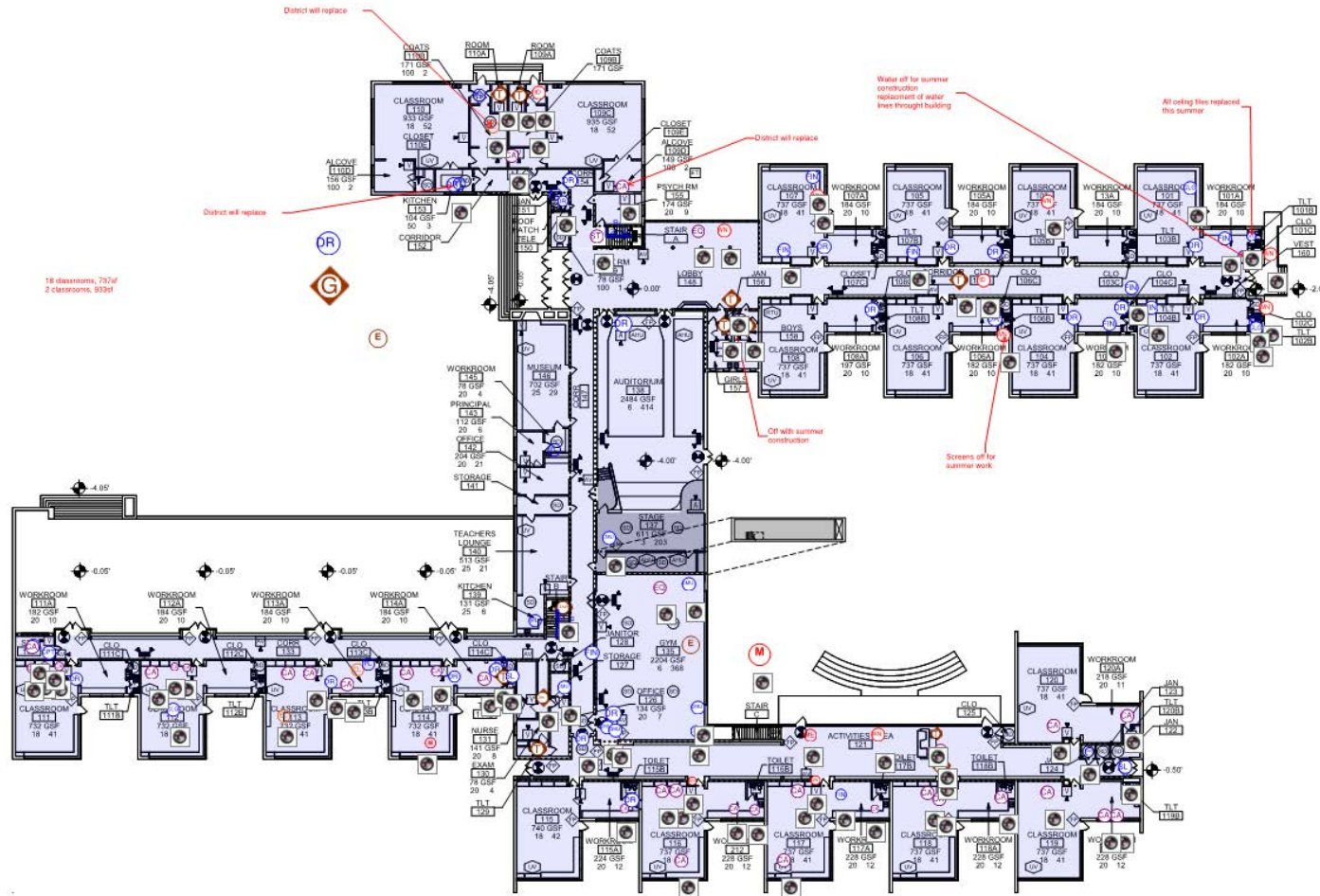


Quick Facts



DLR Group observed 1,343 items, including the Decennial HLS Survey items previously identified.

Physical Condition



Note: The facility condition is ranked relative to a building of a similar age

Physical Condition

Quick Facts:

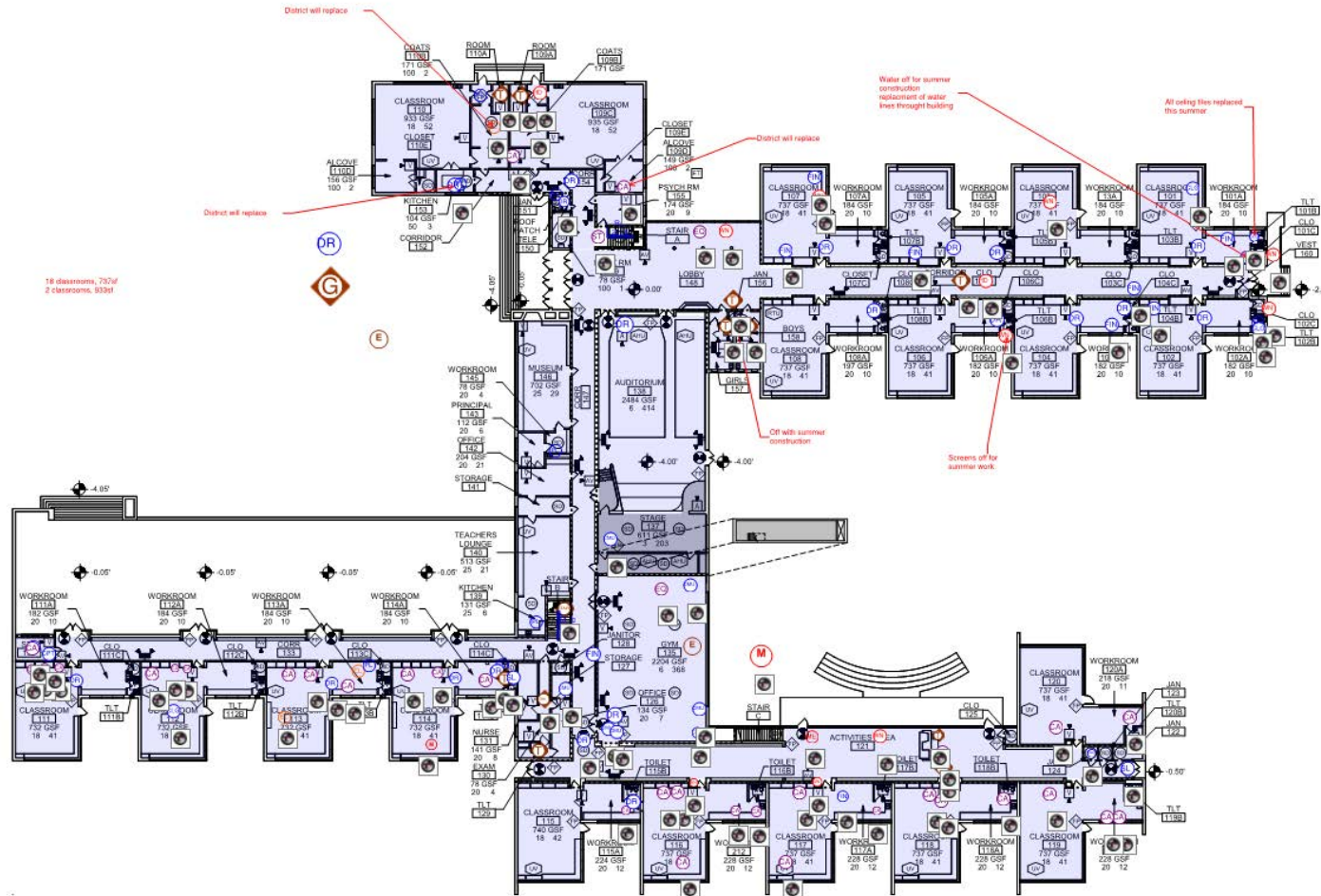
203 items found

- 22 remaining Health Life Safety
- 25 related to Accessibility
- 22 related to Mechanical, Electrical and Plumbing

Items to explore:

Egress from elem. strings room

Accessibility Improvements



Physical Condition – Highlighted Items

Confirm visual fire safety devices (HLS)

Egress walkway not connected to accessible path (A)



All restrooms lack required clear floor area (A) **



Classroom entries lack pull clearance (A)**

** Item that contributes significantly to the historical nature of Crow Island

Physical Condition – Highlighted Items

Egress doors required throughout the building (INT)

Sliding doors do not operate (INT)**

Guardrail required at stairs (INT)**

Recommend new boiler burner (MEP)

Recommend new condensing unit and air handler – at expected life (MEP)



** Item that contributes significantly to the historical nature of Crow Island

Select Historically Significant Elements

** Part of a longer list

	Very Significant	Somewhat Significant
Exterior Elements		
North Façade - East End (main entry)	x	
Clock on North Façade Tower	x	
East Façade with Flagpole (NWW)	x	
Northwest Wing Courtyards	x	
Southeast Wing Courtyards		x
Southwest Wing Courtyards	x	
Central Courtyard + raised brick map on South Façade	x	
Kindergarten Playground	x	
West Façade (SWW)	x	
Central Courtyard + Amphitheater	x	
Interior Elements		
Foyer (Lobby)	x	
Auditorium	x	
Original Library	x	
Vertical Circulation (Stairs A +B)		x
Pioneer Room	x	
Activities Area	x	
Typical Toilets (1954 addition)		x



Listening Tour

Crow Island School

Listening Tour “Top Five”

Awesome access to outdoors and natural light

Thoughtful, child-centered design is great

Need dedicated lunchroom space

Hallways get noisy, not a great collaboration space

Need a bigger or additional gym

Note: Thermal comfort was discussed at all buildings and is a concern universally in the District.



Day in the Life

Crow Island School



Student Shadowing

Student Ideation

Air conditioning

Good air quality

What is one thing you would like to change about Crow Island?

More bathrooms

Water supply for better water bottles

Vending machines

Popcorn machine in the auditorium

Virtual Reality

What does the “school of the future” look like to you?

Robots walking around

Basketball court

Building: Crow IslandGrade/Course/Specialty: 4th grade teacher

Table 1 is designed to log the various instructional methods that you may use to facilitate learning with your students this week. Log the percentage of time that you spend in each for a given day. In Table 2, 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 learning activities. Table 2 is meant to capture that movement. Lastly, in Table 3 to the right, please describe the activities themselves. The percentages of time in Table 3 should correlate to the instructional method listed in Table 1. 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 instruction (Table 1) which would also then be listed at 60%.

Enter approximate percentage of time spent each day where the listed teaching methods are utilized

Table 1: Inst. Method	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Individual (Tech)	5%	30%	30%	15	15
Individual (Project)	25%	10%	15	20	15
Pairs	20%	20	20	15	20
Sm Group (4-6)	15%	10	20	25	20
Large Group (5-12)					
Whole Class (Presentation)	15%	10	5	10%	10
Whole Class (Lecture)	10%	10			10
Whole Class (Facilitated)	10%	10	15	15	10
	100%	6040%	7530%	9010%	10000%

Enter the 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.

Table 2: Location	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Classrooms	50	60	60	40	50
Library/Media Center	10				
Computer Lab					
Small Group space					
Lab					
Related Studies #1	10%	10	10	10	20
Related Studies #2		10		10	
Outdoors	10	10	20%	30	10
Gym	10		10		
Lunch	10	10		10	10
Other					
Other					
	9010%	10000%	8020%	10000%	10000%

Other Notes:

(Please tell us below about the types of spaces, equipment, furniture, technology, etc., that you consider most important for successful lesson implementation)

The immediate access to the outdoors and the courtyard are crucial. Having lap tops and ipads available at all times is important. So is the large TV too

Table 3: Description of Class Activities

		% of time
MONDAY	A) Morning Meeting- we went out into the courtyard to play a get to know you game with a ball	
	B) Math- finding factors of 100- we spread out in partners	
	C) read aloud- reading to the kids	
	D) quiet read- individual quiet reading time followed by partner discussions	
	E) painting about me boxes- painting the background of the about me box	
TUESDAY	A) MAP test- working on a computer for the map test	
	B) reading- partner reading activity	
	C) Math-	
	D) About Mr Pyem- planning a poem and partnering up for	
	E) About Mr Bice- adding photos, artifacts to about me box	
WEDNESDAY	A) morning meeting- meeting in a circle in the reading corner	
	B) MAP testing Reading	
	C) read aloud	
	D) partner reading and partner conference on a nonfiction book	
	E) writing- publishing poems on a computer	
THURSDAY	A) Morning meeting	
	B) math- partner games and then individual work on finding factors	
	C) quiet read	
	D) walking field trip into the Crow Island Woods- collecting specimens, taking photographs, observing nature	
	E) writing- writing a letter to parents for go to school night	
FRIDAY	A) Morning Meeting in the reading corner- sharing	
	B) math- going outside, working in stations to answer student generated questions for data unit	
	C) writing- pre assessment for informational writing unit	
	D) science- using ipads to research facts on the grayling marlin we found outside	
	E) Friday afternoon choice	

Awareness Session: A Day in the Life of a Student

Date Observed: 09/12/2017

Course Attributes: _____ Class Activities: _____ % of Time: _____
 Building: Crow Island Elem. 1. whole group 30%
 Name: 4th Grade 2. direct instruction 10%
 Teacher: Wimer 3. large group 20%
 Room #: 118 4. small group 20%
 Room SF: _____ 5. individual 20%

20 students/20 desks

Notes and Sketches

8:40-8:50 Warm up math activity, problem up on the projector, students answer on their own in their notebook. Teacher greets students and collects notes, money, order forms, while kids get settled.

8:50-9:00 Announcements for the class. Check in with kids and let them share/ reflect on yesterday activities.

9:00-9:10 Morning meeting at the community area/rug. Three kids get two minutes to share something about summer break and ask others questions. Teacher shows iPad with two minute timer, per each student that is sharing. Whole group sitting on benches around room or on bear bag or rug.

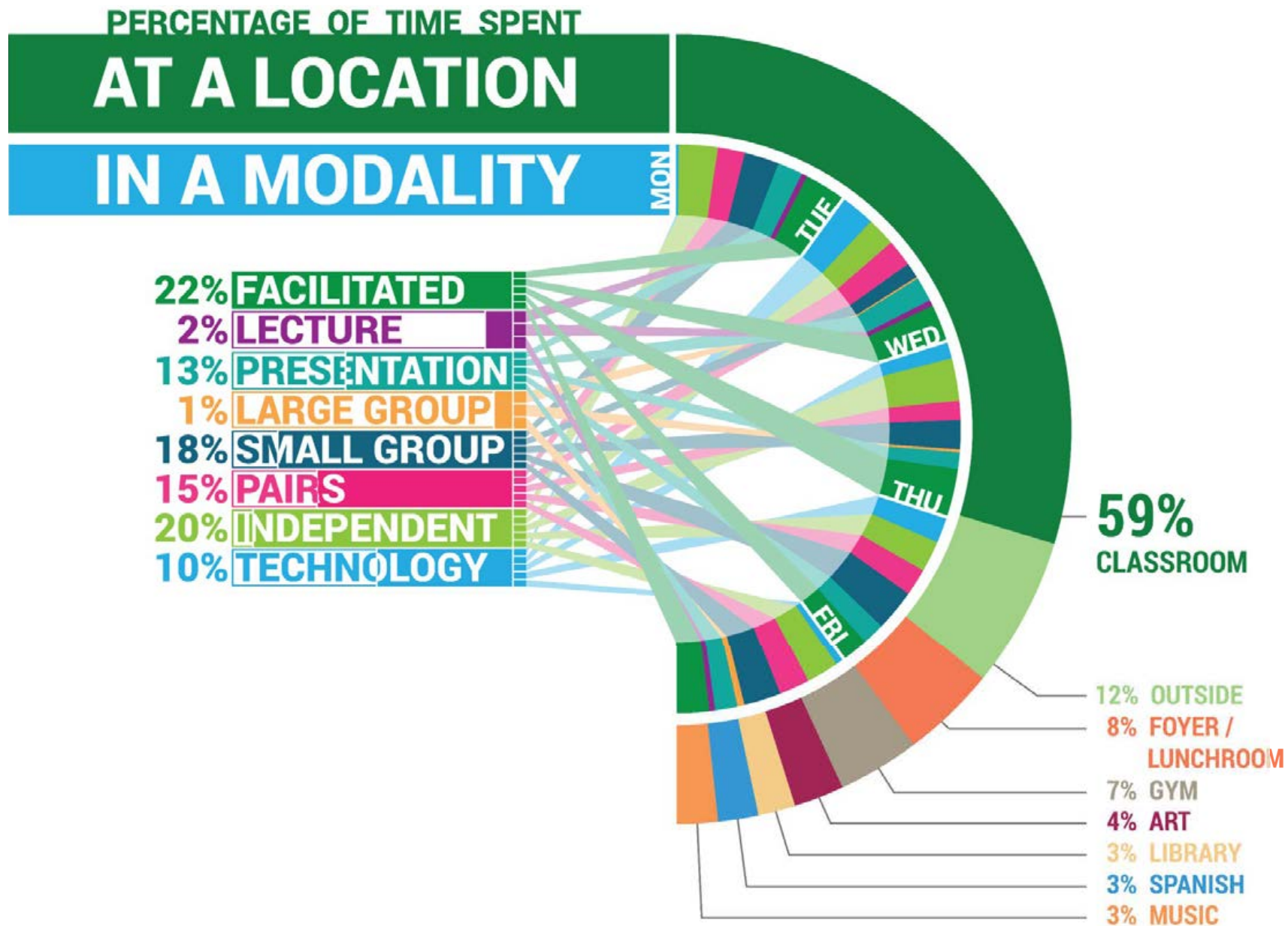
9:10-9:55 Math - As a group they review the morning math problem. Students are called up to the projector/elmo to show their response and how they can "prove" their answer or their neighbors. Next, they play a game within their table assignments. One iPad per group and the teacher has her iPad to direct the question on the screen.

Questions appear on the board and students work together (in groups of five) and respond as group. Score and responses appear on the screen. After the game, teacher gives direction with manipulatives and work through a few problems together. Calls upon a few students to prove their work. After whole class practice, they are assigned a few worksheets to complete on their own. Students work individually while teachers circulate. Once complete, they have math facts to practice on their own.

10:00-10:10 Read Aloud - kids all gather in their community area on the rug to eat their snack and listen as the teacher reads aloud to them. They stop and make connections or discuss as a summary of the book.

10:10-10:20 Indoor recess - due to MAP testing. They are given games, books and activities to work on inside.





A Week in the Life of a Learner : Crow Island School 2017



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Live FAQs

Three **BOLD** ideas

Questions



Bold Ideas



Thank You !

We appreciate your input.