



**FUTURE
READY
D36**

Honoring our past.
Planning our future.

Phase 1: Community Conversation

Greeley School

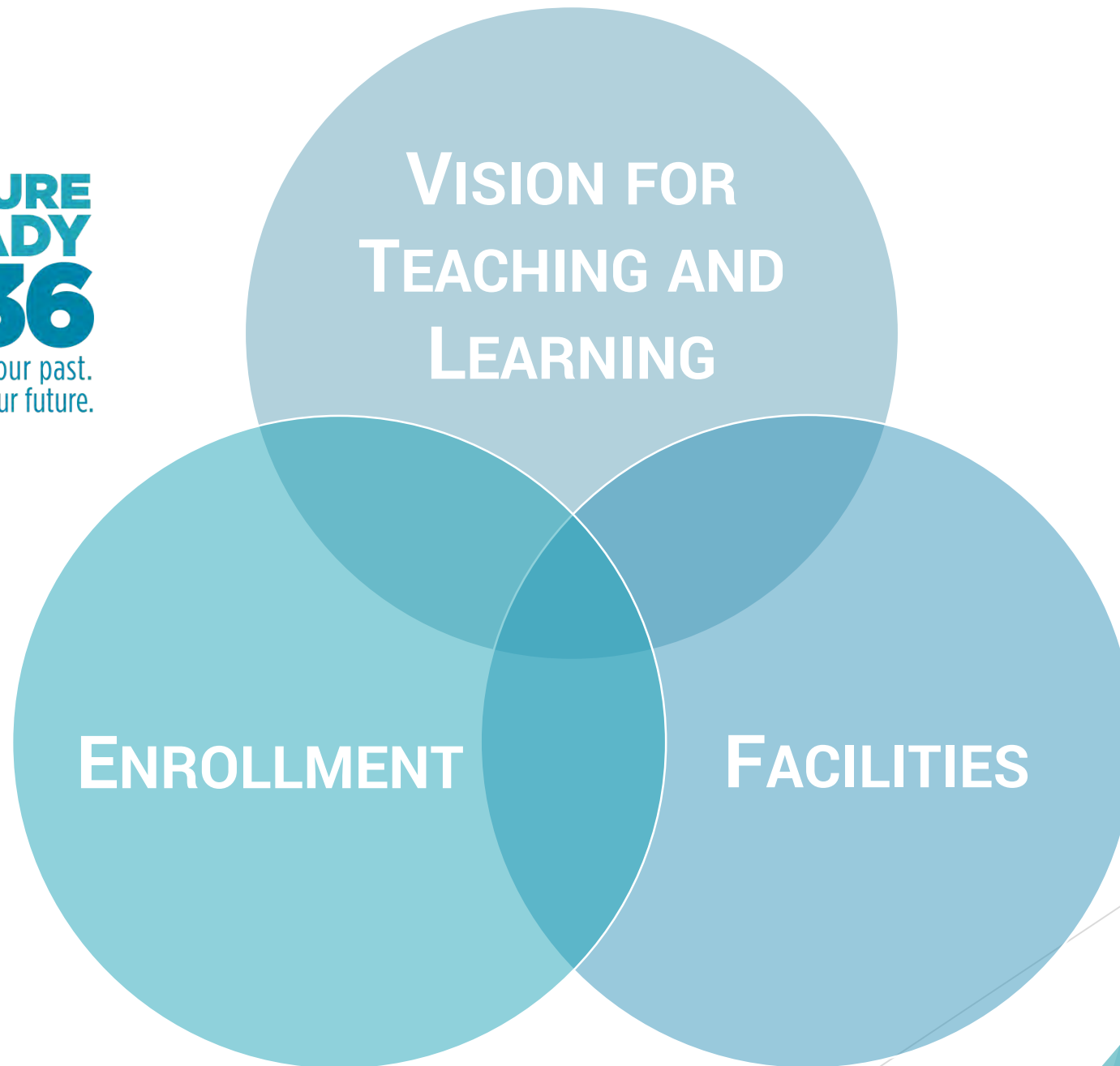


What is an *Educational* Master Facility Plan?

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**



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



#1

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

7/15/17

July - August

Sept. 6 - 15th

Sept 11 - 18

Sept 19

Sept 25 - Oct 3

10/4/17

- Plan the plan
- Data Transfer
- Assessments

Indoor Environmental Measurements

A Day in the Life Listening Tour

Board Update

Phase 1 Community Presentations

Phase 1

2017

7/15/17

July - August

Sept. 6 - 15th

Sept 11 - 18

Sept 19

Sept 25 - Oct 3

10/4/17

- Plan the plan
- Data Transfer
- Assessments

Indoor Environmental Measurements

A Day in the Life Listening Tour

Board Update

Phase 1 Community Presentations

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

2018

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.

Phase 1 : Key Activities



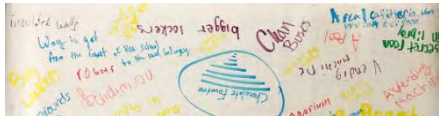
Facility Assessments



Listening Tours



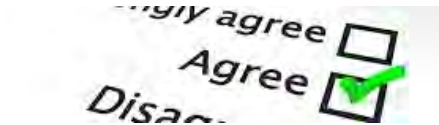
A Day in the Life : Part 1



Student Ideation



Indoor Environmental Quality



Surveys

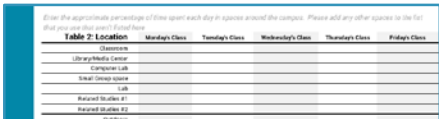


Table 2: Location	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Classroom					
Library/Media Center					
Computer Lab					
Student Center					
Lab					
Recess/Student E1					
Recess/Student E2					

Activity Logging

**Everything is relative.
Context matters.**



Campus History

Greeley 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:



Opened: **1913**

Additions: **1921, 1954, 2009**

Area Allocation:

1913 = **24%**

1921 = **34%**

1954 = **14%**

2009 = **28%**



Campus Metrics

Greeley 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*

7.8 Acres



**Current Site :
3.0 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

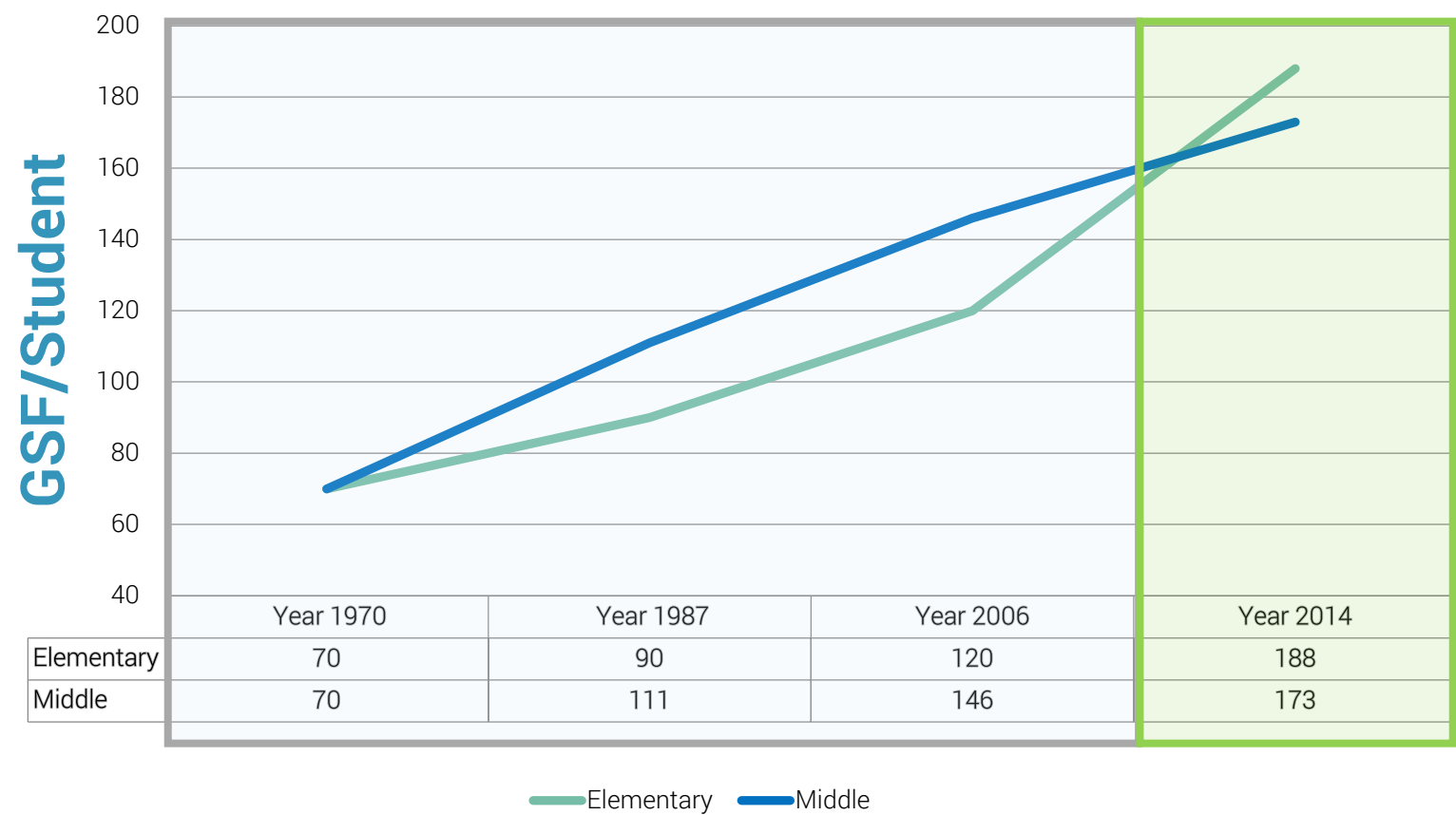
Number and types of services offered

Number and types of programs offered

Amenities – Sports / Athletics / Performance

Climate

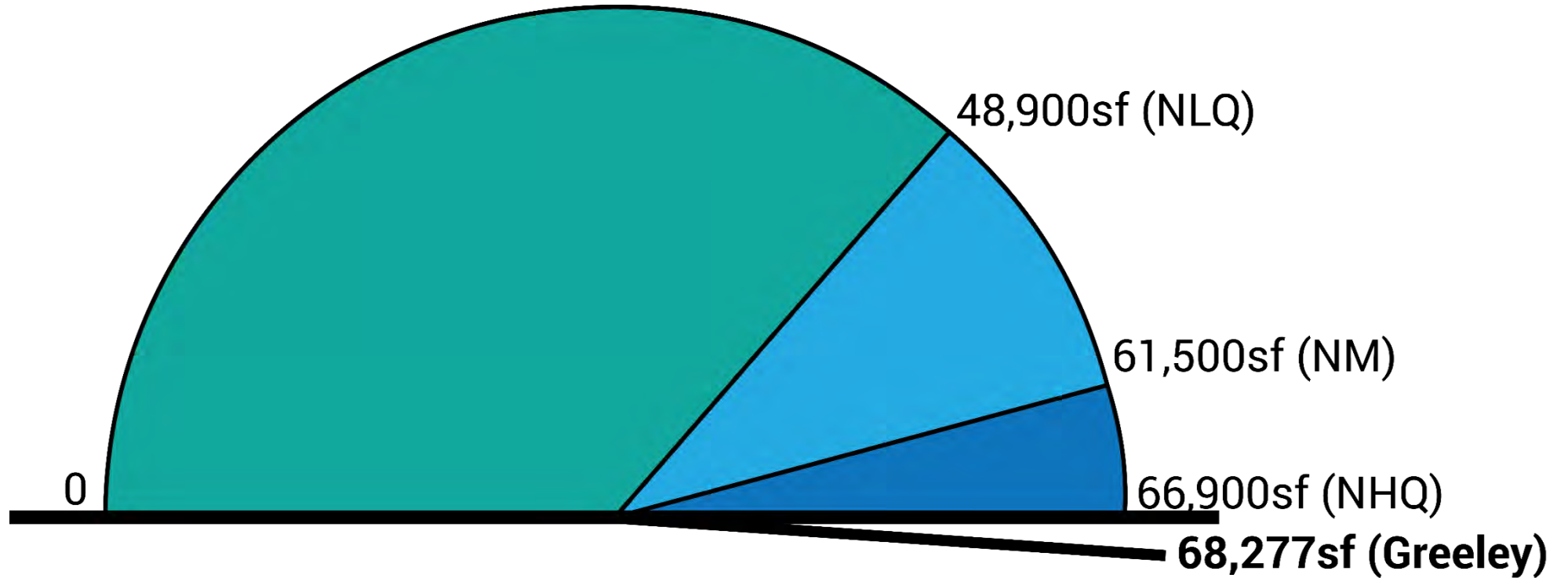
Gross Building Size Over Time



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

Year 2014 uses National Median for Elementary/Middle schools

Gross Building Area Comparison



251 square feet
per student

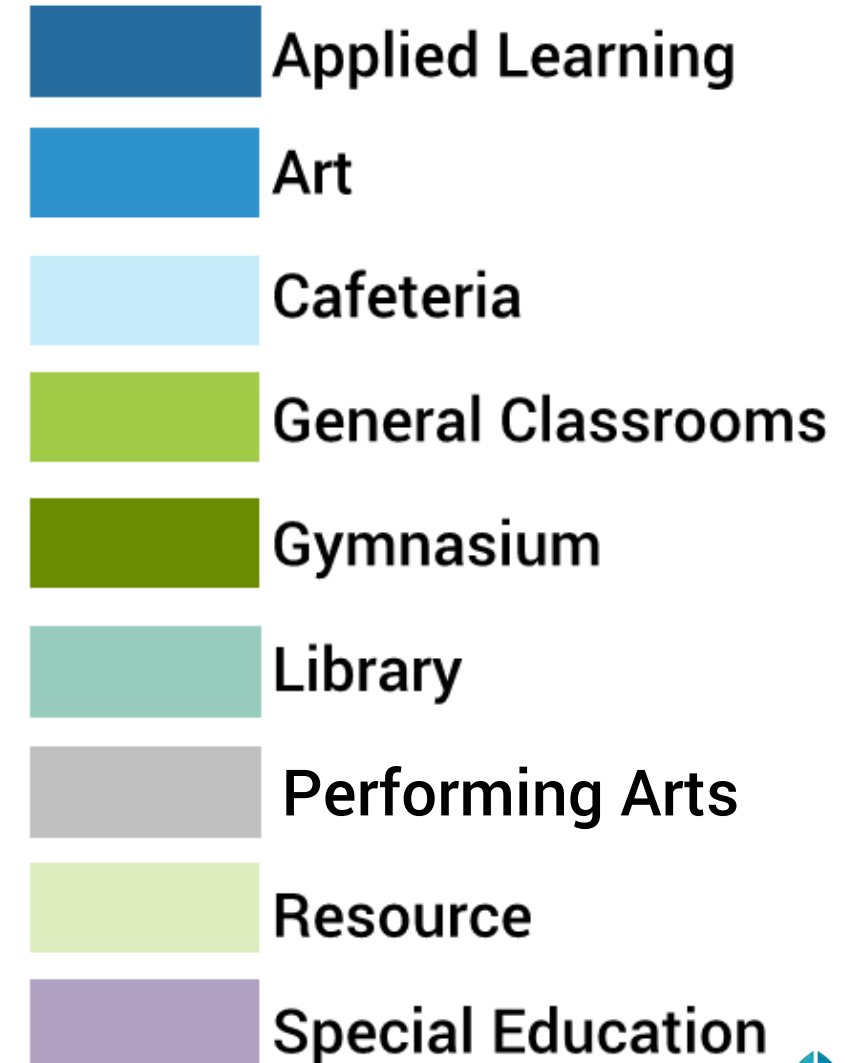
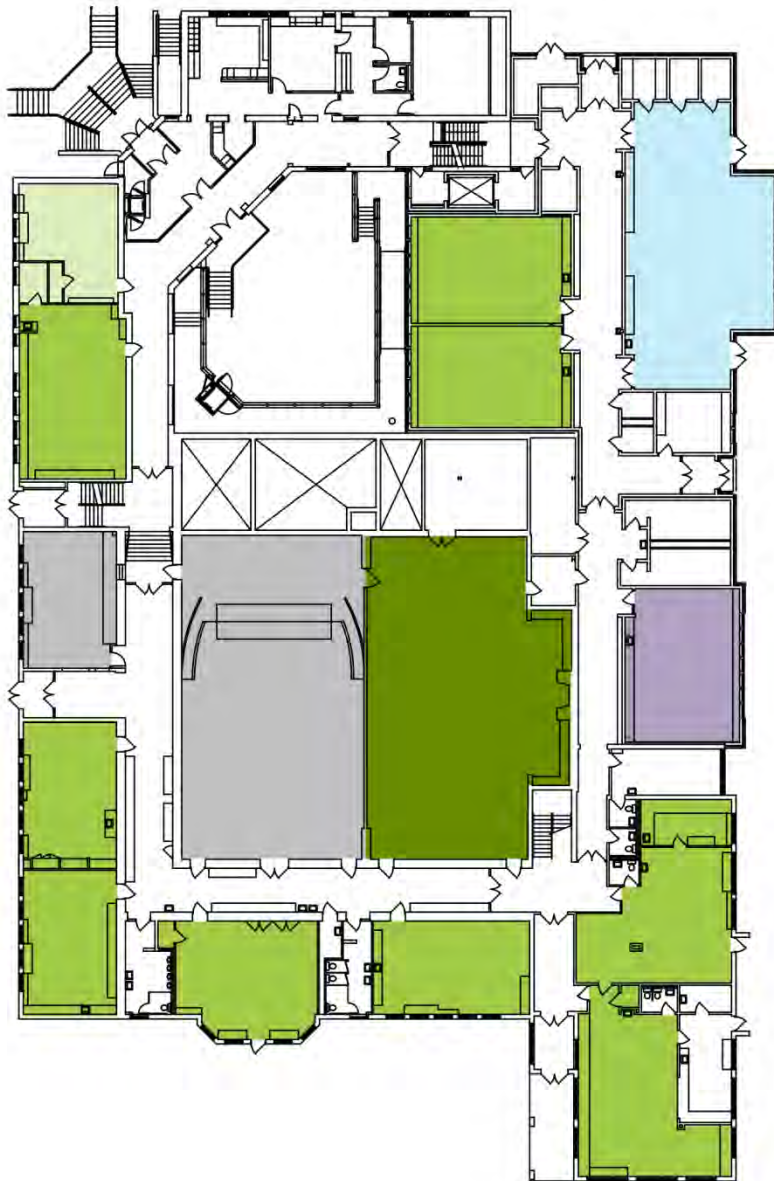
Greeley School
At District Capacity of 272

188 square feet
per student

2015 National Median
Peer Schools opened in 2015

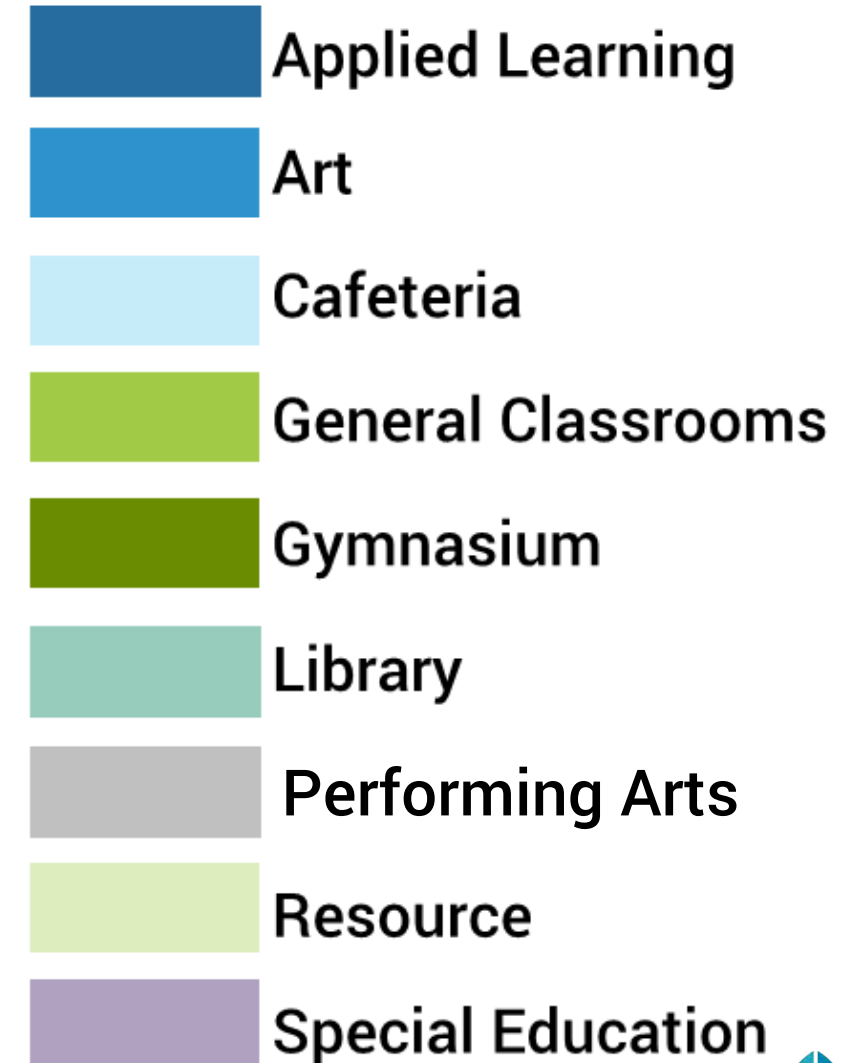
2017 Area Utilization

Gross Building Area : 68,277 SF

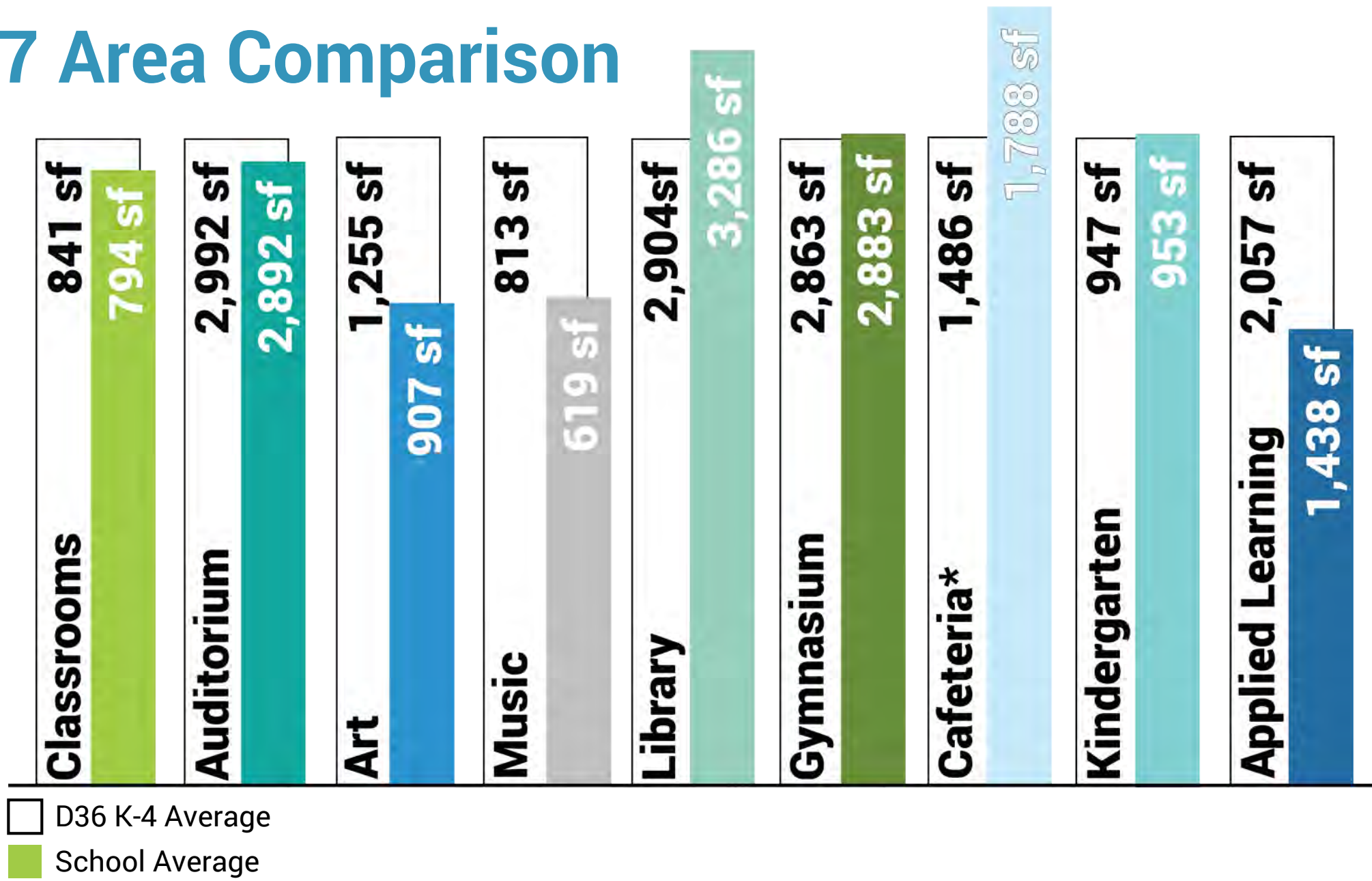


2017 Area Utilization

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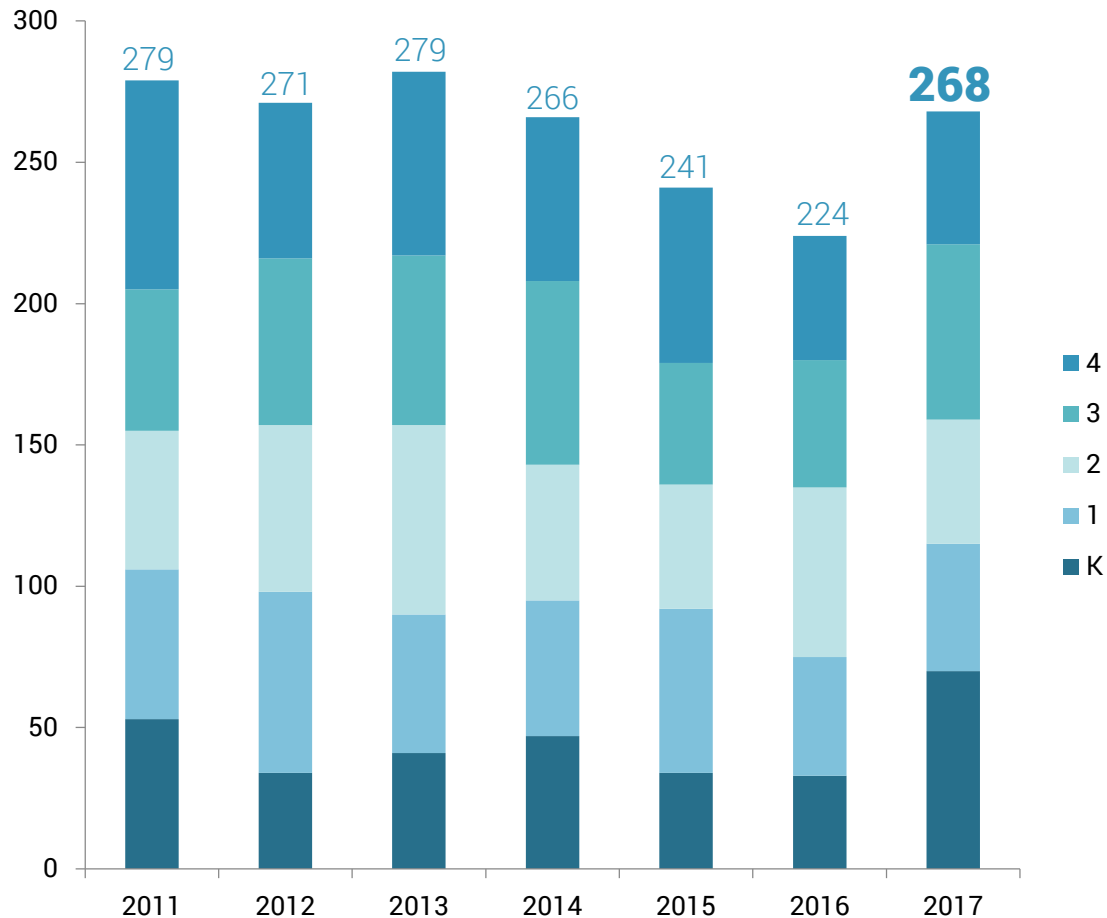


2017 Area Comparison



□ D36 K-4 Average
■ School Average

Greeley Enrollment History



By Grade Level

Enrollment Forecast

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

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

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

Greeley Capacity per
State Standards

327*

Greeley Capacity per
District Guidelines

272

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)

Greeley 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**

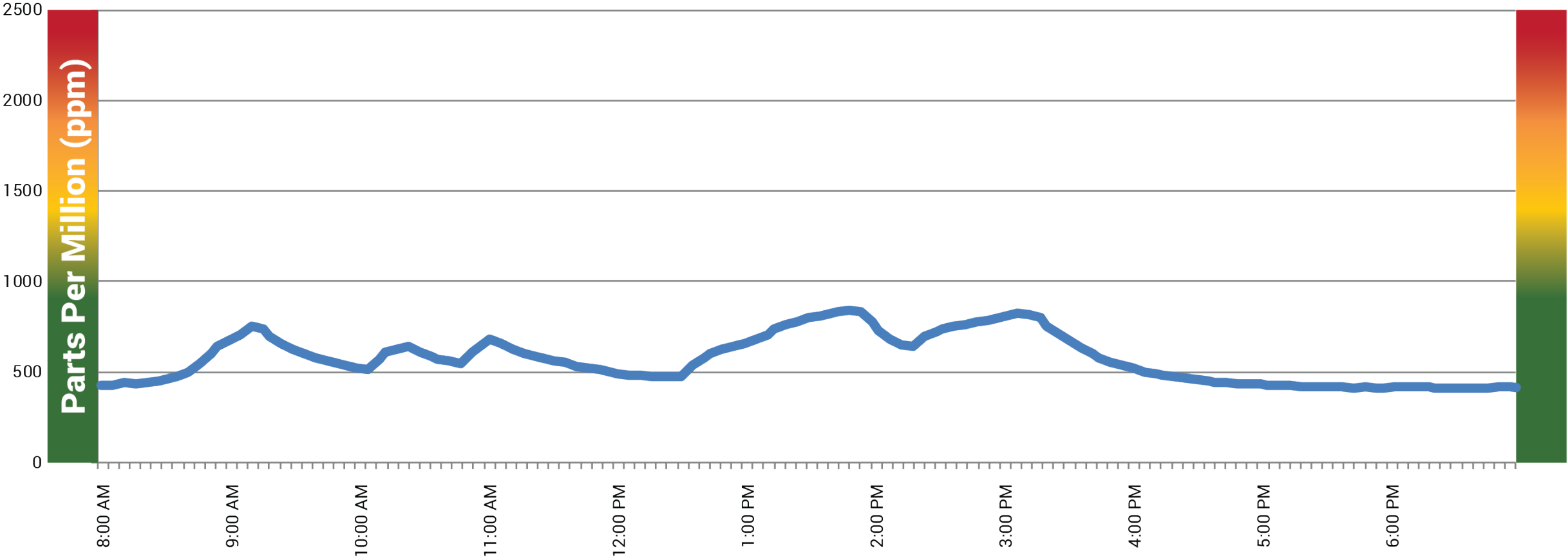
Thermal Comfort: **The Skokie School**

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

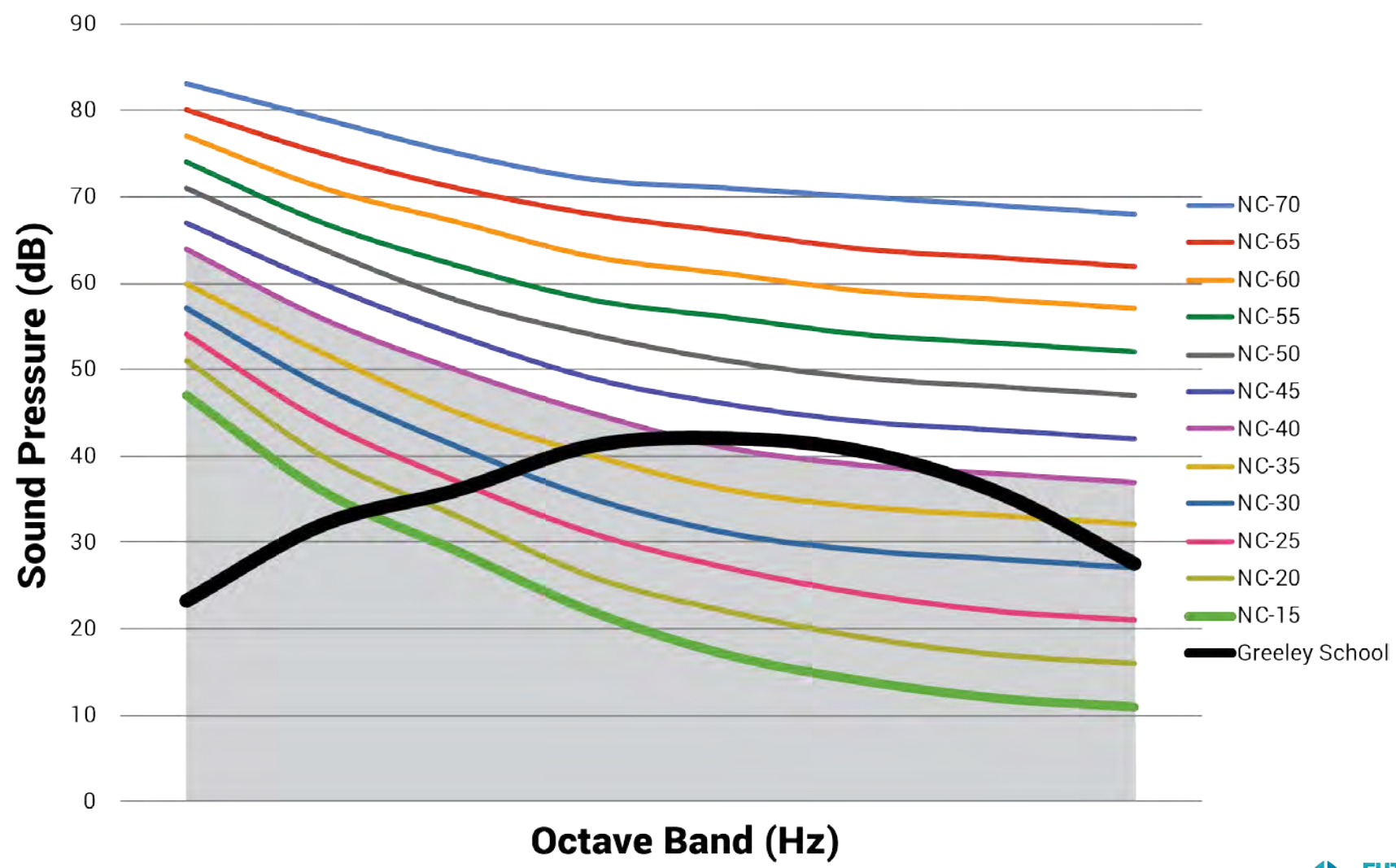


VOC Data



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

Acoustical Data



Visual Comfort



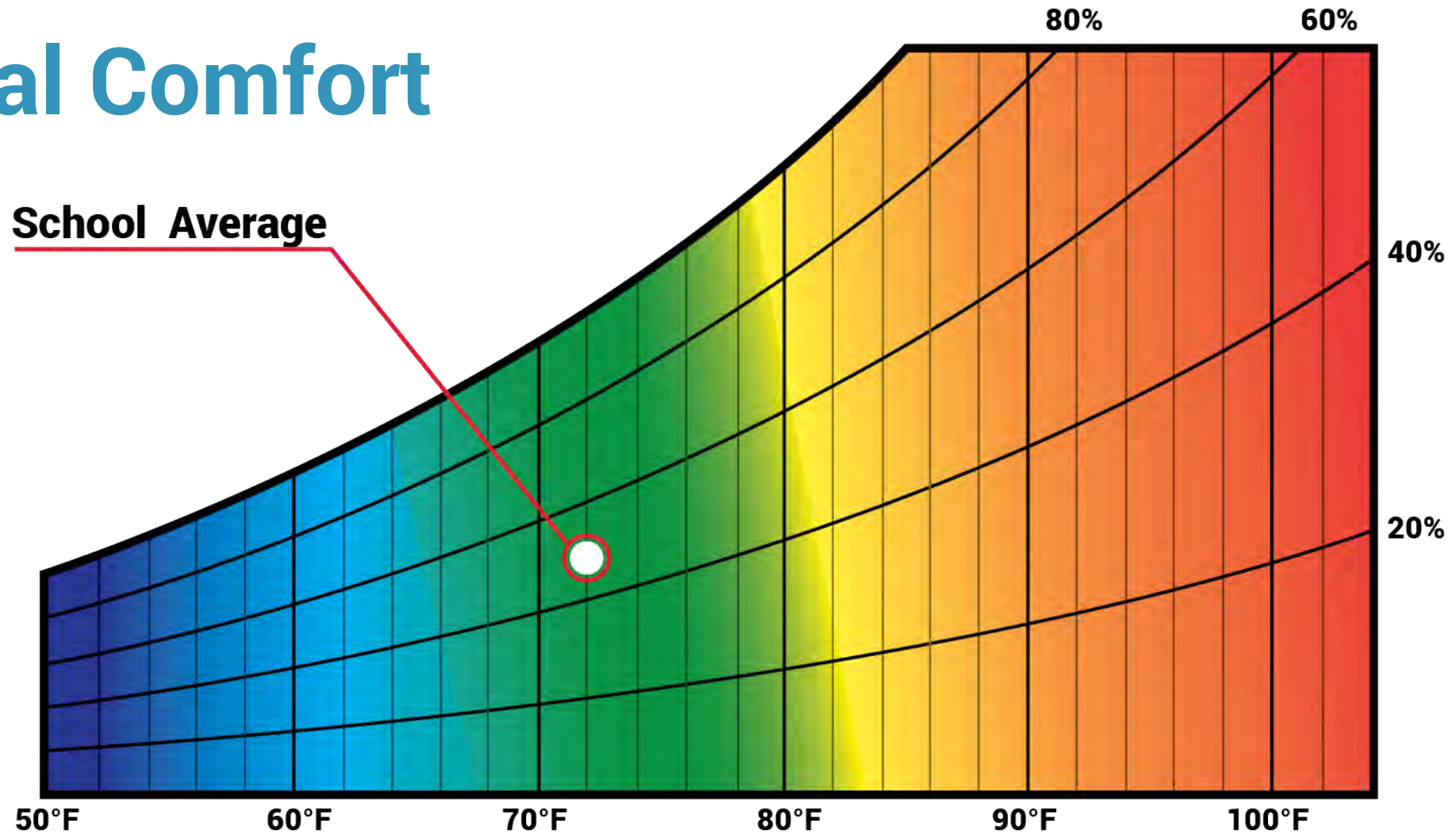
96% Satisfied*

100% Have Access to Daylight

54% 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.

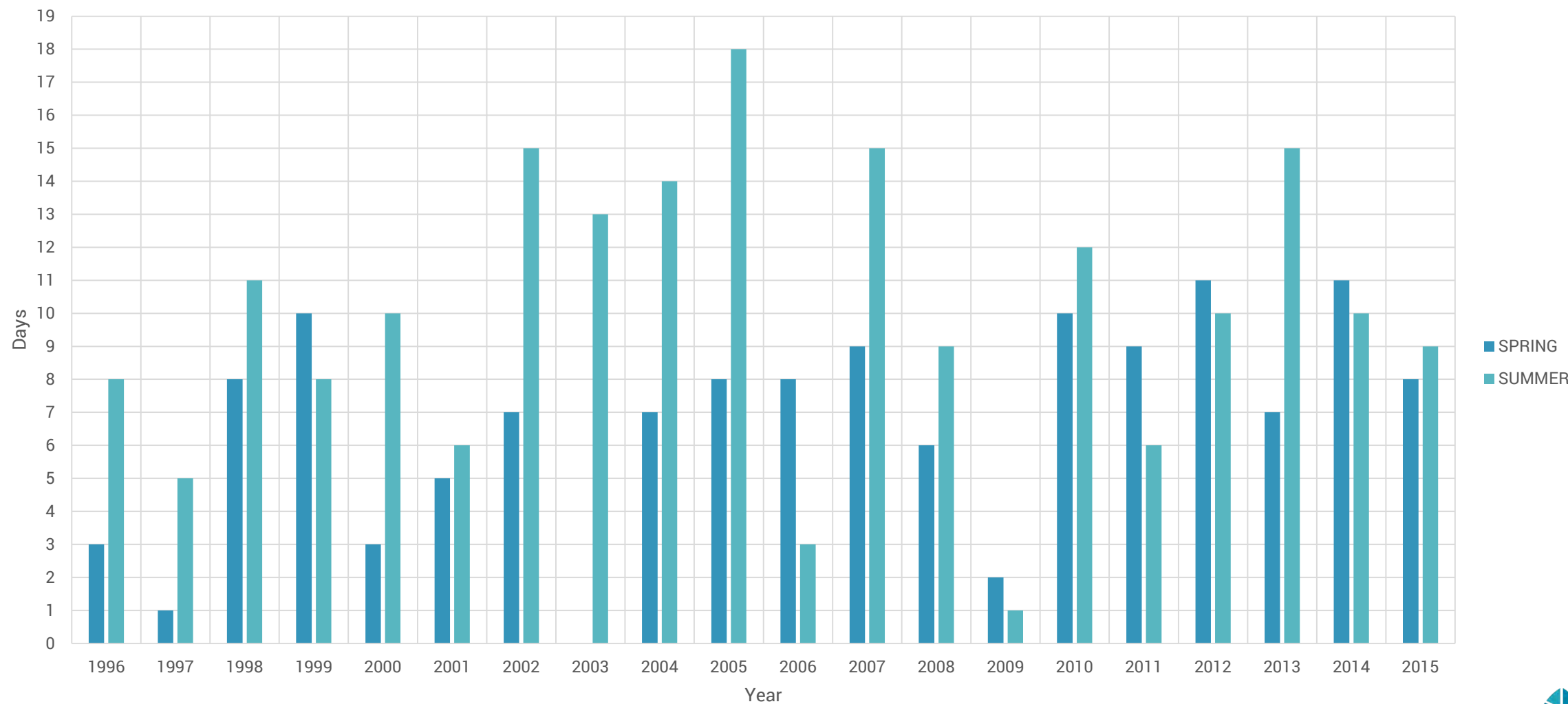
Thermal Comfort



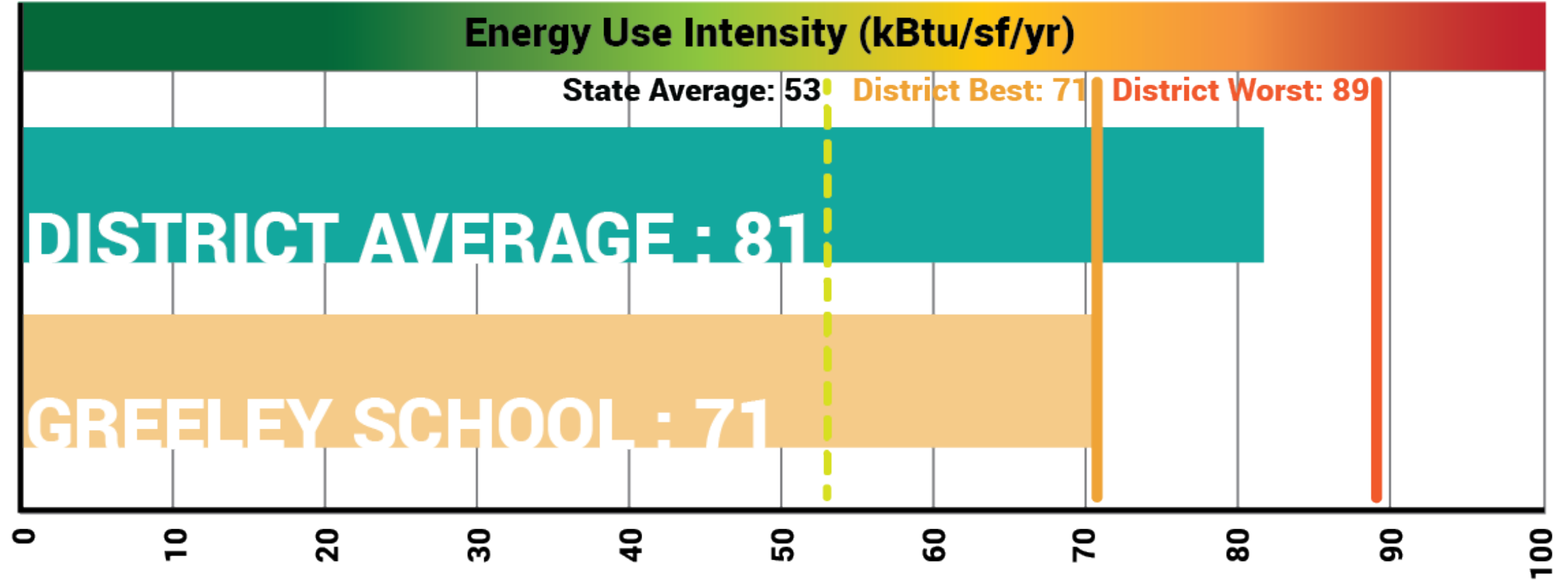
*Temperatures logged during an unseasonably temperate September. Thermal comfort is a significant concern without proper mechanical cooling to temper the warmer fall and spring months.

Thermal Comfort: History of Discomfort

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



Energy Use

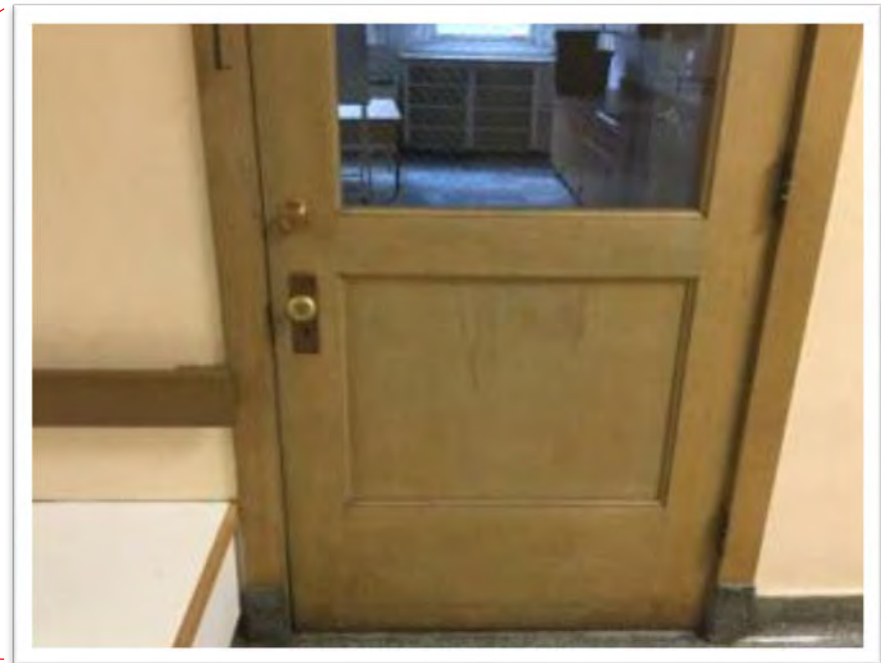
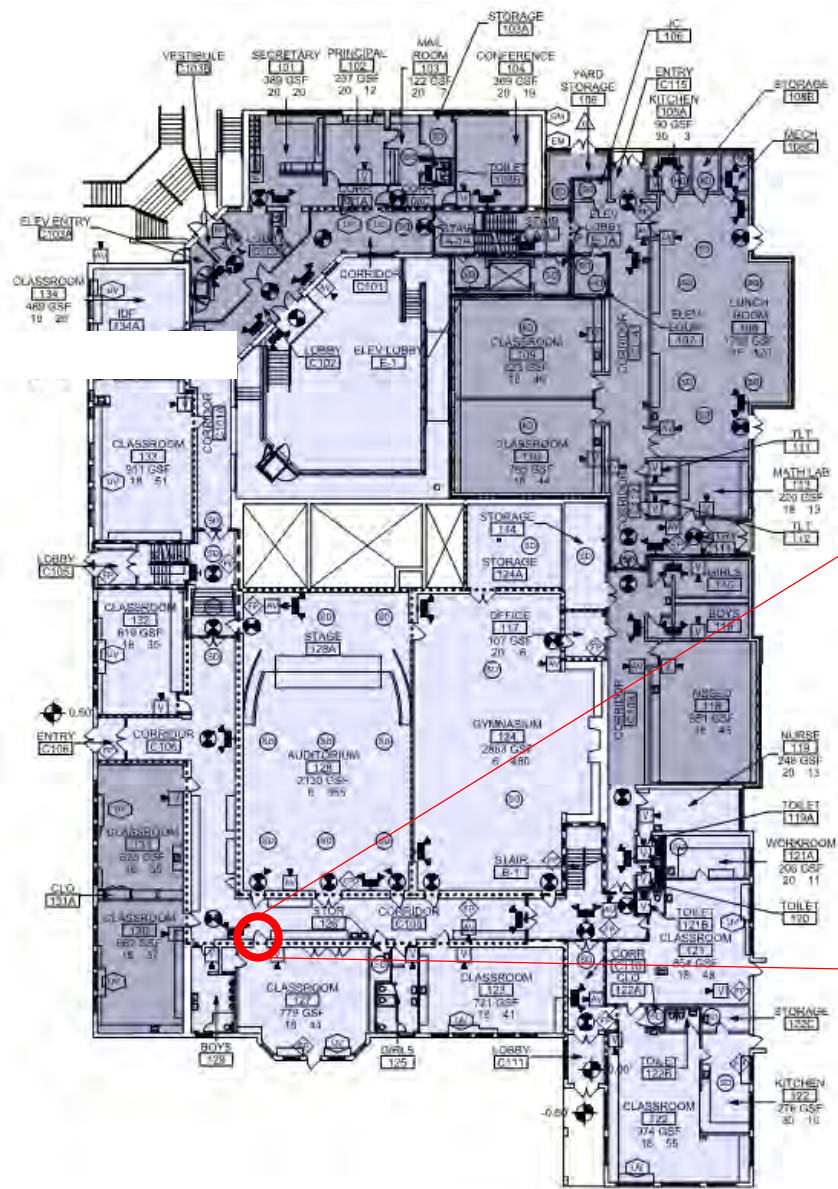




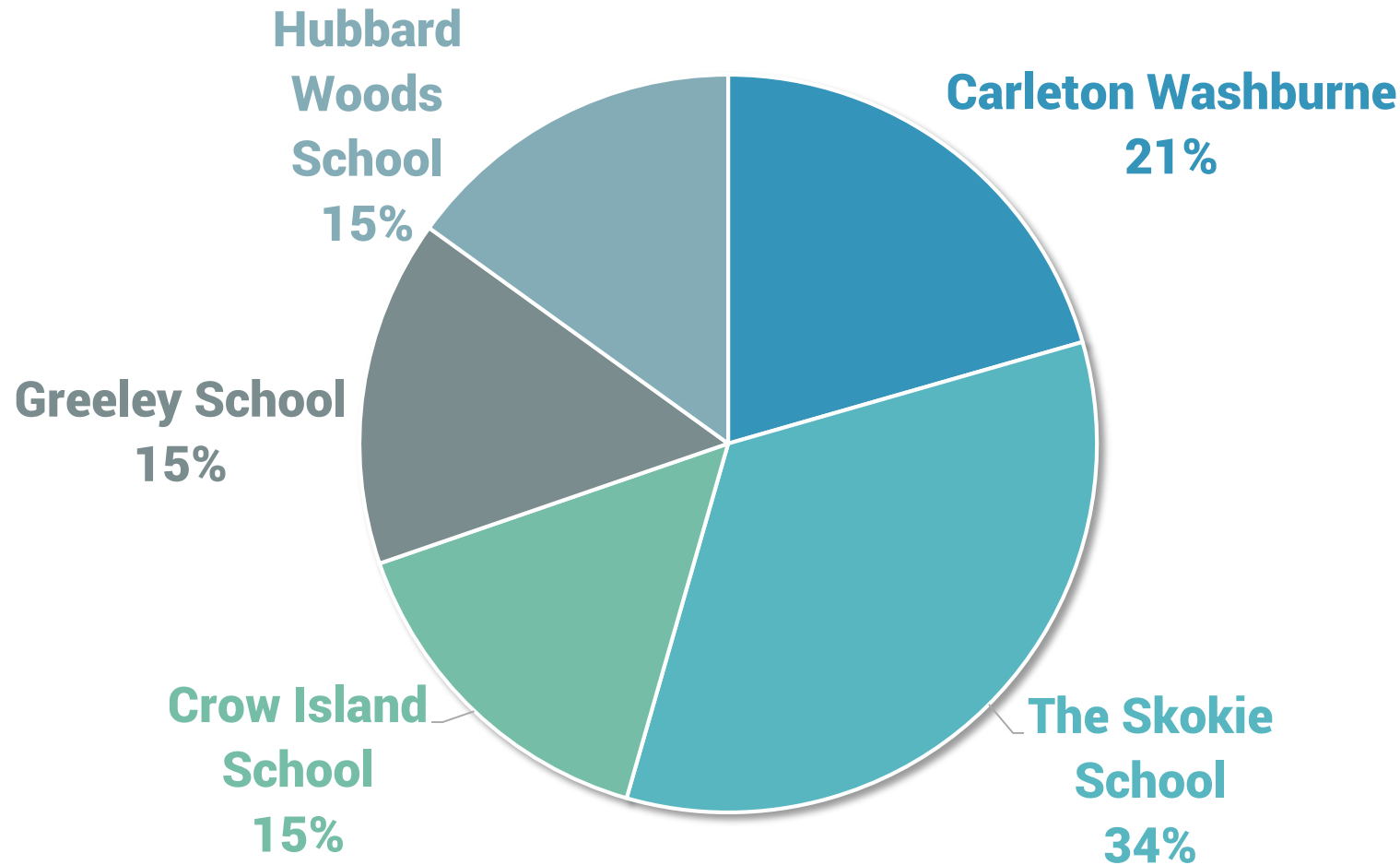
Physical Condition

Greeley School

Facility Assessment : Methodology + Tools

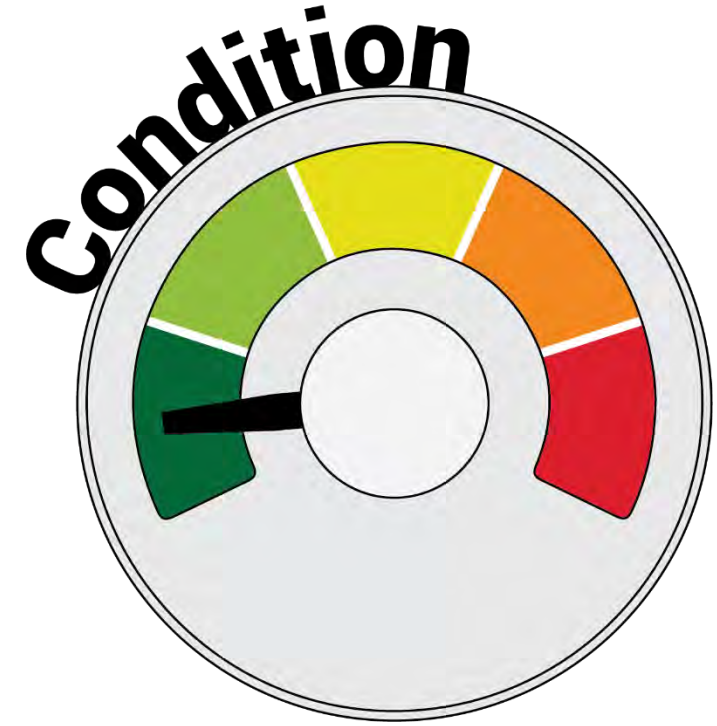
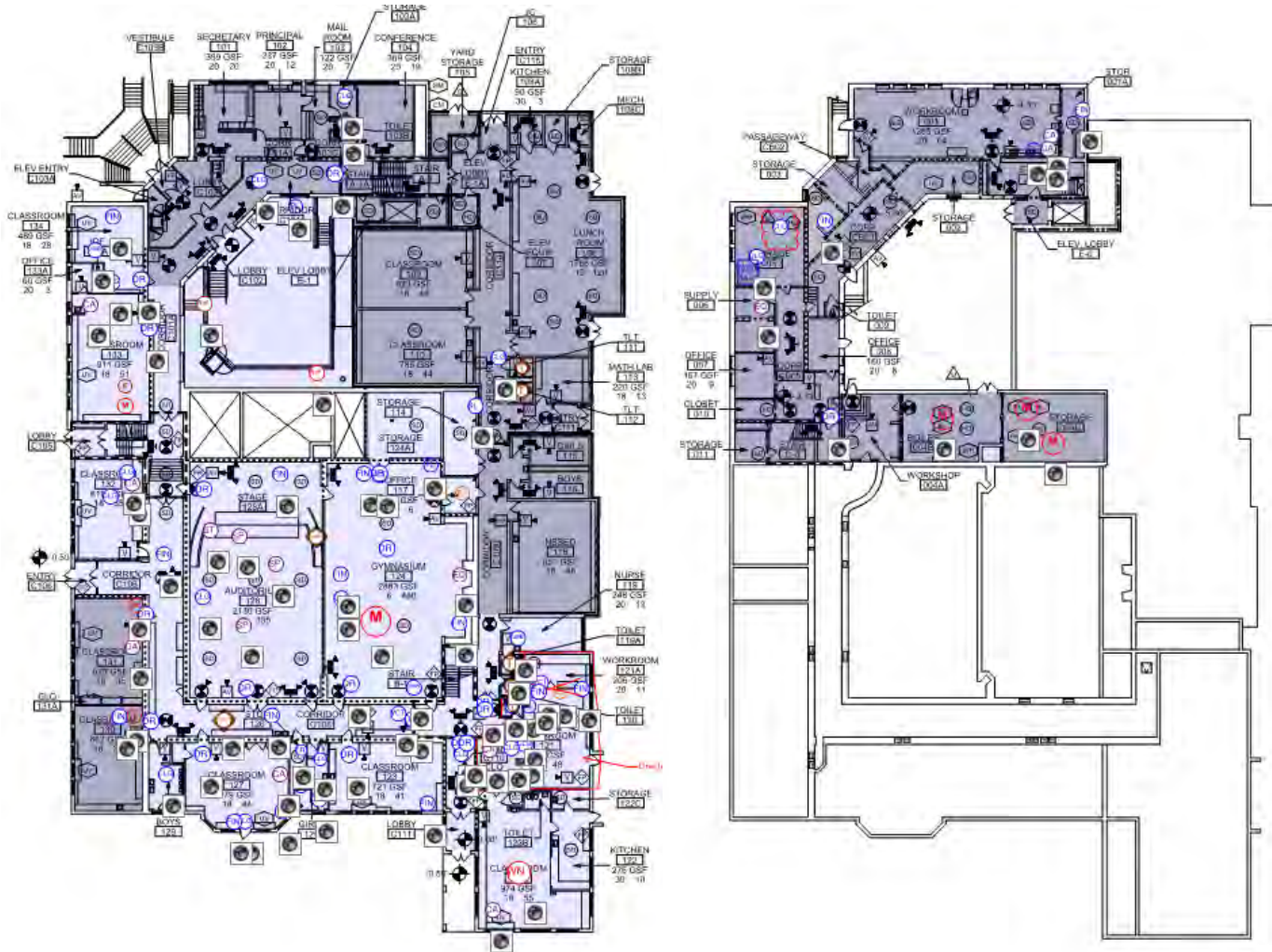


Quick Facts



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:

199 items found

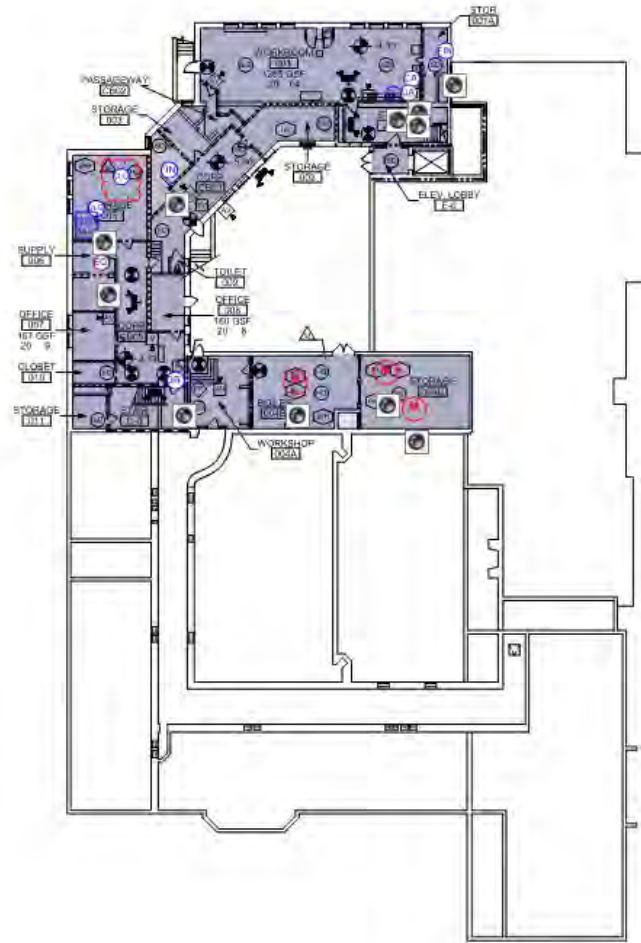
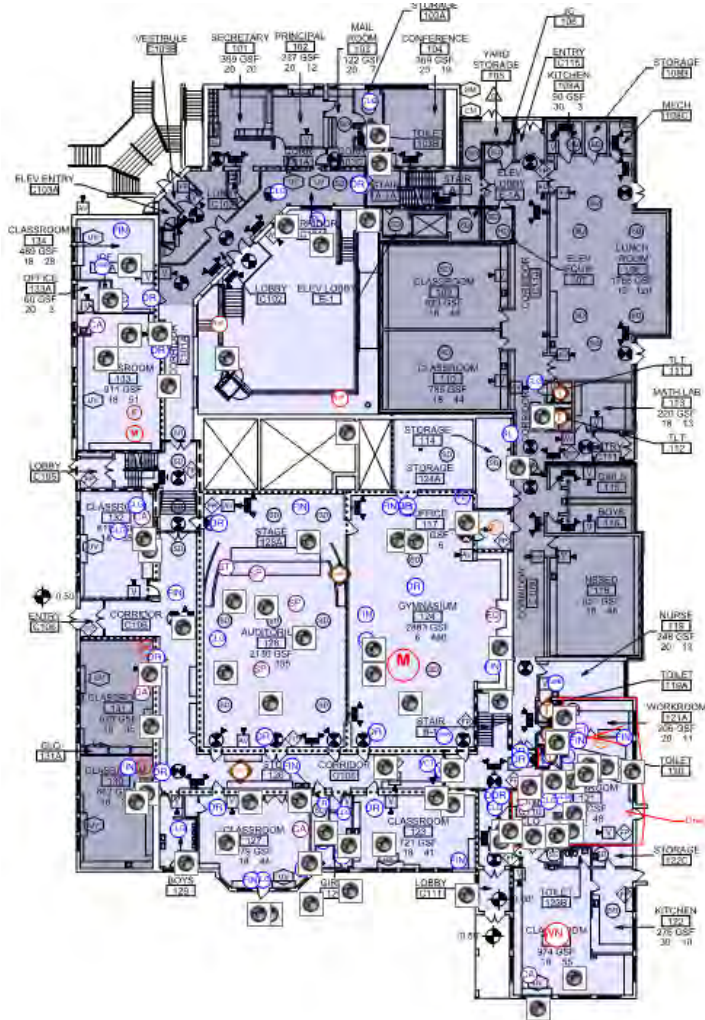
- 60 remaining Health Life Safety
- 15 related to Accessibility
- 20 related to Mechanical, Electrical and Plumbing

Items to explore:

Egress from Gym

Exhaust in one classroom

Cause of water damaged tiles



Physical Condition – Highlighted Items

Provide exit signs throughout (HLS)

Provide rate doors at missing locations throughout school (HLS)



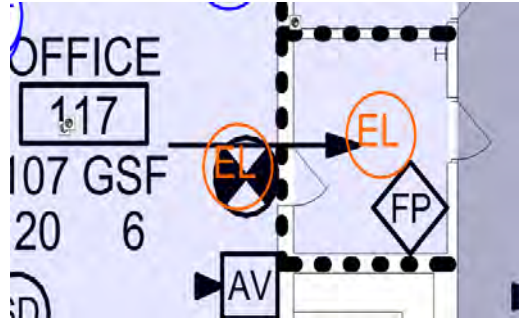
Gym mechanical is at useful life (HLS)

Restrooms are not accessible (A)

Damaged / uneven sidewalks on east of building (EXT)



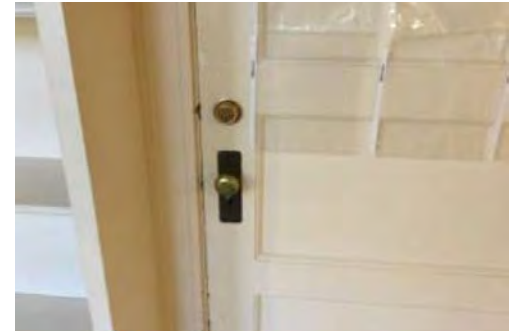
Physical Condition – Highlighted Items



Tuck-pointing at east of building (EXT)



Additional exit required at Gym (INT)



Replace door hardware (INT)

Rooftop equipment is at useful life (MEP)

Exhaust in one classroom (MEP)



Listening Tour

Greeley School

Listening Tour “Top Five”

No consistency in classroom equipment

More equity amongst classroom sizes

Lacking flexible furniture

Benefits from access to natural light and greenery

Better access to drinking water

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



Day in the Life

Greeley School

Student Shadowing



Student Ideation

IF YOU COULD CHANGE ONE THING ABOUT YOUR SCHOOL, WHAT WOULD IT BE?

- Air conditioning
- All rooms have desks or stand up desks
- All lockers
- Longer Lunch
- Better iPad cases + Air conditioning in every room
- More technology in every room
- More Recesses
- bigger lockers
- trampolines in halls
- pool
- Shorter day
- Air conditioning
- Air conditioning and longer Kw/Gym
- Air conditioning
- bigger lockers
- a pool

WHAT DOES A 'SCHOOL OF THE FUTURE' LOOK LIKE TO YOU?

- Hydroponics
- Zero Waste
- Hi tech more tech like Z-space
- The same with more technology and it will look very old
- high-tech, like holograms
- trampolines in halls
- new cool tech

Building: Greeley School

Grade/Course/Specialty: 4th Grade - Peterson



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 spend 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 class 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 labeled at 60%.

Enter your classroom percentage of time spent each day below. No direct teaching methods are allowed.

Table 1: Inst. Method	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Individual (Tech)	15%	15%	15%	15%	15%
Individual (Project)	20%	20%	20%	20%	20%
Plans	20%	15%	20%	20%	20%
Sm Group (4-6)	15%	20%	15%	15%	15%
Large Group (7-12)	5%	5%	5%	5%	5%
Whole Class (Presentations)	10%	10%	10%	10%	10%
Whole Class (Lecture)					
Whole Class (Facilitated)	15%	20%	15%	15%	15%
	100%	100%	100%	100%	100%

Enter your classroom percentage of time spent each day in classroom. No direct teaching methods are allowed. Please add any other teaching methods.

Table 2: Location	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Classroom	60%	70%	62%	62%	60%
Library/Media Center					15%
Kinetic Wellness (PE)	5%	5%	5%	5%	5%
Small Group space					
Lunch	7%	7%	7%	7%	7%
Outdoors	14%	12%	12%	12%	12%
Art					15%
Music			7%	7%	
Spanish	5%		7%	7%	
Other					
Other					
Other					
	100%	100%	100%	100%	100%

Other Notes:

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

Table 3: Description of Class Activities

		% of Time
MONDAY	A) Morning work	2%
	B) Math	15%
	C) Reading	15%
	D) Writing	10%
	E) Social Studies/Reading	10%
TUESDAY	A) Morning work	2%
	B) Math	15%
	C) Class Project	14%
	D) Reading/Writing	27%
	E) Social Studies/Reading	14%
WEDNESDAY	A) Morning work	2%
	B) Math	15%
	C) Reading	6%
	D) Writing	10%
	E) Social Studies/Reading	8%
THURSDAY	A) Morning work	2%
	B) Math	15%
	C) Reading	6%
	D) Writing	10%
	E)	
FRIDAY	A) Morning work	2%
	B) Math	10%
	C) Science	15%
	D) Reading/Writing	20%
	E) Social Studies/Reading	12%

Awareness Session: A Day in the Life of a Student

Date Observed: September 11, 2017

Course Attributes:

Building: Greeley Elementary

Name: Kindergarten

Teacher: Mr. Alex Roy & Mrs. Heather Rohner

Room #: 123

Room SF: 32' x 22.5' = 721 SF

Class Activities:

1. Direct Instruction %: 20 min

2. All Class Discussion %: min

3. Small Group Work %: 1 hr 45 min

4. Individual Work %: 20 min

5.

19 students (1 absent; 1 half day AM)

Fairly tight room w/all activity zones

Notes and Sketches

Check-in

- Students practice writing the first letter of their names
- 3x on personal marker boards in the hallway
- Book Look while students check in

Morning Meeting

- Held on the carpet in circle with song and welcome with students shaking hands to enhance memory and build classroom community
- Studying the word "patterns" today

Whole Class Instruction / Reading Time

- group discussion at the carpet & teacher reads book on patterns; students then locate patterns in the room and share
- students are cramped shoulder to shoulder in reading area

Big Choosing (sandbox, blocks, playdough, Let's Pretend, Art Center, Light Table, Reading)

- Small group and individual activities of students' choosing
- Teacher spends a few min with each student for them to share summer memories

Snack & Class Discussion - reconvene on patterns

Reading /Story time (by teacher) - The Mixed Up Chameleon

Yoga / Quiet time - individual time (reading, etc.)

Planned Schedule:

- 8:45 Drop-off/Check-in; Book Look
- 9:00 Morning Meeting / Specials (typically, but not yet started)
- 9:15 Whole class discussion on daily word / Reading
- 9:30 Big Choosing
- 10:15 Clean-up
- 10:20 Snack / Class Discussion / Reading / Story time
- 10:45 Outside time
- 11:10 Recess / Lunch
- 12:10 Yoga/Quiet Time
- 12:35 Game Time / Activities w/Teachers
- 1:35 Pack Up
- 1:40 Teacher Announcements / Group share
- 2:00-2:15 Dismissal (early dismissal day of week)
- 2:15-2:45 Extended Day program

Game time / Activities w/Teachers

- Counting game with the entire class at rug area
- small group game time combined with below activities:
- sketching & observing caterpillars individually
- decorating paper cupcakes individually

Pack-up

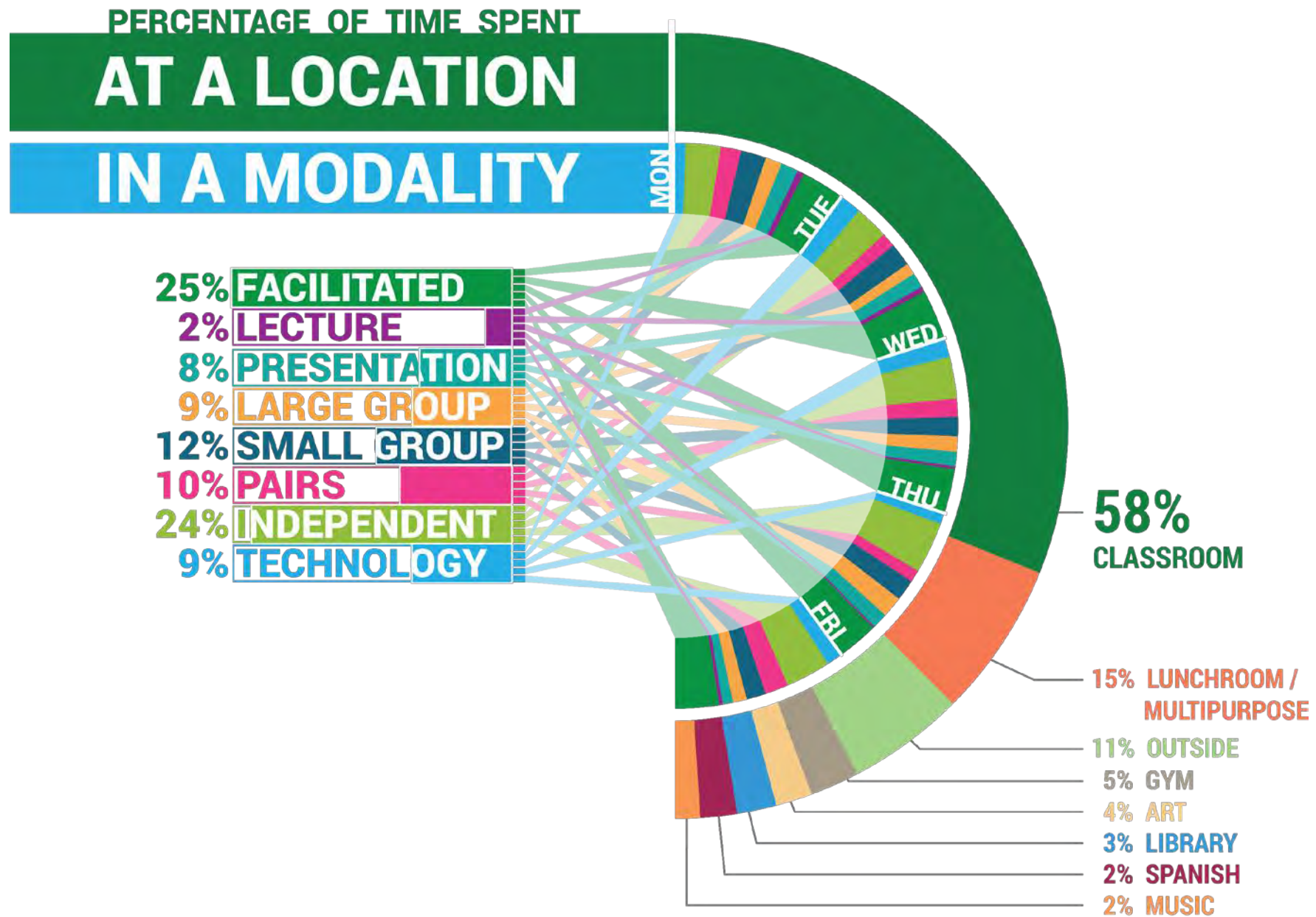
- Teachers send students out to retrieve work from the day and get bags; place on low bench outside of room

Teacher Announcements / Group Share

- Students share summer memories at reading rug and classmates ask questions; students learn the difference between asking questions and sharing connections/comments

Dismissal for buses; students line up in corridor for pick-up





A Week in the Life of a Learner : Greeley School 2017



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Live FAQs

Three BOLD ideas

Questions



Bold Ideas



Thank You !

We appreciate your input.