



Educational Suitability Summary Report

Pillow Elementary School – BLDG #151

Date: 8/1/2016 (REV 1 - 12/09/16 CAC Comments)

Score 49% Unsatisfactory

Pillow Elementary School serves a student population of approximately 525 students in north Austin. After speaking with the principal, the schools primary concerns are storage, future ready student development, and furniture, fixtures and equipment.

Survey Overview

Mr. Hill is the principal at Pillow Elementary and found that the school was relatively comparable to other schools in central Texas. Some of the main issues he highlighted were a lack of storage, inadequate administration space, a lack of collaborative space, and an inability to perform project based learning exercises. Although the campus has newly renovated spaces such as the library, Mr. Hill expressed a general dissatisfaction with the physical condition of the building and its overall image. He also highlights a particular dislike for many of the common facilities (restrooms, playfields, corridors, and classrooms). Lastly, Mr. Hill stressed that environmental quality is hindered by ineffective artificial lighting and a lack of quality natural light.

Interview Overview

When the principal was asked what existing programs are currently held in unsuitable spaces, he focused on several spaces throughout campus. The cafeteria is currently undersized and will not accommodate student capacity. As a result, a staggered lunch schedule and added seating in corridors are required. Lighting quality is poor and acoustics are reportedly a problem in the space. Furthermore, the stage is small and lacks properly functioning ADA access. The gym is inadequately sized and has a floor in poor condition. It is noted that the floor must be pulled up in order to operate the folding partition between the gym and the cafetorium. Storage is also a problem as is evident by the dedicated restroom being used for equipment storage. The music room is adequate in size, but needs additional storage as the space doubles as a daycare during off-hours. The art room is housed in a standard classroom with very little in class storage, no kiln, and no wash sink.

The library has been recently renovated, is adequately sized for current enrollment, and effectively suits the school's needs. However, the computer lab is very closely related to library function, but is remotely located on the opposite end of the building. The computer lab is well equipped and housed in a classroom common space intended for collaboration. As such, the space frequently experiences scheduling conflicts and does not have necessary dedicated storage.

General building storage is a primary issue reported by the principal. What exists is insufficient, so casework is placed in hallways and non-critical restrooms. Most classrooms have casework storage, but not all have access to closet storage space. The majority of classrooms in the older areas of the school

Educational Suitability Summary Report

Pillow Elementary School

rely on shared corridor storage space in each classroom pod. Student storage is limited to desk space in the classroom and coat hooks in the corridors. Teacher storage limitations are similar.

Parking space is insufficient for the number of school staff. Pickup and drop-off conditions result in traffic backing up the road and into the parking area. No parent drop-off loop is present, so students are frequently dropped off on the opposite side of the street and have to cross during heavy traffic situations. Other site insufficiencies involve the following: repairs and upgrades are needed for the track, shading is needed for existing playscapes, there are no covered walkways to the portables, and seating is needed to create outdoor learning spaces. As the campus is frequently subjected to dying grass and vegetation, the principal suggests not relying on irrigation by utilizing xeriscape techniques.

Administration needs additional offices and a larger administration assistant front of house. Additionally, the bookkeeper's office is very small and there is no secure storage for filing. Storage in general is a concern for administration. The vault is also undersized. A secure vestibule should be incorporated into the office suite to better address a heavy load of parent visitors.

The corridors are generally crowded with supplementary storage, are yellowed from age, and are poorly lit. The Principal suggests LED lighting be installed throughout the campus to improve environmental conditions and lower energy consumption.

Four of the five classroom pods are original to the building and require heavy renovation. Storage is inadequate and relegated to shared corridor space, restrooms are not ADA compliant and are in very poor condition, and all classrooms require more updated visual communication tools and technologies. Most classrooms still utilize chalk boards and have either broken or poorly functional technologies. Special education classrooms depend on standard class spaces and portable buildings. Specialized equipment for students with disabilities are not sufficient, if present at all.

Desired programs and improvements are prioritized as follows: covered outdoor learning space, dedicated maker space, collaborative space, covered walkway to portables if they must remain, additional parking, new furniture and functional equipment/technologies, dedicated computer lab space, and cosmetic repairs (i.e. ceiling and lighting replacement, removal of dated wood paneling, etc.).

The principal reports several safety and security concerns on campus. First, site lighting needs to be improved around the portables, sidewalks, and school street frontage, particularly around the library. Additionally, security camera coverage should be increased to include the playscapes and fields as well as the portables. Keycard access points are functional, but are hindered by poorly functioning door hardware. Door closers at several locations do not properly close doors. The main office does not have a secure vestibule and has limited ability to filter visitors entering the building. The aforementioned pickup and drop-off scenario poses strong safety risks to students crossing the street. Lastly, several areas of the building still have Plexiglas windows which can more easily be broken into than more modern window types. Pest concerns involve limited rodent sightings and termites at the portables. The school also experiences some odor issues at older restrooms throughout the school.

If renovations or additions were to occur on campus, the principal reports that memorial trees and benches should be preserved. Additionally, the reading amphitheater in the library was built by a community member and holds significant importance.

Educational Suitability Summary Report

Pillow Elementary School

In an effort to think forward to the next 20 years of teaching methods, the principal believes that dedicated student devices (i.e. laptops, tablets, etc.) are necessary to facilitate more technological dependent teaching methods. Additionally, all-in-one teaching surfaces, similar to the interactive touch screens at Padron Elementary are critical in this effort.

The hottest issues facing the school are as follows: renovating student restrooms and address lack of adult restrooms, replacing the gym floor, and providing cosmetic improvements to improve the school's image.

Per the CAC priority improvements in this order: covered walkway to portables, new furniture and functional equipments/technologies, cosmetic repairs, collaborative space, dedicated maker space, covered outdoor learning space, and dedicated computer lab space. Add more lighting to exterior. Telecommunications is an issue throughout. Phones need to be updated to VoiP phones and lines.

Assessment Findings

The Educational Suitability Assessment of Pillow Elementary School earned a 49% overall score and places the campus in a category of "unsatisfactory." The assessment consists of 11 categories to determine areas that need more attention.

Lower Scoring Categories:

Exterior

The score is unsatisfactory.

Traffic circulation and congestion are primary concerns as they result in unsafe conditions for students. Bus drop off and parking are comingled traffic modes. As parent drop-off occurs street side, student foot traffic frequently crosses vehicle traffic. Outdoor learning spaces are unsatisfactory and need additional equipment (i.e. seating, shade, etc.) to better facilitate a teaching environment. Play spaces are adequate in size and quality, but are not heavily used due to heavy solar exposure.

Academic & Co-Curricular Support

The score is unsatisfactory.

The faculty feel limited in teaching styles given the size and furniture options of general classroom spaces. *Four fifths* of the classes are original to the building while approximately *com* of the spaces are recently renovated. As a result, the majority of classes have no in class support elements (i.e. restrooms, sinks, storage, etc.), but instead are served by shared corridor supports. Additionally, student and teacher storage is minimal. Built-in casework and bulky furniture additionally limit the flexibility of the space. Classroom restrooms are in inadequate condition and are not fully ADA compliant. Special education classrooms are held in standard classroom spaces and portables with inadequate equipment and storage. There is no dedicated science classroom. The art program is housed in a standard classroom with limited in class storage, no cleaning sink, and no kiln. The music room is appropriately sized, but has very limited storage. The gym is undersized and has very little storage space. The flooring in this space limits functionality of the folding partition separating the athletics space from the

Educational Suitability Summary Report

Pillow Elementary School

cafetorium (see additional storage information in the interview summary above). The cafetorium is very undersized and inadequate in all aspects; seating capacity, serving line size, kitchen space, stage space and accessibility, etc. The computer lab is located far from the library in a shared area intended for classroom collaborative break out space. While the equipment is adequate, there is no dedicated storage space for this function.

Future Ready Student Development

The score is unsatisfactory.

The classroom spaces are adequately sized, but lack appropriate storage space to accommodate project-based learning. Addressing a severe need for storage would drastically improve future ready student development potential. Additionally, providing a dedicated computer lab would open up space originally intended for collaborative teaching methods. Dated, bulky furniture types limit classroom flexibility to lecture based teaching. Aside from the library, the building offers little to no space for informal interaction. Additionally, the school struggles with an insufficient quantity and poor quality of projectors. While all poor quality chalk and white boards should be replaced, smart board technologies are more ideal in the eyes of faculty.

Security

The score is unsatisfactory.

The location of the administration suite is satisfactory in configuration and proximity to main entrance, but no secure vestibule exists. Key card access is well covered across campus, but ultimately made ineffective by poorly functioning door closers. Minor improvements to site lighting and security coverage are required at the portables, building street frontage, and school play areas (fields, playscapes, courtyards, etc.). Interior transparency is adequate for side corridors where classes share a common space. However, there is very little ability for teachers to monitor the main hallways.

Technology

The score is unsatisfactory.

Technology quality and quantity are inadequate. The majority of spaces have either poorly functioning, broken, or missing projector equipment. The principal requests innovation stations for all classrooms at a minimum. However, smart boards or interactive touch screens are more desired. There is inadequate coverage of power and data outlets in the older areas of the school which inhibits flexibility of spaces. The newest areas of the school appear to have a more appropriate spread of outlets.

Storage

The score is very unsatisfactory.

General building storage is inadequate and a primary concern of the faculty. Classroom storage spaces have limited built-in cabinets and rely heavily on storage in shared spaces and corridors. Additional loose cabinetry is placed in corridors, creating egress concerns. Teacher and student storage options are limited to personal desk storage and corridor coat hooks.

Educational Suitability Summary Report

Pillow Elementary School

Furniture, Fixtures & Equipment

The score is unsatisfactory.

There is a mix of new and dated furniture throughout the building. While most furniture types appear appropriate for student age groups, some furniture is top-heavy and have been known to topple over and injure students. Staff request more flexible furniture types to better promote collaborative working environments.

Higher Scoring Categories:

General Building

The score is average.

Access for community functions is adequate as the library and cafetorium are easily accessible from the main entrance. However, the gym is located further away without easy access to parking. In the event of after-hours functions in any of these three spaces, the school does not have a way to secure a section off the remainder of the building from unauthorized access. The general appearance of the school is poorly perceived by the community and ranks as a high priority for the faculty. Lastly, corridors are appropriate in width (8'-0" to 10'-0") but poorly lit.

Library/Media Center

The score is excellent.

The library is located central to the building, but is far from the newest classrooms pod. In general, it is easily accessible to daily and nighttime users. Flexible furniture types offer different areas for collaboration and independent study. The reading amphitheater accommodates larger groups and was constructed after the community member the library is named after. Technologies are adequate, but not readily accessible as the remote computer lab is located on the opposite end of the building.

Environmental Quality

The score is average.

The quality of the artificial lighting varies throughout the building. Lighting is particularly poor in the cafetorium, corridors, and older classrooms original to the building. Acoustics are also typically inadequate as sounds from the corridor and adjacent classroom spaces easily penetrate separation walls. This is especially applicable where pairs of classrooms share a common storage space and restrooms. The majority of spaces have limited access to both natural light and quality exterior views through small punched openings. Pest issues are limited to increasingly rare rodent sightings and the presence of termites in the portables. Some odors emanate from older restrooms just off of the main lobby.

Controllability of Systems

The score is average.

The classrooms have individual air conditioning units and effective shades for controlling natural light. However, artificial lighting controls are predominately one on/off switch and occasionally zoned or alternating row switched.



Austin ISD Educational Suitability Assessment Criteria

School	Pillow Elementary School	BLDG - 151
Name	Kris Kunkel	
Date	8/1/2016 (REV 1 - 12/09/16 CAC and SPED Comments)	

Scoring Scale

Excellent

81%-100%

Good

66%-80%

Average

51%-65%

Unsatisfactory

36%-50%

Very Unsatisfactory

20%-35%

Overall Educational Suitability Score **49%**

1 - Exterior	49%
2 - General Building	57%
3 - Academic & Co-Curricular Support	37%
4 - Future Ready Student Development	40%
5 - Library/Media Center	96%
6 - Security	49%
7 - Technology	50%
8 - Storage	20%
9 - Furniture, Fixtures & Equipment	47%
10 - Environmental Quality	60%
11 - Controllability of Systems	52%

1 - Exterior		1	2	3	4	5	N/A	8.00	
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?		2					Comments	1.00 2.00
	1) Bus , car and pedestrian all happen at the same location. 2) Cars and buses mix, pedestrians are separated. 3) Buses, cars, and pedestrians are separate but stack space is small. 4) Buses, cars, and pedestrians are separate but drop off does not have a canopy or a holding place like a commons or cafeteria. 5) Buses, cars, and pedestrians are separate and drop off area has a canopy and destination. N/A) Does not apply.							The bus drop-off loop shares an entrance and an exit with staff parking. Parent pickup/drop-off occurs on the street. The number of buses that serve the school will not all fit in the loop at one time.	
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?	1						Comments	1.00 1.00
	1) Outdoor space exists is not developed 2) Outdoor space for learning exists but not connected to classroom learning areas. 3. Outdoor learning spaces exist and are accessible but not in good condition. 4. Outdoor learning spaces need minor improvements to function well. 5. Outdoor learning spaces are in excellent condition. N/A) Does not apply.							There are no existing outdoor learning classrooms, gardens, etc. but they are desired by the school principal.	
1.3	Are outdoor play spaces and playfields adequate in size and configuration?				4			Comments	1.00 4.00
	1) Outdoor play space exists, not developed 2) Outdoor play space exists but is not connected to gym or other athletic support areas or is too small. 3. Outdoor play spaces exist, are connected to other athletic areas, are the right size, but are not in good condition. 4. Outdoor play spaces need minor improvements to function well. 5. Outdoor play spaces are in excellent condition. N/A) Does not apply.							Existing playscapes are in adequate condition, but need shading to make spaces usable. Only one playscape is shaded and receives heavy use, the other areas are avoided.	
1.4	Is the building easily identified with appropriate signage and community wayfinding?				4			Comments	0.25 1.00
	1) Campus has no signage and no striping. 2) Signage is faded/hidden. 3) Signage & striping visible but not apparent. 4) Signage is visible but not good condition. 5. Signage and wayfinding is visible and easy to use. N/A) Does not apply.							Site circulation signage is adequate, but additional signage is needed to prohibit public access during school hours.	

2 - General Building		1	2	3	4	5	N/A	4.25	
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?			3				Comments	0.50 1.50
	1) Primary circulation is 5'-0" to 6'-0" wide. 2) Primary circulation is 6'-0" to 7'-0" wide 3) Primary circulation is 7'-0" to 8'-0" wide 4) Primary circulation is 8'-0"-10'-0" wide 5) Primary circulation is 10'-0"+ wide N/A) Does not apply.							The full corridor widths are 8'-0" or more, but utilization of the hallways for storage, seating, and other activities reduces the effective width to less than this. Egress concerns are a result. The corridors are poorly lit.	
2.2	Are community use areas arranged so that the school can allow night functions without full school access?			3				Comments	0.75 2.25
	1) Cafeteria, gym, and library cannot be accessed from parking area or secured from the rest of campus. 2) Only one of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 3) Only two of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 4) All of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building but do not have individual entrances. 5) Cafeteria, gym, and library can be accessed from parking and locked off from rest of campus for night/evening use with their own entrance. N/A) Does not apply.							The cafeteria and library are adjacent to the front door, but the gym is only readily accessible from the back side of the building. There is no way to secure the remaining areas of the school during after hours events.	
2.3	Does the general appearance of the school evoke pride for the students and community?		2					Comments	0.25 0.50
	1) General appearance is poor. 2) General appearance is aged but ok. 3) General appearance is good. 4) General appearance shows pride in campus and student works. 5) General appearance shows pride in campus and student works and is welcoming to the community. N/A) Does not apply.							While some areas of the school are newer (3rd pod and library), the remainder of the school is very dated and in poor condition. Addressing deficient areas of the building would improve community pride.	

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A	24.00	
3.2	Are Pre-K and Kinder classrooms appropriately configured per the ed spec? (elementary school only)			3				Comments	1.00 3.00
1) Very unsatisfactory - Too small, awkward layout, does not meet needs 2) Unsatisfactory - Too small, only one area for all teaching methods, limited flexibility 3) Neutral - Moderate size, two areas for different teaching methods, some flexibility, access to student storage/casework 4) Satisfactory - Good size, at least two zones for different teaching methods, flexibility and student storage, not new 5) Very Satisfactory - Good size, two zones for different teaching methods, flexibility and student storage/casework, adequate display area and visual teaching tools N/A) Does not apply.								The pre-k exists in one of the oldest areas of the school and is in most dire need of renovation. The classroom shares pod space with music and art, has its storage, sink, and restrooms in the corridor, and needs new, properly installed, dry erase boards. The class spaces in this pod lack functional technologies.	
3.3	Do Pre-K and Kinder have appropriate support spaces such as restrooms and storage per the ed spec? (elementary only)		2					Comments	1.00 2.00
1) Very unsatisfactory - No storage, casework, or restrooms 2) Unsatisfactory - unsatisfactory size or condition of storage, casework, or restrooms 3) Neutral - Moderate size or moderate condition storage, casework, and restrooms 4) Satisfactory - Satisfies ed spec for storage, casework, and restrooms 5) Very Satisfactory - exceeds ed spec for storage, casework, and restrooms N/A) Does not apply.								See 3.2	
3.4	Are Science Classrooms/Labs appropriately configured per the ed spec?						N/A	Comments	0.00 0.00
1) Very unsatisfactory 2) Unsatisfactory 3) Neutral 4) Satisfactory 5) Very Satisfactory N/A) Does not apply. (Elementary schools)									
3.5	Are Science Classrooms/Labs support areas appropriately configured per the ed spec?						N/A	Comments	0.00 0.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, do not meet needs 3) Average - Connected, moderate size, but need some renovations or updates 4) Good - Connected, good size, meets needs, functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply. (Elementary schools)									

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.6	Are Physical Education and Athletic spaces appropriately configured per the ed spec?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The gym is undersized, has an uneven floor, there is evidence of roof leaks, and a poorly functioning accordion partition. The floor must be pulled up in order to close or open said partition.	
3.7	Are Physical Education and Athletic support spaces appropriately configured per the ed spec?	1						Comments	1.00 1.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								The storage is very limited. There is only one small closet. Storage is stuffed into a dedicated restroom.	
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The music space doubles as a daycare space during off hours use. The size is adequate given its use. The finishes and equipment are dated.	
3.9	Are music, drama, or performance support spaces appropriately configured per the ed spec?			3				Comments	1.00 3.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								A couple of dedicated closets and casework exist. The storage capacity is adequate, but space is dated.	

3 - Academic & Co-Curricular Support - Continued										1	2	3	4	5	N/A		
3.10	Are Visual Arts spaces appropriately configured per the ed spec?			3						Comments		1.00	3.00				
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										Art takes place in a standard classroom. While the class space itself is large enough, there are no support spaces available.							
3.11	Are Visual Arts support spaces appropriately configured per the ed spec?	1								Comments		1.00	1.00				
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.										There is no cleaning sink, no in class storage spaces (limited casework only), no kiln, and supplementary storage is kept in the corridor.							
3.12	Are computer lab spaces appropriately configured?		2							Comments		1.00	2.00				
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										A makeshift computer lab is present in the newest area of the school. The space is originally intended as a collaborative space for the classrooms in that pod area so it doubles as space for mentoring, collaborative exercises, and breakout space for the adjacent classrooms. As the program operates in close conjunction with the library, a dedicated space, adjacent to the library is needed so this space can return to its original use.							
3.13	Are computer lab support spaces appropriately configured?	1								Comments		1.00	1.00				
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.										Some storage spaces exist in close proximity, but are dedicated to the surrounding classrooms and general building storage.							

3 - Academic & Co-Curricular Support - Continued													1	2	3	4	5	N/A			
3.14	Are Special Education spaces appropriately configured per the ed spec?												2					Comments		1.00	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.													There are four special education classes on campus. One occurs in a full portable, such that half of it is used as "cool down" space. Support space is more of an issue than the amount of classroom space.								
3.15	Are Special Education support spaces appropriately configured per the ed spec?											1						Comments		1.00	1.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.													Storage and equipment are both a concern. None of the classes have appropriate, functional equipment. Specialists (diagnostician, speech therapist, etc.) have offices in each pod and are often far away from their intended clientele. <i>SPED comment: Needs calm down items in SBS room, but facilities are fine.</i>								
3.16	Are the student dining facilities appropriately configured?											1						Comments		1.00	1.00
1) Very unsatisfactory - Too small, poor circulation, inflexible seating in poor condition 2) Unsatisfactory - Too small or inadequate circulation, seating in poor condition 3) Average - moderate size, with adequate circulation, seating in okay condition 4) Good - good size, adequate circulation, seating in good condition 5) Very good - good size, adequate circulation, seating in good condition, with more than one option for eating space (ex: connection to outdoor eating space) N/A) Does not apply.													Lunch must be carried in shifts to accommodate seating for the full student body. It is very undersized for the purposes of assembly and other events. Breakfast requires additional seating in the corridors to seat all students. The gym floor must be pulled up in order to operate the accordion partition. The serving line and kitchen are undersized and poorly equipped. The stage is not ADA compliant without a mobile lift that is manually cranked and poorly functioning.								

4 - Future Ready Student Development		1	2	3	4	5	N/A	16.00	
4.1	Does the facility provide specialized space and opportunities for hands-on project-based learning?		2					Comments	1.00 2.00
	1) Very unsatisfactory - No project space 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - Limited dedicated spaces of moderate size and layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply.							Several spaces are undersized or serve multiple purposes. Furniture and equipment are generally a problem across campus with only a few exceptions in the newest 3rd classroom pod.	
4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?		2					Comments	1.00 2.00
	1) Very unsatisfactory -too small to move, set for lecture only, no connectivity, no flexibility 2) Unsatisfactory - adequate size but set for lecture only, no connectivity, no flexibility 3) Neutral - have flexibility and space for hands on or project based learning 4) Satisfactory - have flexibility and space for hands on or project based learning and connectivity for global learning 5) Very Satisfactory - space for hands on learning, flexibility for different groupings, and connectivity for global classrooms N/A) Does not apply.							1st and 2nd classroom pods are original to the building and do not facilitate project-based learning. The 3rd classroom pod is updated, but still lacks the storage and equipment necessary to support this type of learning. This is in part due to the computer lab dominating a space intended to serve as breakout and storage space for project-based learning.	
4.3	Is there adequate storage and or support space to support project-based learning?		2					Comments	1.00 2.00
	1) Very unsatisfactory - none 2) Unsatisfactory-minimal casework/storage 3) Average - moderately sized casework 4) Good - large casework/cabinets/support 5) Very good - walk-in storage/ample support space N/A) Does not apply.							As many spaces are carrying multiple functions, storage is a problem throughout the campus. Casework lines corridors and reduces egress widths.	
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?			3				Comments	1.00 3.00
	1) Very unsatisfactory - No display cases or wall space for display 2) Unsatisfactory - 1 wall in classrooms or very few spaces for display 3) Average - 2 walls in classrooms or some hallway spaces for display 4) Good - 3 walls in classrooms or multiple hallway spaces for display 5) Very good - ample classroom display space or many hallway spaces, including display cases N/A) Does not apply.								

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A		
4.5	Does the building provide adequate opportunities for students/teachers to collaborate in varying group sizes?	1						Comments	1.00 1.00
1) Very unsatisfactory - no common spaces or meeting rooms or in very poor condition 2) Unsatisfactory - a few common spaces or meeting rooms in unsatisfactory condition 3) Average - a few common spaces and meeting areas needing updates 4) Good - multiple common spaces and meeting rooms in good condition 5) Very good - adequate common spaces and meeting rooms of excellent quality N/A) Does not apply.								The intended collaborative space (i.e. 3rd pod common space) are carrying multiple uses (computer lab) so collaboration space is nonexistent.	
4.6	Does the building provide opportunities for informal interaction?		2					Comments	1.00 2.00
1) Very unsatisfactory - no gathering areas or areas in very poor condition 2) Unsatisfactory - one exterior or interior common space with no seating or unsatisfactory condition 3) Average - one exterior or interior common space with seating needing updates 4) Good - 2 exterior or interior common spaces with appropriate seating/good condition 5) Very good - multiple exterior and interior commons spaces with appropriate seating in excellent condition N/A) Does not apply.								Only the library serves this purpose well. Exterior space would be improved to better facilitate this function.	
4.7	Does the building provide adequate opportunities for students to work independently?		2					Comments	1.00 2.00
1) Very unsatisfactory - None/poor condition 2) Unsatisfactory - One area far from classrooms in unsatisfactory condition 3) Average - one area for independent work with appropriate furniture needing updates 4) Good - clusters or small rooms adjacent to classrooms with furniture in good condition 5) Very good - multiple clusters or small rooms adjacent to classrooms with appropriate furniture in excellent condition N/A) Does not apply.								Only the library, which is distasnt from two thirds of the classrooms, provides adequate opportunitites for students to work independently.	

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A		
4.8	Does the building support career education per house bill 5? (High School only)						N/A	Comments	0.00 0.00
1) Very unsatisfactory - No dedicated spaces 2) Unsatisfactory - Some spaces being used for both career education and other subjects 3) Average - A few dedicated career ed spaces, but inadequate configuration/ equipment for needs 4) Good - Some dedicated career ed spaces with adequate configuration and equipment for program needs 5) Very good - Dedicated career ed spaces with good configuration and equipment for program needs - new condition N/A) Does not apply.									
4.9	Do the career education spaces simulate real world or college environments? (High School Only)						N/A	Comments	0.00 0.00
1) Very unsatisfactory - No dedicated spaces, lack of necessary equipment 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - A few dedicated spaces of moderate size/layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply.									
4.10	Does the building have adequate visual communication tools?		2					Comments	1.00 2.00
1) Very unsatisfactory - No vis comm tools 2) Unsatisfactory - outdated, poorly functioning, or insufficient 3) Good - mix of old and new whiteboards/projectors/etc. 4) Good - projectors, marker boards, smart boards in most spaces - good condition 5) Very good - projectors, marker boards, smart boards in most spaces - new condition N/A) Does not apply.								Many classrooms still have chalk boards and other communication tools that are dated and poorly functioning. Technologies are in similar condition. Some classrooms lack projectors/innovation stations altogether.	

5 - Library/Media Center		1	2	3	4	5	N/A	26.50	
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?					5		Comments	0.502.50
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The library is newly renovated and recently opened.	
5.2	How well does the Library/Media Center support quiet study?					5		Comments	1.005.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									
5.3	How well does the Library/Media Center support social interaction?				4			Comments	1.004.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The media center is well equipped and spacious, but is located far from the library. Currently housed in classroom commons space so it serves multiple functions	
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?					5		Comments	1.005.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There are flexible furniture typesin the library. The library is adjacentto the conference room.	

5 - Library/Media Center - Continued		1	2	3	4	5	N/A		
5.5	How well does the Library/Media Center support collaborative work in larger groups (10-25)?					5		Comments	1.005.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There is a reading amphitheater built by a community member.	
5.6	How well does the Library/Media Center support technology?					5		Comments	1.005.00
1) Very unsatisfactory - Very inadequate power outlets, no Wi-Fi capability, no computers, tablets, laptops, media carts or screens for use 2) Unsatisfactory - Some power, no Wi-Fi capability, outdated and inadequate technology available 3) Average - Some power outlets, network connectivity, technology available 4) Good - Adequate power outlets available, network connectivity, appropriate number of computers/tablets/laptops/media carts or screens available 5) Very good - Adequate power outlets available, good network connectivity, computers, tablets, laptops and media carts or screens available and adequate for number of students N/A) Does not apply.									

6 - Security		1	2	3	4	5	N/A	8.00	
6.1	Does the facility have key card access at all major entries?				4			Comments	0.25 1.00
1) Very unsatisfactory - No entries 2) Unsatisfactory - 1/4 of major entries have key card access 3) Average 1/2 of entries have key card access 4) Good - 3/4 of major entries have key card access 5) Very good - all of major entries have key card access N/A) Does not apply.								Some keycards don't function as intended due to poorly functioning door closers that allow doors to remain open.	
6.2	How adequate is site lighting and security for the campus overall?		2					Comments	1.00 2.00
1) No exterior lighting, no secure perimeter 2) Lighting is limited to front entry only, parking lot lighting poor, security is minimal 3) Lighting at all night-use entries and parking lot, but poor condition. Security is moderate 4) Lighting at all night-use entries and parking lots, good condition, signage less visible. Perimeter is well secured, but needs updates. 5) Signage, parking lots, and entries are well lit, visible and easy to use. Perimeter is very secure. N/A) Does not apply.								The sidewalks, portables, and the front of the building (particularly by the library) are very poorly lit.	
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?			3				Comments	1.00 3.00
1) Very unsatisfactory - No secure vestibule, office located far from main entry. Allows visitors access to school unsupervised. 2) Unsatisfactory - No secure vestibule, office located somewhat far from main entry, minimal supervision of visitors. 3) Average - Office close to entry, views of front door, but no secure vestibule 4) Good - Office is well-located with a secure vestibule, but needs updates 5) Very good - Office well-located with secure vestibule and all appropriate security features. N/A) Does not apply.								There is no secure vestibule and only a minor ability to filter visitors.	
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Transparency into the side corridors is adequate for each pod, but visibility to main corridors is very poor.	

7 - Technology		1	2	3	4	5	N/A	5.00	
7.1	How well equipped are the facilities with instructional technology?		2					Comments	1.00 2.00
<div>1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology</div> <div>2) Unsatisfactory- few computers/devices. Some outdated technology</div> <div>3) Average- A few computers/devices. A mix of new and outdated technology</div> <div>4) Good - multiple computers or devices per room. Mostly new technology.</div> <div>5) Very good - multiple computers and devices and new technology.</div> <div>N/A) Does not apply.</div>								Several classrooms do not have functioning innovation stations while others have no projector systems at all. Class computers are relegated to a common computer lab spaces in the newest part of the building.	
7.2	Is there an adequate number of power and data outlets in learning spaces?			3				Comments	1.00 3.00
<div>1) Very unsatisfactory - none</div> <div>2) Unsatisfactory - only for teacher</div> <div>3) Average - for teacher and 1-2 students</div> <div>4) Good - 2-3 outlets per wall</div> <div>5) Very good - 3-4 per wall</div> <div>N/A) Does not apply.</div>								Power and data outlets are sufficient in newer areas of the school, but are not adequately located in the older areas original to the building.	

8 - Storage		1	2	3	4	5	N/A	3.00	
8.1	Is there adequate general storage in the building?	1						Comments	1.00 1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								General building storage, administration storage, gym storage, and custodial storage are all primary concerns of the principal.	
8.2	Is there adequate classroom storage?	1						Comments	1.00 1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								In-classroom storage is only available and sufficient in the 3rd classroom pod, which is the newest part of the school. In-classroom storage is entirely insufficient in all older areas of the school, especially spaces original to the building.	
8.3	Is there adequate student storage?	1						Comments	1.00 1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Student storage is limited to their own desks or corridor side storage. The teacher storage is similar.	

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A	6.50	
9.1	What is the current condition of the furniture?		2					Comments	0.75 1.50
1) Very unsatisfactory - damaged/non-functioning 2) Unsatisfactory - torn, bent, wrong size 3) Average - scratched/dented/marked 4) Good - not new but sturdy and clean 5) Very good - new N/A) Does not apply.								The vast majority of furniture, including the administration furniture, is dated and in poor condition.	
9.2	How well does furniture accommodate rapid reconfiguration of a space?		2					Comments	1.00 2.00
1) Very Unsatisfactory - Furniture is fixed or very heavy 2) Unsatisfactory - Furniture does not allow desks to be configured as individuals, small groups, or large groups 3) Average - Mix of furniture that can reconfigure and that cannot 4) Good - Furniture is flexible for multiple configurations of space 5) Very good - furniture is flexible for multiple configurations of space, easy to move and stack N/A) Does not apply.								The furniture flexibility is better suited in newer areas of the school while older areas are limited by aged equipment and limited space. If storage solutions are provided, this would free up additional space for flexible configuration.	
9.3	Is the furniture ergonomic and size appropriate for grade level?			3				Comments	1.00 3.00
1) Very unsatisfactory - desk with attached chair combinations too small for grade level 2) Unsatisfactory -desk with attached chair combinations 3) Average - mix of classrooms with tables/loose chairs and desks with fixed seats 4) Good - tables with loose chairs 5) Very good - tables with loose chairs that allow students to bounce in seat N/A) Does not apply.								There is a mix of desks and loose tables and chairs, limiting flexibility.	

10 - Environmental Quality		1	2	3	4	5	N/A	15.00	
10.1	How are acoustics in classrooms in general?		2					Comments	1.00 2.00
1)Recognized word/sound from adjacent classroom/corridor 2) audible sound from adjacent classroom/corridor 3) slight sound from outside room 4) walls to deck insulated only white noise from mechanical system 5) Able to hear quiet speaking from across the room N/A) Does not apply.								The acoustics are predominately an issue between classrooms as many spaces are connected by shared restrooms and storage.	
10.2	Is the classroom artificial lighting adequate quality?				4			Comments	1.00 4.00
1) Very unsatisfactory - sporadic lights work, glare, less than 20 FC 2) Unsatisfactory - 10-19 FC or serious glare 3) Average- 20-29 FC minor glare 4) Good - 30-39 FC and no glare 5) Very good - 40+ FC and no glare N/A) Does not apply.								The lighting is most satisfactory in newer portions of the school. However, older areas are also mostly adequate. <i>CAC comment: change artificial lighting to lower than good.</i>	
10.3	Is there access to natural light in classrooms?				4			Comments	1.00 4.00
1) No learning spaces have natural light 2) 1-25% of learning spaces have natural light or windows are too small to let in light 3) 26-50% of learning spaces have natural light 4) 51-75% of learning spaces have natural light 5) 76-100% of learning spaces have natural light N/A) Does not apply.								The majority of classes have limited access to natural light through small punched openings.	

10 - Environmental Quality - Continued							1	2	3	4	5	N/A		
10.4	Is there access to outside views from learning spaces?				4			Comments					1.00	4.00
1) No learning spaces have views 2) 1-25% of learning spaces have views or windows are too small to see out 3) 26-50% of learning spaces have views 4) 51-75% of learning spaces have views 5) 76-100% of learning spaces have views N/A) Does not apply.							The majority of classes have limited access to quality views due to the dependence on low quality courtyard views and small windows.							
10.5	Does the building have odor or pest problems?	1						Comments					1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.							Older restrooms have odor issues. Rodents have been a problem in the past. Termites are present in the portables.							

11 - Controllability of Systems		1	2	3	4	5	N/A	6.50	
11.1	Does the classroom thermostat allow for individual control?					5		Comments	0.50 2.50
1) No 5) Yes									
11.2	Are shades provided to control natural light in learning spaces?			3				Comments	1.00 3.00
1) No, windows are covered with boards/paper 2) No, windows have no light control 3) Yes, but poor condition blinds 4) Yes, blinds 5) Blackout shades N/A) Does not apply.									
11.3	What is the quality of lighting controls in the classrooms?	1						Comments	1.00 1.00
1) Single switch only per room 2) Alternating rows switch off 3) Alternating lamps in single fixtures switch off 4) Tri level switching 5) Dimmable N/A) Does not apply.								The vast majority of classrooms have single switch lighting operation.	



Photo 1. Corridor



Photo 2. gym and cafeteria
accordion partition



Photo 3. Gym



Photo 4. cafetorium



Photo 5. Classroom storage and Chalk Board



Photo 6. Classroom furniture



Photo 7. Classroom furniture



Photo 8. Classroom Corridor Storage



Photo 9. Library collaboration space



Photo 10. Library