



K-5 Dual Language Report Phased Consolidation Plan

May 19, 2026

**Dr. Monica Schroeder & Dr. Michael Lubelfeld
Deputy Superintendent & Superintendent**

Our Mission and Values

Mission: North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.

Core Values:

- Compassion and Equity
- Integrity and Connection
- Growth and Safety

Dr. Sonia Soltero's Recommendations and Administration's Recommendations

1. **Prioritize English Learner Needs:** *Formally elevate the educational needs of Spanish language English Learners through explicit prioritization in district and school planning, policies, resource allocation, teacher recruitment/retention, professional development, family engagement, curriculum, and assessment.*
 - **Accepted**
 - **Launched the Dual Language Task Force to focus on student success, family engagement, and facilities and operations. The task force will advise the superintendent and deputy superintendent who will make recommendations to the board in May 2026.**
2. **Program Redesign to 80-20 Model:** *Consider shifting the dual language program from a 50-50 model to an 80-20 model, citing research that suggests academic, biliterate, and socio-cultural advantages for both English Learners and English-dominant speakers due to increased exposure to Spanish in early grades. Recommend a comprehensive review and needs assessment to create a five-year improvement strategic plan.*
 - **Partially accepted**
 - **Conduct an “RFP” and Launch a third party to conduct a thorough K-5 program assessment and evaluation inclusive of staff’s input on 80/20 to be conducted in the 25-26 school year.**

Dr. Sonia Soltero's Recommendations and Administration's Recommendations

3. School Climate and Culture Reset at Oak Terrace: Undertake a systemic effort to bolster Oak Terrace's standing and shift from a deficit-based narrative to an asset-based mindset, both within the school and the broader community. This involves strategies to improve climate-culture, foster stronger relationships, increase integration of diverse families and students, and celebrate the school's strengths.

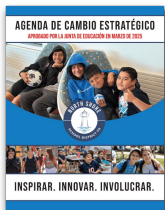
- Accepted
- Address culture reset through the launch of the task force to foster stronger relationships.
- A co-principal and associate principal leadership model will occur at Oak Terrace to support integration in 27-28.

4. Phased Consolidation Plan to Oak Terrace: Consider a phased consolidation of the dual language program from two schools into Oak Terrace, citing declining enrollments, particularly among native Spanish speakers. The proposed transition would begin in 2026-2027 by suspending kindergarten enrollment at Red Oak and allowing existing students to remain for two years, with full consolidation at Oak Terrace by 2029-2030. This plan involves increasing kindergarten and first-grade classrooms at Oak Terrace.

- Partially accepted
- Recommended to the board of education on June 26, 2025, to fully consolidate schools at the start of the SY 27-28.
 - SY 26-27- All dual language kindergarten enrolls at Oak Terrace
 - SY 27-28 - Move preschool to Green Bay

The Path to One School (Timeline)

- **SY 2026-2027:** All Dual Language kindergarten students will enroll at Oak Terrace.
- **SY 2027-2028:** Full consolidation of the program at Oak Terrace.
 - a. Preschool will move to Green Bay in SY 27-28 to allow for inclusive opportunities and maintain student sections together.
 - b. Oak Terrace will utilize a co-principal and associate principal model to support student integration.



Our “Wildly Important Goals”



Literacy WIG

Literacy WIG



80%

Percentage of students meeting/exceeding ELA proficiency on IAR

Where We Are Now



74%

Percentage of students meeting/exceeding ELA proficiency on IAR

¿Dónde estamos ahora?

74%

Porcentaje de alumnos que cumplen o superan dominio en ELA en la IAR

Objetivo de Lectura

80%

Porcentaje de alumnos que cumplen o superan dominio en ELA en la IAR



Dual Language Transition WIG

Dual Language Transition WIG



100%

Task Force plans for DL move to Oak Terrace at start of the 27-28 SY

Where We Are Now



92.8%

% of completed consolidation plan

¿Dónde estamos ahora?

92.8%

% del plan de consolidación completado

Transición de Lenguaje Dual

100%

Planes del grupo de trabajo para mudanza de DL a Oak Terrace 27-28



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Student Success Committee



PILLARS OF DUAL LANGUAGE EDUCATION

THE WHAT
(GOALS)

High Academic
Achievement

Bilingualism
& Biliteracy

Sociocultural
Competence

THE WHY

Equity & Social Justice (Critical Consciousness)

THE WHO

Emergent Bilinguals (English Learners)

Our Tasks



Selecting a third party to conduct a needs assessment and audit of the program



Assess current resources to support the potential curricular shift from 50/50 to 80/20



Assess current staff to understand the language stamina and needs to potentially staff K-2 for 80/20 instruction model



Review current professional development opportunities and survey staff to identify needs for FY27

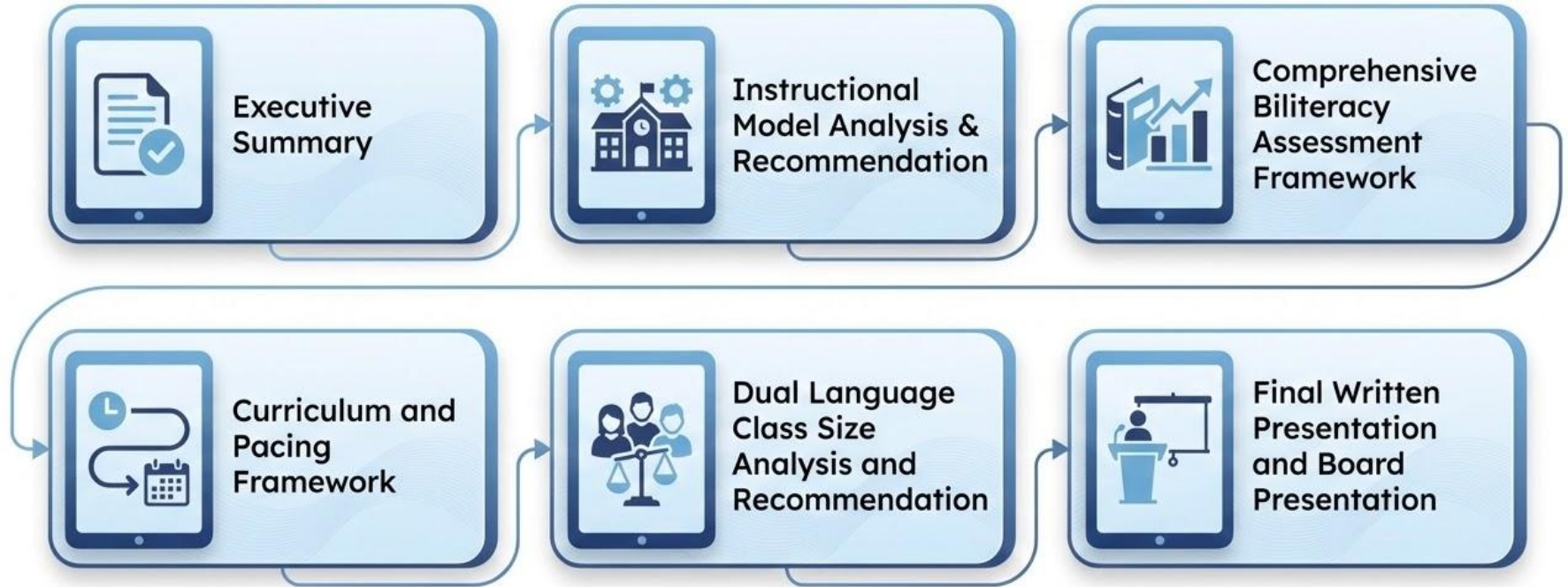
Scope of Our Work



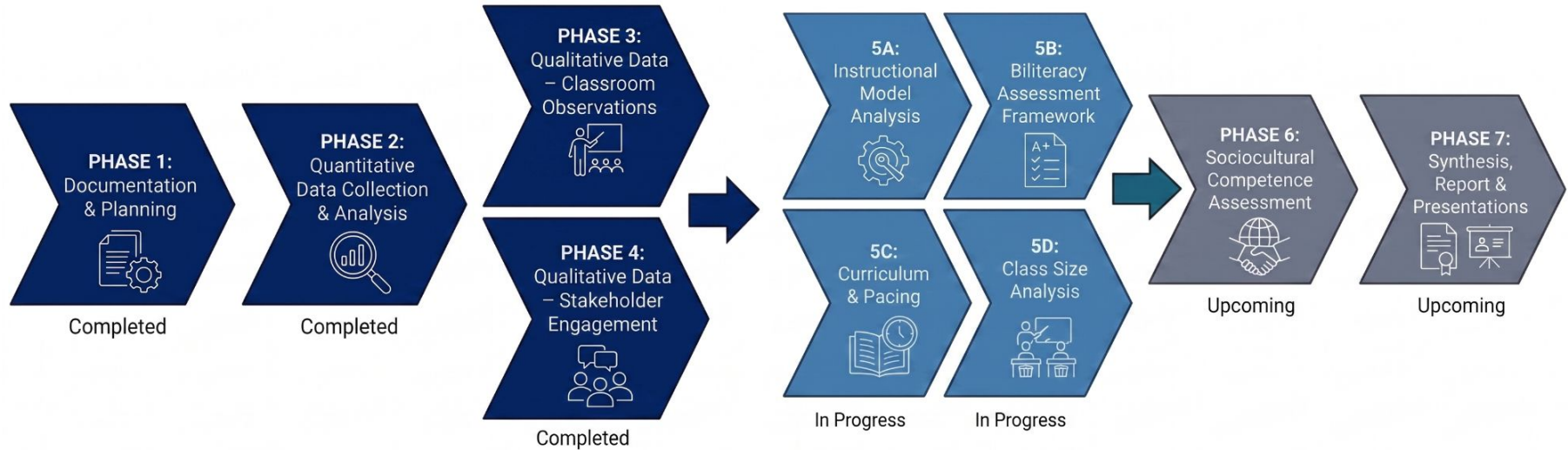
Dual Language Vendor Recommendation



Deliverables



Program Review



Subcommittee Spotlight: Student Success

Key Milestone: The committee unanimously recommended **Paridad** to conduct the K-5 Dual Language program evaluation (Board approved Feb 17, 2026).

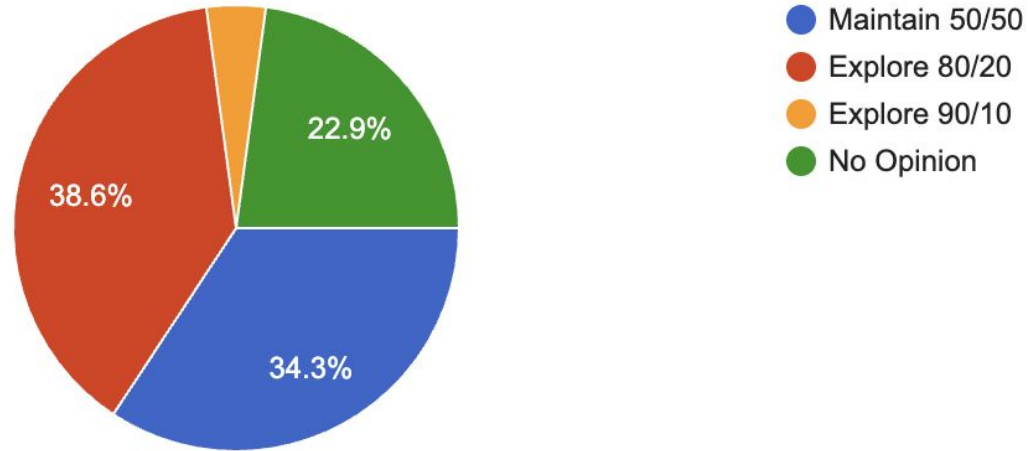
Evaluation Focus: A thorough assessment of the program is underway, assessing the 50/50 Dual Language Program's effectiveness and identify actionable ways to improve bilingual student outcomes (Report due in October, 2026).

Next Action: Review staff feedback from the K-5 DL survey and plan professional development for next school year.

K-5 DL Survey Results

Do you want to explore an instructional model other than 50/50?

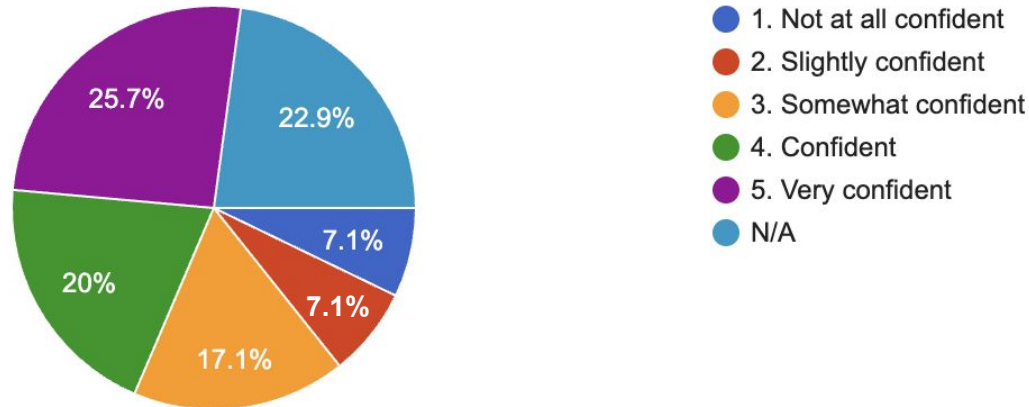
70 responses



K-5 DL Survey Results

On a scale of 1–5, how confident do you feel in your current linguistic capacity and pedagogical ability to implement a shift in the language model (e.g., teaching more content in the partner language 80/20 or 90/10)?

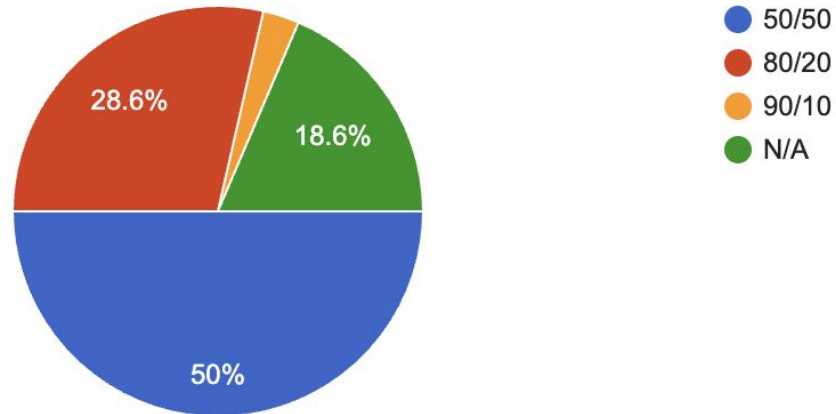
70 responses



K-5 DL Survey Results

In your observation, which instructional model (50/50, 80/20, or 90/10) would be most 'linguistically responsive' to our specific student population's academic and social-emotional needs?

70 responses

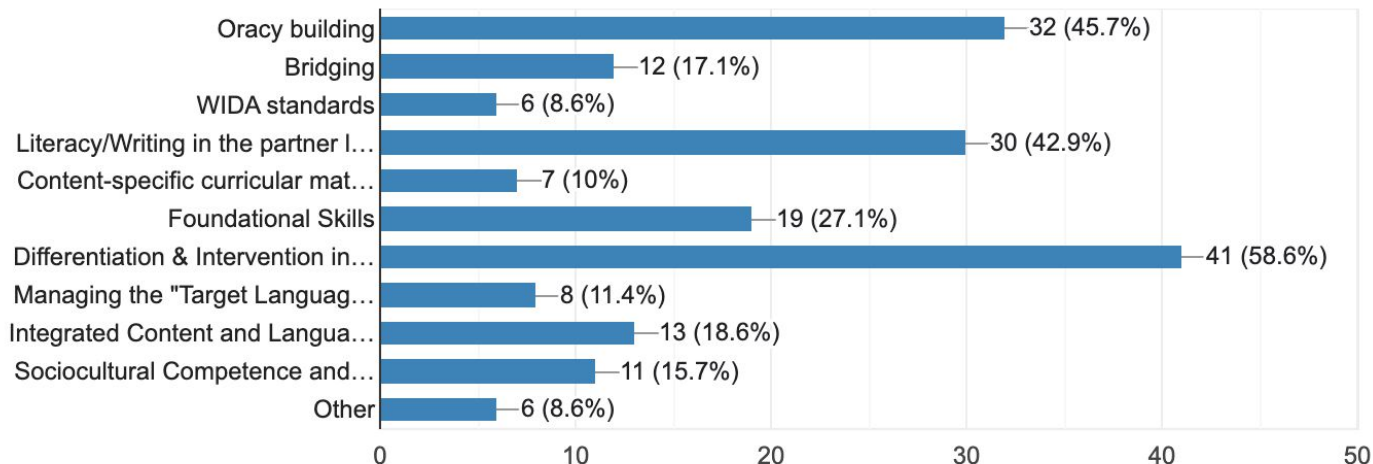


K-5 DL Survey Results

To successfully implement or strengthen our DL program, which of the following PD areas do you prioritize as your highest need for the upcoming year? * Choose no more than 3.



70 responses



Findings and Recommendations

- **DL K-5 Staff Survey**
 - Apply data to target professional growth
 - Share survey with Paridad
- **October 2026: Paridad Board of Education Presentation**
 - Formal Report on October 20, 2026

FAMILY ENGAGEMENT

Our Tasks

Strategic actions to ensure a successful transition to Oak Terrace

- Review current family engagement opportunities at each school; investigate traditions that are important
- Considerations for combining RO/OT events at OT; survey students
- Review extracurricular activities at each school; identify gaps and investigate new opportunities
- Considerations for combining OT/RO activities at OT (e.g. Chess Club) survey students
- Consider ways to onboard kindergarten and new families into the program
- Create surveys/questionnaires to gather input from families on intentions of participation in the DL Program throughout phases of consolidation and post
- Plan family engagement sessions that include tours of the school for students and families to visit the Oak Terrace learning and play spaces

Events & Traditions

Comprehensive list of unique, shared, and future opportunities



Oak Terrace Unique

- La Pachanga
- Variety Show
- School Musical
- After-School Sports
- Movie Night (OT Version)
- Month of Military Child Breakfast
- Kickball
- Fifth-Grade Picnic
- Welcome Back Night (OT Version)



Red Oak Unique

- Diwali Celebration
- Dia del Niño
- Lotería / Bingo Night
- Cultural Assemblies
- Rockets on the Run
- Skate Night
- Soccer Club
- Spring Fling & Wolves Night
- Fifth Grade Car Wash
- Teacher Raffles
- McTeacher Night



Shared Traditions

- Spirit Week & Fun Fair
- Multicultural Night
- Dia de los Muertos
- Halloween Parade
- Book Fair & Book Day
- Robotics & Chess Clubs
- Fall Fest
- 5th Grade Celebrations
- Parent Events (General)
- BPAC & Foundation Events



Future Opportunities

- Expanded Cultural Activities
 - "Day in the Life" Experiences
- Family Learning Nights
- "Teach Us Spanish" Night
- Parent Pickleball Tournament
 - Combined OT/RO Events
- Student Interest Surveys
- Engaging Spanish-Speaking Families
- New Extracurriculars

A full list has been shared with the leadership teams at both schools to help with their planning for the transition



Family Engagement Events

Three unified events bringing Oak Terrace and Red Oak families together (Feb. 7, 19, & 23)



School Exploration

Families explored the school through a student-led scavenger hunt visiting key spaces like the library, art room, and classrooms.



Community Input

Parents completed the PreK-5 survey at designated stations and engaged with Q&A sessions led by Dr. Monica Schroeder.



Future Planning

Direct feedback on playground designs (Play Illinois) and building needs gap analysis (Wight & Company).



Family Connections

Representatives from Oak Terrace PTO, Red Oak PTO, and BPAC provided giveaways and networking opportunities.



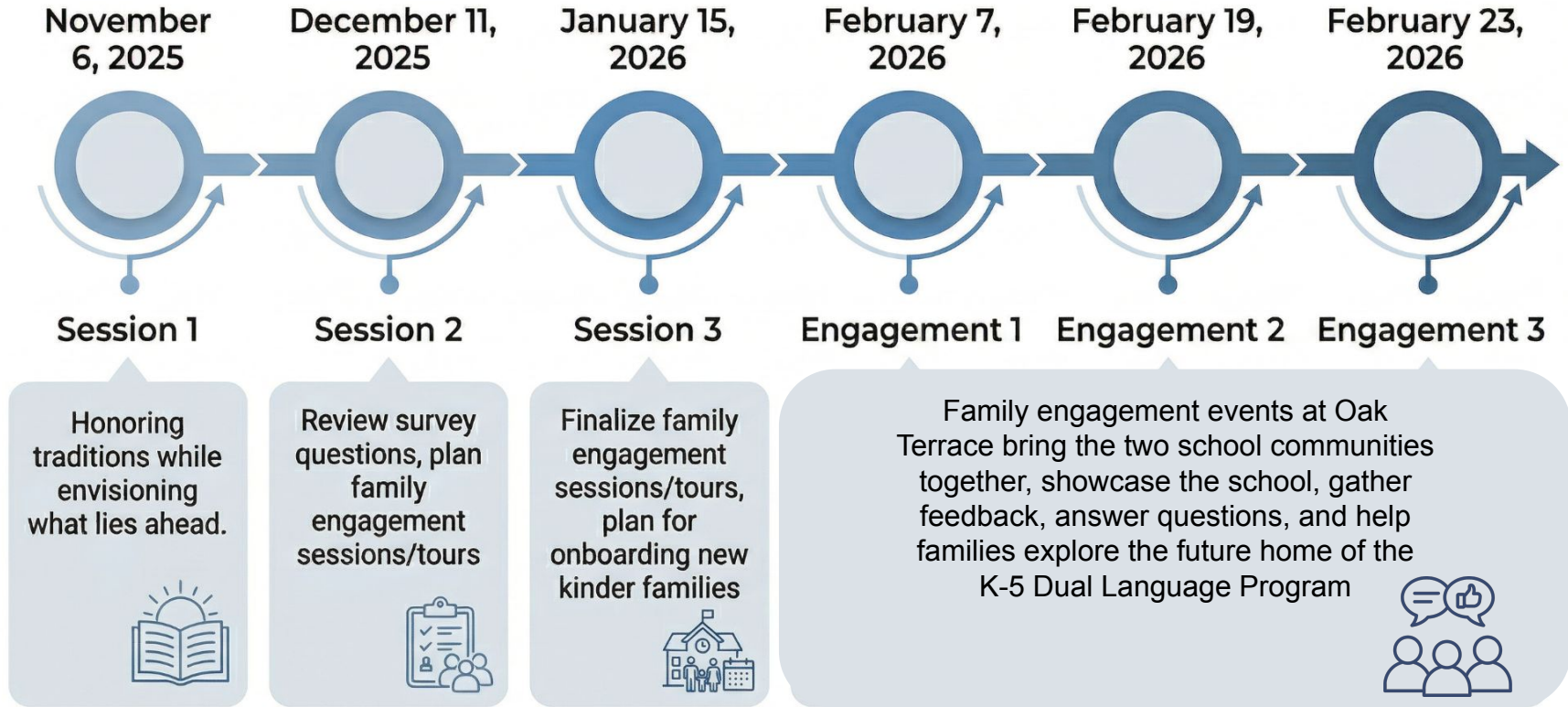
**Dual Language Program
Family Engagement Events
February 2026**

[**VIDEO LINK**](#)



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Scope of Our Work



Subcommittee Spotlight: Family Engagement

Key Milestone: The subcommittee planned and hosted three family engagement events at Oak Terrace to give families opportunities to visit the building, ask questions, share feedback, and begin imagining the future of the K-5 Dual Language Program there.

Engagement Focus: The subcommittee helped shape opportunities for families to share input through surveys, events, and discussion, while also identifying the traditions, experiences, and supports that matter most to families as planning continues.

Next Action: Family feedback from engagement events and surveys will continue to inform planning and help guide recommendations related to community-building, communication, and the future family experience at Oak Terrace.

PK-5 Dual Language Survey

557 Pre-K - 5th grade families received the survey



103

Total Responses



81

English Survey
Responses



22

Spanish Survey
Responses

School Representation



Oak Terrace & Red Oak Families

Both school communities are well-represented, with several families having children associated with both campuses or older siblings in middle school.

Grade Level Distribution



Kindergarten – 2nd Grade

3rd – 5th Grade



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Why Families Chose Dual Language

Primary motivations differ by background but align on the value of bilingualism

English Survey Families



Brain Development

Value early bilingualism for cognitive growth and neurodevelopmental benefits.



Diversity & Culture

Desire for children to learn in a diverse environment and gain cultural competence.



Long-Term Benefits

Focus on future academic advantages, career opportunities, and economic mobility.



Global Citizenship

Developing a broader worldview and the ability to connect with more people globally.

Spanish Survey Families



Language Preservation

Critical goal to maintain Spanish literacy (reading/writing) alongside English acquisition.



Cultural Identity

Strengthening connection to family roots, heritage, and intergenerational communication.



Opportunity & Access

Belief that bilingualism opens doors ("valen por dos") while validating the home language.



Comfortable Communication

Desire for a school environment where parents can communicate easily and effectively.

English Survey Families



Spanish Resources

Requesting vocabulary lists, pronunciation guides, and book recommendations to help at home.



Homework & Printables

Desire for optional physical worksheets aligned with classwork; less reliance on screens/apps.



Non-Speaker Guidance

Need specific strategies for parents who don't speak Spanish to effectively support learning.



Frequent Updates

Want clear communication from teachers about current topics to reinforce outside school.

Spanish Survey Families



English Literacy Support

Need resources and homework help to support their children's reading and writing in English.



Program Clarity

Desire to understand teaching methods and language allocation (e.g., how English is taught).



Bilingual Materials

Essential for school communications and learning materials to be fully translated/bilingual.



Library Access

Requesting more leveled books in Spanish from the library to encourage reading at home.

Key topics and concerns families want addressed regarding the Oak Terrace consolidation



Timeline & Milestones

Requests for a clear roadmap of when specific changes, moves, and integration events will happen leading up to 2027-2028.



Transportation

Specifics on eligibility, route planning, maximum ride times, and alignment with middle school schedules.



Staffing Continuity

Strong desire to know if Red Oak teachers and support staff will move to Oak Terrace to maintain relationships.



Facilities & Space

Questions about preventing overcrowding, lunchroom capacity, and sufficient green space/play areas.



Student Supports

Need for academic, language, and social-emotional support during the transition period.



School Day Routines

Concerns about safe arrival/dismissal procedures, recess schedules, and lunch logistics.



Community Building

Opportunities for families and students from both schools to connect and integrate before the move.

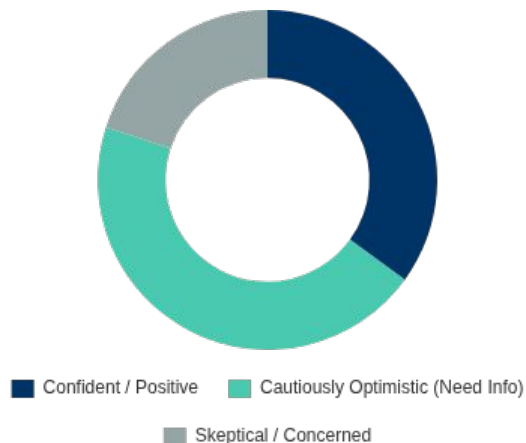


Feedback Loop

Transparency on how family input is being gathered, reviewed, and used to shape decisions.



Current Sentiment Snapshot



*While many families are committed to the program, confidence in the **process** is mixed. Continued participation is often conditional on specific supports.*

Key Drivers of Confidence



Rebuilding Trust

English-speaking families expressed concern that decisions felt "pre-determined." Transparent, responsive communication is essential to repair trust.



Staffing & Leadership

Confidence among Spanish-speaking families is strengthened by bilingual leadership and by maintaining continuity with trusted staff.

Conditions for Staying

Commitment to the program is strong but contingent on small class sizes (especially K-2) and adequate facility space to prevent overcrowding.



Confidence Builders

Families need a clear roadmap, "You Said / We Did" updates, and visible investments in the Oak Terrace facility.



Transportation Concerns

Key logistical barriers and safety issues identified by families



Excessive Bus Ride Duration

Concerns that young students (K-2) may face long bus rides.



Drop-off & Pick-up Congestion

Current infrastructure at Oak Terrace is described as "crowded" and "unsafe." Fear that adding Red Oak families will create gridlock without a new traffic plan.



Parking & Event Access

Limited parking makes attending school events or midday meetings difficult. Parents worry this will reduce family engagement and volunteering.



Sibling Schedule Alignment

Families with older children (e.g., Northwood) cite misaligned start/end times creating "2+ hour" morning routines and logistical challenges.

Key Themes from Feedback

Main concerns and requests emerging from open-ended family comments



Class Size & Ratios

Strong demand to keep K-2 class sizes low (<20) to ensure adequate attention for language acquisition.



Staff Retention

Families placed strong value on retaining teachers and support staff, while also emphasizing the importance of bilingual leadership.



Space & Crowding

Worries about lunchroom, gym, and library capacity. Requests for expanded green space and play areas.



Traffic Safety

Current drop-off/pick-up is viewed as unsafe and congested. Needs a redesigned traffic plan.



Equitable Support

Ensure proportional increase in ALO, social work, and SLP support to match student population.



Unified Culture

Avoid "us vs them" dynamic. Create intentional opportunities for students to mix and integrate.



Program Clarity

Clarify 50/50 vs 80/20 model. Provide bilingual home resources (books, vocab lists).



Trust & Listening

Rebuild trust through transparency. Show exactly how family feedback influences decisions.

“

“Make this a truly united community—avoid any ‘us/them’ dynamic. Especially in these times the emphasis should be on community and inclusion.”

Theme: Unity

“

“No bus route should be longer than 30 minutes. Unsure of what bussing will be... and how car drop off will be.”

Theme: Transportation

“

“Maintaining best teachers and staff, true investment in educational outcomes.”

Theme: Staffing

“

“We need ‘you said / we did’ updates to rebuild trust. Transparency and honesty from district leadership is essential.”

Theme: Trust

“

“The class sizes must be kept LOW. Kids are learning two languages. A para in a room is great... but it is not the same as smaller class sizes.”

Theme: Academic Quality

“

“More events bringing students and families together.”

Theme: Community Building

“

“Pick up and drop off at OT is already congested... Another system needs to be implemented. It’s an accident waiting to happen.”

Theme: Safety

“

“I’d love to have a list of vocab that we can practice at home. Guided discussions, Spanish/English children’s books.”

Theme: Home Support





Strong Ambassador Interest

Families are eager to welcome newcomers! Surveys show high enthusiasm from both Spanish and English-speaking families to serve as program ambassadors.



Support Families Can Offer

Experienced parents are ready to answer questions via phone or text, meet at school events, share valuable tips, and act as welcoming guides for new Dual Language families.



What New Families Need

Essential onboarding topics for newcomers include daily routines, curriculum overviews, language expectations, transportation details, program milestones, and key school contacts.



Welcome Events & Tours

Families highly value engaging school tours, staff meet-and-greets, structured student orientation activities, and smaller group transition events to ensure personalized attention.



Building Connections

A priority is creating meaningful opportunities for students from both schools to spend time together through shared lunches, meetups, and joint activities before the consolidation.



Community Resources

Families can be smoothly integrated by connecting them with PTOs, BPAC involvement, bilingual materials, rich cultural celebrations, and diverse volunteer opportunities.

Findings and Recommendations

- Build community across both schools
- Carry forward traditions and activities that families value
- Create a clear and welcoming transition for families
- Strengthen family resources for learning at home

Facilities & Operations

Consultants



Leanne Meyer-Smith

Principal Architect
Wight & Company



Annette Piha

Architect
Wight & Company



Patty King

Associate Principal and Licensed
Landscape Architect
Wight & Company



Daniel Wilson

Landscape Architect
Wight & Company



Margaret Chaidez

Project Manager, ADA Coordinator
Play Illinois

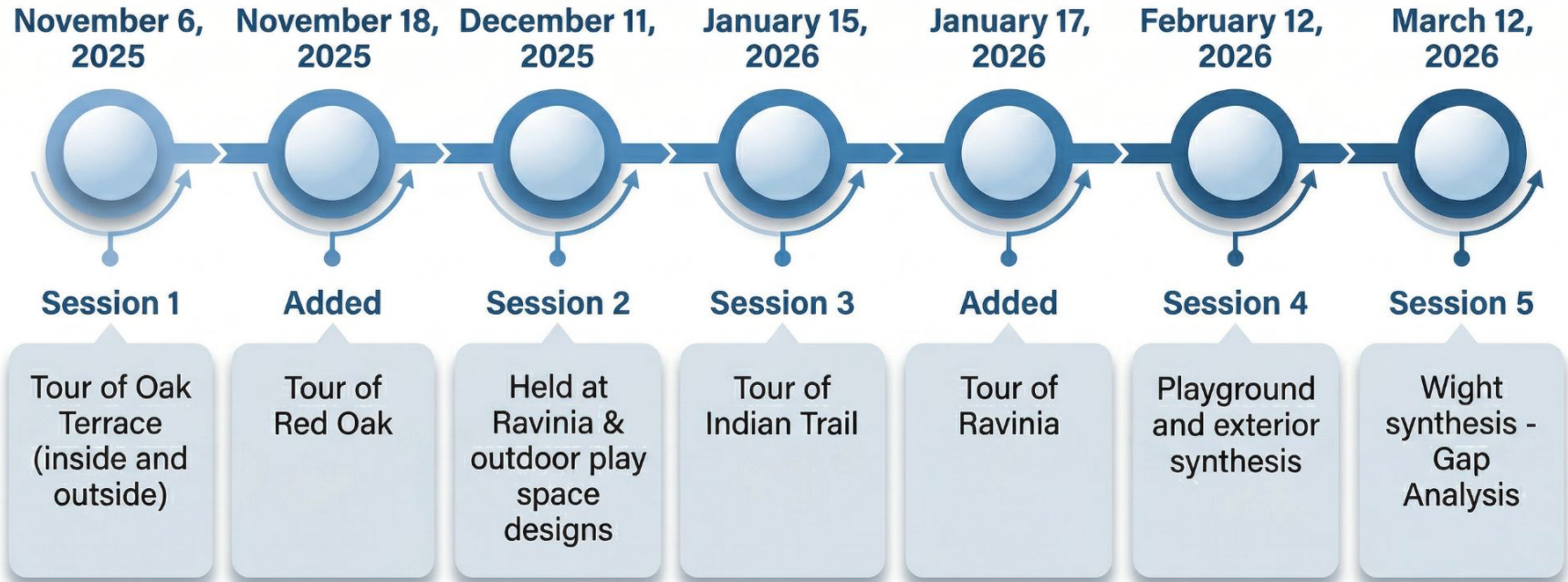
Our Tasks

- Identify needs for the redesign of the outdoor playspace for renovation
- Input for redesign of the front area of the school (old office) and potentially the lounge/workroom
- Review the furniture needs at Oak Terrace in line with the renovated K-5 schools
- Conduct a gap analysis between the renovated K-5 buildings and Oak Terrace.

Historical Context: The Oak Terrace Site

- Opened in 1916 specifically to serve immigrant families.
- Bilingual programs date back to 1978.
- Original site of the Spanish-English Dual Language program in 1996.
- The current 85,000 square foot facility was built in 2000 by Perkins and Will for a capacity of 600 students.

Scope of Our Work



Subcommittee Spotlight: Outdoor Playspace

Key Milestones

- Playground design presented to the Board of Education on March 16, 2026 & approved on April 21, 2026
- Outdoor recreation study for the blacktop area presented to the Board of Education on March 16, 2026 & approved on April 21, 2026
 - a. Install the first phase of the new playground this summer.

Long-Term Plan: Blacktop area and swings are recommended for installation next summer.

New Playground Design: Summer 2026

*Board
approved on
4/21/26

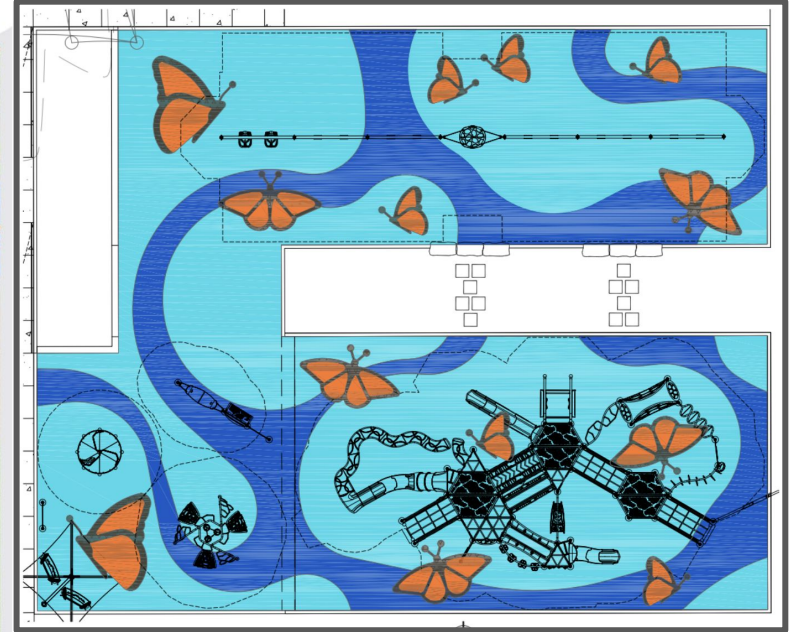


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Overall Blacktop Area: Summer 2027



Swings Area



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Subcommittee Spotlight: Safety & Security

Strong Overall Security Infrastructure

- Comprehensive electronic systems: access control, intrusion alarms, and high-definition video surveillance with real-time monitoring capabilities
- Routine servicing of intrusion detection and access systems
- Backup power ensures system reliability

Secure & Well-Maintained Campus

- Clearly defined property perimeter with fencing and natural surveillance
- Playgrounds and exterior areas designed to limit unauthorized access
- Minimal climbing aids or vulnerabilities near building exterior

Effective Lighting & Visibility

- Consistent exterior lighting with no major dark zones
- Interior corridors well-lit with clear lines of sight

Controlled Access & Hardened Entry Points

- All perimeter doors locked and electronically monitored
- Visitor access procedures in place and managed

Subcommittee Spotlight: Safety & Security

Positive First Responder Partnership

- Regular patrol presence and established relationships
- First responders conduct ongoing building familiarization and interactions with the Director of Safety and Security

Preparedness & Emergency Readiness

- Up-to-date Emergency Operations Plan (EOP)
- Training for staff and students in Emergency Response using the Standard Response Protocol
- Training for district leadership on reunification
- Regularly conducted and documented drills (lockdown, evacuation, shelter)

Supportive Community Environment

- Located in a stable, residential neighborhood with compatible surroundings

Safe & Organized Traffic Flow

- Clearly designated pick-up/drop-off areas
- Traffic calming measures enhance pedestrian safety
- Campus easily accessible to emergency responders

*Presented at the Board of
Education's Facilities
Committee On 5/5/26



NORTH SHORE SCHOOL DISTRICT 112 | OAK TERRACE
DUAL LANGUAGE MEETING 03.12.2026

WHAT IS A GAP ANALYSIS?

GAP ANALYSIS

a comparison of Oak Terrace Elementary School to newly renovated North Shore 112 elementary schools in order to identify existing shortcomings and outline strategies to close those gaps

GAP ANALYSIS SUMMARY FOCUS AREAS TO IDENTIFY GAP



SIZE OF THE SCHOOL: SF/Student is in line

EXTERIOR BUILDING ENVELOPE: roof, brick, windows, doors all in good condition

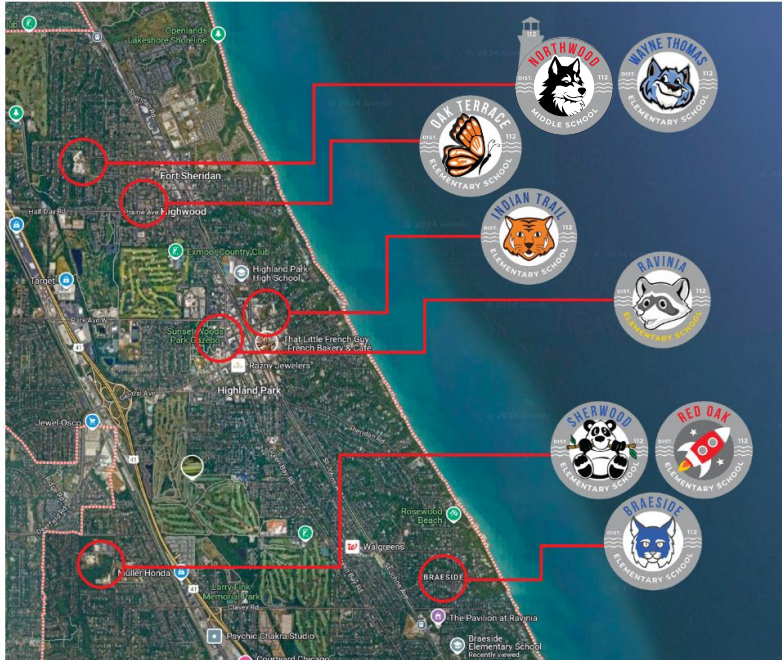
INFRASTRUCTURE: mechanical, electrical, and plumbing systems in good condition

TECHNOLOGY: classrooms have been upgraded to two monitors, wireless access points have been added

SITE AND PLAYGROUND: previously presented playground and learning areas from 2/11 meeting

SUSTAINABILITY: upcoming solar panel installation

GAP ANALYSIS SUMMARY SIZE OF ELEMENTARY SCHOOLS



Site	Capacity	Total Square Footage	Actual SF/Student	Recommended SF/Student (Older Standard)	Recommended SF/Student (Newer Standard)	Meets or Exceeds Newer Standard
Braeside	300	44,300	147.67	120-125	135-140	X
Indian Trail	450	70,730	157.18	120-125	135-140	X
Oak Terrace	600	86,500	144.17	120-125	135-140	X
Ravinia	450	68,115	151.37	120-125	135-140	X
Red Oak	450	59,090	131.31	120-125	135-140	X
Sherwood	450	60,290	133.98	120-125	135-140	X
Wayne Thomas	450	56,000	124.44	120-125	135-140	X
Edgewood Middle	700	148,063	211.52	135-140	165-170	X
Northwood Middle	600	121,000	201.67	135-140	165-170	X
Total	4,450	714,088				

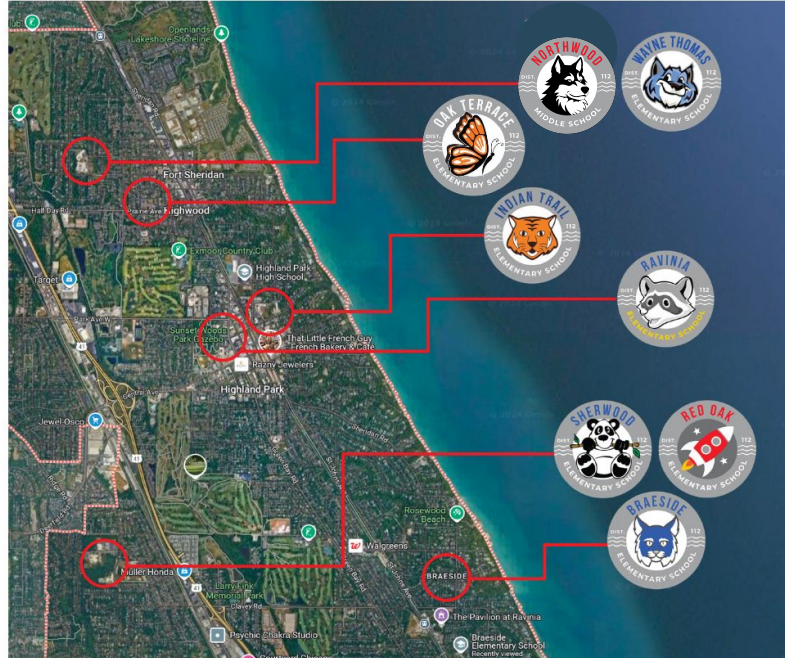
Number of students per classroom: 24-26 - using 24 as target

2 section schools with 25 students per classroom = 300

3 section schools with 25 students per classroom = 450

4 section schools with 25 students per classroom = 600

GAP ANALYSIS SUMMARY SITE AND PLAYGROUND



Site	Planned Capacity	Current Acreage	Recommended Acreage	Over (-Under) Acreage
Braeside	300	4.95	7.00	-2.05
Indian Trail	450	8.03	8.50	-0.47
Oak Terrace	600	5.12	10.00	-4.88
Ravinia	450	11.04	8.50	2.54
Red Oak	450	8.7	8.50	0.20
Sherwood	450	8.9	8.50	0.40
Wayne Thomas	450	4.53	8.50	-3.97
Edgewood Middle	700	15.06	17.00	-1.94
Northwood Middle	600	10.19	16.00	-5.81
Total	4,450	76.52	92.5	-15.98

Planning Rule of Thumb

Elementary School:

4-5 useable acres + 1 acre per 100 students

Middle School:

10-15 useable acres + 1 acre per 100 students



SCHOOL BRANDING



MAIN OFFICE



PARENT DROP-OFF STATION



SMALL GROUP ROOMS



STAFF WELLNESS



S.E. RESOURCE



LIBRARY



CORRIDOR COLLABORATION



CLASSROOM FURNITURE



CLASSROOM STORAGE



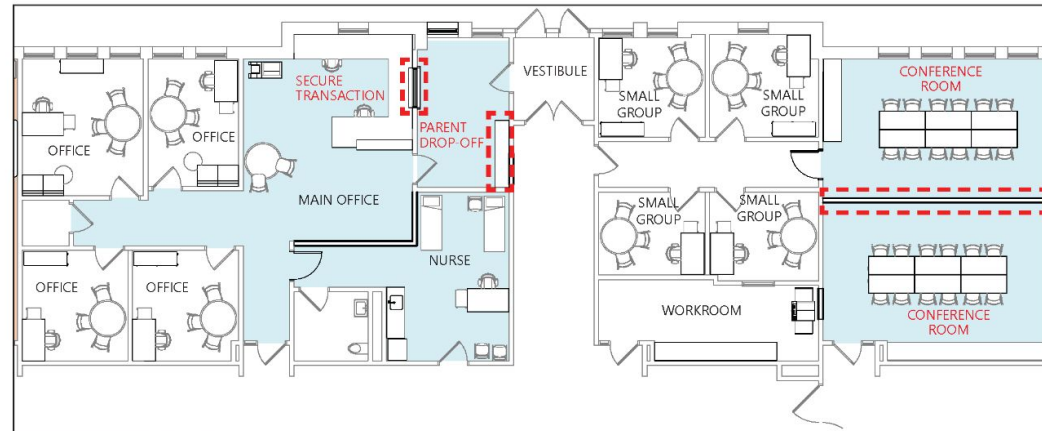
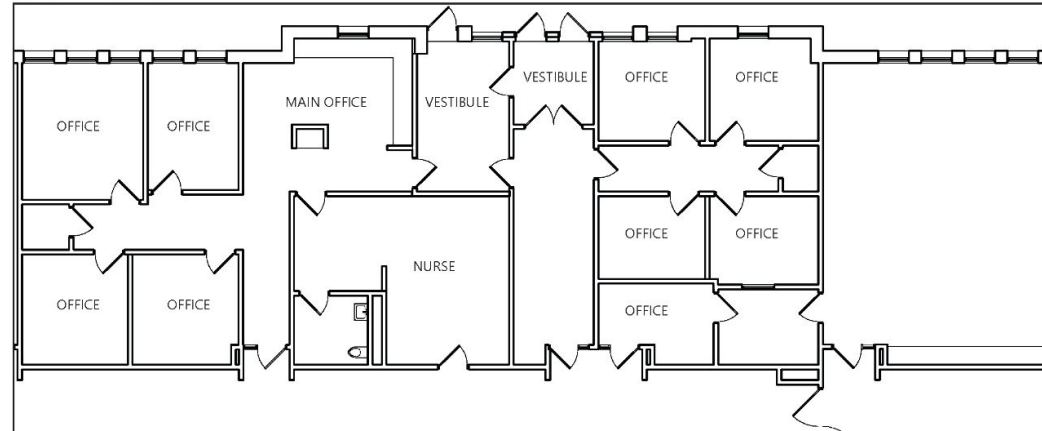
FOOD SERVICE - SERVERY



STUDENT ARTWORK

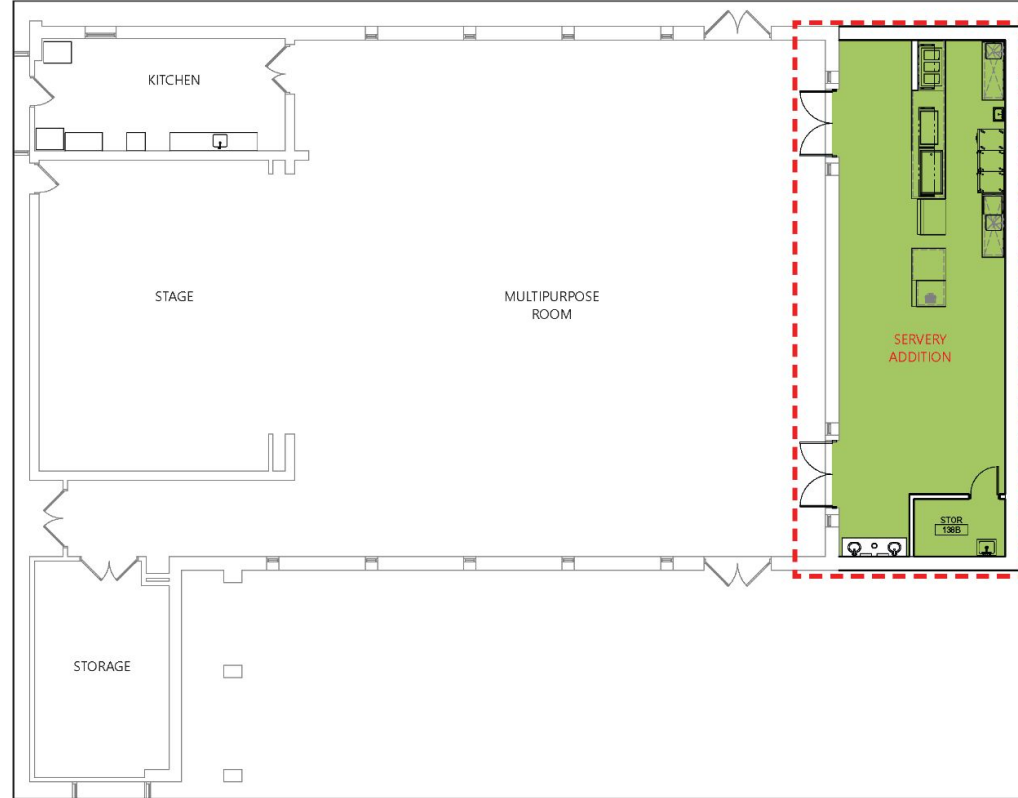
AREAS OF FOCUS

EXISTING PLAN

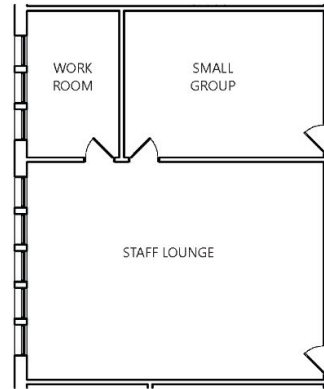


PROPOSED PLAN

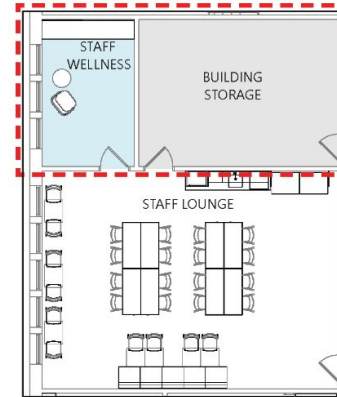
AREAS OF FOCUS
MULTIPURPOSE ROOM & SERVERY ADDITION



PROPOSED PLAN

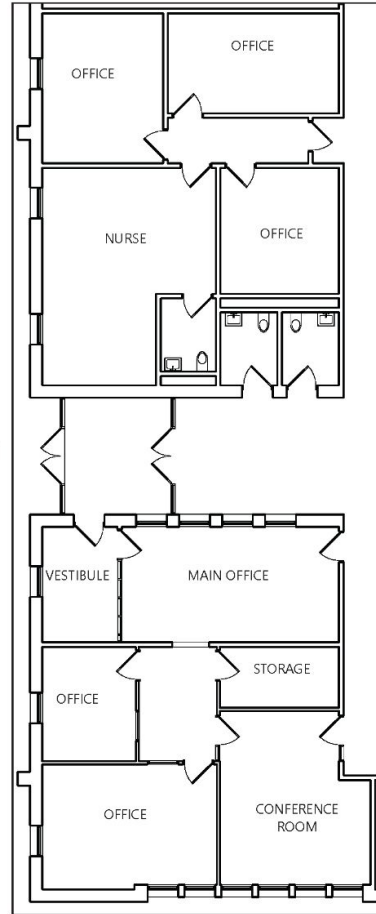


EXISTING PLAN

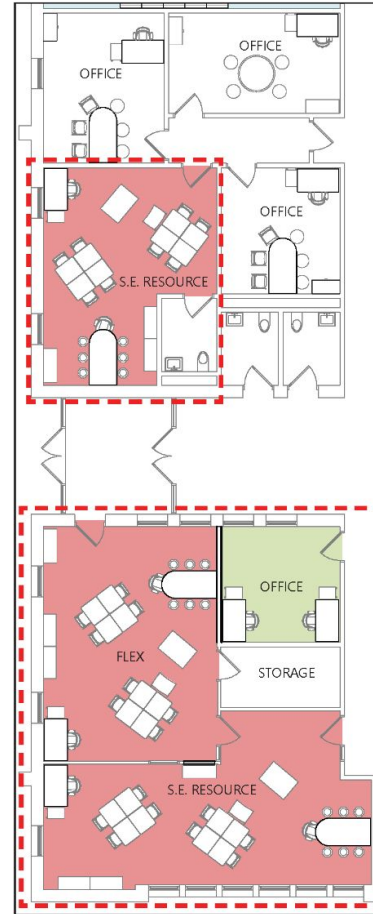


PROPOSED PLAN

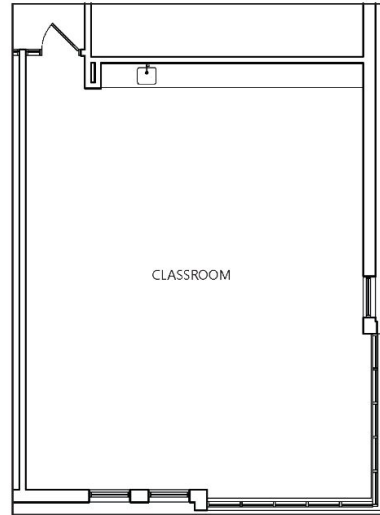
EXISTING PLAN



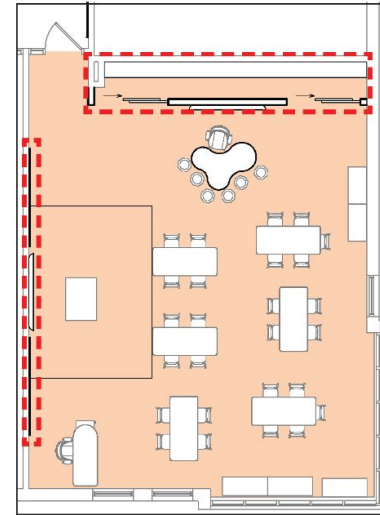
PROPOSED PLAN



AREAS OF FOCUS TYPICAL CLASSROOM



EXISTING PLAN



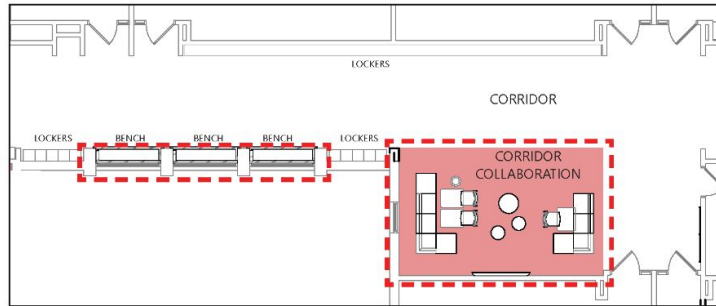
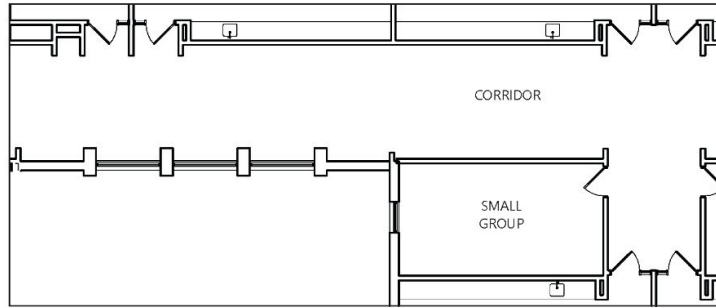
PROPOSED PLAN



AREAS OF FOCUS CORRIDOR COLLABORATION

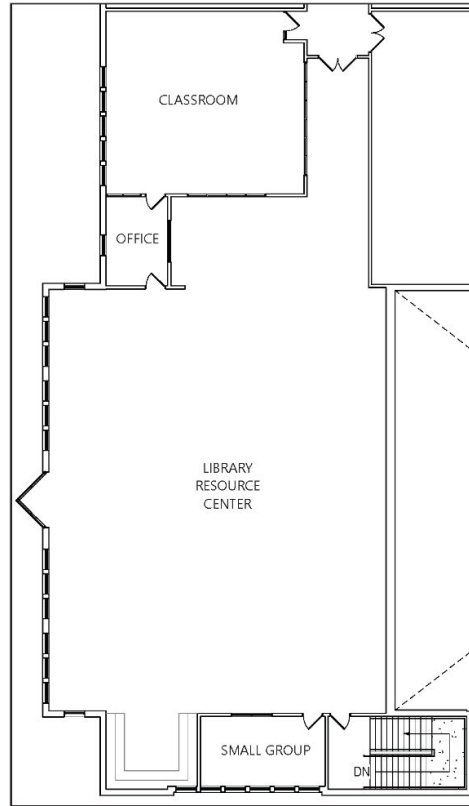
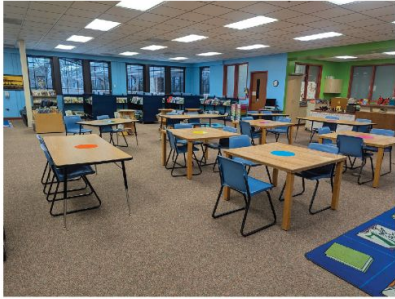


EXISTING PLAN



PROPOSED PLAN

A large, bright, and modern classroom with a curved green wall, wooden tables, blue chairs, and a central circular desk area. The room is well-lit with fluorescent lights and has a colorful, organized appearance.



The floor plan shows the 1st floor of the University of North Carolina at Chapel Hill. The layout includes several rooms and areas:

- Small Group Rooms (Red):** Located in the top left and bottom right. The top left has three rooms labeled "SMALL GROUP". The bottom right has two rooms labeled "SMALL GROUP".
- Library Resource Center (Green):** A large central area labeled "LIBRARY RESOURCE CENTER".
- Central Area:** A large green area with many small tables and chairs, likely for individual study or small group work.
- Red Dashed Line:** A red dashed line outlines a specific area in the bottom right, which is labeled "SMALL GROUP" and "SMALL GROUP".
- Staircase:** A staircase labeled "DN" (Down) is located in the bottom right corner.



BRANDING AND STUDENT CREATED MURALS



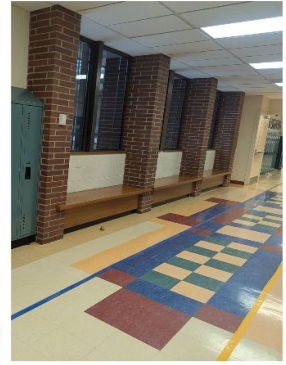


Emerson School

MURAL EXAMPLE : STUDENT ARTWORK



INSPIRATION / THEME



RENDERINGS

RENDERINGS
CLASSROOM



RENDERINGS
CORRIDOR COLLABORATION



RENDERINGS
CORRIDOR COLLABORATION





Findings and Recommendations

- Renovate the playground and black top play area at Oak Terrace
- Review the Safety and Security Report
- Refresh Oak Terrace School

Board of Education Facilities Meeting on May 5, 2026

- Wight, Gilbane, and Play Illinois presented an \$11.95 million renovation plan based on the Gap Analysis.
- Funded through Phase 3 cash reserves.
- Aims to modernize the school, which remains in strong condition since its 2000 construction, to align with the district's newly renovated K-5 facilities.

Interior Improvements

Modernizing classrooms, shared spaces, and staff areas



Classrooms

- Updated storage, flooring, ceilings & paint
- Modern LED lighting & improved acoustics
- Updated window shades & casework
- Flexible furniture for active learning



Shared Learning

- Art, music, band & orchestra spaces
- Small-group instruction areas
- Library media center improvements
- Corridor collaboration areas



Staff Spaces

- Staff break room & work areas
- Wellness/respice room
- Security improvements
- Storage & office spaces

Project Exclusions and Future Considerations

The following areas were identified in the Gap Analysis, but are excluded from the current project scope, with the possibility of addressing them in the future

- No bathroom remodels or updates to corridor flooring and lighting.
- The multipurpose room and gym will remain largely intact, excluding the server room addition and a new PE office (across the hall).
- Outdoor learning spaces previously planned for the front of the school are deferred.

Project Timeline

Construction Timeline

May 2026 - December 2027



May 2026

Facilities Committee presentation



Summer 2026

New playground installation



Fall 2026

Design work & bid preparation



Summer 2027

Interior renovation work



Aug 2027

Substantial completion



Fall 2027

Servery addition & site work



Dec 2027

Final project completion



2027-28

Full operation begins

Investment & Funding

Financial overview and funding sources

\$11.95M

Total Project Cost

Includes contingency and allowances that may or may not be used

100%

Funded from Reserves

District cash reserves set aside for Phase 3 of Long-Range Facilities Plan

Cash Reserves



District has been setting aside annual surpluses to cover future facility needs

Phase 3 Planning



Part of the Long-Range Facilities Plan for sustainable program growth

Facility Equity

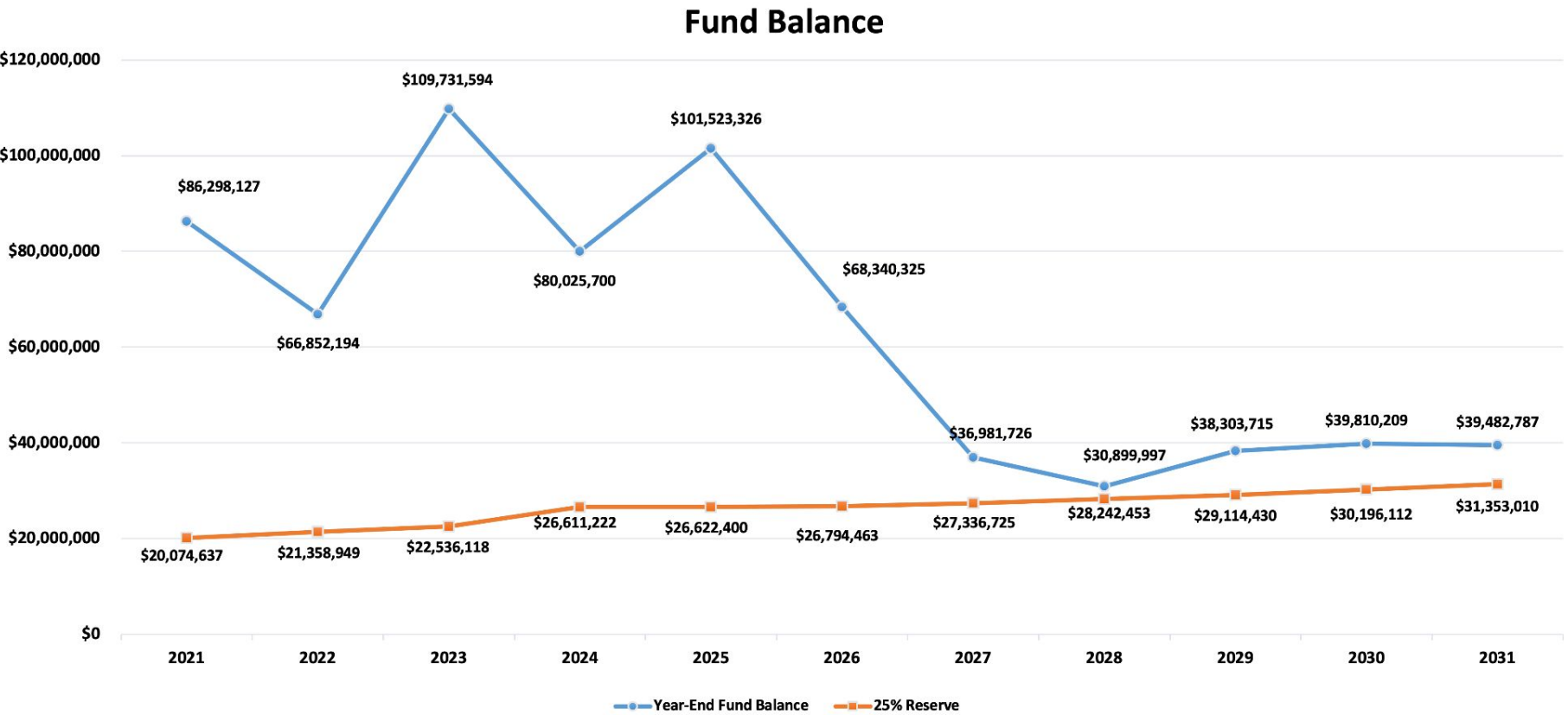


Ensuring consistent elementary learning environment across District 112

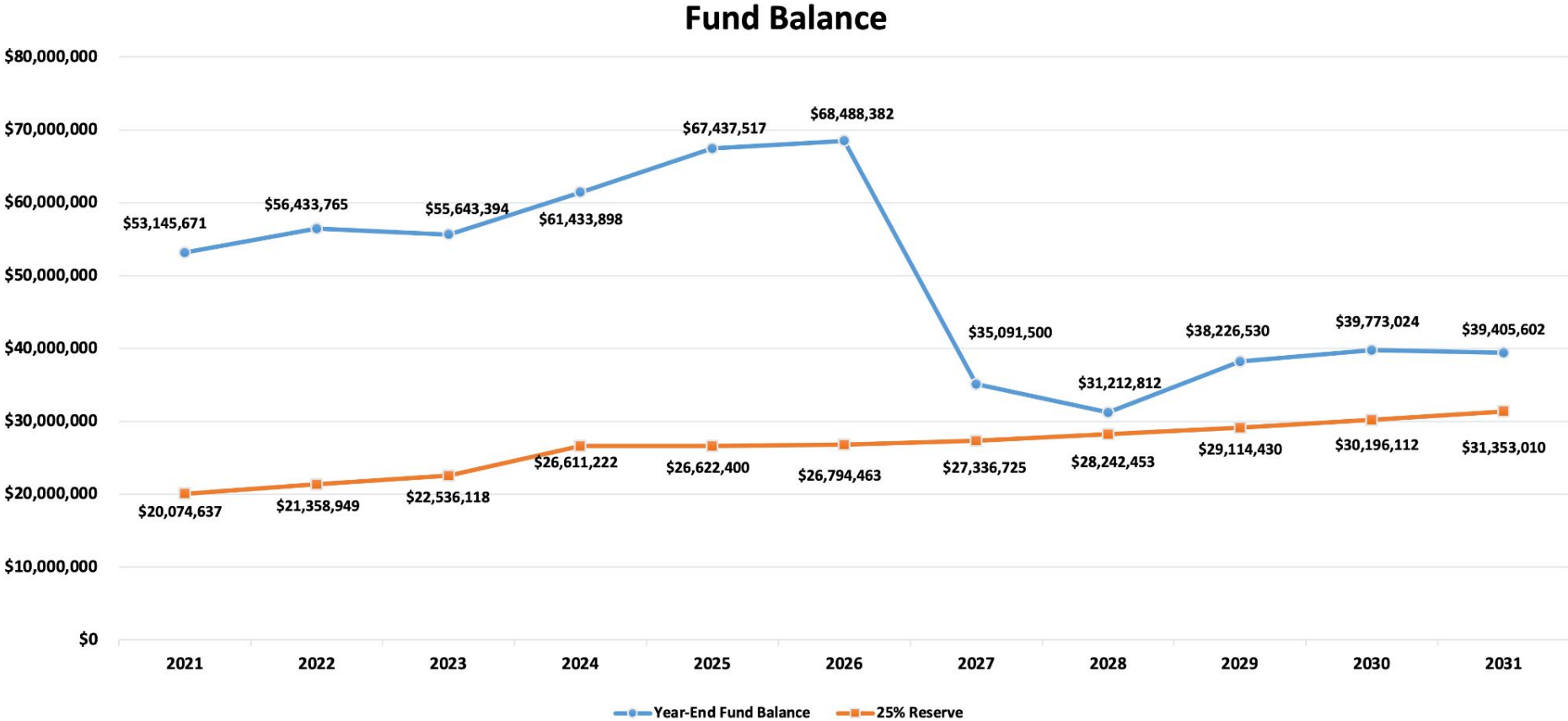
Critical Assumptions: 5-Year Capital Plan

Project	FY 24-25	FY25 Fund	☞ FY 25-26	FY26 Fund	☞ FY 26-27	FY27 Fund	☞ FY 27-28	FY28 Fund	☞ FY 28-29	FY29 Fund	☞ FY 29-30	FY30 Fund
Braeside Renovation			\$11,344,928	Capital Budget	\$19,255,292	Reserves						
Edgewood ADA Playground									\$400,000	O&M Budget		
Edgewood Kitchen Upgrades			\$800,000	Capital Budget								
Edgewood Outdoor ADA (minor)			\$50,000	O&M Budget								
Edgewood Painting/Tiling									\$50,000	O&M Budget		
Green Bay HVAC	\$140,857	O&M Budget										
Green Bay Preschool Move					\$50,000	O&M Budget						
Green Bay Tuckpointing/Brickwork			\$30,000	O&M Budget			\$75,000	O&M Budget				
Indian Trail ADA Playground									\$400,000	O&M Budget		
Indian Trail Painting/Tiling											\$25,000	O&M Budget
Northwood ADA Playground							\$400,000	O&M Budget				
Northwood Kitchen Upgrades			\$900,000	Capital Budget								
Northwood Painting/Tiling									\$50,000	O&M Budget		
Oak Terrace ADA Playground			\$400,000	O&M Budget								
Oak Terrace Renovation					\$8,000,000	Reserves	\$4,000,000	Reserves				
Ravinia Parking					\$150,000	O&M Budget						
Ravinia Roof Upgrades	3,088,657	Capital Budget										
Sherwood ADA Playground			\$400,000	O&M Budget								
Sherwood Renovation			\$18,650,923	Capital Budget (\$3 MM Reserves)	\$4,778,774	Reserves						
Wayne Thomas ADA Playground							\$400,000	O&M Budget				
Wayne Thomas Lockers					\$40,000	O&M Budget						
Wayne Thomas Renovation			\$8,978,180	Capital Budget	\$4,445,354	Reserves	\$8,213,041	Reserves				
Wayne Thomas Roof Upgrades					\$2,469,365	Reserves						
Wayne Thomas Window Upgrades					\$478,269	Reserves						
HLS 10-year Review					\$388,000	O&M Budget						
Various sidewalk and asphalt repairs	\$14,678	O&M Budget	\$120,000	O&M Budget	\$50,000	O&M Budget	\$50,000	O&M Budget	\$50,000	O&M Budget	\$50,000	O&M Budget
Grand Totals	\$3,244,192		\$41,674,031		\$40,105,054		\$13,138,041		\$950,000		\$75,000	

Base Model - All Funds



Base Model - All Funds Except Capital Projects





What's Next

Looking to 2026-2027

Kindergarten: Located at Oak Terrace

Recommendations of Task Force: Pertinent action items

Board of Education Meeting: Report of needs assessment and audit of the program due in October 2026.

Spring:

- Staffing for 27-28
- End of year closure of Red Oak (June)

Questions

