

# Strategic Plan Update

Educational Facility Master Plan  
January 24, 2022

# Landscape

- ☐ *Aging facilities*
- ☐ *Need for additional annual spending on maintenance and operations of our facilities*
- ☐ *Uneven capacity utilization within our schools*
- ☐ *Program placement often based on where space is available*
- ☐ *No middle schools in southern portion of our boundary area*
- ☐ *Limited Pre-K opportunities*
- ☐ *Overall declining enrollment in U-46*
- ☐ *Inequitable access for our students*



# Vision

*In the Summer of 2018, the Board of Education undertook an exercise to envision a U-46 five years away. The intention of these CEO goals is to align our work to move towards the Board's vision as stated below:*

*By 2024, our vision for U-46 includes the following elements:*

- ☐ *Successful implementation of school choice that has resulted in improved student outcomes and stronger levels of community engagement*
- ☐ *Opportunities for all students to pursue their interests and passions through magnet and/or educational pathways programs*
- ☐ *Dynamic core instruction with standards-aligned curriculum, instruction, and assessment*
- ☐ *Addressing both academic and social-emotional needs*
- ☐ *1:1 technology access for all students to enhance Curriculum and Instruction in support of 21st century learning skills*
- ☐ *Job-embedded professional development through instructional coaches in our schools*
- ☐ *Students who love coming to school and staff who love coming to work.*
- ☐ *Universities and businesses will compete for our graduates*
- ☐ *U-46 will be an “employer of choice” with leadership development pathways for aspiring leaders in the organization.*
- ☐ *Smaller class sizes – particularly in grades K-3*
- ☐ ***Our oldest elementary schools will be closed, rebuilt, or remodeled***
- ☐ ***True middle school model with grades 6-8. This will also potentially free up space in elementary schools for additional pre-K programming.***
- ☐ *Able to consistently demonstrate a high return on taxpayer dollars invested in our District*

# Educational Facility Master Plan



To address these conditions, U-46 entered into an agreement with the DLR group to create an Educational Facility Master Plan. The work started in early 2020 and the Board received preliminary recommendations on September 27, 2021. Tonight's update summarizes the work to date and provides a five-year plan to begin implementing the recommended changes.



# What is an Educational Facility Master Plan?

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



# Partner Teams



# EFMP Process



## Phase 1: Deeper Understanding

- What's happening in the District now?
- What is the foundation for success?

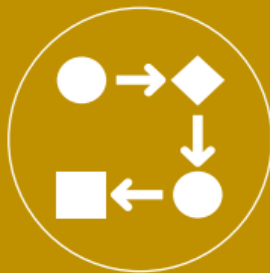
Community Meeting:  
Phase 1 Findings



## Phase 2: Discover + Explore

- How is the District changing?
- What is possible?
- What does the future of education look like?

Community  
Engagement Session



## Phase 3: Program

- How can buildings support teaching and learning?
- What resources does the District need?



## Phase 4: Conceptualize

- How might this be created?
- What priorities and costs are there?

Share & Inform



## Phase 5: Game Plan

- What should be recommended to the Board?

Share & Inform



## Phase 6: Adoption & Implementation

- EFMP concludes at adoption
- Board of Education to determine how to implement recommendations & timeline for implementation

2020 + 2021

# Recommendations to Address Defined U-46 Priorities

01

Move 6th grade to middle schools -> creates space at elementary level

- Identify location for 9th middle school
- Assess needed levels of renovations, additions at remaining middle schools

02

Provide an equitable experience for all elementary students

- May result in buildings being closed, rebuilt, or repurposed
- Includes possible boundary changes
- Will address program placement districtwide

03

Review elementary schools' ability to accommodate districtwide Pre-K program

- Evaluate needs for renovations, additions, replacements, or decommissioning/consolidation
- Move Pre-K students to home elementary schools where possible



# Priority One

Move 6th Grade to Middle School

## ***Why are we investigating a 6<sup>th</sup> grade shift?***

The District asked DLR Group to investigate the potential of moving 6<sup>th</sup> grade to middle schools to improve the educational experience.

### **What are the potential benefits?**

District has identified that 6<sup>th</sup> grade curriculum aligns better with 7<sup>th</sup> and 8<sup>th</sup> grade

Improves the transition to high school

Extends time students are in middle school to create community and build peer connections

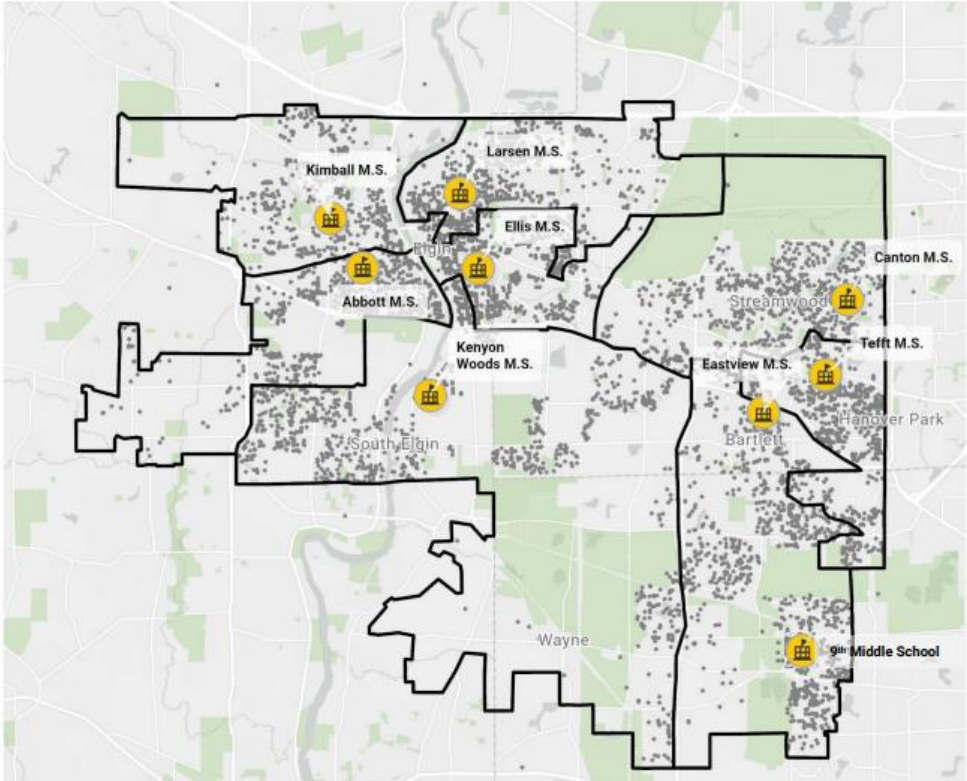
Build parental involvement in middle school community

# Rationale for Moving 6th Grade to Middle School

- Comprehensive curriculum plan that is developmentally, linguistically, and socially emotionally appropriate for students aged 11 - 14 years
- Advisory class
- Team planning and team teaching spaces to support an integrated approach to curriculum
- Flexible and responsive instructional spaces to accommodate elective and required courses, small and large groups instruction aligned to college and career readiness
- Health and physical education programs, events, and activities aimed at adolescents in responsive spaces
- Appraisal and evaluation systems to track growth
- Learning commons to support independent student exploration, group learning, presentations, and tutorials
- Technologically advanced instructional spaces



# Middle School Reference Map



# Priority Two

Provide an Equitable Experience for all Elementary School Students

## ***What changes at the elementary level can ensure operational efficiency and an equitable educational experience?***

This master plan provides an opportunity to create a more equitable educational experience for elementary school students.

### **What did we investigate?**

Reviewed current, historical, and projected enrollment from Baragar Systems (District 3<sup>rd</sup> party consultant)

Investigated implications of integrating pre-K into elementary schools

Reviewed Phase 1 analyses to compare facility, operational, and educational factors district-wide (capacity, programs, facility condition, operational costs, site size, etc.)

Examined neighborhood demographics to understand community context



## Data Points Reviewed for Elementary Schools in SD U-46



Oldest elementary schools

Smallest site acreage

Lowest SF/student

Lowest spatial educational adequacy score

Lowest average projected enrollment

Least amount of space for expansion (any # of levels)

Least amount of space for expansion (more than one level)

Lowest overall building score

Highest FCI (worst condition)

Lowest Building Adequacy Score

*\*Note: Evaluation may lead to realization of need for renovations, additions, replacement or decommissioning/consolidation.*

# Priority Three

Move Pre-K into Home Schools

Elementary schools are where relationships with the district are established.

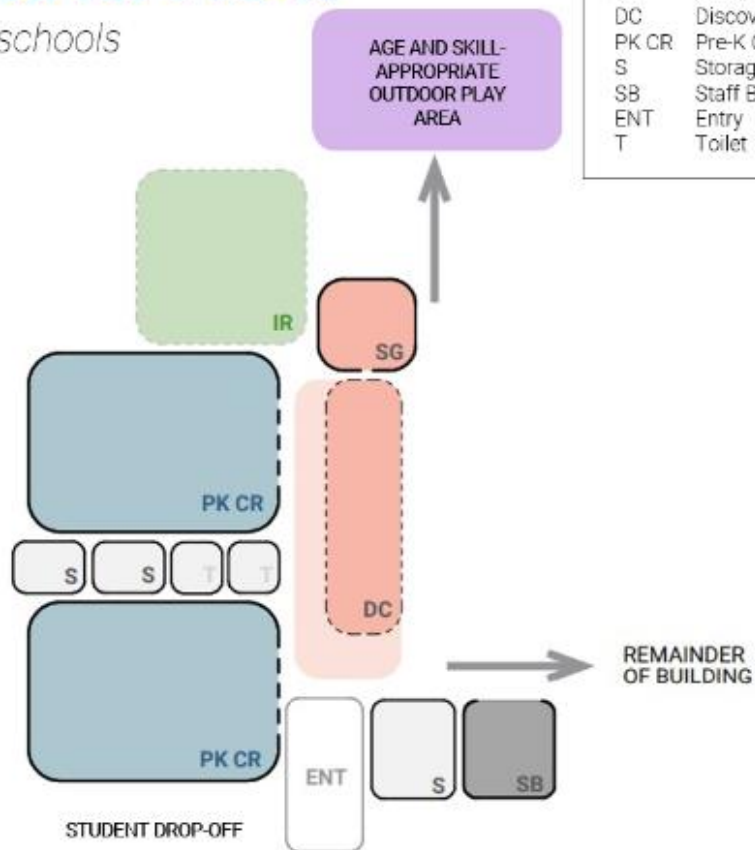
- Strong participation in school and community at elementary school level
- (Pre-K at ES) creates greater investment earlier in students' educational journey
- Continuity of instruction and related services
- Opportunity for early intervention and learning supports
- Opportunities for cross-grade staff collaboration at ES level
- Balancing the needs of the population is important for the future
- Adjustments to facilities would be needed to incorporate pre-K: playgrounds, restrooms, size-appropriate furniture and sharing of common spaces
- Pre-K staff should be recognized as a part of the ES staff



# Acknowledging Changes Needed for Pre-K

*Considerations for integrating pre-K into elementary schools*

- Pre-K best supported with a suite of spaces tailored to early childhood learning
- Building and site must be considered
  - Pre-K classrooms with toilet rooms
  - Appropriately sized for ages served
  - "Discovery Commons" multi-purpose and collaborative space
  - Gross motor skills indoor play space
  - Age and skill appropriate outdoor play
  - Educator support space
  - Supporting integration of student services
  - Student drop-off & pick-up



# Recommendations

# Addressing maintenance & renovation needs across SD U-46

*What happens to the rest of the schools?*

- Facility Condition Assessments (FCA): All buildings were evaluated based on their current condition and maintenance needs.
- FCA weighs into the recommendations for decommission and replacement as well as the evaluation of the remaining buildings.
- Plans for addressing maintenance needs are a major component of the master plan.
- Combining condition analysis and future vision for SD U-46 into recommendations for all schools.
- Address deferred maintenance and renovation needs through
  - Targeted projects
  - Intentional plan for increasing annual expenditures for building maintenance.

## Potential Elementary/Pre-K Schools to be Decommissioned



| <u>School</u>           | <u>Proposal</u>                | <u>Possible Student Distribution</u> | <u>Additional Notes</u>                                                                               |
|-------------------------|--------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------|
| Garfield                | Swing space, then decommission | To Channing and Huff                 | Renovation and/or possible addition needed at Channing                                                |
| Hanover Countryside     | Swing space, then decommission | To Glenbrook and/or Oakhill          | Schools receiving students may require renovation/addition                                            |
| Illinois Park/More at 4 | Decommission                   | To home elementary schools           | Not renew leased space on McLean for More at 4 and repurpose Illinois Park for other district use TBD |

## Potential Elementary Schools to be Repurposed

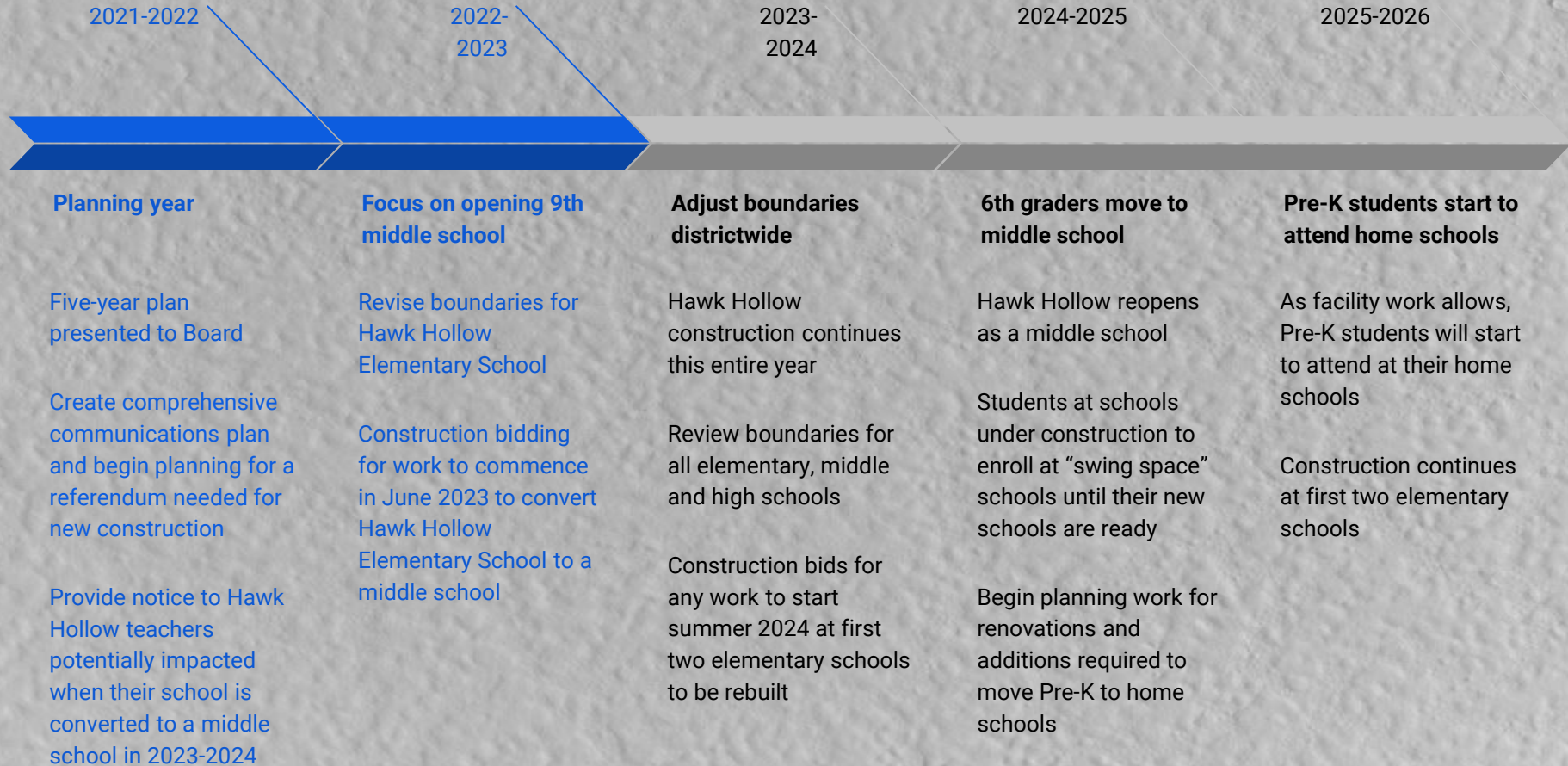
| <u>School</u> | <u>Proposal</u>                | <u>Possible Student Distribution</u>    | <u>Additional Notes</u>                        |
|---------------|--------------------------------|-----------------------------------------|------------------------------------------------|
| Hawk Hollow   | Repurpose: becomes new MS site | To Prairieview, Spring Trail, and Wayne | Renovation/addition for cohort-shift alignment |



## Potential Elementary Schools to be Modified or Replaced

| <u>School</u> | <u>Proposal</u>     | <u>Possible Student Distribution</u>                            | <u>Additional Notes</u>                                                                                 |
|---------------|---------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Lowrie        | Replace             |                                                                 | School to be considered for replacement                                                                 |
| Glenbrook     | Replace             | Absorb portion of students from Hanover Countryside             | Site flooding issues, poor building adequacy, security concerns. Consider replacement on existing site. |
| McKinley      | Replace             | Absorb students from redrawing boundaries in central Elgin.     | In historic district although does not hold historic designation. Consider replacement                  |
| Washington    | Addition/Renovation | Right-size and absorb students due to potential boundary change | Historic district and need to accommodate student population equitably                                  |
| Century Oaks  | Replace             |                                                                 | Given age, location, poor spatial adequacy, and condition, consider replacement.                        |
| Parkwood      | Replace             | Absorb students from Laurel Hill and Ontarioville               | Sister school to Century Oaks. Inefficient placement on site. Consider replacement                      |

# Proposed Five-Year Implementation Timeline



# Elementary Schools – Potential Repurpose

*Considerations for decommissioning building as an elementary & repurposing as middle school*

## Hawk Hollow Elementary School

- Built in 2002
- Spatial Educational Adequacy findings suggest updates for future readiness, flexibility, space variety, visual stimulation, and areas for student collaboration may be considered
- \$2.9M in poor and fair assessed items
- Generous site acreage size (impacts direct site amenities, and potential for building additions)
- Geographic location in district, low projected ES enrollment in this area, and site size suggest potential location for 9th MS
- Updates & addition would be needed to support MS cohort use and accommodate increased student enrollment



# Early Childhood – Potential Decommission

*Considerations for decommissioning building*

## Illinois Park Pre-K Center

- Built in 1999
- Spatial Educational Adequacy rated higher than U-46 ES average by teachers & staff
- \$3.3M in poor and fair assessed items
- Energy usage slightly higher than IL average; consider retro-commissioning
- Significant challenges to safety related to traffic circulation, parking, and drop-off areas
- Potential to repurpose building if pre-K is integrated into neighborhood schools





# Elementary Schools – Potential Decommission

*Considerations for decommissioning building*

## Garfield Elementary School

- Built in 1887 (one of the oldest ES)
- Spatial Educational Adequacy findings suggest updates for future readiness, flexibility, space variety and areas for student collaboration
- \$2.2M in poor and fair assessed items
- Energy usage slightly higher than IL average; consider retro-commissioning
- Very tight site (impacts direct site amenities/play areas)
- Limited parking and drop-off areas
- Disconnected main office/secure check-in from main entrance
- Challenges to accessibility for all
- Some below-grade spaces; not ideal for student use
- Updates would be needed to absorb pre-K
- Proximity to several other U-46 ES facilities with low projected enrollment



# Elementary Schools – Potential Decommission

*Considerations for decommissioning building*

## Hanover Countryside Elementary School

- Built in 1954
- Spatial Educational Adequacy findings suggest updates for future readiness, flexibility, space variety, visual stimulation, and areas for student collaboration
- \$3.4M in poor and fair assessed items
- Energy usage higher than IL and U-46 average; consider retro-commissioning
- Limited site acreage (impacts direct site amenities/play areas)
- Challenges to traffic circulation, parking, and drop-off areas
- Mobile classrooms on site; not ideal for student use or site utilization
- Lower SF/student allocation compared to national metrics, meets average for U-46 ES's
- Updates would be needed to absorb pre-K





# Elementary Schools – Potential Reconstruction

*Considerations for demolishing and reconstructing building*

## Century Oaks Elementary School

- Built in 1971 (sister school to Parkwood ES)
- Spatial Educational Adequacy findings suggest updates for future readiness, flexibility, space variety, visual stimulation, and areas for student collaboration
- \$2.8M in poor and fair assessed items
- Energy usage higher than IL and U-46 average; consider retro-commissioning
- Large variation in classroom size/capacity
- Classrooms are wedge-shaped allowing for limited layout flexibility and functionality
- Some rooms require passing into neighboring classroom to enter
- Low SF/student allocation compared to state and national metrics and U-46 average for ES's
- Mobile classrooms on site; not ideal for student use or site utilization
- Updates to absorb pre-K



# Elementary Schools – Potential Reconstruction

*Considerations for demolishing and reconstructing building*

## Glenbrook Elementary School

- Built in 1971
- Spatial Educational Adequacy findings suggest updates for future readiness, flexibility, space variety, visual stimulation, and areas for student collaboration
- \$4.3M in poor and fair assessed items
- Energy usage higher than IL and U-46 average; consider retro-commissioning
- Site conditions and building location on site result in regular flooding and water infiltration issues
- Large number of classrooms are internal (no access to daylight or views to exterior) and require passing through neighboring classroom to enter
- Classrooms with direct exterior access may present security concern
- Low SF/student allocation compared to state and national metrics and U-46 average for ES's
- Likely additions/renovations required to absorb students due to boundary changes
- Updates to absorb pre-K





# Elementary Schools – Potential Reconstruction

*Considerations for demolishing and reconstructing building*

## Parkwood Elementary School

- Built in 1971 (sister school to Century Oaks ES)
- Spatial Educational Adequacy findings suggest updates for future readiness, flexibility, space variety, visual stimulation, and areas for student collaboration
- \$2.5M in poor and fair assessed items
- Energy usage higher than IL average; consider retro-commissioning
- Large variation in classroom size/capacity
- Classrooms are wedge-shaped allowing for limited layout and functionality
- Large number of rooms require passing into neighboring classroom to enter
- Likely additions/renovations required to absorb students from nearby schools to meet capacity and utilization goals
- Updates to absorb pre-K



# Elementary Schools – Potential Reconstruction

*Considerations for demolishing and reconstructing building*

## Lowrie Elementary School

- Built in 1887 (one of the oldest ES)
- Spatial Educational Adequacy findings suggest updates for future readiness, flexibility, space variety and areas for student collaboration
- \$3.4M in poor and fair assessed items
- Energy usage slightly below IL average; consider retro-commissioning
- Very tight site (impacts direct site amenities/play areas)
- Limited parking and drop-off areas
- Disconnected main office/secure check-in from main entrance
- Challenges to accessibility for all
- Mobile and basement class spaces on site; not ideal for student use or site utilization
- Low SF/student allocation compared to state and national metrics and U-46 average for ES's
- Updates to absorb pre-K





# Elementary Schools – Potential Reconstruction

*Considerations for determining levels of modernization/reconstruction*

## McKinley Elementary School

- Built in 1887 (one of the oldest ES)
- Spatial Educational Adequacy findings suggest updates for future readiness, flexibility, space variety and areas for student collaboration
- \$2.1M in poor and fair assessed items
- Very tight site (impacts direct site amenities/play areas)
- Limited parking and drop-off areas
- Disconnected main office/secure check-in from main entrance
- Challenges to accessibility for all
- Basement class spaces ; not ideal for student use
- Likely additions/renovations required to absorb students due to boundary changes
- Updates to absorb pre-K
- Comes to the forefront for needing significant facility intervention in multiple categories evaluated



# Elementary Schools – Potential Addition/Major Renovation

*Considerations for determining levels of modernization/partial reconstruction*

## Washington Elementary School

- Built in 1893 (one of the oldest ES)
- Spatial Educational Adequacy findings suggest updates for future readiness, flexibility, space variety and areas for student collaboration
- \$1.9M in poor and fair assessed items
- Energy usage higher than IL average; consider retro-commissioning
- Very tight site (impacts direct site amenities/play areas)
- Limited parking and drop-off areas
- Disconnected main office/secure check-in from main entrance
- Challenges to accessibility for all
- Likely additions/renovations required to absorb students due to boundary changes
- Mobile classrooms on site; not ideal for student use or site utilization
- Updates to absorb pre-K

