Green Bay Area Public Schools

Green Bay, WI

PRA Project #150218-01 | December, 2016

ENVISIONING
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PLUNKETT RAYSICH
ARCHITECTS, LLP

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Green Bay Area Public Schools
PRA Project # 150218-01

Phase 1 Report

Introduction

Plunkett Raysich Architects (PRA) is honored to work with the Green Bay Area Public School District (GBAPS). Master planning is an important task for any school district to undertake. A well-developed plan can serve as a guiding document for years to come. In the case of GBAPS, this is particularly important. With a rich diversity of school types and educational opportunities spread across multiple municipalities in forty two separate buildings, understanding and developing a cohesive plan is an essential step to moving the District forward into the future.

The process of developing a facilities master plan begins with collecting and analyzing data. Much information has been generously provided by District staff. Of particular note are enrollment history, building room assignments and other data regarding the configuration and history of the educational buildings in the District portfolio. Other information has been provided by outside vendors such as enrollment projection data developed by Applied Population Laboratories (APL).

In addition to empirical data, it is critical to understand the realities of activities happening in the schools themselves. Over the course of several weeks, I had the great opportunity to visit each school in the District. At each location, I met with the building principal to discuss facility strengths and challenges as well as operational needs. At several schools we also had the opportunity to engage community members to hear from a parent's perspective. Tours of each building to visit classrooms and see firsthand how the buildings are functioning provided great background knowledge for development of a future facilities plan.

The community served by GBAPS is diverse. A wide array of services are provided by the District to meet the needs of many different types of learners. Family support is a growing need in many of the District's schools. Community partners providing services to students and families is a growing part of the activity within many schools. Wrap around care is available in some, but not all of the buildings. Space for meetings with parents or places for community groups to gather is also a growing demand.

Through our time in the schools and our many discussions with District leaders, what has become evident is the building facilities are increasingly out of step with the functions they serve. Much of the building stock in the District is quite old. Some portions of buildings date back as far as 1910. It is important to note that despite their age, the buildings appear to have been well maintained and remain functioning as they were designed.

It is here where we encounter the challenge posed by the existing facilities. Generally, the buildings and spaces being used today by GBAPS were designed for a different time, a different approach to educational delivery and different community needs. This challenge is in no way unique to Green Bay.

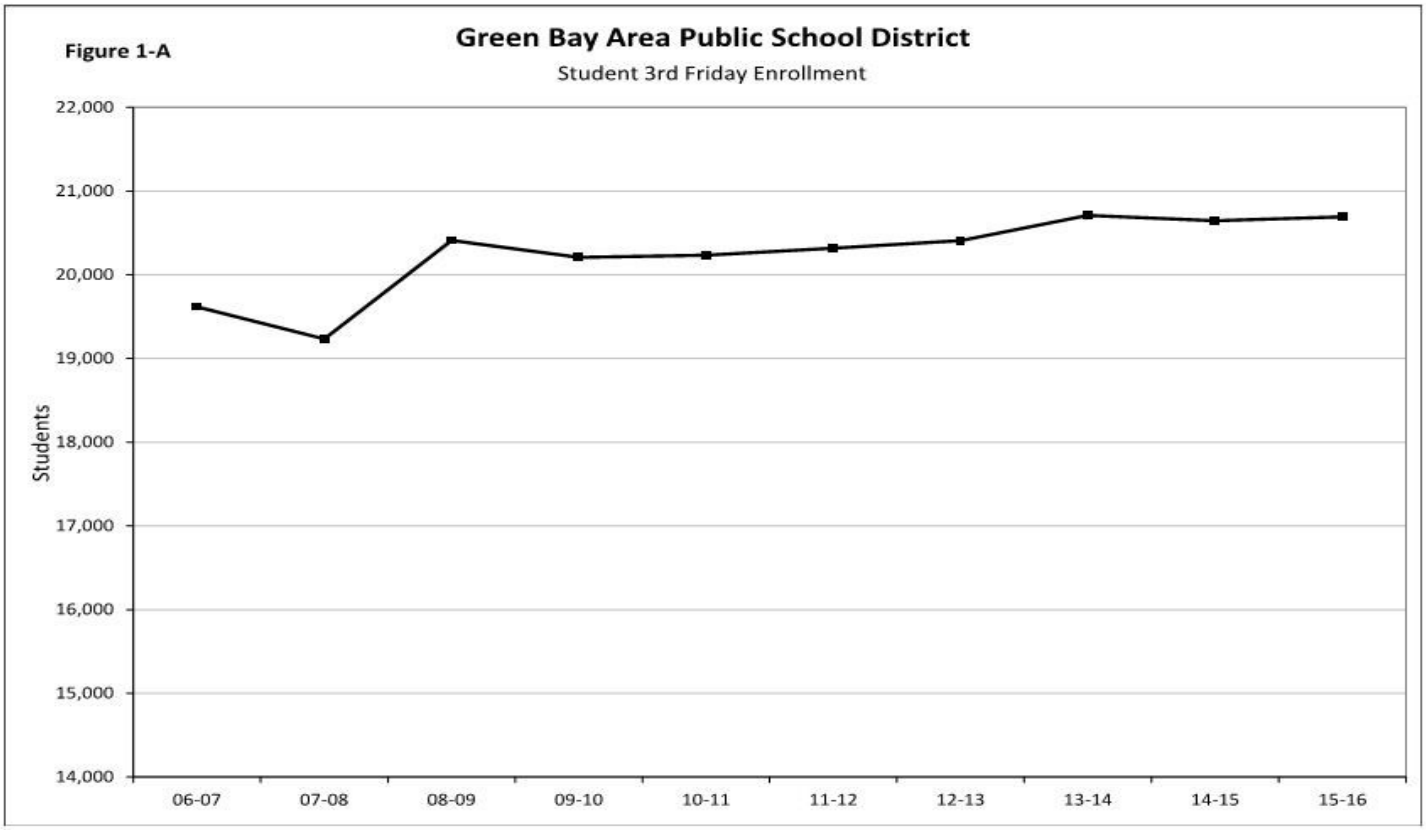
School districts across Wisconsin and the nation are faced with similar challenges. Current educational delivery requires greater flexibility and greater variety in teaching spaces. Flexible learning spaces are often larger than classrooms that have been built for much of the last century. To support the variety of learner needs and prepare students for career and college readiness, school buildings are changing to more closely reflect the environments into which graduating students will enter after their K-12 educational career.

Master planning efforts will focus initially on identifying and addressing high level facility needs at each building throughout the District. As the plan is implemented through time, more detailed and specific actions for each of those buildings will be developed to enable physical changes to occur.

Enrollment

School districts and the communities that they are composed of are dynamic in nature. Their sizes grow and decline over time. Often, cyclical patterns of demographics can be distinguished among older, established neighborhoods. It is natural that the schools built to serve those neighborhoods also see the influences of changes in the surrounding community. Such is the case in the Green Bay Area Public Schools.

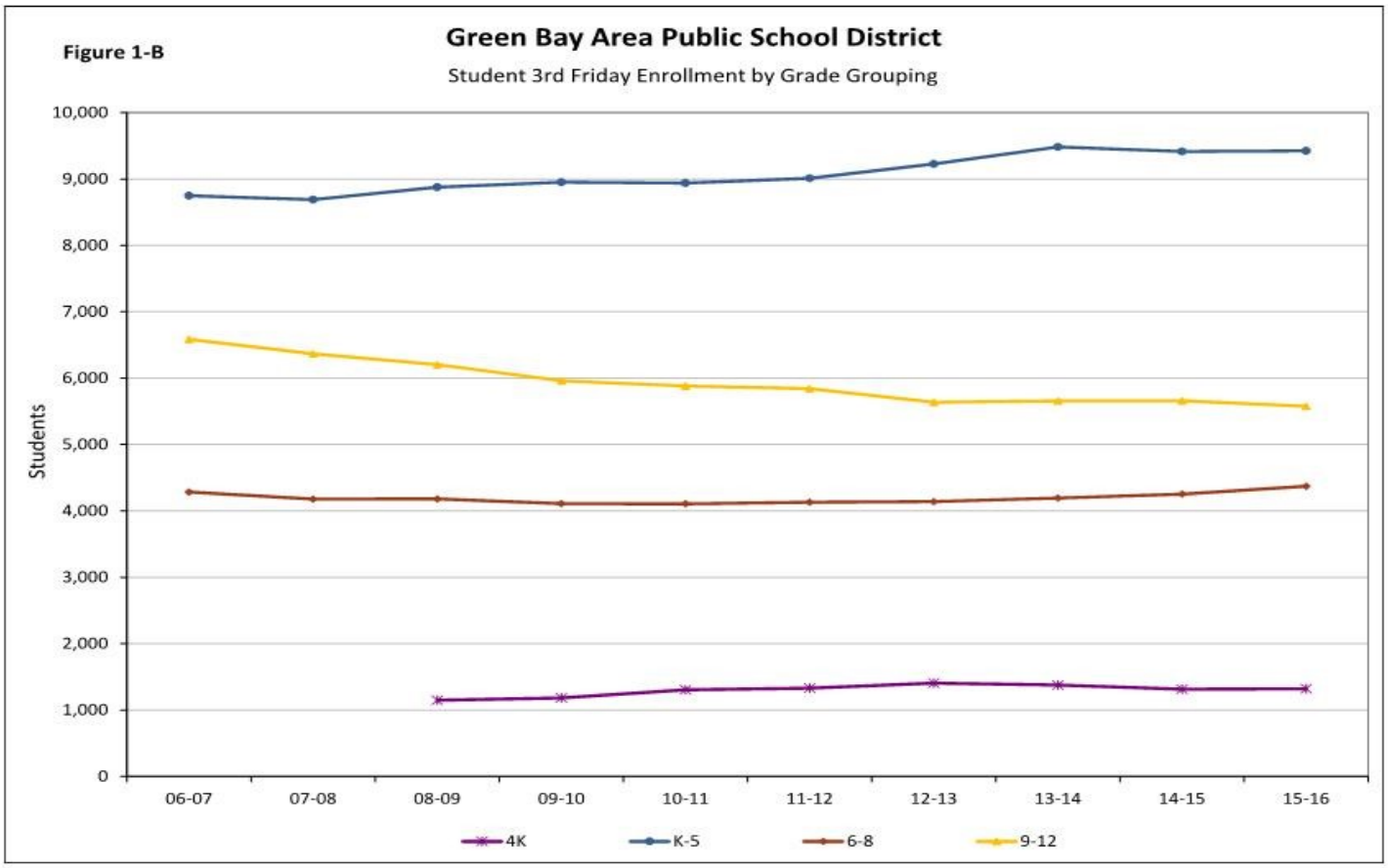
Over the past ten years, the District has seen an overall growth in student enrollment. The chart provided below shows the trend that has been ongoing since the 2006/07 school year.
Broken down by grade level grouping (elementary, middle school, high school) the data reveals some other differing trends. The following chart shows greater enrollment growth at the elementary level, marginal growth at the middle school level and a



Source: Applied Population Laboratory Report Dated September 2016

slight overall decline at the high school level. Again, these numbers are aggregate and do not represent what is being experienced at an individual building level.

Overall, the District has experienced enrollment growth of approximately 2,320 students since the 2006/07 school year. This represents an increase of 11.8%. It should be noted that during this period of time, Four Year Old Kindergarten (4K) was added to the District offerings. This expansion of programming resulted in the addition of approximately 1,300 students as of the 2015/16 school year. Excluding the addition of 4K students, the District has seen a growth of approximately 5.2% over the past ten years.[1]



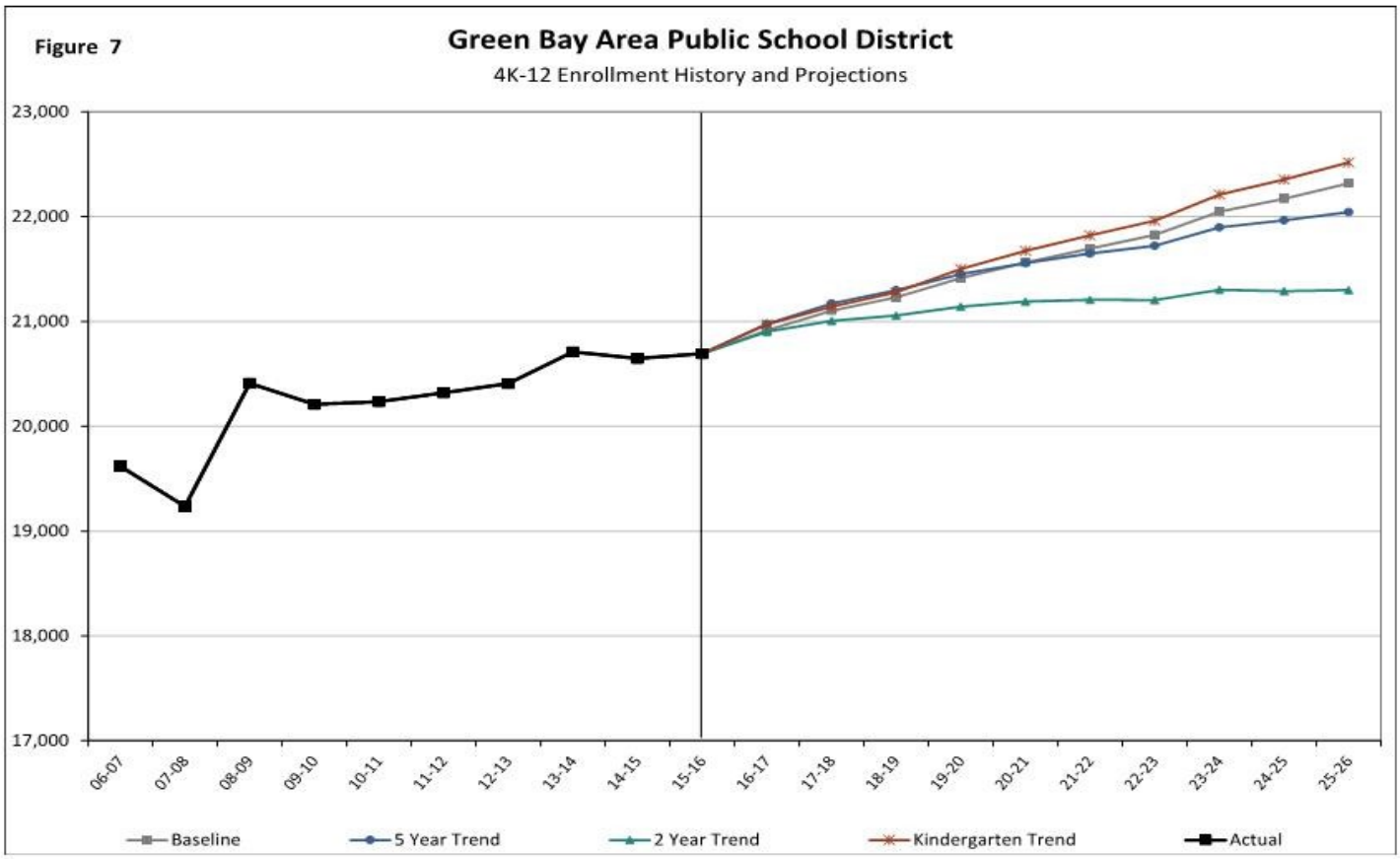
Source: Applied Population Laboratory Report Dated September 2016

While total student enrollment has increased over the last ten years, no new facilities have been constructed to keep up with added demand. Red Smith School was the last new building constructed in 1998. To accommodate the increased number of students and growth in programming, the District has purchased and renovated several buildings including Froebel Garden of Early Learning, Minooka Hill School and the Leonardo da Vinci School. Two other facilities have been rented to accommodate the Early Learning Center, Head Start programming and John Dewey Academy of Learning.

In an effort to study options to handle growing enrollment numbers, a group called the Enrollment Management Task Force was organized in 2007. In the fall of October, 2008 the group delivered recommendations to the Board of Education. As a result of community input, one recommended option to address capacity was to rent space in underutilized private school facilities within the District. This led to the District leasing space at two locations in the community to house the Early Learning Center, Head Start programming and the John Dewey Academy of Learning. Some renovations have been completed at these facilities to make them more conducive to the programming located there.

While the majority of 4K students are accommodated in District owned or rented facilities, it is important to note that many students attend community based partner providers.

To look forward to the future, enrollment projections have been prepared as part of the same aforementioned report for the District. Several projection models were provided but as can be seen in the following chart, all show continued overall growth in enrollment for the foreseeable future. This continued trend will increase pressure on capacity within the District's existing building stock.

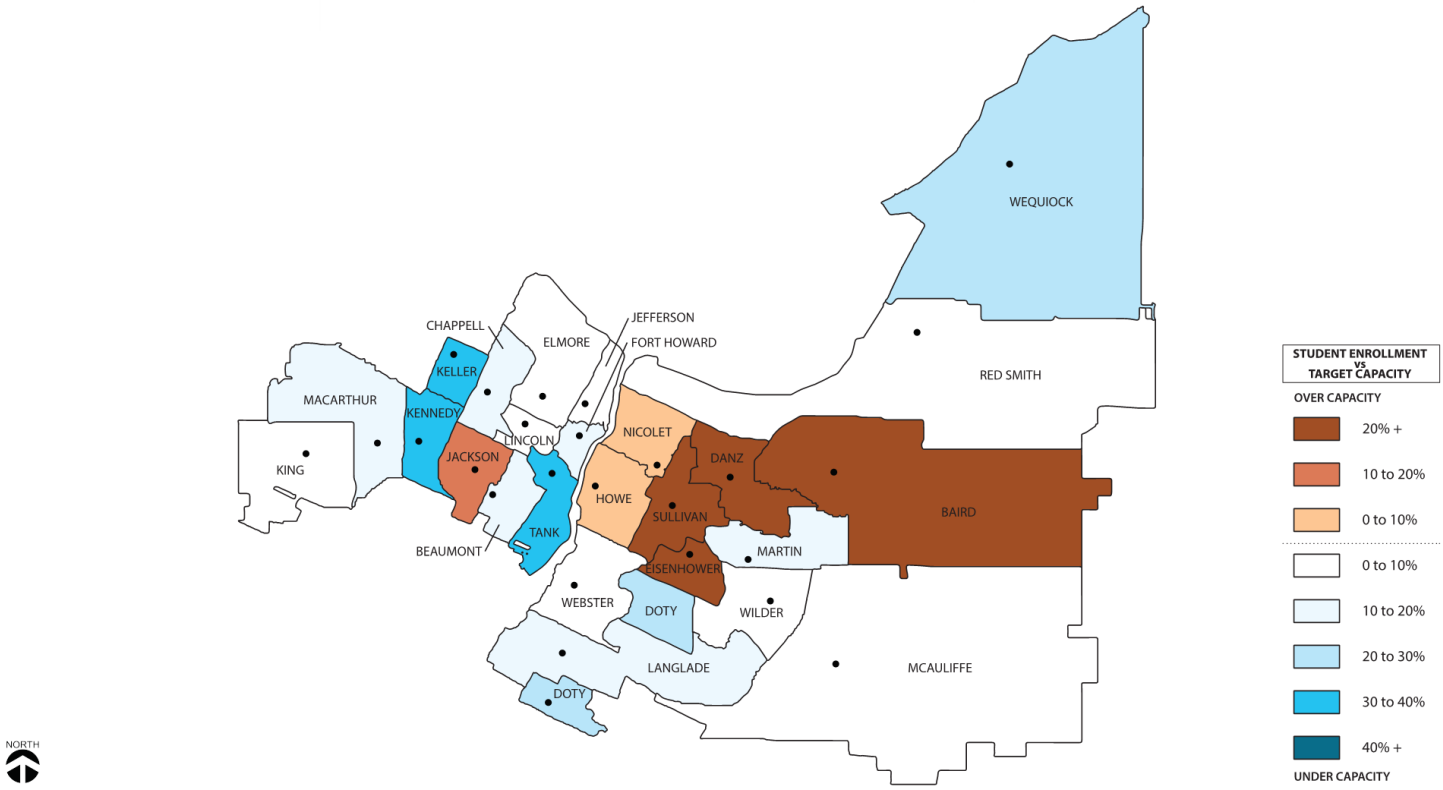


Source: Applied Population Laboratory Report Dated September 2016

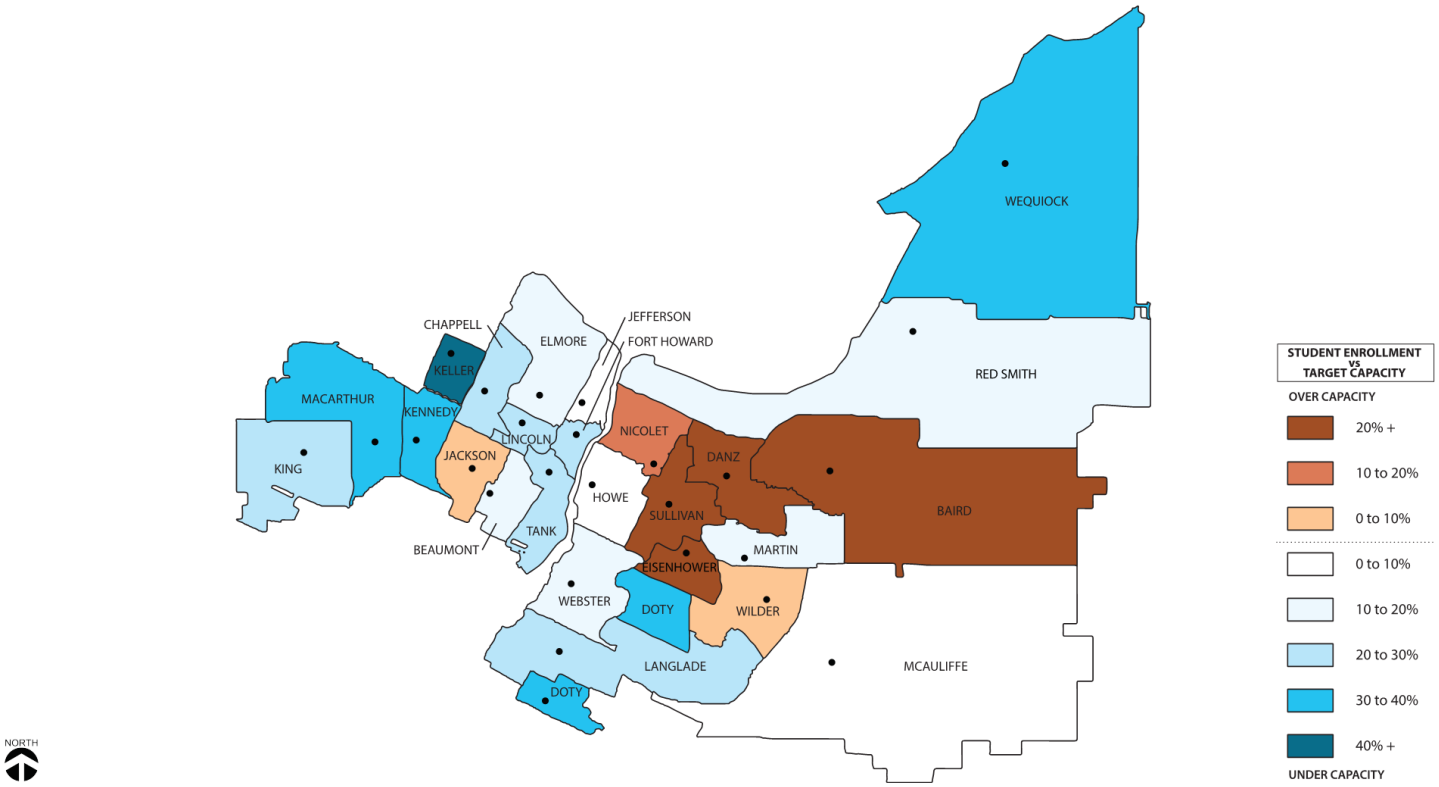
The data above reports the straightforward change in total number of students enrolled with the District over a ten year period. What it does not communicate is the change in demographic makeup of the student body served. The last decade has seen an evolution in the diversity of student and community needs. Growth in demand for specialized programming has put further pressure on space needs at the existing school facilities.

Over the last ten years, the number of students that qualify for free or reduced lunch has increased significantly. In June of 2007, 46.37% of students were eligible while in June of 2016, that number had increased to 60.47%. While this metric is not directly correlated to an overall increase in demand for specialized services, it is generally a good indicator of a demographic driven change in need.

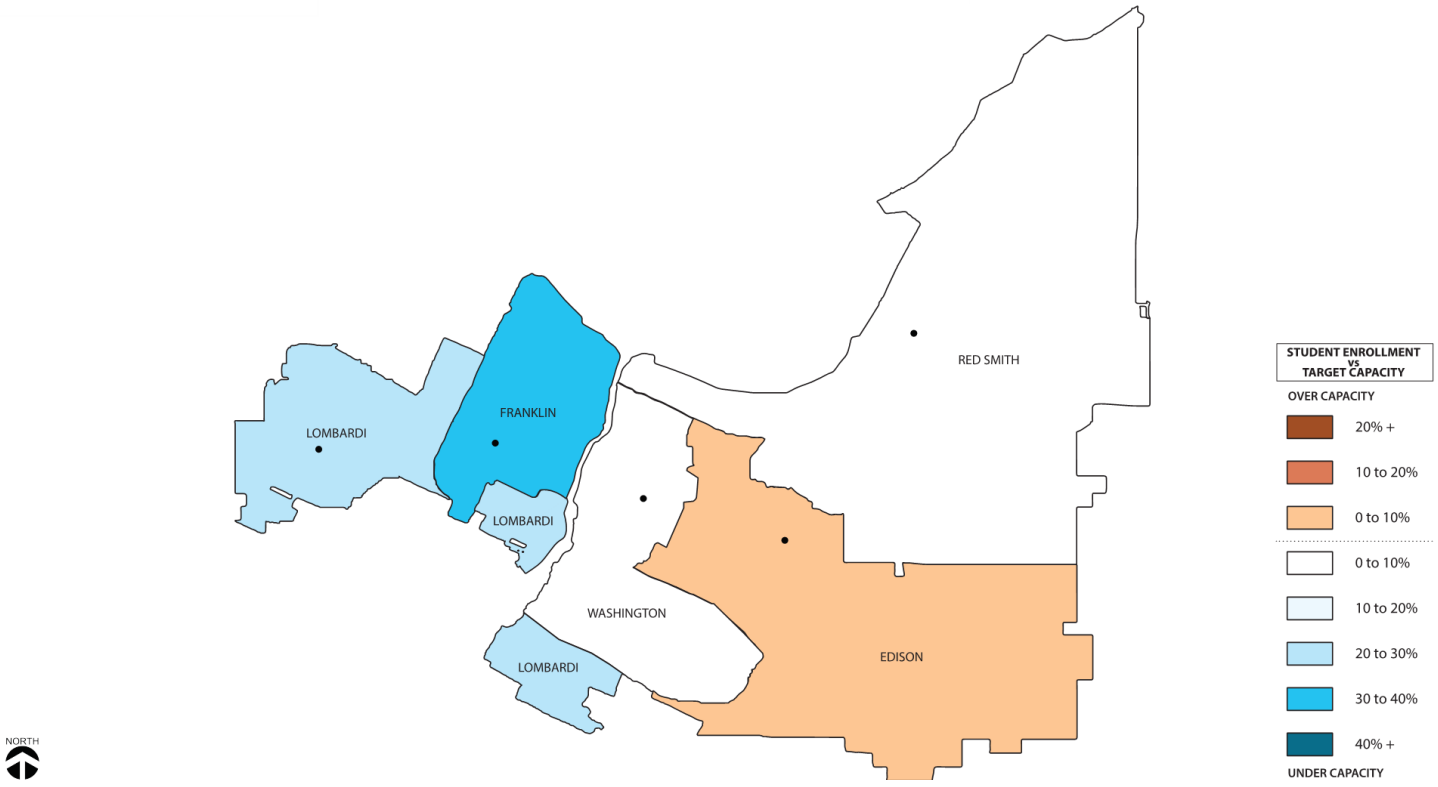
Increased demand for spaces to accommodate programming to meet the requirements of Title I have led to reassignment of space within many buildings around the district. Reading support rooms, intervention rooms, ELL support spaces and other similar program needs have contributed to capacity pressure at many locations.



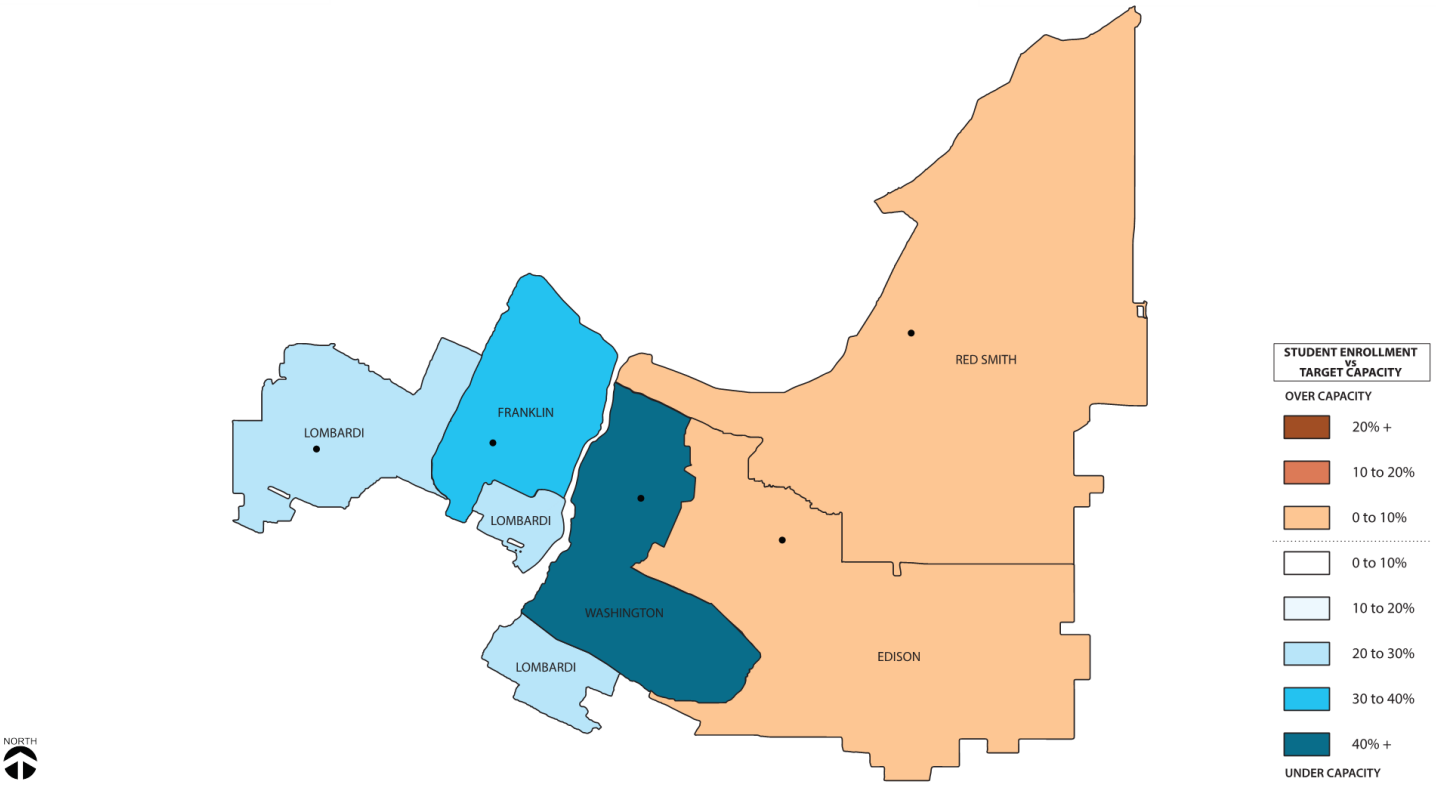
2016—2017 Elementary School Capacity



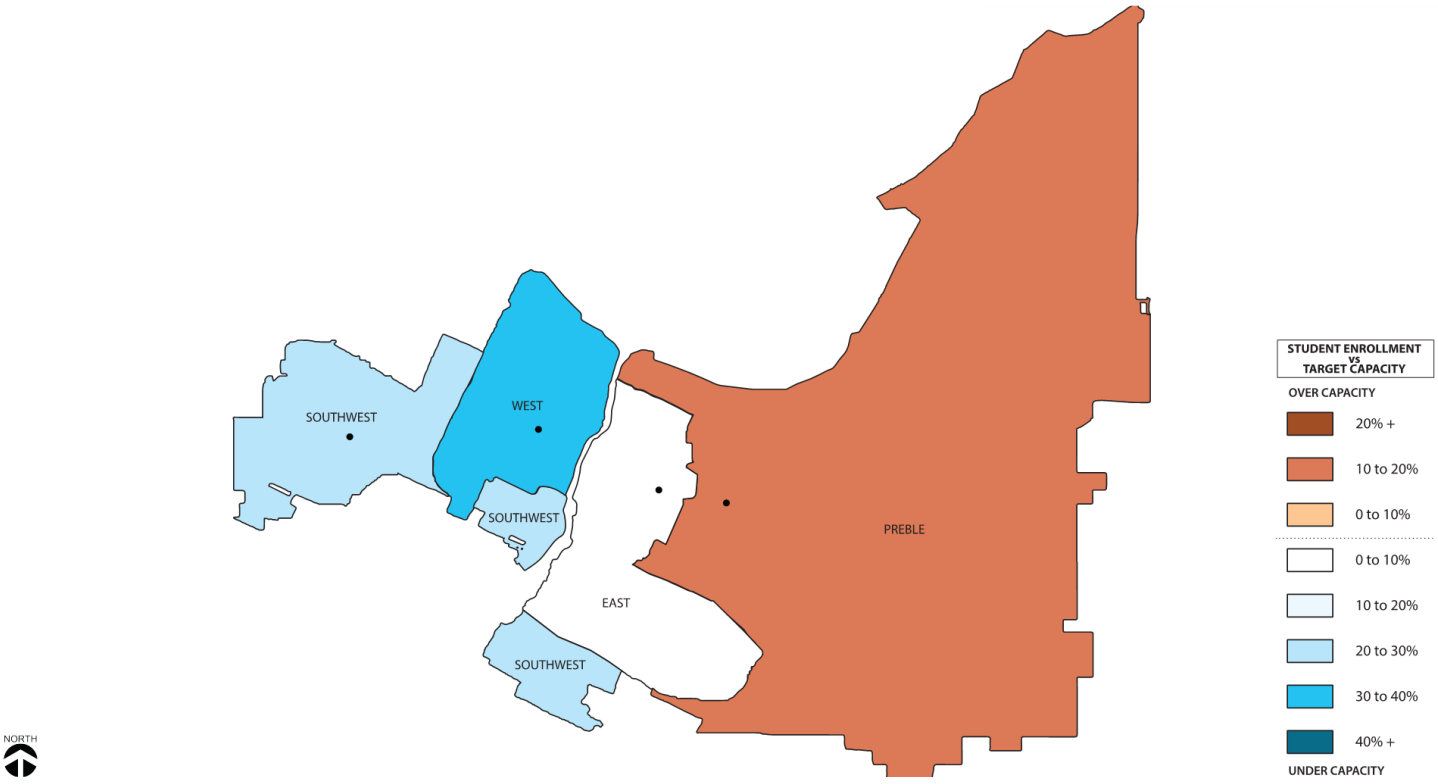
2021—2022 Elementary School Capacity



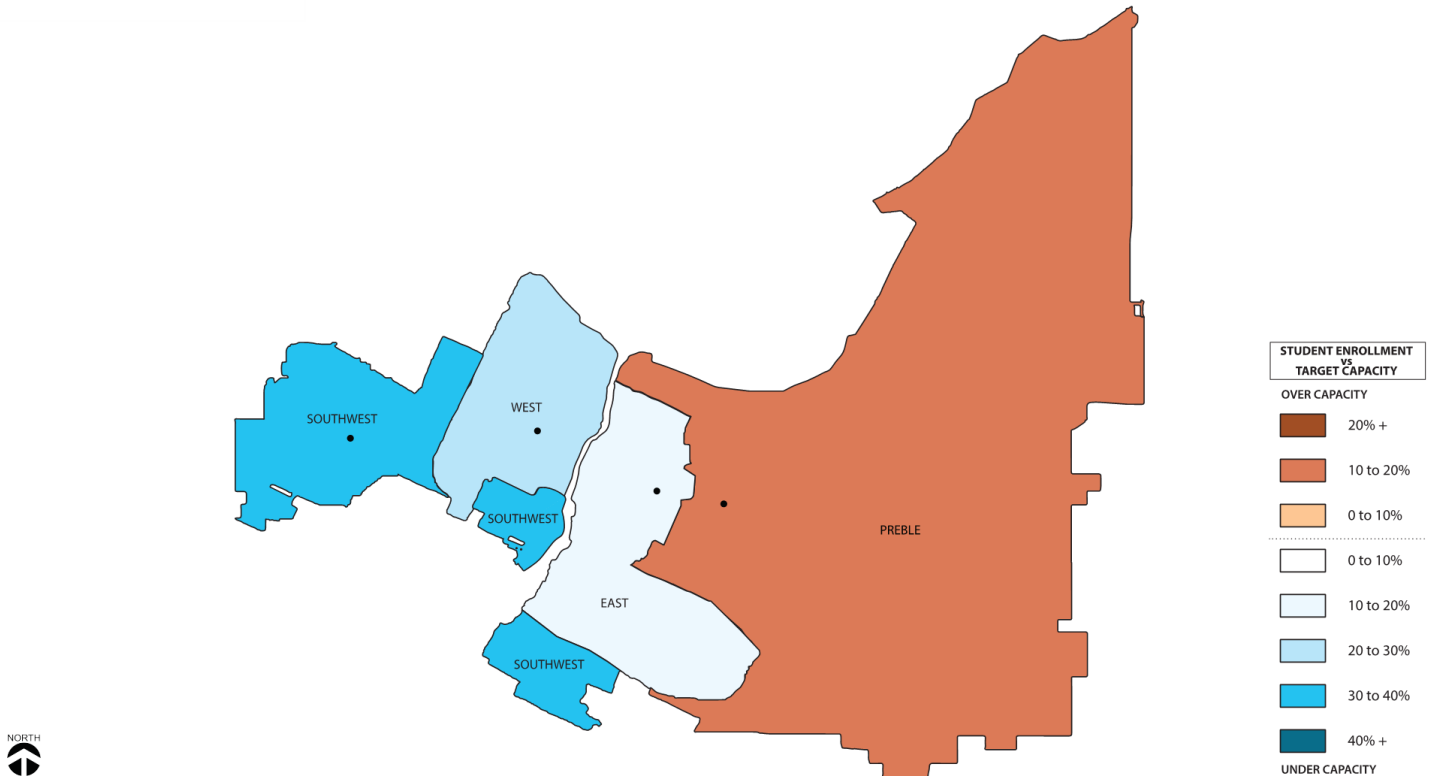
2016—2017 Middle School Capacity



2021—2022 Middle School Capacity



2016—2017 High School Capacity



2021—2022 High School Capacity

As the preceding graphics indicated, there exists a wide range of conditions within the many buildings in the District. At the elementary level, a distinct area of schools on east side of the river are significantly over capacity. Conversely, several schools north, south and west of that area are either near or below their capacity. Projected enrollment within five years indicates a general continuation of that trend toward greater pressure at schools that are already beyond their target capacity.

At the middle school level, a similar trend can be seen. Currently, only Edison Middle School is over capacity. Projected future enrollment matches that seen in the elementary schools with continued growth toward the east and available space in the western buildings.

The High Schools are not predicted to change significantly. Preble High School is very large and over its target capacity. This school is projected to continue to grow in enrollment into the future while the other three high schools will continue to operate below their functional capacity.

Variables Potentially Impacting Enrollment

Enrollment projections are important tools for any school district to plan for future facility needs. Projects however can only anticipate changes based upon known variables. The further out in time a project gets, the more likely changes in underlying assumptions are.

Two potential variables exist that could impact the student enrollment numbers – open enrollment and the Wisconsin Parental Choice Program (school vouchers). The implementation of these programs allows for greater mobility of students both into and out of Green Bay Area Public Schools. The impact of these two programs is not yet known and cannot yet be factored into the enrollment projections but should be monitored as implementation of this long range facilities master plan takes place over the coming years.

Facilities Needs

To develop specific long term responses to facility needs across the District, we must first identify what those needs are. As discussed previously, enrollment capacity is a significant issue that to varying degrees impacts many schools. In some ways, this may be the simplest need to understand as the ramifications of too many students in a given facility is usually readily identifiable to an outside observer.

- Capacity Balance: As demonstrated earlier, significant differences in available capacity exist across the District. In some areas of the District, additional capacity will need to be added to meet the growing enrollment demand. This may be achieved through expansion of some buildings and through the addition of completely new schools. Many of the older buildings within the District are located adjacent to public parks and consequently have sites that are too small to accommodate building expansion. Several open parcels of land are currently owned by the District and should be considered as potential sites for new schools.

  Some schools have available capacity within them. When viewed in the context of flexible learning spaces as will be discussed shortly, this may be an asset as it inherently increases the flexibility of an educational facility. Available capacity also provides opportunity for additional programming that the District may wish to develop in the future. A recent example of this practice is the founding of the Da Vinci School with available space at Langlade Elementary. The District was able to utilize existing space to more fully develop new programming before making a significant investment in facilities.

- Maintenance Needs: Facility maintenance is an ongoing need of any building, regardless of age. Historically, the District has funded projects through allocations within the regular operating budget. The budget for the past school year (2015/16) was $3.5 million. These funds are used to address items such as roof replacements, HVAC equipment replacement, lighting upgrades and other regular operational needs. Should the District pursue larger expansion or renovation projects at existing buildings within the context of a referendum question, maintenance items at those buildings affected would typically be addressed as part of the larger project to capitalize on inherent efficiencies of scale.

Modern Learning Spaces

As noted previously, the variety and diversity of educational services being delivered daily in the GBAPS is increasing as is the case in most Districts around the state and country. This change along with continually evolving educational practices focusing increasingly on more targeted, personalized learning lead to the need for more flexible and adaptable learning environments. Collectively these are often referred to as "modern learning environments" or "student centered learning environments." These types of learning environments often are composed of several different types of spaces all working to support the students, staff and community that they serve.

It is the vision of the Board of Education that all students in the Green Bay Area Public Schools have equitable access to modern learning spaces. Given the variety of building configurations and in many cases, the age of the current building stock, implementation of many of the following elements will have to be carefully considered.

- Classrooms: In modern learning environments, classrooms remain the primary educational spaces where students spend the majority of their day. These spaces are typically larger in size than classrooms of the past. To promote flexibility and ease of reorganization within the room for small group or collaborative learning, rooms are now sized between 900 and 1,000 square feet. Existing classrooms within the District vary widely in size but are mostly smaller than would be found in a modern facility.

- Modern classrooms also have other elements that were not typically included in the past. Connections to adjoining rooms or breakout spaces to promote collaboration are common. This is often accomplished through sliding pocket door panels or sometimes "barn doors." Additional glass fronting corridors and breakout spaces provides greater visibility and natural light transmittance. Writeable walls surfaces including white boards, writable paint or glass surfaces are widespread to provide students and teachers multiple places to learn and collaborate within the room.

- Furniture: Furniture is an element that can have tremendous impact on the flexibility of a learning space without requiring significant modification to the building itself. To facilitate flexibility within a classroom, desks with fixed chairs have given way to light weight, mobile tables and chairs. Additional pieces with a classroom provide variety for students to find their ideal learning place. Standing height desks, soft seating, even elements like bean bags allow for comfortable, welcoming places that students want to engage in collaborative learning.

- Breakout Spaces: On any given day at any school with the District, students and staff will likely be found working outside of a classroom in a corridor. This is not unusual or unique to Green Bay. This teaching and learning is occurring in corridors not because hallways are great places to learn but because this is often the only place to go. As discussed previously, the greater variety of activities that now occur on a day to day basis within a classroom often spills out of the limited space available.

- Modern learning spaces often include areas outside of classrooms call breakout spaces. These spaces are intended to provide properly designed and configured places for small group work, individual study or teacher/student one on one sessions. Breakout spaces typically are visually connected to surrounding classrooms with windows or glass walls to allow staff to supervise both simultaneously. Soft, flexible furniture is also a key element to provide comfortable places to sit and work. Often these spaces will also include technology and writeable wall surfaces for presentations by students and staff.

- Project Rooms: A common issue within school buildings at all levels within the District is a shortage of places to meet. These meetings can include staff meetings, parent meetings, student group meetings and student/staff project collaboration meetings. Inclusion of small (typically around 100 to 150 square feet) project rooms in several locations throughout a school building provides additional flexibility and places for the variety of meetings that happen every day.

Often called "project rooms," these spaces play an important role in supporting project based learning curriculum within a school. These rooms provide places for students and staff to set up and develop over a period of time, days or sometimes weeks, a specific project. Project rooms are often located and used in conjunction with a breakout space as common learning area for multiple classrooms working together on a collective effort.

- Makerspaces: Makerspaces are rooms that are designed with project based learning in mind. Sometimes called "messy spaces" they typically include hard flooring surfaces for easy cleaning. Sinks for cleaning and hand washing are also provided. These rooms are additional spaces for group learning and collaboration where students can work with their hands to further develop ideas learning in the classroom. Makerspaces are created with the same objective of maximum flexibility as other spaces previously defined.

- Professional Collaboration Spaces: As pressure has mounted in various school building in the District, teachers and administrators often have had to turn over spaces for professional learning and development to teaching spaces. A professional collaboration space is fitted with furniture that, like in the classrooms, is flexible and comfortable in nature. These spaces also serve as meeting areas to help increase options for the variety of functions that happen within every school as already discussed.

- Student Commons: Several elementary schools in the District do not have dedicated facilities for serving student meals. This function is typically accommodated currently in a gymnasium which often poses as scheduling challenge.

  A student commons is designed to serve more functions than a typical cafeteria. These spaces do still support the needs of a school's food service but also are utilized as large group gathering areas. Furniture is typically varied and while selected for durability and ease of cleaning, it is also selected to be comfortable and welcoming. A successful student commons is a place that can be used for active teaching and learning as well as a place for students to gather to collaborate or work independently during open times during the day.

- Community Space: As collaboration between Green Bay Area Public Schools and many community partner has grown in recent years, spaces that allow for greater interaction at the schools while preserving security are in need. Many services need to have locked storage, gathering space or other specialized facilities that are accessible to both the staff and students within the school during the day but also to families and other community members. These spaces should have easy access from a clearly defined entry.

Specialized Programming

GBAPS has developed several specialized programming tracks beginning in some cases at the elementary level and continuing through high school. These programs offer unique opportunities to students in the community. As programming has been developed and grown at various schools around the District, in some schools the facilities have not been adapted to serve their unique needs.

The performing arts track spans Kindergarten through twelfth grade and is located at three buildings, Webster Elementary, Washington Middle School and East High School. At Webster, a dedicated stage and performance space is needed for the students. Properly tuned music practice rooms and instrument storage should also be provided as part of a renovation program. At East High School, an auditorium exists but a reorganized and larger pre-function space should be provided to better support larger scale productions put on as part of this educational track. At all schools, the identity of the performing arts program should be celebrated and readily apparent as a part of the character of that learning community.

A STEM learning track is developing beginning at King Elementary, continuing at Lombardi Middle School and completing at Southwest High School. To fully support a STEM based curriculum, grade appropriate science labs, makerspaces and other flexible collaborations spaces should be added to each school. As noted above, the unique programming should be clearly identifiable throughout the building.

Other specialized programming within the District include Bay Link Manufacturing at West High School and City Stadium Automotive at East High School. These two programs are examples of a changing mindset in technical education. Whether for already developed programs or for others yet to be envisioned, now is a period of great change in the education of students for engineering, manufacturing and career training. At each of the four main middle and high school buildings, spaces should be thoroughly renovated and rethought to provide students environments more in line with those of modern workplaces. Renovated space should also look at proximity to other related curriculum and should be more visible and accessible to a broader array of students.

Next Steps

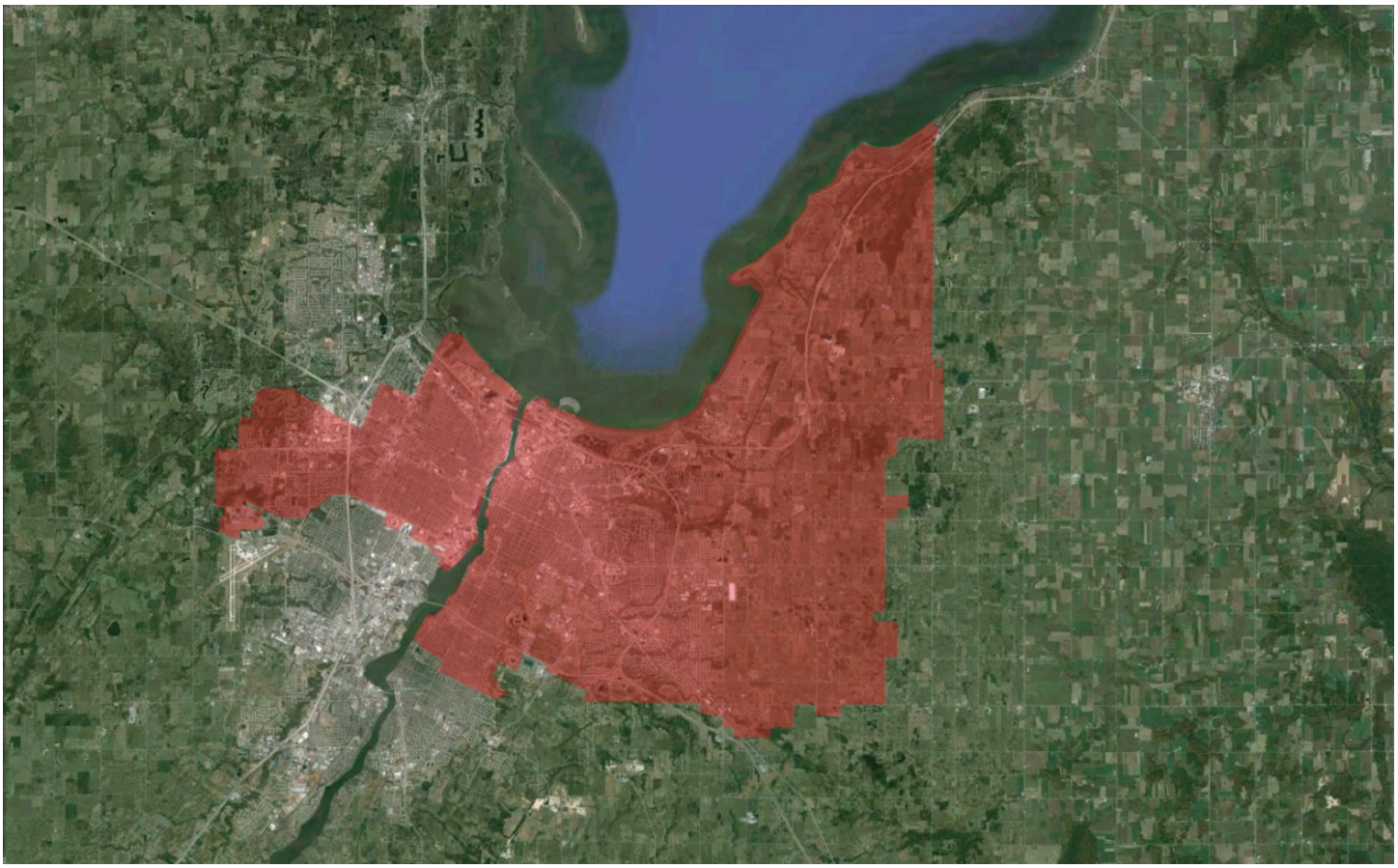
- Community Engagement Sessions: Four sessions will be held over four separate nights in September at each of the main high schools in the District. These sessions will be opportunities for community members to engage with the planning team to learn more about these issues identified in this report and provide valuable feedback to the District.

- Facilities Task Force: The Board of Education will be assembling a group of representative community and District stakeholders to review facility information and develop solution options for recommendation back to the Board. This group will meet through the month of October with a final recommendation to the Board in November.

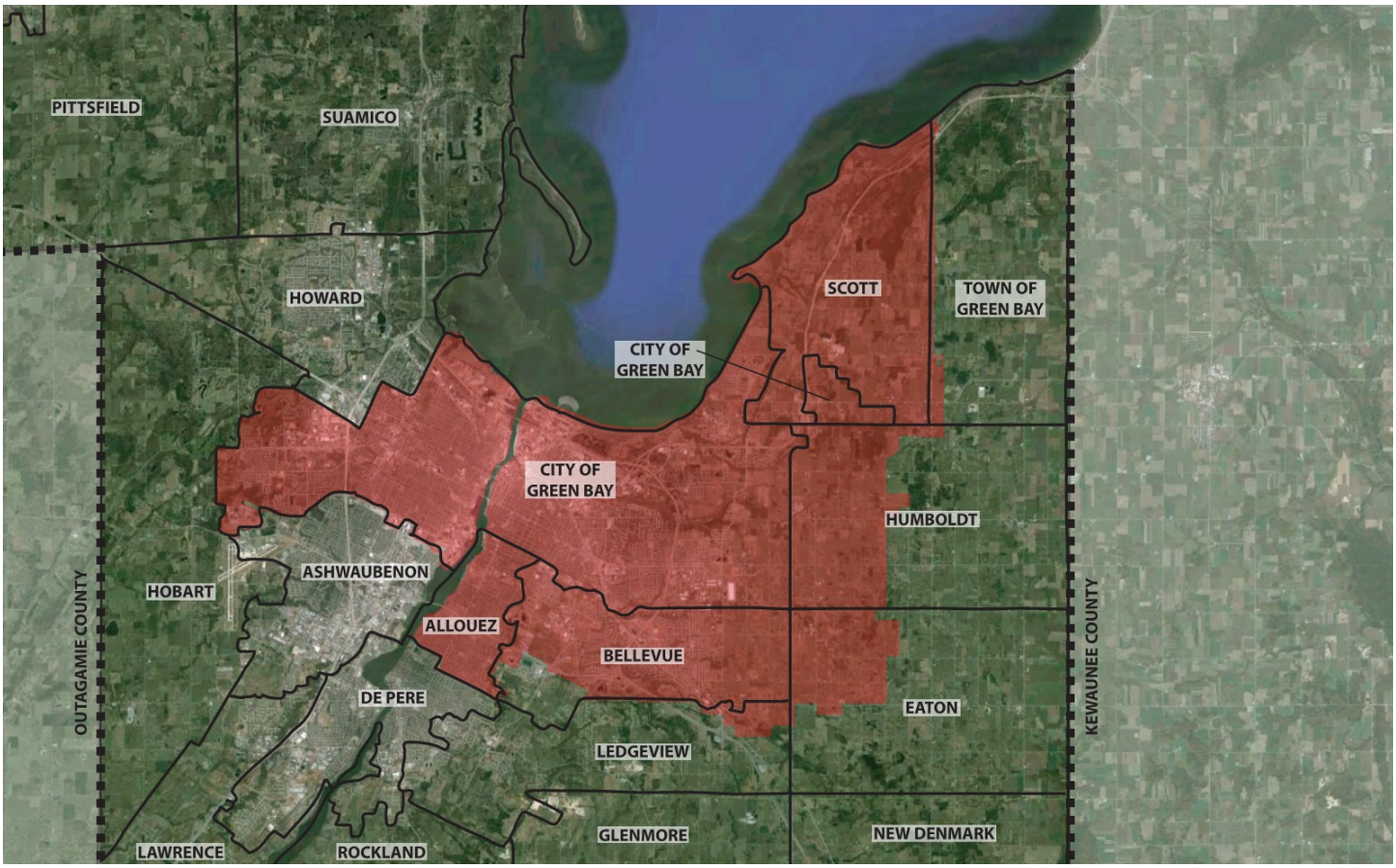
- Community Survey: A community-wide survey will be conducted in November to solicit further feedback regarding the recommendations brought forward by the Facilities Task Force.

- Facility Master Plan: PRA will present the final Facility Master Plan document to the Board of Education in early December.

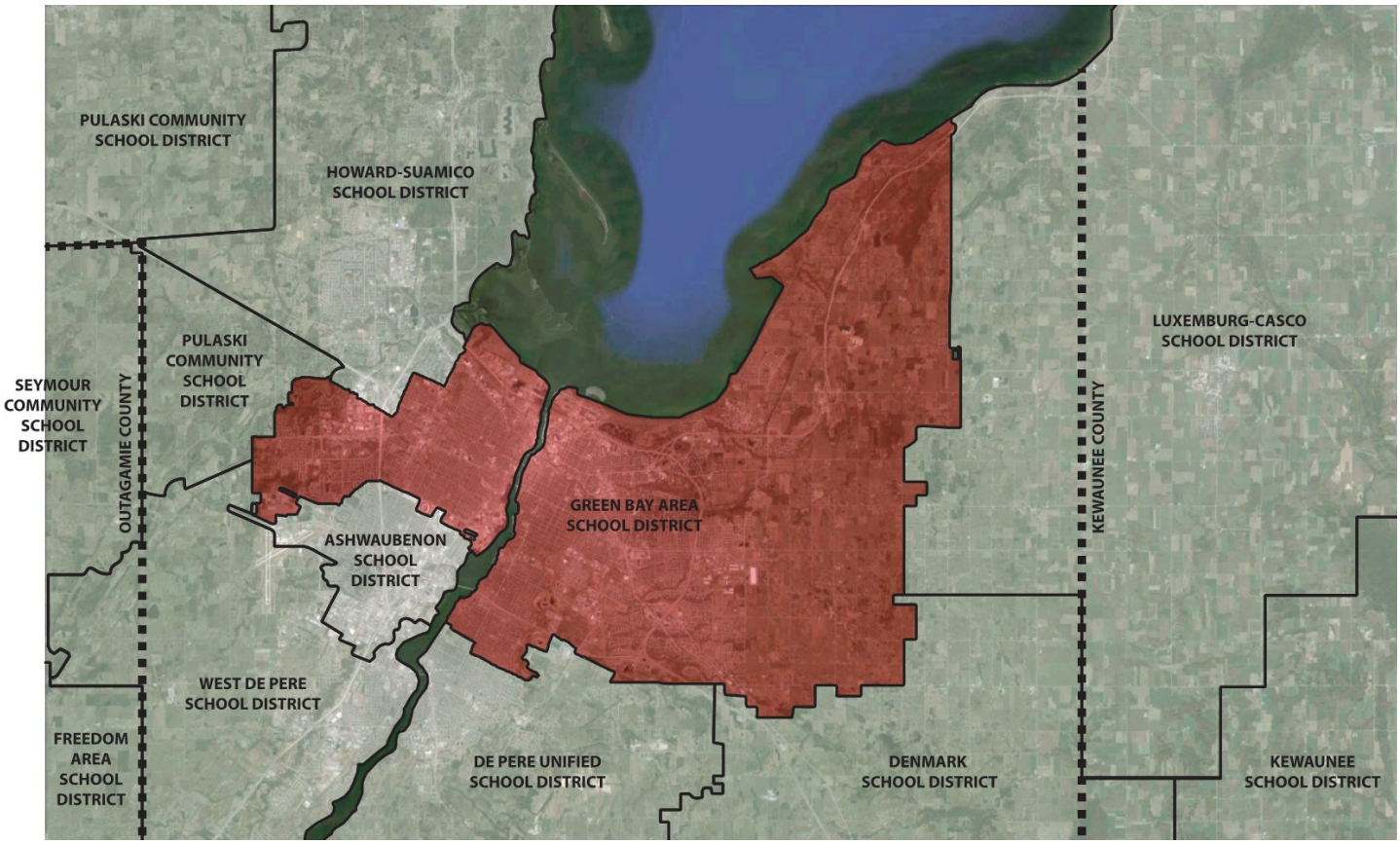
The culmination of the master planning process will be a document that can be used by the District and the Community to guide facility investments for years to come. The data, input and vision that are being collected now will be woven into the plan to help position Green Bay Area Public Schools for continued growth and success.



Green Bay Area Public Schools - Boundary



Brown County Municipalities



Regional School Districts

Educational Space Analysis

Elementary Schools - Educational Space Analysis

EDUCATIONAL SPACE ANALYSIS OVERVIEW

To confirm a sound basis for future facility planning, Plunkett Raysich Architects (PRA) has calculated the capacity of each educational facility for the Green Bay Area Public Schools. Historical enrollment data was provided by the District. Future enrollment projections were obtained from the Applied Population Laboratory report dated March 2016 provided by the District.

Class Size

Per discussion with District Administration, the following maximum class size guidelines were provided for all grade levels:

Grade	Student/Teach Ratio
4K	22:1
Kindergarten	23:1
First – Fifth Grade	25:1
Sixth – Eighth Grade	28:1
Ninth – Twelfth Grade	28:1

Class size is fairly straightforward through elementary grades. A student spends the majority of his or her day in a single classroom. As a student's schedule becomes more complex and varied in the middle school and high school years, determining capacity becomes dependent on a variety of factors including the number of students a given program or facility can accommodate. The student/ teacher ratios identified above for middle and high school are generally assumed for core curriculum subjects (math, English and social studies). Calculation tables for individual schools are included in the following report. Assumed class sizes for specialized programs are indicated.

SAGE / AGR

GBAPS has been a participant in the Wisconsin Department of Education's Student Achievement Guarantee in Education or SAGE, program for the last five years. As a requirement of the program, participating schools were required to cap individual class sizes at lower levels than would otherwise be assigned for grades Kindergarten through Third. For those schools participating in the SAGE program, the following class size ratios are used for calculating capacity:

Grade	Student/Teach Ratio
4K	22:1
Kindergarten	18:1
First – Third Grade	18:1
Fourth – Fifth Grade	25:1

The schools that are SAGE participants are:

Danz Elementary
Eisenhower Elementary
Fort Howard Elementary
Howe Elementary
Jefferson Elementary
Lincoln Elementary
Nicolet Elementary
Sullivan Elementary
Tank Elementary

In 2015, the Wisconsin State Legislature enacted Acts 53 and 71 which will phase out the SAGE program statewide by the end of the 2017/2018 school year. In its place the two acts create the new Achievement Gap Reduction or AGR program which existing SAGE schools are eligible to transition to.

Unlike the former SAGE program, AGR participating schools may choose to implement one or more of the following strategies:

- Small class sizes of 18:1 or 30:2 and professional development related to small group instruction
- Data-driven instructional coaching for teachers
- Data-informed one-to-one tutoring for students at risk of difficulty with math or reading

Because smaller class size is not an absolute requirement as it was under the former program, District decisions regarding which strategies are implemented at which building will impact capacity and available seats. For purposes of this analysis, all former SAGE schools have been assumed to be continuing forward with smaller class sized, effectively maintaining lower building capacities at those schools.

Determining Building Capacity

Building evaluations consider programming currently in place at each site and the availability of properly sized rooms to accommodate it. In many cases classes and services are housed in undersized or inappropriately configured spaces. Where this occurs, those spaces have been discounted from the available capacity calculation. Current enrollment has been identified for reference but

does not factor into any capacity calculations. Historical enrollment provided by the District is shown as a reference of past trends.

Two calculations are utilized to establish the functional capacity of an educational facility. The **"Maximum Capacity"** is the point where every teaching station in a building is theoretically utilized at maximum occupancy for the specified number of periods out of each day. At this point, the building does not have room to add students without exceeding class size limits. At elementary levels where students spend the majority of their day in a single classrooms, this calculation can be an effective way of monitoring building enrollment however, operating a building at this level will leave little to no scheduling flexibility for changes in student count.

The second approach to determining a functional building capacity is establishing a **"Target Capacity."** This is the point where the building is functioning optimally as an educational facility. When a school exceeds this number, it is an indication that the District should be planning and preparing for the future of the facility or other facilities within the District before reaching the identified maximum capacity. To arrive at this number, an efficiency factor is applied to the Maximum Capacity number established previously.

This analysis incorporates an operational **Efficiency Factor** based upon the grade levels that occupy each building. The Efficiency Factors utilized are as follows:

- Elementary Buildings (Grades 4K-5): 90%
- Middle School Buildings (Grades 6-8): 85%
- High School Buildings (Grades 9-12): 85%

These Efficiency Factors are used to compensate for scheduling inefficiencies and variations in class size. Operating a facility at or below these levels allows for the availability of time and space in the building to support teacher preparation and tutoring activities, the flexibility to accommodate scheduling conflicts between events and classes and unscheduled special assistance to individual students or small groups of students.

GBAPS has some buildings that are K-8 schools. For these buildings, elementary capacity and middle school capacity are determined independently and then combined to establish a full building capacity number. As previously stated, current room utilization and assignment have been used to establish these numbers. If enrollment at either the elementary or middle school levels were to change, rooms could be assigned from one side to the other,

A final note regarding capacity; capacity determinations can be somewhat subjective and evolve over time. As space assignment and utilization changes over time, the number of students a building can accommodate can change. It is also important to note that buildings that may show above capacity enrollment are not necessarily poor educational environments. When a case of this nature is present, careful consideration should be given to what impacts on operational flexibility are present.

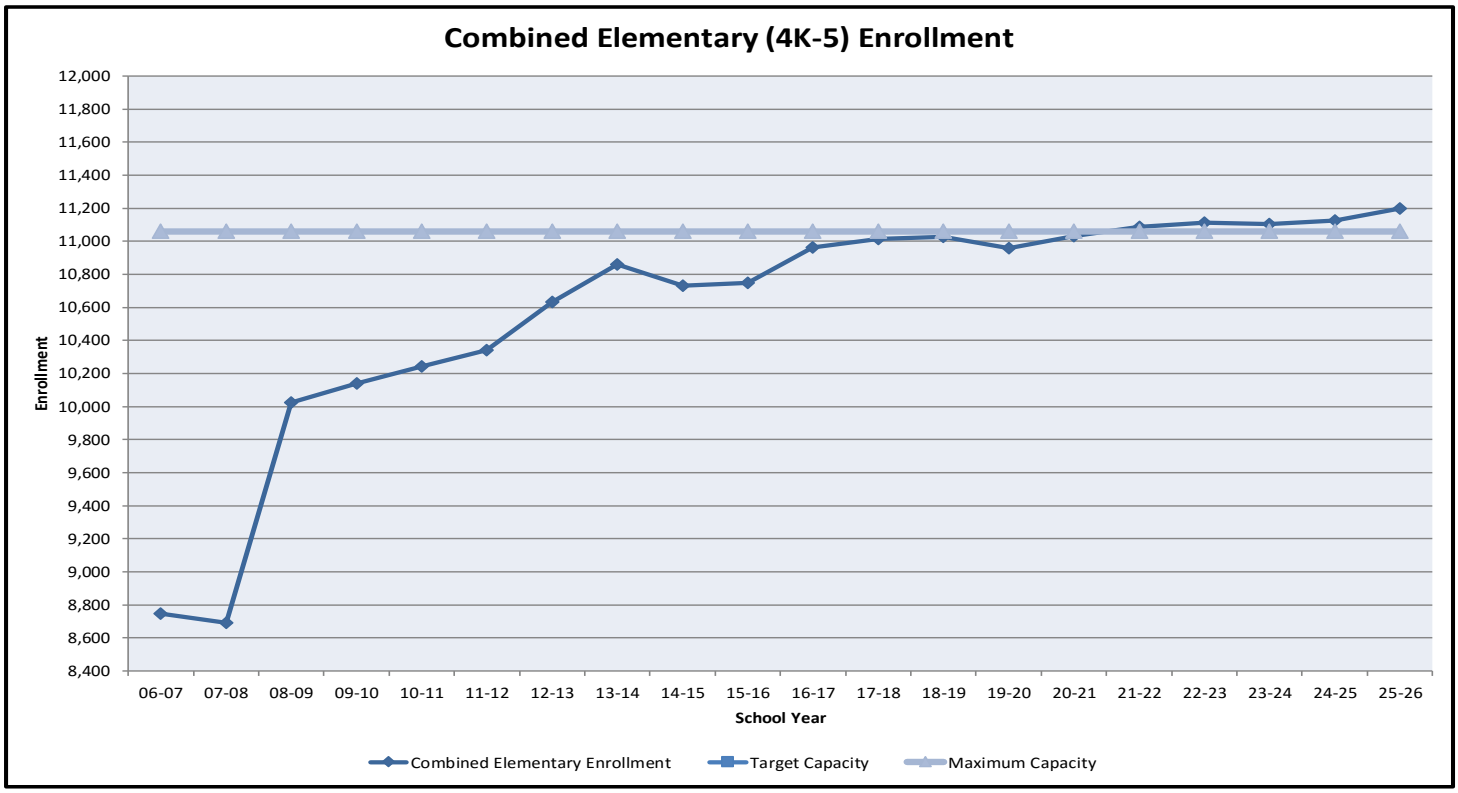
Elementary School Capacity

To determine the capacity of an elementary building, the number classrooms currently available in a given building is multiplied by the number of students that can occupy that room per the District provided guidelines. The resultant calculation is then multiplied by the efficiency factor as described previously. In the case of elementary schools, this factor is 90%.

Target Class Size Formula:

*Number of Classrooms Available * Class Size = Maximum Capacity*

*Number of Classrooms Available * Class Size * 90% (Efficiency Factor) = Target Capacity*



Data Source: Applied Population Labs Report Dated September 2016

As the previous chart indicates, the Green Bay Area Public School District has seen a relatively consistent growth in elementary enrollment over the past several years. That trend is projected to continue for the foreseeable future. It should be noted that beginning with the 2008-2009 school year, Four Year Old Kindergarten was added to the district which did result in a jump in the elementary enrollment numbers. Combined, the facilities currently being utilized for Grades Kindergarten through Fifth Grade are near the combined Maximum Capacity.

The following pages provide specific data for each elementary school with regards to historical and current enrollment data and the current building capacity. For organizational purposes, those school that serve grades K-8 (Aldo, Da Vinci and Red Smith) have been included in the elementary schools section of this report and make note of both elementary and middle school capacities.

It should also be noted that while both Maximum and Target Capacities are provided for reference, the District has historically used the Maximum Capacity number for Elementary Schools when reviewing building enrollment.

ALDO LEOPOLD SCHOOL

Current Enrollment: 546
Target Capacity: 543
Maximum Capacity: 616

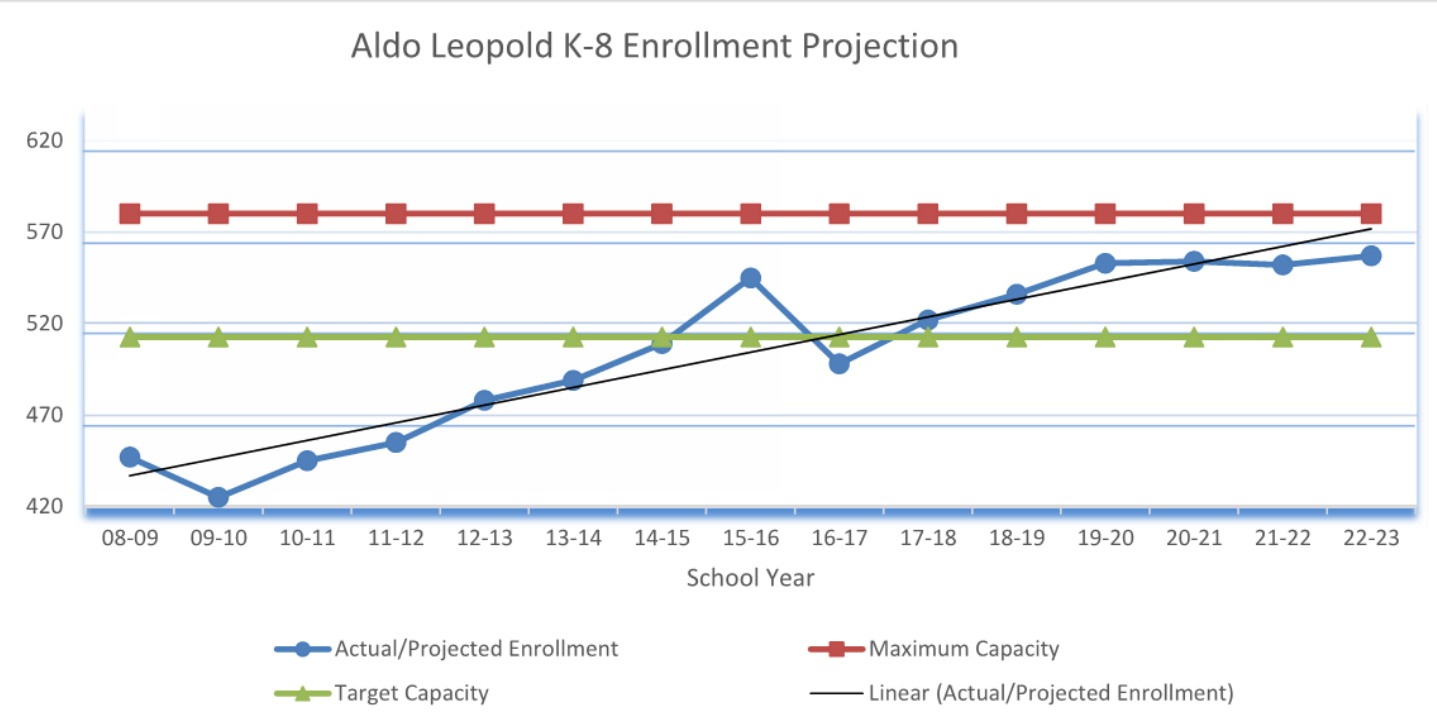
Summary

Aldo Leopold is a Four-Year-Old Kindergarten through Eighth Grade school that focuses on and environmental based curriculum. The school has seen relatively steady enrollment growth and is projected to continue growing into the future before leveling just above the Target Capacity.

Aldo students participate in many hand-on learning activities. While the building is large, it was originally constructed in 1910. Spaces generally lack the size and flexibility desired to optimally deliver the type of teaching and learning this school community engages in. Classrooms are typically undersized by current design standards with most just over 700 SF.

This building does have a dedicated student commons that is used throughout the day for various activities. The gymnasium is well sized and is also utilized heavily. After school care is provided by the YMCA in the gym. For students in the middle school years (Grades 6 – 8), Aldo does not offer the breadth of athletic facilities that other traditional middle schools in the District do.

Additional student collaboration and presentation space is desired to support the unique programming here. The library has been relocated to a space previously used a music / band instruction room.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Aldo Leopold School

Gross Area of Building

Gross Area	86,939	GSF
Current Enrollment	392	Students
Area / Student	222	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	1			Half day students
4K	37	1	18.5	Two half day sessions per room
Kindergarten	63	3	21.0	
First Grade	55	3	18.3	Combined 1/2 Grade Classrooms
Second Grade	55	2	27.5	Combined 1/2 Grade Classrooms
Third Grade	60	3	20.0	Combined 3/4 Grade Classrooms
Fourth Grade	59	2	29.5	Combined 3/4 Grade Classrooms
Fifth Grade	47	2	23.5	
Totals	377	16		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
1	4K	22	22	19.8	19.8
3	Kindergarten	23	69	20.7	62.1
5	First/Second Grade	25	125	22.5	112.5
5	Third/Fourth	25	125	22.5	112.5
2	Fifth Grade	25	50	22.5	45.0
16	Total Classrooms		391		351.9

	Maximum Capacity	Target Capacity
	391	352
Current Enrollment	392	392
Availability Capacity	**-1**	**-40**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	333	364	**392**	354	357	356	359	360	351	354	353	354
Maximum Capacity	391	391	**391**	391	391	391	391	391	391	391	391	391
Target Capacity	352	352	**352**	352	352	352	352	352	352	352	352	352
Maximum Capacity (Over)/Under	58	27	**(1)**	37	34	35	32	31	40	37	38	37
Target Capacity (Over)/Under	19	(12)	**(40)**	(2)	(5)	(4)	(7)	(8)	1	(2)	(1)	(2)

Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Aldo Leopold School

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment
Sixth Grade	52
Seventh Grade	43
Eighth Grade	55
Total	150

Enrollment Capacity based on Maximum and Target Class Size

Num of Rooms	Program	Periods Per Day	Periods Used	Usage Factor	Target Class Size	Maximum Capacity	Efficiency Factor	Target Capacity
5	6/7/8 Grade Classrooms	7	6	86%	28	120	85%	102
5	**Core Classroom Sub-Total**					**120**		**102**
2	Phy-ed Stations	7	3	43%	28	24	85%	20
1	FACE	7	2	29%	28	8	85%	7
1	Tech Ed Stations	7	2	29%	28	8	85%	7
1	Art	7	3	43%	28	12	85%	10
1	Choir	7	2	29%	30	9	85%	7
1	Music	7	2	29%	30	9	85%	7

	Maximum Capacity	Target Capacity
Building Capacity	189	161
Current Enrollment	153	153
Available Capacity	**36**	**8**

Enrollment Projection	08-09	09-10	10-11	11-12	12-13	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actual/Projected Enrollment	133	125	128	132	131	156	145	**153**	144	165	180	194	194	201	203
Maximum Capacity	189	189	189	189	189	189	189	**189**	189	189	189	189	189	189	189
Target Capacity	161	161	161	161	161	161	161	**161**	161	161	161	161	161	161	161
Maximum Capacity (Over)/Under	56	64	61	57	58	33	44	**36**	45	24	9	(5)	(5)	(12)	(14)
Target Capacity (Over)/Under	28	36	33	29	30	5	16	**8**	17	(4)	(19)	(33)	(33)	(40)	(42)

BAIRD ELEMENTARY

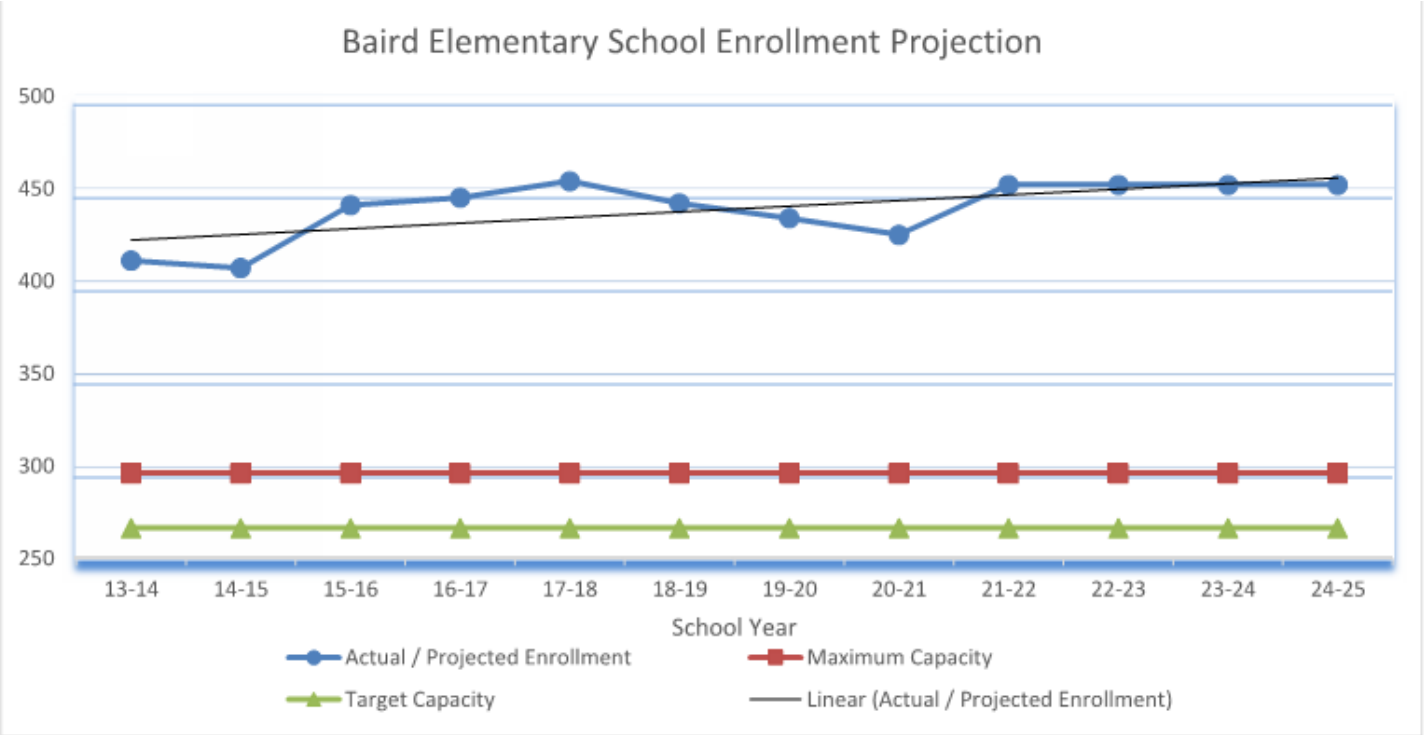
Current Enrollment: 441 (Including 5K students currently attending Froebel)
Target Capacity: 266
Maximum Capacity: 296

SUMMARY

Enrollment at Baird Elementary is significantly above its maximum capacity and is projected to remain steady for the foreseeable future. All 4K students and two classes of Kindergarten students are accommodated at Froebel ELC due to lack of available space. Several spaces being utilized as classrooms are significantly undersized and inefficient in layout.

Baird Elementary was originally built as an "open concept" school. Its spatial organization is that of hexagonal pods arranged around central toilet rooms and coat hooks. The building has been divided into more traditional classroom spaces but the geometry of the original structure results in uneven sized and oddly shaped rooms. Scheduling within this building is difficult as a result of the poorly shaped and organized learning spaces.

The building does not have a dedicated student commons (cafeteria) and must use the gymnasium for serving lunch. Music education is not well accommodated. The current music room is only 355 SF. Fifth Grade Band is taught in the art room with instrument storage in a side corner. The art room also is used during the summer as a park shelter requiring materials stored in the room to be removed for the season.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Baird Elementary

Gross Area of Building

Gross Area	45,110	GSF	
Total Current 5K-5 Enrollment	441	Students	(Note 92 students currently enrolled at Baird attend
Area / Student	102	GSF	class at Froebel)

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	1	0		Half Day Student
4K	0	0		4K students at Froebel
Kindergarten	42	2	21.0	Some KG students at Froebel
First Grade	76	4	19.0	Undersized rooms currently assigned
Second Grade	71	4	17.8	Undersized rooms currently assigned
Third Grade	80	4	20.0	Undersized rooms currently assigned
Fourth Grade	63	3	21.0	1 GR. 4/5
Fifth Grade	62	2	31.0	
Totals	395	19		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
0	4K	22			
2	Kindergarten	23	46	20.7	41.4
2	First Grade	25	50	22.5	45.0
2	Second Grade	25	50	22.5	45.0
2	Third Grade	25	50	22.5	45.0
2	Fourth Grade	25	50	22.5	45.0
2	Fifth Grade	25	50	22.5	45.0
12	Total Classrooms		296		266.4

	Maximum Capacity	Target Capacity
	296	266
Current Enrollment (Excludes Students at Froebel)	395	395
Availability Capacity	**-99**	**-129**

Enrollment Projection

School Year	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	411	407	**441**	445	454	442	434	425	452	452	452	452
Maximum Capacity	296	296	**296**	296	296	296	296	296	296	296	296	296
Target Capacity	266	266	**266**	266	266	266	266	266	266	266	266	266
Maximum Capacity (Over)/Under	(115)	(111)	**(145)**	(149)	(158)	(146)	(138)	(129)	(156)	(156)	(156)	(156)
Target Capacity (Over)/Under	(145)	(141)	**(175)**	(179)	(188)	(176)	(168)	(159)	(186)	(186)	(186)	(186)

BEAUMONT ELEMENTARY

Current Enrollment: 328
Target Capacity: 331
Maximum Capacity: 368

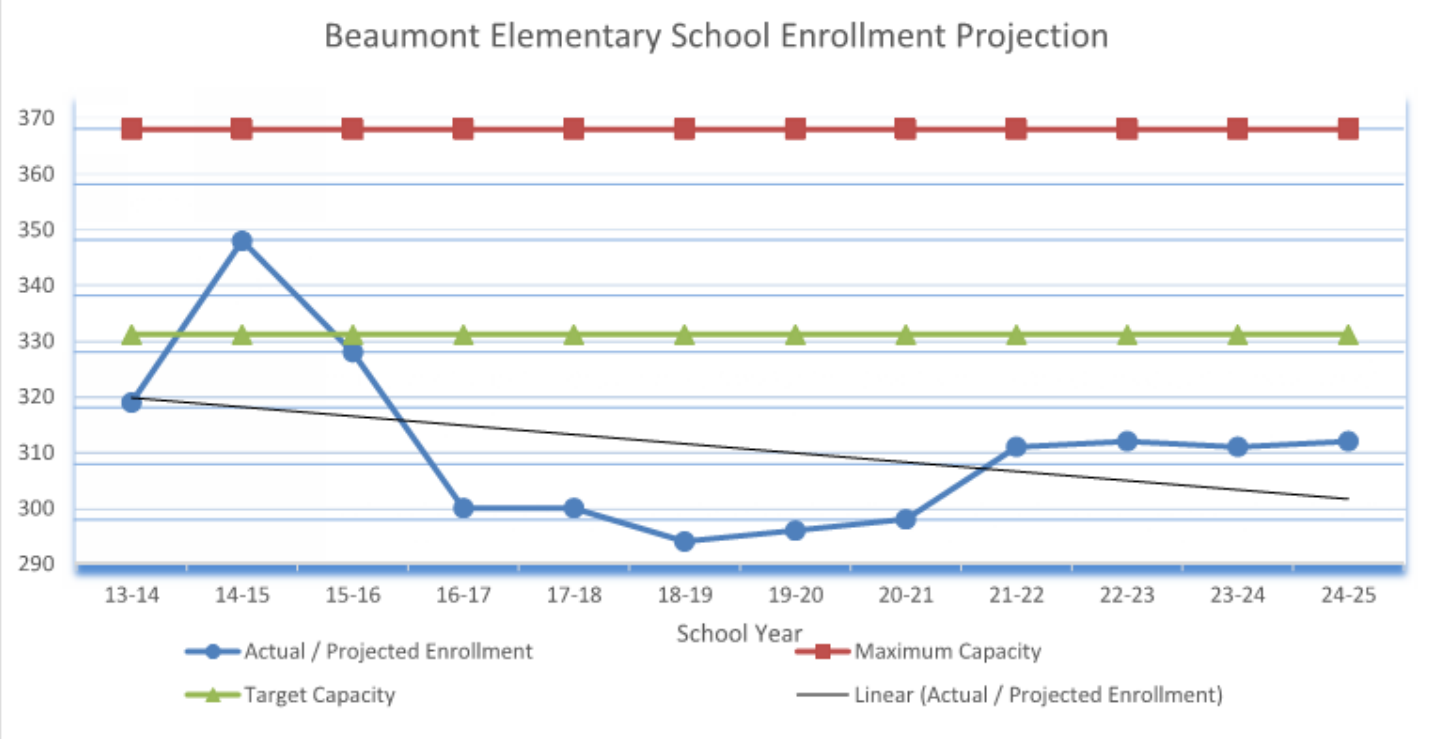
SUMMARY

Enrollment at Beaumont Elementary currently below its maximum capacity and is projected to slowly decline over the coming years. This school currently houses 4K students. Approximately 55% of students are eligible for free or reduced lunch.

No dedicated student commons (cafeteria) is present. The breakfast and lunch are served in the gymnasium. Due to current enrollment, this arrangement is reported to be working with scheduling.

Classrooms in this building are generally appropriately sized for their functions.

Beaumont serves a growing number of students with a variety of special needs. Spaces currently utilized to meet these needs were not designed for their current purposes. It was noted during our school tour that OT programming does not have a dedicated room, the school psychologist works from a former closet space and students heading to Speech need to travel through a Kindergarten classroom.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Beaumont Elementary

Gross Area of Building

Gross Area	47,079	GSF
Current Enrollment	328	Students
Area / Student	144	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	1	1		Half day student
4K	38	1	19.0	Two half day sessions per room
Kindergarten	39	2	19.5	
First Grade	48	2	24.0	
Second Grade	49	2	24.5	
Third Grade	57	3	19.0	
Fourth Grade	52	3	17.3	
Fifth Grade	41	2	20.5	
Totals	325	15		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
1	4K	22	22	19.8	19.8
2	Kindergarten	23	46	20.7	41.4
2	First Grade	25	50	22.5	45.0
2	Second Grade	25	50	22.5	45.0
3	Third Grade	25	75	22.5	67.5
3	Fourth Grade	25	75	22.5	67.5
2	Fifth Grade	25	50	22.5	45.0
15	Total Classrooms		368		331.2

	Maximum Capacity	Target Capacity
	368	331
Current Enrollment	328	328
Availability Capacity	**40**	**3**

Enrollment Projection

	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	319	348	**328**	300	300	294	296	298	311	312	311	312
Maximum Capacity	368	368	**368**	368	368	368	368	368	368	368	368	368
Target Capacity	331	331	**331**	331	331	331	331	331	331	331	331	331
Maximum Capacity (Over)/Under	49	20	**40**	68	68	74	72	70	57	56	57	56
Target Capacity (Over)/Under	12	(17)	**3**	31	31	37	35	33	20	19	20	19

CHAPPELL ELEMENTARY

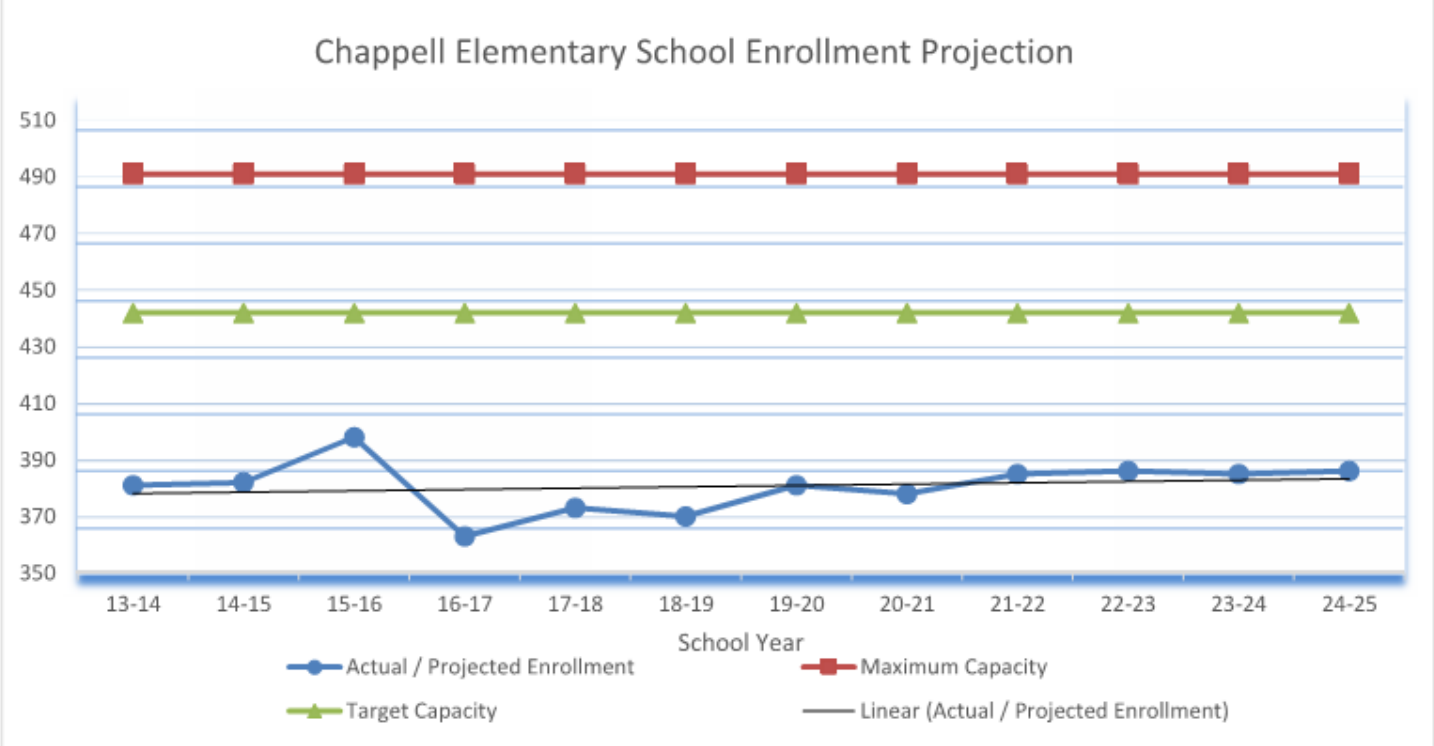
Current Enrollment: 398
Target Capacity: 442
Maximum Capacity: 491

SUMMARY

Enrollment at Beaumont Elementary currently below its maximum capacity and is projected to remain relatively flat for the foreseeable future. Approximately 65% of students are eligible for free or reduced lunch. A recently completed addition to the building has increased the available capacity at this school.

Chappell Elementary is currently the only elementary school in the District modeled on the International Baccalaureate program. The school follows a collaborative approach to teaching and learning between grade levels to coordinate curriculum and group students.

An addition to the building has recently been completed which added Kindergarten rooms, a music room, an art room and a new IMC. This building does not have dedicated student commons (cafeteria). Classroom spaces in this building are generally appropriately sized for their functions.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Chappell Elementary

Gross Area of Building

Gross Area	42,347	GSF
Current Enrollment	398	Students
Area / Student	106	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	35	1	17.5	Two half day sessions per room
Kindergarten	63	3	21.0	
First Grade	69	3	23.0	
Second Grade	50	3	16.7	
Third Grade	65	3	21.7	
Fourth Grade	54	3	18.0	
Fifth Grade	45	2	22.5	
Totals	381	18		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
2	Open	25	50	22.5	45.0
1	4K	22	22	19.8	19.8
3	Kindergarten	23	69	20.7	62.1
3	First Grade	25	75	22.5	67.5
3	Second Grade	25	75	22.5	67.5
3	Third Grade	25	75	22.5	67.5
3	Fourth Grade	25	75	22.5	67.5
2	Fifth Grade	25	50	22.5	45.0
18	Total Classrooms		491		441.9

	Maximum Capacity	Target Capacity
	491	442
Current Enrollment	398	398
Availability Capacity	**93**	**44**

Enrollment Projection

	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	381	382	**398**	363	373	370	381	378	385	386	385	386
Maximum Capacity	491	491	**491**	491	491	491	491	491	491	491	491	491
Target Capacity	442	442	**442**	442	442	442	442	442	442	442	442	442
Maximum Capacity (Over)/Under	110	109	**93**	128	118	121	110	113	106	105	106	105
Target Capacity (Over)/Under	61	60	**44**	79	69	72	61	64	57	56	57	56

DANZ ELEMENTARY

Current Enrollment: 463 (Including 5K students currently attending ELC)
Target Capacity: 329
Maximum Capacity: 366

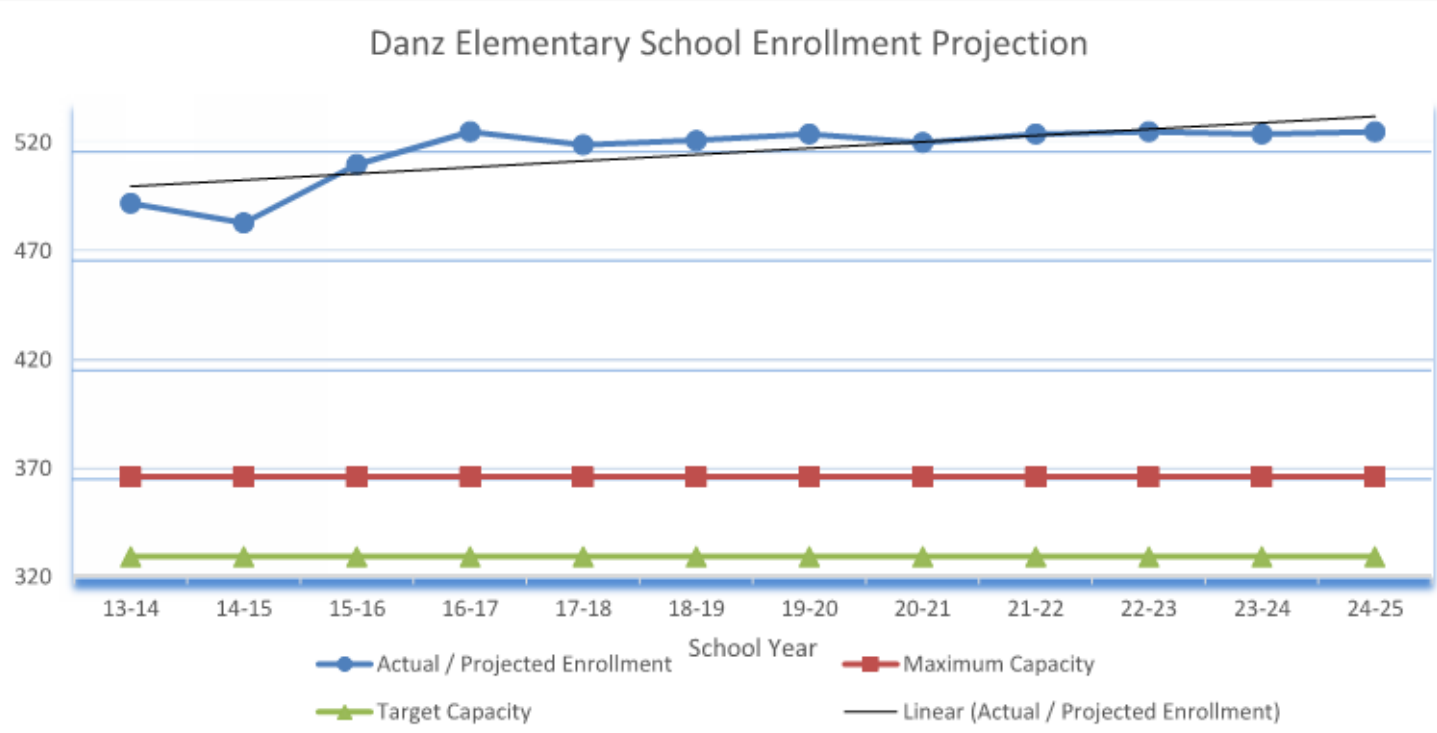
SUMMARY

Enrollment at Danz Elementary is currently well beyond its maximum capacity. Enrollment is projected to remain relatively steady over the coming years. This school currently does not accommodate 4K students. Early Childhood programming was relocated from this school to the Early Learning Center. Some kindergarten students also attend the Early Learning Center due to lack of space but are included in the chart below and the enrollment projection numbers on following page. Approximately 90% of students are eligible for free or reduced lunch. This is an AGR participating school.

This school serves a diverse population and accommodates many different community needs. Two way bilingual programming is offered at Danz with some students open enrolling into the school for this opportunity. The oral health partnership utilizes space in the building but desires a dedicated space for serving students.

Danz has a dedicated student commons (cafeteria). The current front entry is not clearly defined and is confusing to visitors. The gymnasium is small for a school serving this number of students.

Classrooms in this building are generally appropriately sized for their functions.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Danz Elementary

Gross Area of Building

Gross Area	63,384 GSF	
Total Current 5K-5 Enrollment	510 Students	(Note 112 students currently enrolled at Danz attend
Area / Student	124 GSF	class at ELC)

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	3	0		Half day students
4K	0	0		4K Students at ELC
Kindergarten	35	2	17.5	SAGE/AGR, Some KG students at ELC
First Grade	94	5	18.8	SAGE/AGR
Second Grade	84	5	16.8	SAGE/AGR
Third Grade	87	5	17.4	SAGE/AGR
Fourth Grade	93	5	18.6	
Fifth Grade	66	3	22.0	
Totals	462	25		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
0	4K	22			
3	Kindergarten	18	54	16.2	48.6
3	First Grade	18	54	16.2	48.6
3	Second Grade	18	54	16.2	48.6
3	Third Grade	18	54	16.2	48.6
3	Fourth Grade	25	75	22.5	67.5
3	Fifth Grade	25	75	22.5	67.5
18	Total Classrooms		366		329.4

	Maximum Capacity	Target Capacity
	366	329
Current Enrollment (Excludes Students at ELC)	462	462
Availability Capacity	**-96**	**-133**

Enrollment Projection

	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	492	483	**510**	525	519	521	524	520	524	525	524	525
Maximum Capacity	366	366	**366**	366	366	366	366	366	366	366	366	366
Target Capacity	329	329	**329**	329	329	329	329	329	329	329	329	329
Maximum Capacity (Over)/Under	(126)	(117)	**(144)**	(159)	(153)	(155)	(158)	(154)	(158)	(159)	(158)	(159)
Target Capacity (Over)/Under	(163)	(154)	**(181)**	(196)	(190)	(192)	(195)	(191)	(195)	(196)	(195)	(196)

LEONARDO DA VINICI ELEMENTARY (K-8)

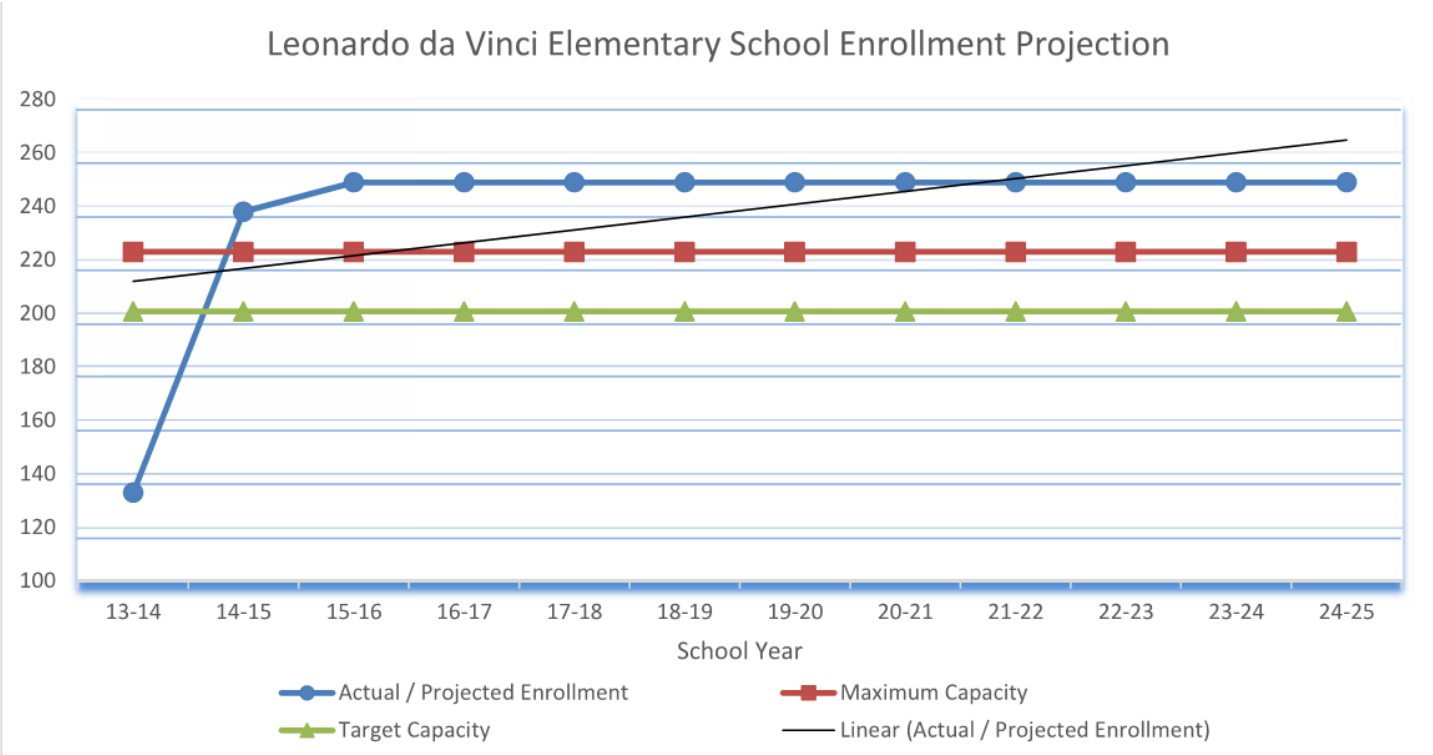
Current Enrollment (K-8): 249
Target Capacity (K-8): 323
Maximum Capacity (K-8): 367

SUMMARY

Da Vinci School serves as a gifted and talented program based school. Students attend this building from around the District and from other neighboring districts through open enrollment. Da Vinci was started four years ago and has grown to its full building capacity quickly. Grades Kindergarten through Eighth are housed here.

A substantial renovation and expansion project was recently completed that fully modernized this building. This building offers elements of flexible and collaborative learning environments that would be part of a modern school building. While a dedicated student commons (cafeteria) is not present, the gymnasium reportedly does work well for the number of students the building serves.

Enrollment at Da Vinci is currently near its target capacity. Because this is not a neighborhood school and students must be admitted to the program, future capacity is not necessarily an issue however, the potential demand for enrollment slots may outpace the availability of openings due to space limitations.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Leonardo da Vinci School (K-5)

Gross Area of Building

Gross Area	45,000	GSF
Current Enrollment	249	Students
Area / Student	181	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
Kindergarten		1		
First Grade		2		
Second Grade		2		
Third Grade		2		
Fourth Grade		1		
Fifth Grade		1		
Totals		9		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
1	Kindergarten	23	23	20.7	20.7
2	First Grade	25	50	22.5	45.0
2	Second Grade	25	50	22.5	45.0
2	Third Grade	25	50	22.5	45.0
1	Fourth Grade	25	25	22.5	22.5
1	Fifth Grade	25	25	22.5	22.5
9	Total Classrooms		223		200.7

	Maximum Capacity	Target Capacity
	223	201
Current Enrollment	249	249
Availability Capacity	**-26**	**-48**

Enrollment Projection

	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	133	238	**249**	249	249	249	249	249	249	249	249	249
Maximum Capacity	223	223	**223**	223	223	223	223	223	223	223	223	223
Target Capacity	201	201	**201**	201	201	201	201	201	201	201	201	201
Maximum Capacity (Over)/Under	90	(15)	**(26)**	(26)	(26)	(26)	(26)	(26)	(26)	(26)	(26)	(26)
Target Capacity (Over)/Under	68	(37)	**(48)**	(48)	(48)	(48)	(48)	(48)	(48)	(48)	(48)	(48)

Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Leonardo da Vinci School (6-8)

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment
Sixth Grade	34
Seventh Grade	20
Eighth Grade	5
Total	59

Enrollment Capacity based on Maximum and Target Class Size

Num of Rooms	Program	Periods Per Day	Periods Used	Usage Factor	Target Class Size	Maximum Capacity	Efficiency Factor	Target Capacity
6	Standard Classrooms	7	6	86%	28	144	85%	122
6	**Core Classroom Sub-Total**					**144**		**122**
	Phy-ed Stations	7	2	29%	28	0	85%	0
	Art	7	2	29%	28	0	85%	0
	Music	7	2	29%	30	0	85%	0

	Maximum Capacity	Target Capacity
Building Capacity	144	122
Current Enrollment	73	73
Available Capacity	**71**	**49**

Enrollment Projection	08-09	09-10	10-11	11-12	12-13	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actual/Projected Enrollment	0	0	0	0	0	0	38	**73**	73	73	73	73	73	73	73
Maximum Capacity	144	144	144	144	144	144	144	**144**	144	144	144	144	144	144	144
Target Capacity	122	122	122	122	122	122	122	**122**	122	122	122	122	122	122	122
Maximum Capacity (Over)/Under	144	144	144	144	144	144	106	**71**	71	71	71	71	71	71	71
Target Capacity (Over)/Under	122	122	122	122	122	122	84	**49**	49	49	49	49	49	49	49

DOTY ELEMENTARY

Current Enrollment: 323
Target Capacity: 397
Maximum Capacity: 441

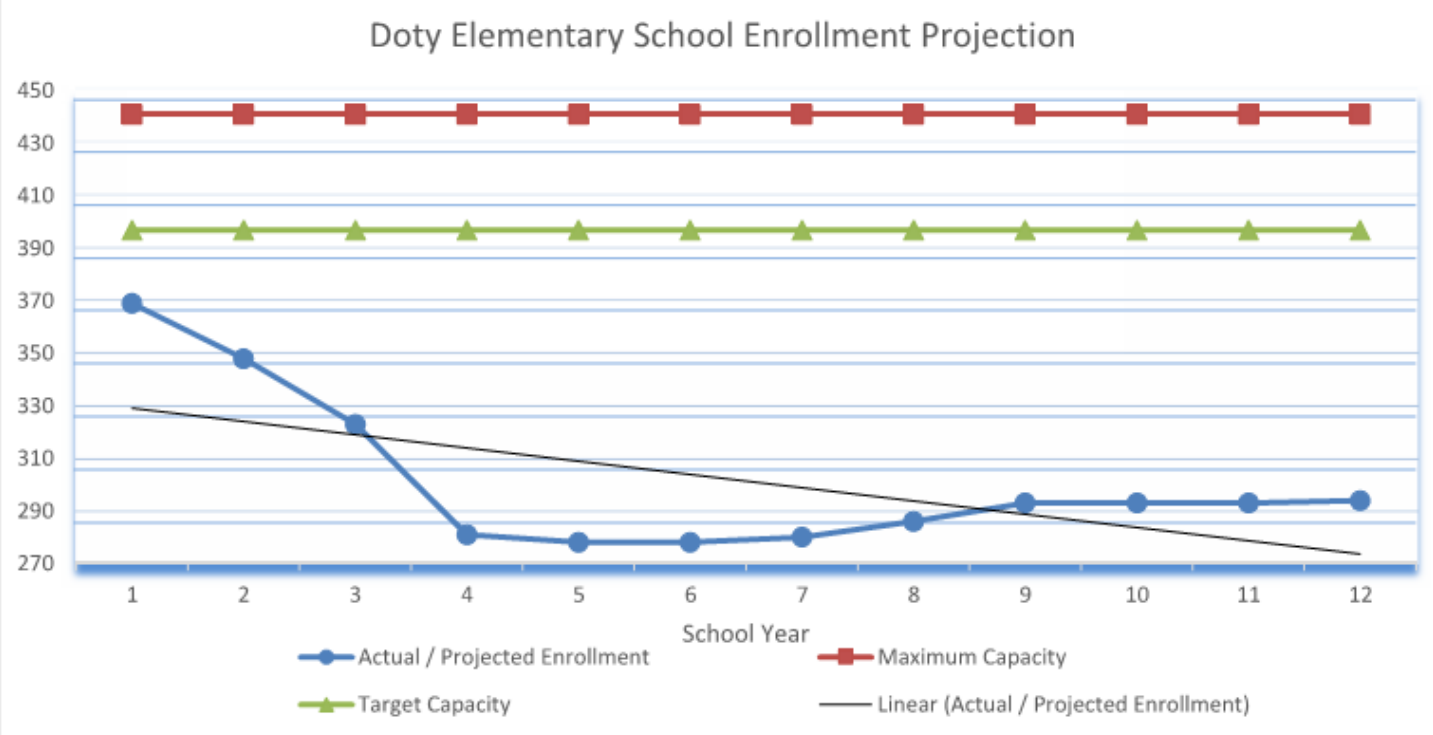
SUMMARY

Enrollment at Doty Elementary is currently well below its maximum capacity and is projected to remain relatively steady over the coming years. This school currently does accommodate 4K students.

This school serves a diverse population and accommodates many different community needs. A significant number of students participate in bilingual programming.

Approximately 78% of students are eligible for free or reduced lunch. Universal breakfast is offered however, no dedicated student commons (cafeteria) exists. Due to the relatively low enrollment in this building, scheduling of the gymnasium is not an issue but if the number of students were to increase, consideration should be given to this function.

Classrooms in this building are generally undersized for their functions. The administration offices are remotely located from the front entry. The front entry itself is difficult to locate if a visitor is not familiar with the building.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Doty Elementary

Gross Area of Building

Gross Area	54,477	GSF
Current Enrollment	323	Students
Area / Student	169	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	31	1		
Kindergarten	46	3	15.3	
First Grade	44	3	14.7	
Second Grade	51	2	25.5	
Third Grade	49	3	16.3	1 GR. 3/4
Fourth Grade	49	2	24.5	
Fifth Grade	51	2	25.5	
Totals	321	16		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
2	Open Classrooms	25	50	22.5	45.0
1	4K	22	22	19.8	19.8
3	Kindergarten	23	69	20.7	62.1
3	First Grade	25	75	22.5	67.5
2	Second Grade	25	50	22.5	45.0
3	Third Grade	25	75	22.5	67.5
2	Fourth Grade	25	50	22.5	45.0
2	Fifth Grade	25	50	22.5	45.0
18	Total Classrooms		441		396.9

	Maximum Capacity	Target Capacity
	441	397
Current Enrollment	323	323
Availability Capacity	**118**	**74**

Enrollment Projection

	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	369	348	**323**	281	278	278	280	286	293	293	293	294
Maximum Capacity	441	441	**441**	441	441	441	441	441	441	441	441	441
Target Capacity	397	397	**397**	397	397	397	397	397	397	397	397	397
Maximum Capacity (Over)/Under	72	93	**118**	160	163	163	161	155	148	148	148	147
Target Capacity (Over)/Under	28	49	**74**	116	119	119	117	111	104	104	104	103

EISENHOWER ELEMENTARY

Current Enrollment: 536 (Including 5K students currently attending ELC)
Target Capacity: 281
Maximum Capacity: 312

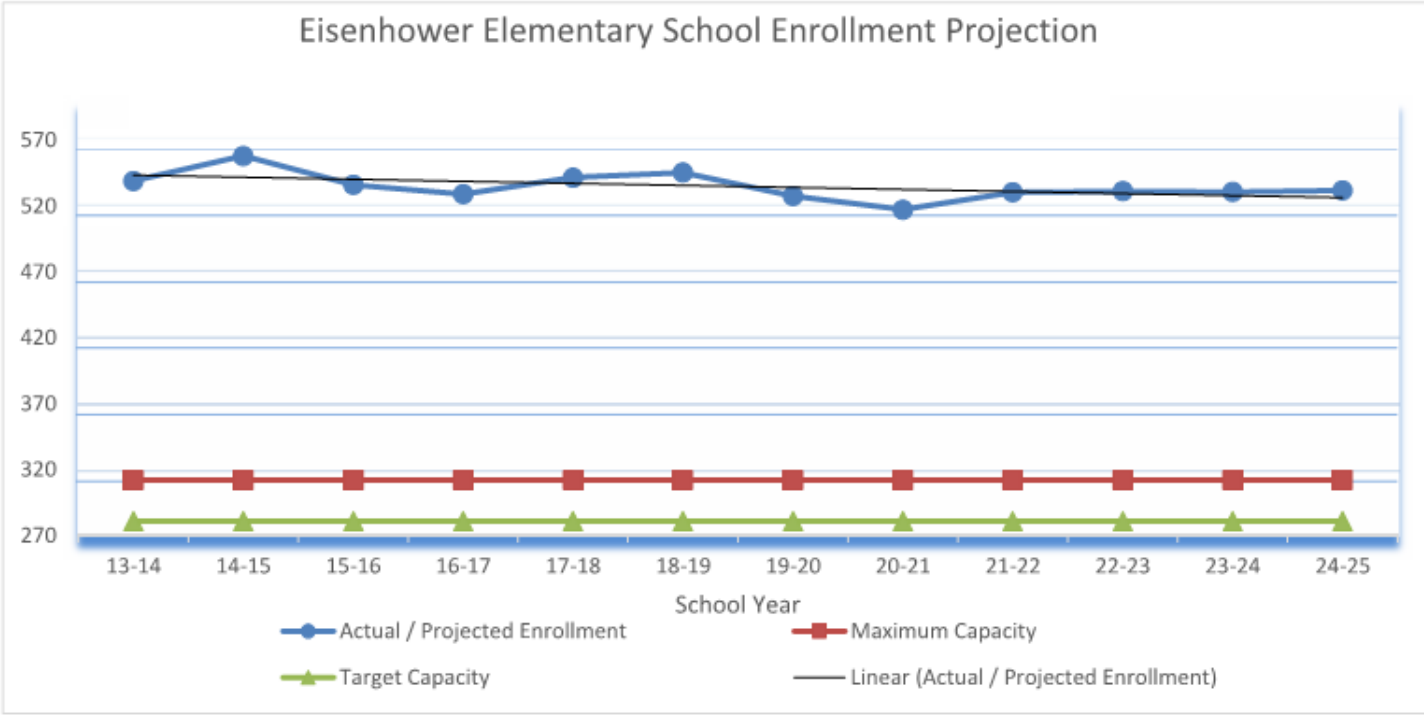
SUMMARY

Enrollment at Eisenhower Elementary is currently well beyond its maximum capacity. Enrollment is projected to remain relatively steady over the coming years. This school currently does not accommodate 4K students. Kindergarten students have also been relocated from this school to the Early Learning Center due to lack of space. The chart below and the Enrollment Projection data on the follow page do include the Kindergarten students that are not presently located at Eisenhower but would otherwise be. Approximately 98% of students are eligible for free or reduced lunch. This is an AGR participating school.

Most classrooms in this building are somewhat undersized by modern standards. Due enrollment pressure, nearly every space has been assigned an educational function, some of which were not designed to be used by students. Some areas of corridor are utilized for interventions.

Eisenhower does have a dedicated student commons (cafeteria) which works for the students currently at the building but if 4K and Kindergarten were brought back, it would be undersized. Universal lunch and breakfast are served over five section rolling schedule. Wrap around care is provided by the YMCA and dinner is served in the commons as well.

Specials have been dislocated from their spaces in some cases due to space pressure. Music is currently located in a small room (413 SF) that does not have storage. There is no dedicated space for fifth grade band practice or storage. Currently, the cafeteria is used for band practice. OT/PT programming does not have a dedicated space and is accommodated in the cafeteria.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Eisenhower Elementary

Gross Area of Building

Gross Area	51,155 GSF	
Total Current 5K-5 Enrollment	536 Students	(Note 122 students currently enrolled at Eisenhower
Area / Student	95 GSF	attend class at ELC)

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	0	0		4K Students at ELC
Kindergarten	0	0		SAGE/AGR, KG Students at ELC
First Grade	102	6	17.0	SAGE/AGR
Second Grade	108	6	18.0	SAGE/AGR
Third Grade	84	4	21.0	SAGE/AGR
Fourth Grade	74	4	18.5	
Fifth Grade	90	4	22.5	
Totals	458	24		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
0	4K	22			
0	Kindergarten	18			
3	First Grade	18	54	16.2	48.6
3	Second Grade	18	54	16.2	48.6
3	Third Grade	18	54	16.2	48.6
3	Fourth Grade	25	75	22.5	67.5
3	Fifth Grade	25	75	22.5	67.5
15	Total Classrooms		312		280.8

	Maximum Capacity	Target Capacity
	312	281
Current Enrollment (Excludes Students at ELC)	458	458
Availability Capacity	**-146**	**-177**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	539	558	**536**	529	542	545	528	517	530	531	531	532
Maximum Capacity	312	312	**312**	312	312	312	312	312	312	312	312	312
Target Capacity	281	281	**281**	281	281	281	281	281	281	281	281	281
Maximum Capacity (Over)/Under	(227)	(246)	**(224)**	(217)	(230)	(233)	(216)	(205)	(218)	(219)	(219)	(220)
Target Capacity (Over)/Under	(258)	(277)	**(255)**	(248)	(261)	(265)	(247)	(236)	(250)	(250)	(250)	(251)

ELMORE ELEMENTARY

Current Enrollment: 312
Target Capacity: 286
Maximum Capacity: 318

SUMMARY

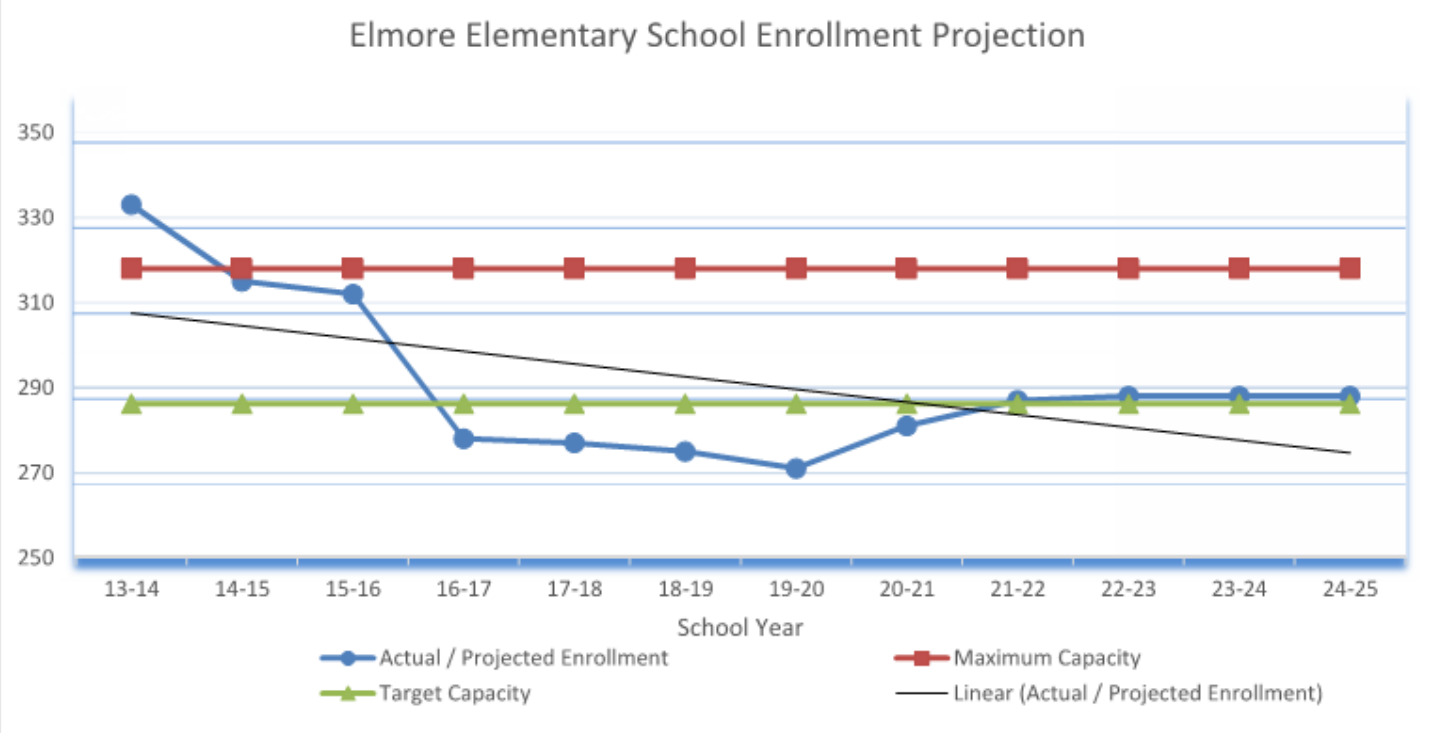
Enrollment at Elmore Elementary currently below its maximum capacity is projected to continue to slightly decline over the coming years. This school currently does accommodate 4K students.

Elmore Elementary desires to pursue a STEM Pathway. Collaborative spaces are desired for large group work and smaller spaces for specialists.

No dedicated student commons (cafeteria) is present. Lunch is served in the gymnasium.

While a renovation of the building was completed in the recent past, the overall spatial organization was not significantly changed. Classrooms are typically small by modern standards and do not afford students and staff much flexibility. Accessibility is a challenge in this building. There is not currently a direct accessible route from the main entry to the administrative office.

OT/PT services are accommodated on the former stage in the gymnasium. A proper space should be provided for these functions.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Elmore Elementary

Gross Area of Building

Gross Area	50,781	GSF
Current Enrollment	312	Students
Area / Student	163	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	35	1	17.5	Two half day sessions per room
Kindergarten	43	2	21.5	
First Grade	39	2	19.5	
Second Grade	53	3	17.7	
Third Grade	50	3	16.7	
Fourth Grade	48	2	24.0	
Fifth Grade	39	2	19.5	
Totals	307	15		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
1	4K	22	22	19.8	19.8
2	Kindergarten	23	46	20.7	41.4
2	First Grade	25	50	22.5	45.0
2	Second Grade	25	50	22.5	45.0
2	Third Grade	25	50	22.5	45.0
2	Fourth Grade	25	50	22.5	45.0
2	Fifth Grade	25	50	22.5	45.0
13	Total Classrooms		318		286.2

	Maximum Capacity	Target Capacity
	318	286
Current Enrollment	312	312
Availability Capacity	**6**	**-26**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	333	315	**312**	278	277	275	271	281	287	288	288	288
Maximum Capacity	318	318	**318**	318	318	318	318	318	318	318	318	318
Target Capacity	286	286	**286**	286	286	286	286	286	286	286	286	286
Maximum Capacity (Over)/Under	(15)	3	**6**	40	41	43	47	37	31	30	30	30
Target Capacity (Over)/Under	(47)	(29)	**(26)**	8	9	11	15	5	(1)	(2)	(2)	(2)

FT. HOWARD ELEMENTARY

Current Enrollment: 242
Target Capacity: 242
Maximum Capacity: 269

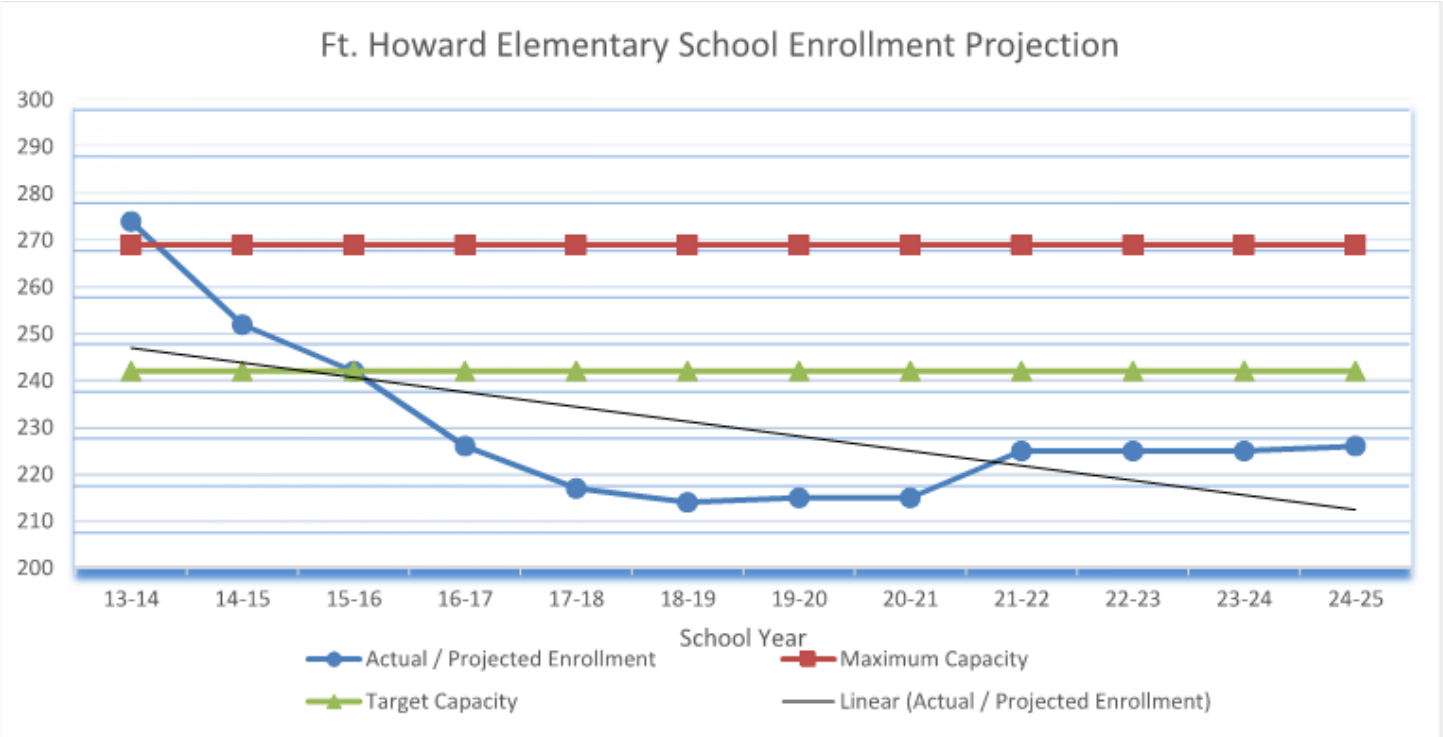
SUMMARY

Enrollment at Fort Howard Elementary is currently below its maximum capacity and is projected to continue to decline over the coming years. This school currently does not accommodate 4K students. This is an AGR participating school. The school day is one hour longer than other elementary schools and the academic year extends to June 30th.

Approximately 95% of students are eligible for free or reduced lunch. Universal breakfast is offered. While a dedicated student commons (cafeteria) does exist, when all students arrive for breakfast, some students are served in the gymnasium due to capacity limitations. Dinner is also served to some students.

This building does have spaces available and dedicated to provided social services including a fit out dental office with two chairs for student care.

Classrooms are typically slightly smaller than a modern standard. The computer lab has been updated and is a good example of how to make a dated space more flexible for modern uses.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Ft. Howard Elementary

Gross Area of Building

Gross Area	62,087	GSF
Current Enrollment	242	Students
Area / Student	257	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	2	0		Half day students
4K	0	0		
Kindergarten	26	2	13.0	SAGE/AGR
First Grade	41	3	13.7	SAGE/AGR
Second Grade	37	3	12.3	SAGE/AGR
Third Grade	42	3	14.0	SAGE/AGR
Fourth Grade	46	3	15.3	
Fifth Grade	45	3	15.0	
Totals	239	17		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
0	Open Classrooms	18	0	16.2	0.0
0	4K	22			
2	Kindergarten	18	36	16.2	32.4
2	First Grade	18	36	16.2	32.4
2	Second Grade	18	36	16.2	32.4
2	Third Grade	18	36	16.2	32.4
2	Fourth Grade	25	50	22.5	45.0
3	Fifth Grade	25	75	22.5	67.5
13	Total Classrooms		269		242.1

	Maximum Capacity	Target Capacity
	269	242
Current Enrollment	242	242
Availability Capacity	**27**	**0**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	274	252	**242**	226	217	214	215	215	225	225	225	226
Maximum Capacity	269	269	**269**	269	269	269	269	269	269	269	269	269
Target Capacity	242	242	**242**	242	242	242	242	242	242	242	242	242
Maximum Capacity (Over)/Under	(5)	17	**27**	43	52	55	54	54	44	44	44	43
Target Capacity (Over)/Under	(32)	(10)	**0**	16	25	28	27	27	17	17	17	16

HOWE ELEMENTARY

Current Enrollment: 429
Target Capacity: 382
Maximum Capacity: 424

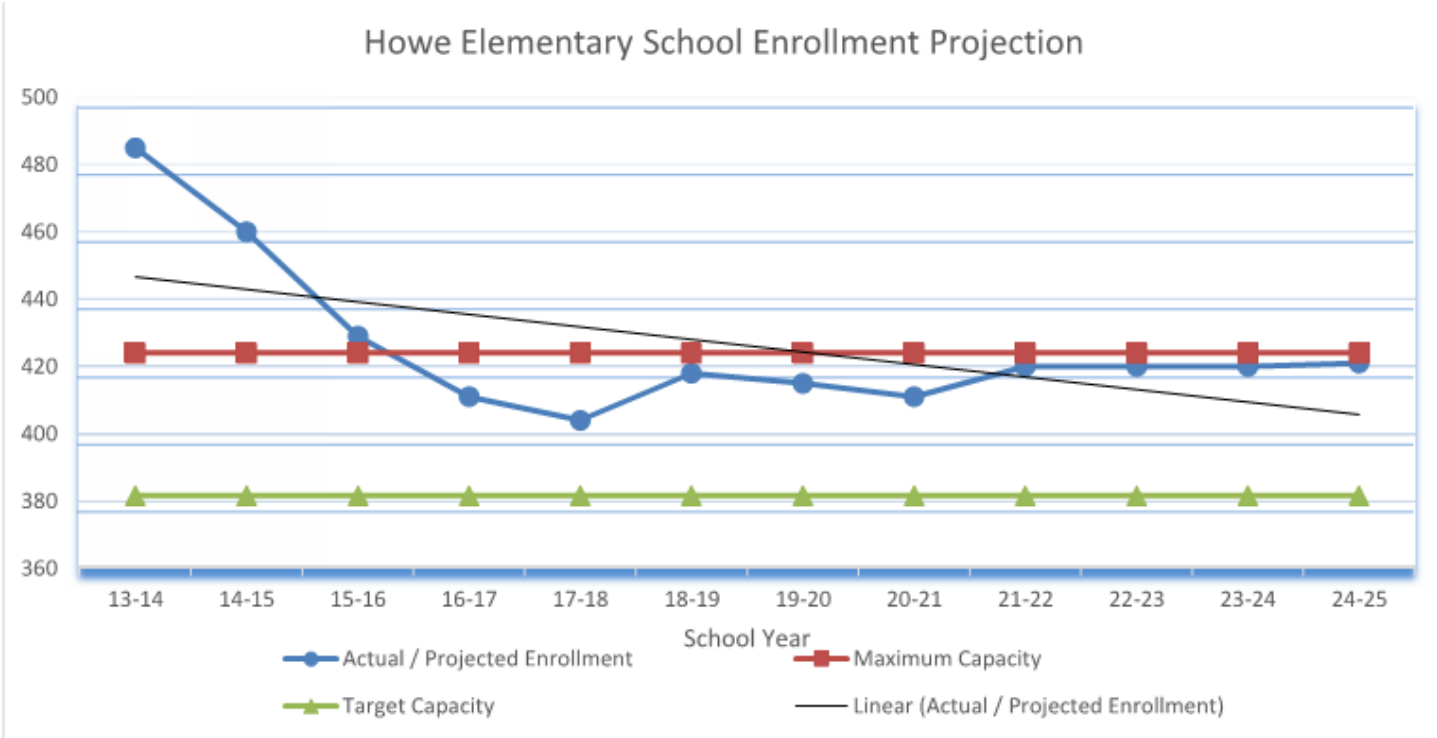
SUMMARY

Enrollment at Howe Elementary is currently near its maximum capacity and is projected to remain relatively constant over the coming years. This school currently does not accommodate 4K students. This is an AGR participating school.

The building has been expanded and renovated in the past and consequently has a variety of spaces sizes and types. Classrooms are varying significantly in size from a low of approximately 713 SF to over 1,000 SF.

This site is unique as it lays partially under a highway over pass. Parking is limited.

Approximately 95% of students are eligible for free or reduced lunch. Universal breakfast is offered. A dedicated student commons (cafeteria) does exist. After school care is provided by the YMCA in the building but is currently filled and has a waiting list to access services. No before school care is available on site.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Howe Elementary

Gross Area of Building

Gross Area	80,718	GSF
Current Enrollment	429	Students
Area / Student	188	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	7	0		
4K	20	1	10.0	Two half day sessions per room
Kindergarten	64	4	16.0	SAGE/AGR
First Grade	80	5	16.0	SAGE/AGR
Second Grade	72	5	14.4	SAGE/AGR
Third Grade	55	5	11.0	SAGE/AGR
Fourth Grade	77	3	25.7	1 GR. 4/5
Fifth Grade	51	3	17.0	
Totals	426	26		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
1	4K	22	22	19.8	19.8
4	Kindergarten	18	72	16.2	64.8
4	First Grade	18	72	16.2	64.8
3	Second Grade	18	54	16.2	48.6
3	Third Grade	18	54	16.2	48.6
3	Fourth Grade	25	75	22.5	67.5
3	Fifth Grade	25	75	22.5	67.5
21	Total Classrooms		424		381.6

	Maximum Capacity	Target Capacity
	424	382
Current Enrollment	429	429
Availability Capacity	**-5**	**-47**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	485	460	**429**	411	404	418	415	411	420	420	420	421
Maximum Capacity	424	424	**424**	424	424	424	424	424	424	424	424	424
Target Capacity	382	382	**382**	382	382	382	382	382	382	382	382	382
Maximum Capacity (Over)/Under	(61)	(36)	**(5)**	13	20	6	9	13	4	4	4	3
Target Capacity (Over)/Under	(103)	(78)	**(47)**	(29)	(22)	(36)	(33)	(29)	(38)	(38)	(38)	(39)

JACKSON ELEMENTARY

Current Enrollment: 412
Target Capacity: 329
Maximum Capacity: 365

SUMMARY

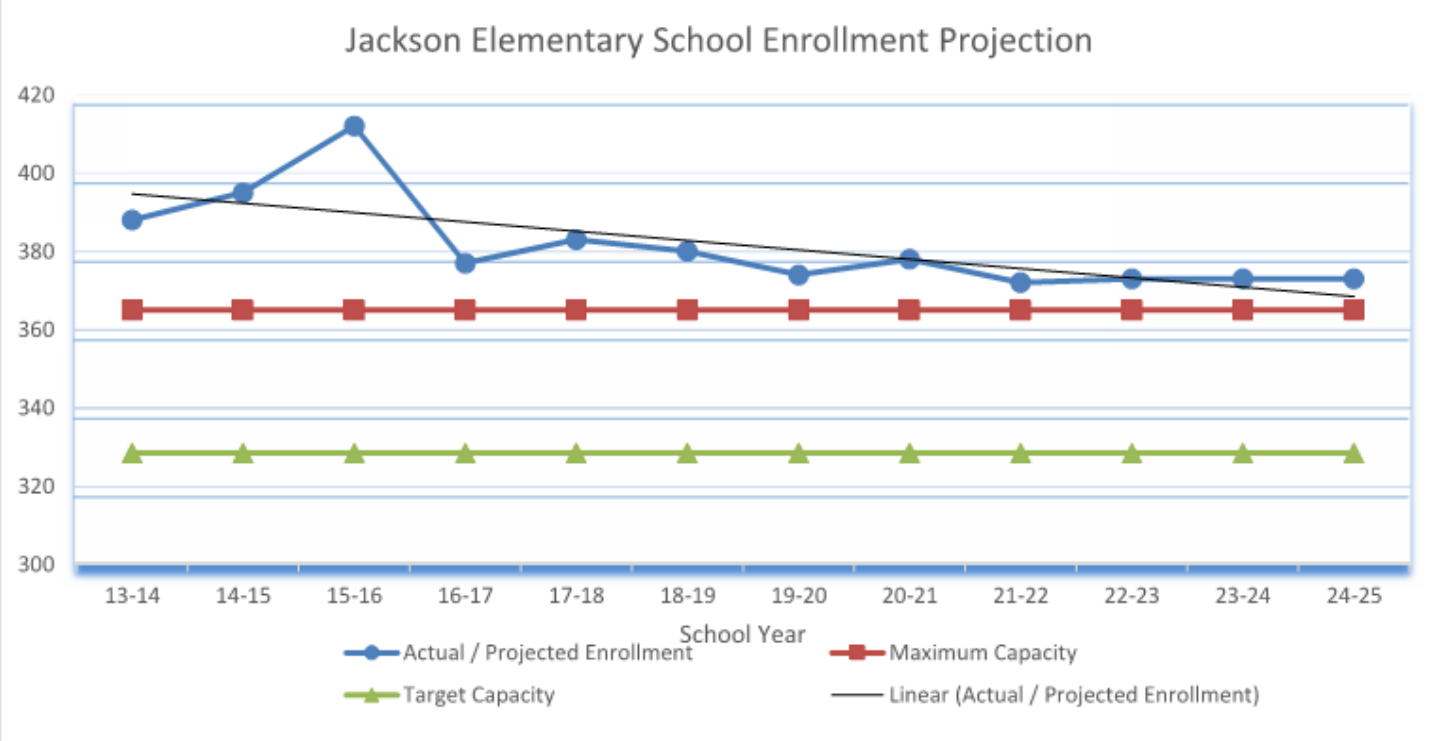
Enrollment at Jackson Elementary is currently above its maximum capacity but is projected to decline slightly over the coming years. This school does accommodate 4K students. Early Childhood services are also offered. A collaborative Kindergarten program is in place to help students transition into classrooms from the EC program.

Approximately 56% of students are eligible for free or reduced lunch.

Jackson Elementary is a Spanish immersion school. Currently, students through third grade are part of the immersion program. This will move up to fourth and fifth grade as student progress in the coming years.

Classrooms in this building are generally adequately sized for their functions. No dedicated student commons (cafeteria) exists. Students are served lunch in the gymnasium which is a scheduling challenge. The gym is undersized for the number of students served.

OT/PT services are accommodated on the former stage in the gymnasium. A proper space should be provided for these functions.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Jackson Elementary

Gross Area of Building

Gross Area	50,934	GSF
Current Enrollment	412	Students
Area / Student	124	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	10	1	10.0	Half day students
4K	25	1	12.5	Two half day sessions per room
Kindergarten	79	4	19.8	
First Grade	58	3	19.3	
Second Grade	64	3	21.3	
Third Grade	63	3	21.0	
Fourth Grade	54	2	27.0	
Fifth Grade	49	2	24.5	
Totals	402	19		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
1	EC	22	22	19.8	19.8
1	4K	22	22	19.8	19.8
2	Kindergarten	23	46	20.7	41.4
2	First Grade	25	50	22.5	45.0
2	Second Grade	25	50	22.5	45.0
3	Third Grade	25	75	22.5	67.5
2	Fourth Grade	25	50	22.5	45.0
2	Fifth Grade	25	50	22.5	45.0
15	Total Classrooms		365		328.5

	Maximum Capacity	Target Capacity
	365	329
Current Enrollment	412	412
Availability Capacity	**-47**	**-84**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	388	395	**412**	377	383	380	374	378	372	373	373	373
Maximum Capacity	365	365	**365**	365	365	365	365	365	365	365	365	365
Target Capacity	329	329	**329**	329	329	329	329	329	329	329	329	329
Maximum Capacity (Over)/Under	(23)	(30)	**(47)**	(12)	(18)	(15)	(9)	(13)	(7)	(8)	(8)	(8)
Target Capacity (Over)/Under	(60)	(67)	**(84)**	(49)	(55)	(52)	(46)	(50)	(44)	(45)	(45)	(45)

JEFFERSON ELEMENTARY

Current Enrollment: 154
Target Capacity: 149
Maximum Capacity: 165

SUMMARY

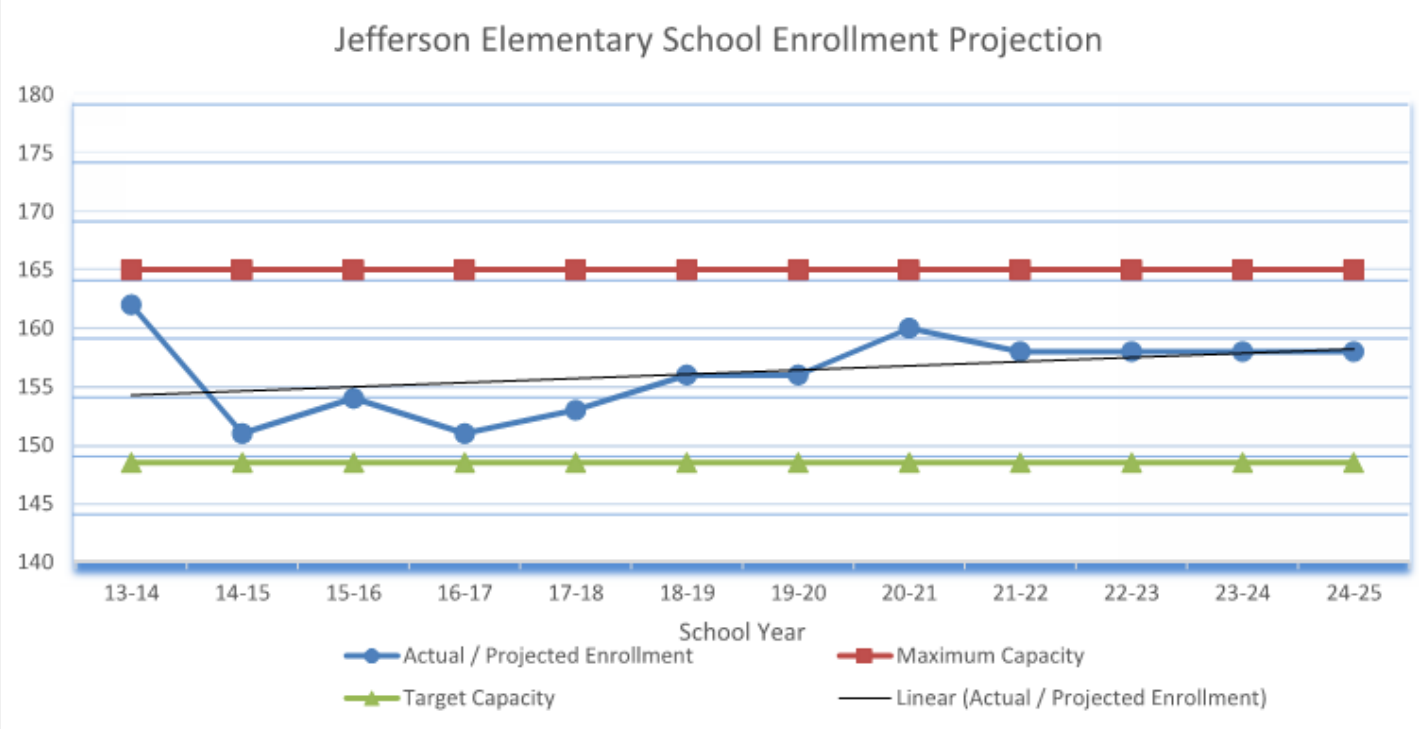
Enrollment at Jefferson Elementary is currently below its maximum capacity and is projected to generally hold steady over the coming years. This school currently does not currently accommodate 4K students. This is an AGR participating school.

Approximately 85% of students are eligible for free or reduced lunch. Most students are from the surrounding neighborhood and walk to school.

No dedicated student commons (cafeteria) exists. Students are served lunch in the gymnasium where table storage is a challenge. A space used by the Boys & Girls club is also adjacent to the serving kitchen.

The IMC is centrally located. An existing tiered story room is infrequently used and could be opened to more flexible use if walls were opened up.

Most classrooms are adequately sized however some spaces in the oldest portions of the building are undersized to provide flexibility inherent in current educational spaces.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Jefferson Elementary

Gross Area of Building

Gross Area	37,591	GSF
Current Enrollment	154	Students
Area / Student	244	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	0	0		
Kindergarten	28	2	14.0	SAGE/AGR
First Grade	23	1	23.0	SAGE/AGR
Second Grade	25	2	12.5	SAGE/AGR
Third Grade	24	2	12.0	SAGE/AGR
Fourth Grade	24	1	24.0	3 Combined GR. 4/5 Rooms
Fifth Grade	29	2	14.5	
Totals	153	10		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
0	4K	22			
1	Kindergarten	18	18	16.2	16.2
1	First Grade	18	18	16.2	16.2
1	Second Grade	18	18	16.2	16.2
2	Third Grade	18	36	16.2	32.4
1	Fourth Grade	25	25	22.5	22.5
2	Fifth Grade	25	50	22.5	45.0
8	Total Classrooms		165		148.5

	Maximum Capacity	Target Capacity
	165	149
Current Enrollment	154	154
Availability Capacity	**11**	**-6**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	162	151	**154**	151	153	156	156	160	158	158	158	158
Maximum Capacity	165	165	**165**	165	165	165	165	165	165	165	165	165
Target Capacity	149	149	**149**	149	149	149	149	149	149	149	149	149
Maximum Capacity (Over)/Under	3	14	**11**	14	12	9	9	5	7	7	7	7
Target Capacity (Over)/Under	(14)	(3)	**(6)**	(3)	(5)	(8)	(8)	(12)	(10)	(10)	(10)	(10)

KELLER ELEMENTARY

Current Enrollment: 292
Target Capacity: 396
Maximum Capacity: 440

Summary

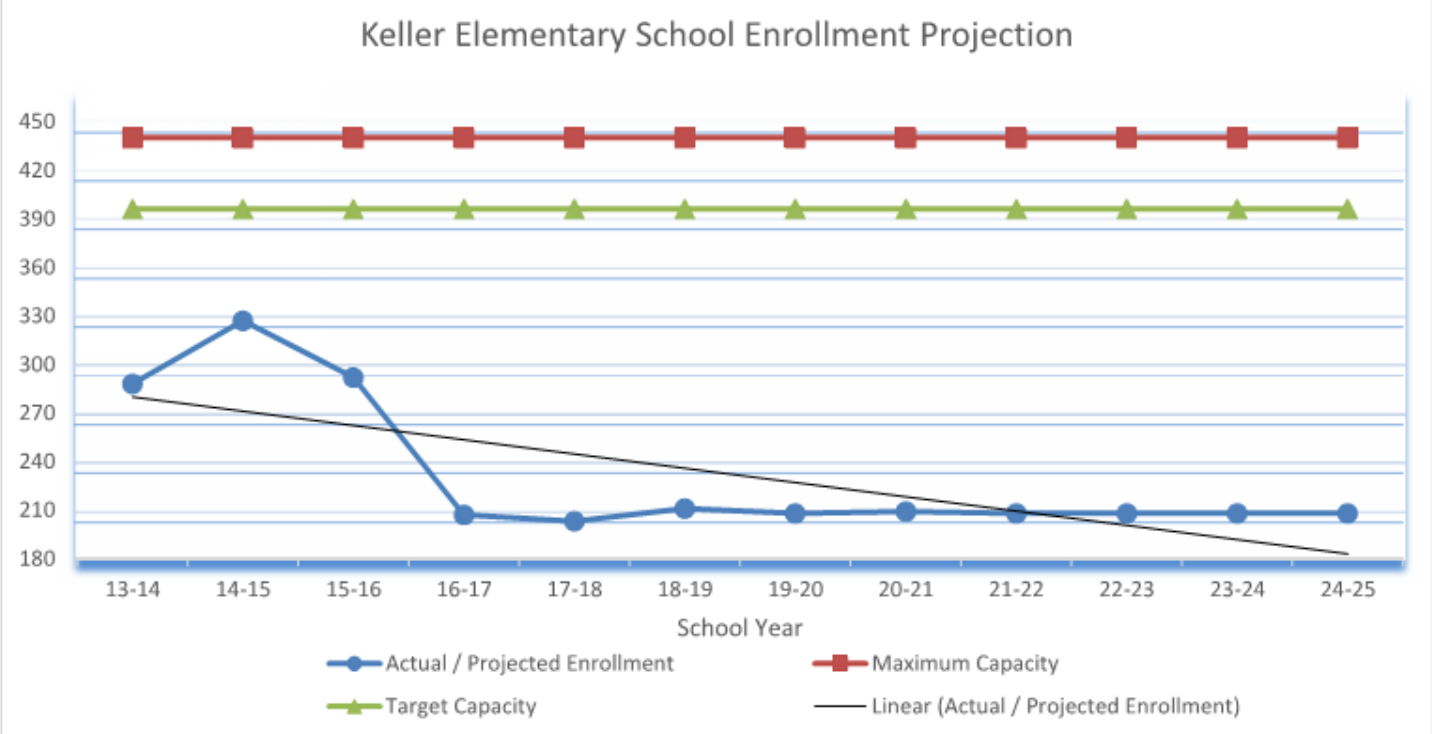
Enrollment at Keller Elementary is currently well below its maximum capacity and is projected to generally hold steady over the coming years. This school currently does not accommodate 4K students.

Approximately 86% of students are eligible for free or reduced lunch. This school serves a diverse community with many different needs. No accessible community space is available currently and the building serves as a meeting space for various community groups and potentially adult education.

Keller does not have a secure entry sequence. This building is a similar design to Doty Elementary. The current front entry is not clearly defined and is confusing to visitors. It is recommended that the administrative offices be relocated to allow for a more clearly defined front entry and to provide direct entry into the office area.

Keller Elementary houses a significant portion of the District's Head Start programming. Spaces are located on the second floor of the building and do not currently meet the requirements of the national program.

Originally built as an "open concept" school, partitions that have been added to divide the building into traditional rooms do not provide a quality acoustical environment. Classrooms are generally undersized by current standards. Most rooms are less than 725 SF in size.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Keller Elementary

Gross Area of Building

Gross Area	54,477	GSF
Current Enrollment	292	Students
Area / Student	187	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	8	0		
4K	75	2	18.8	Two half day sessions per room
Kindergarten	38	2	19.0	
First Grade	30	2	15.0	
Second Grade	32	2	16.0	
Third Grade	28	2	14.0	
Fourth Grade	43	2	21.5	
Fifth Grade	32	2	16.0	
Totals	286	14		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
4	Other Classroom Spaces	25	100	22.5	90.0
2	4K	22	44	19.8	39.6
2	Kindergarten	23	46	20.7	41.4
2	First Grade	25	50	22.5	45.0
2	Second Grade	25	50	22.5	45.0
2	Third Grade	25	50	22.5	45.0
2	Fourth Grade	25	50	22.5	45.0
2	Fifth Grade	25	50	22.5	45.0
18	Total Classrooms		440		396.0

	Maximum Capacity	Target Capacity
	440	396
Current Enrollment	292	292
Availability Capacity	**148**	**104**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	288	327	**292**	207	203	211	208	209	208	208	208	208
Maximum Capacity	440	440	**440**	440	440	440	440	440	440	440	440	440
Target Capacity	396	396	**396**	396	396	396	396	396	396	396	396	396
Maximum Capacity (Over)/Under	152	113	**148**	233	237	229	232	231	232	232	232	232
Target Capacity (Over)/Under	108	69	**104**	189	193	185	188	187	188	188	188	188

KENNEDY ELEMENTARY

Current Enrollment: 284
Target Capacity: 374
Maximum Capacity: 415

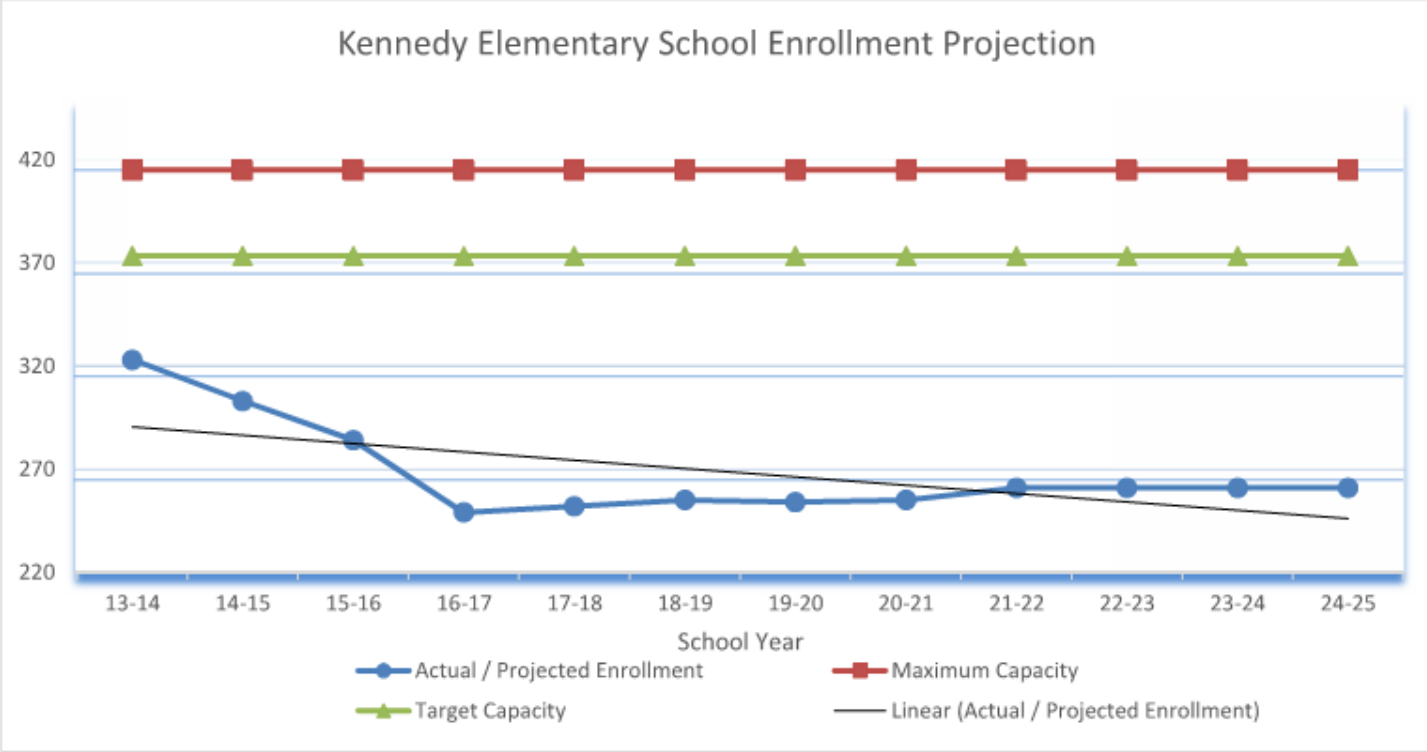
Summary

Enrollment at Kennedy Elementary is currently well below its maximum capacity and is projected to generally hold steady over the coming years. This school currently does accommodate 4K students. Early Childhood programming is offered at this school as well as a significant portion of the District's ID and Autism programming.

Approximately 71% of students are eligible for free or reduced lunch. This school serves a diverse community with many different needs. ELL programming is also offered here in both Hmong and Spanish.

No dedicated student commons (cafeteria) exists. Students are served lunch in an open area on the first floor. Noise is an issue as the space is not acoustically treated or designed to accommodate this function.

Many classrooms at Kennedy are well sized, some in excess of 950 SF. About a third of the rooms are undersized. The Gymnasium is also undersized with a stage that is rarely used and is not on an accessible route.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Kennedy Elementary

Gross Area of Building

Gross Area	62,601	GSF
Current Enrollment	284	Students
Area / Student	220	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	13	1		
4K	23	1	11.5	Two half day sessions per room
Kindergarten	41	2	20.5	
First Grade	46	2	23.0	
Second Grade	43	2	21.5	
Third Grade	39	2	19.5	
Fourth Grade	40	2	20.0	
Fifth Grade	32	2	16.0	
Totals	277	14		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
3	Potential / Open Classrooms	25	75	22.5	67.5
1	EC	22	22	19.8	19.8
1	4K	22	22	19.8	19.8
2	Kindergarten	23	46	20.7	41.4
2	First Grade	25	50	22.5	45.0
2	Second Grade	25	50	22.5	45.0
2	Third Grade	25	50	22.5	45.0
2	Fourth Grade	25	50	22.5	45.0
2	Fifth Grade	25	50	22.5	45.0
17	Total Classrooms		415		373.5

	Maximum Capacity	Target Capacity
	415	374
Current Enrollment	284	284
Availability Capacity	**131**	**90**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	323	303	**284**	249	252	255	254	255	261	261	261	261
Maximum Capacity	415	415	**415**	415	415	415	415	415	415	415	415	415
Target Capacity	374	374	**374**	374	374	374	374	374	374	374	374	374
Maximum Capacity (Over)/Under	92	112	**131**	166	163	160	161	160	154	154	154	154
Target Capacity (Over)/Under	51	71	**90**	125	122	119	120	119	113	113	113	113

KING ELEMENTARY

Current Enrollment: 404
Target Capacity: 399
Maximum Capacity: 443

Summary

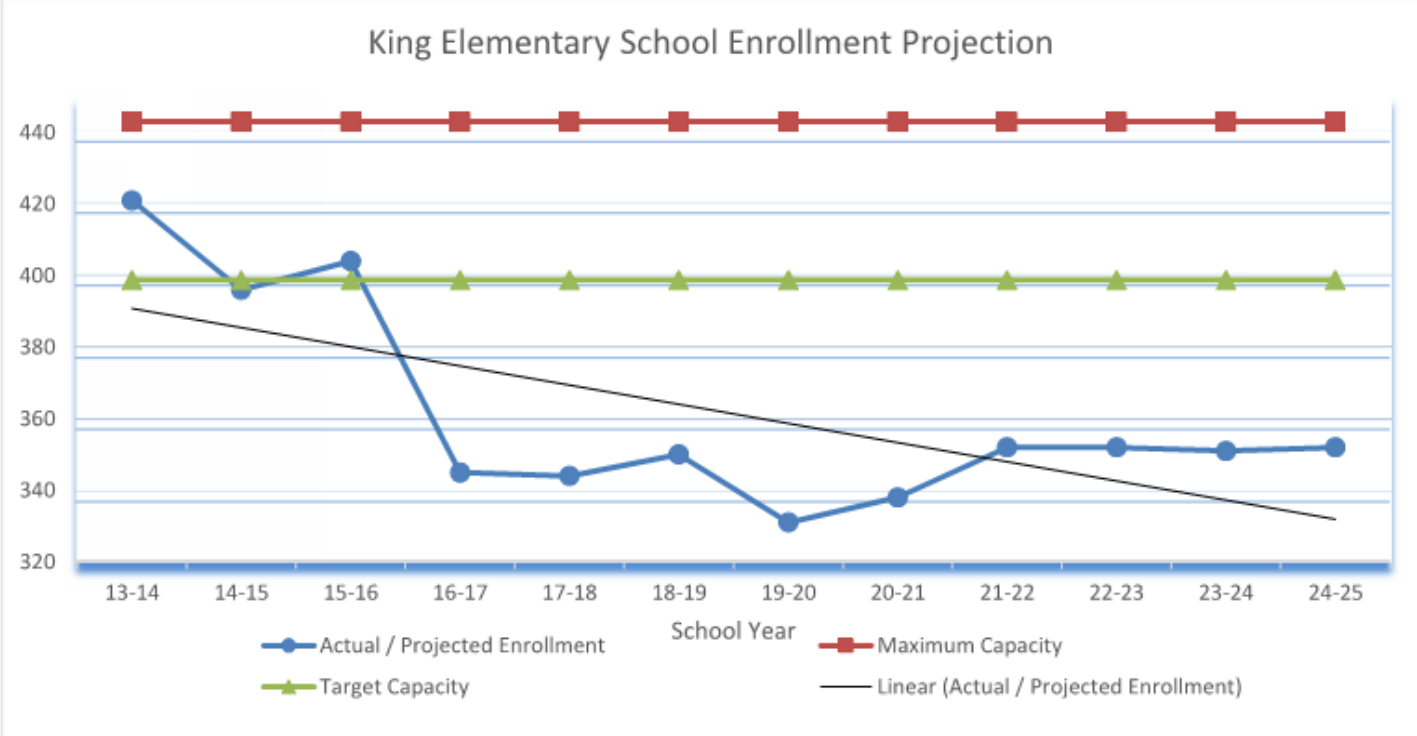
Enrollment at King Elementary is currently below its maximum capacity. Enrollment is projected to decline in the coming years.

Approximately 50% of the student population is eligible for free or reduced lunch. A growing population of high needs autistic students is also part of King Elementary.

King Elementary is currently pursuing a STEM based program. Personalized learning will be an objective of the school as students will feed into the Lombardi Middle School and Southwest High School STEM/PLTW tracks. A more flexible learning environment is desired to support these pursuits.

A dedicated student commons (cafeteria) exists at King Elementary. Scheduling of lunch is difficult due to supervision challenges presented by the current separated playgrounds

Classrooms are mostly well sized with the majority being over 900 SF. The gymnasium is small and is undersized for accommodating large assemblies.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — King Elementary

Gross Area of Building

Gross Area	62,128	GSF
Current Enrollment	404	Students
Area / Student	154	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	2	0		
4K	40	1	20.0	Two half day sessions per room
Kindergarten	43	2	21.5	
First Grade	50	3	16.7	
Second Grade	74	3	24.7	
Third Grade	51	2	25.5	
Fourth Grade	67	3	22.3	
Fifth Grade	63	3	21.0	
Totals	390	17		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
1	4K	22	22	19.8	19.8
2	Kindergarten	23	46	20.7	41.4
3	First Grade	25	75	22.5	67.5
3	Second Grade	25	75	22.5	67.5
3	Third Grade	25	75	22.5	67.5
3	Fourth Grade	25	75	22.5	67.5
3	Fifth Grade	25	75	22.5	67.5
18	Total Classrooms		443		398.7

	Maximum Capacity	Target Capacity
	443	399
Current Enrollment	404	404
Availability Capacity	**39**	**-5**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	421	396	**404**	345	344	350	331	338	352	352	351	352
Maximum Capacity	443	443	**443**	443	443	443	443	443	443	443	443	443
Target Capacity	399	399	**399**	399	399	399	399	399	399	399	399	399
Maximum Capacity (Over)/Under	22	47	**39**	98	99	93	112	105	91	91	92	91
Target Capacity (Over)/Under	(22)	3	**(5)**	54	55	49	68	61	47	47	48	47

LANGLADE ELEMENTARY

Current Enrollment: 320
Target Capacity: 349
Maximum Capacity: 388

Summary

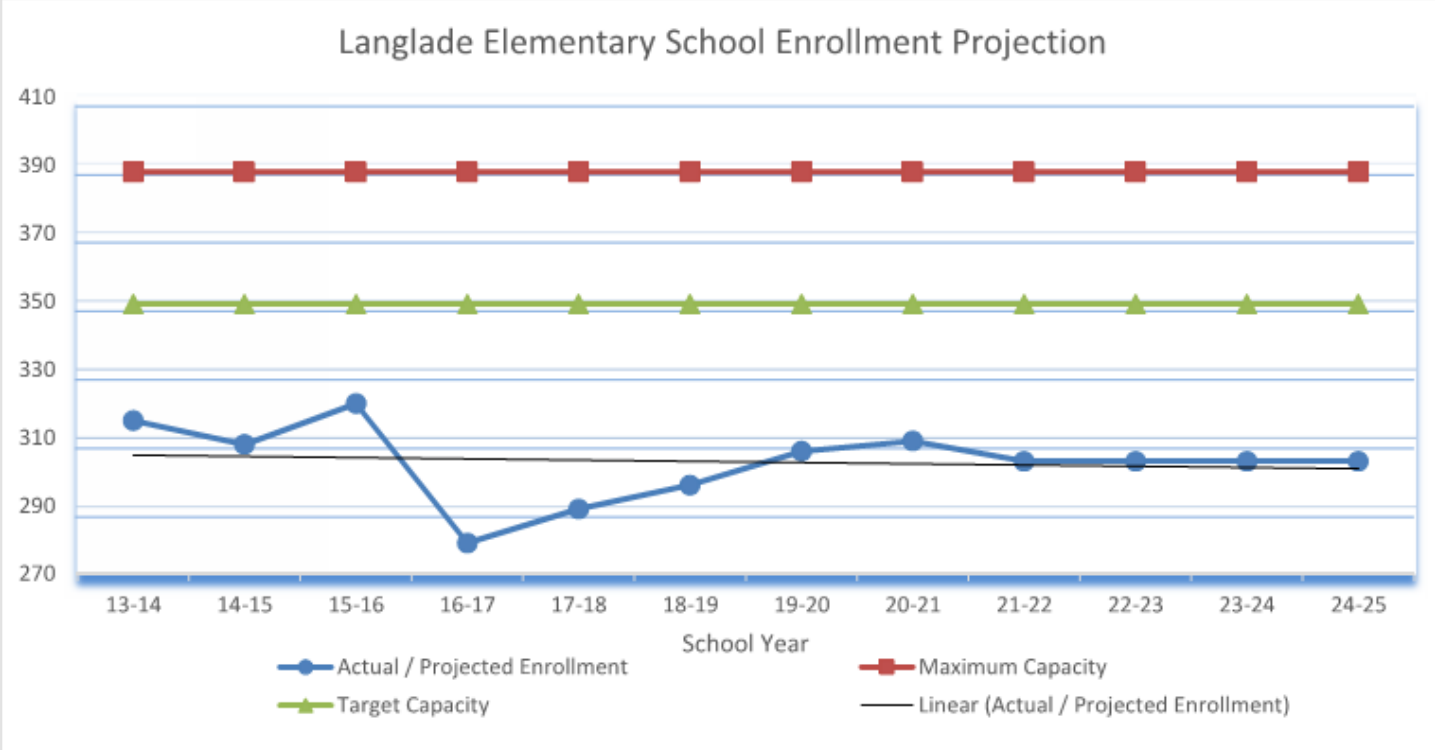
Enrollment at Langlade Elementary is currently under the maximum capacity. In the coming years, enrollment is projected to remain relatively steady.

Langlade Elementary currently houses the District's Deaf and Hard of Hearing programming. This program was moved from Kennedy Elementary. Da Vinci School was originally housed in this building but has moved to a dedicated facility, freeing space for the growing community enrollment.

A dedicated student commons (cafeteria) does not exist at Langlade. Lunch is served in the gymnasium.

Several small offices accommodating the school Audiologist, Speech/Language specialist and ESL specialist have been created with temporary partitions in a wide area of a corridor between wings of the building. Consideration for offices with permanent walls that provide proper acoustical separation should be given if these programs are to remain at this building.

The IMC at this building is accommodated in two former classrooms. The space is very traditional and does not reflect the flexible learning environments of today. Classrooms are generally slightly undersized by current standards at just under 900 SF.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Langlade Elementary

Gross Area of Building

Gross Area	46,738	GSF
Current Enrollment	320	Students
Area / Student	146	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	6	0		Half day students
4K	36	1	18.0	Two half day sessions per room
Kindergarten	59	2	29.5	
First Grade	46	3	15.3	
Second Grade	40	2	20.0	
Third Grade	43	2	21.5	
Fourth Grade	41	2	20.5	
Fifth Grade	41	2	20.5	
Totals	312	14		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
1	EC	22	22	19.8	19.8
1	4K	22	22	19.8	19.8
3	Kindergarten	23	69	20.7	62.1
3	First Grade	25	75	22.5	67.5
2	Second Grade	25	50	22.5	45.0
2	Third Grade	25	50	22.5	45.0
2	Fourth Grade	25	50	22.5	45.0
2	Fifth Grade	25	50	22.5	45.0
16	Total Classrooms		388		349.2

	Maximum Capacity	Target Capacity
	388	349
Current Enrollment	320	320
Availability Capacity	**68**	**29**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	315	308	**320**	279	289	296	306	309	303	303	303	303
Maximum Capacity	388	388	**388**	388	388	388	388	388	388	388	388	388
Target Capacity	349	349	**349**	349	349	349	349	349	349	349	349	349
Maximum Capacity (Over)/Under	73	80	**68**	109	99	92	82	79	85	85	85	85
Target Capacity (Over)/Under	34	41	**29**	70	60	53	43	40	46	46	46	46

LINCOLN ELEMENTARY

Current Enrollment: 232
Target Capacity: 228
Maximum Capacity: 253

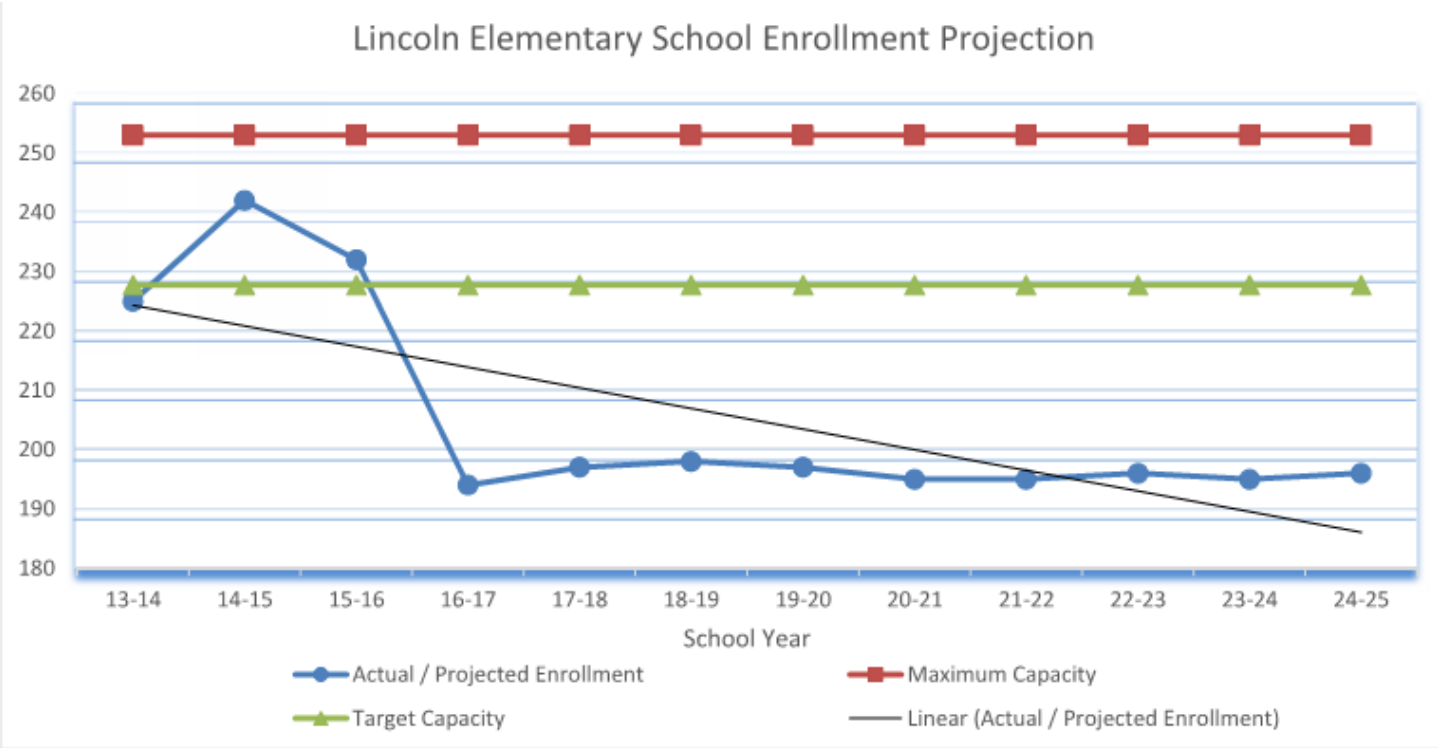
Summary

Enrollment at Lincoln Elementary is currently below its maximum capacity and is projected to slightly decline over the coming years. This school currently does accommodate 4K students. This is an AGR participating school.

Approximately 85% of the student population is eligible for free or reduced lunch. A dedicated student commons (cafeteria) is present and works well. The space is used frequently for large student group work and community functions. Dinner is also served in the commons.

Approximately 20% - 25% of students receive some special education programming services. The OT/PT program staff for the west side of the District is housed at Langlade. EBD programming is offered here as well as Early Childhood. CDS students have been moved to Langlade for programming.

Classrooms are generally well sized, over 900 SF. Movable panels between some classrooms are not used and should be replaced with fixed walls for better acoustical performance. No breakout spaces or other collaboration spaces are available in the building.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Lincoln Elementary

Gross Area of Building

Gross Area	56,949	GSF
Current Enrollment	232	Students
Area / Student	245	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	18	2	9.0	Half day students
4K	23	1	11.5	Two half day sessions
Kindergarten	34	2	17.0	SAGE/AGR
First Grade	33	2	16.5	SAGE/AGR
Second Grade	32	2	16.0	SAGE/AGR
Third Grade	34	2	17.0	SAGE/AGR
Fourth Grade	29	2	14.5	1 GR. 4/5
Fifth Grade	28	1	14.0	
Totals	231	14		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
2	EC	15	30	13.5	27.0
1	4K	22	22	19.8	19.8
1	Kindergarten	18	18	16.2	16.2
2	First Grade	18	36	16.2	32.4
2	Second Grade	18	36	16.2	32.4
2	Third Grade	18	36	16.2	32.4
2	Fourth Grade	25	50	22.5	45.0
1	Fifth Grade	25	25	22.5	22.5
13	Total Classrooms		253		227.7

	Maximum Capacity	Target Capacity
	253	228
Current Enrollment	232	232
Availability Capacity	**21**	**-4**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	225	242	**232**	194	197	198	197	195	195	196	195	196
Maximum Capacity	253	253	**253**	253	253	253	253	253	253	253	253	253
Target Capacity	228	228	**228**	228	228	228	228	228	228	228	228	228
Maximum Capacity (Over)/Under	28	11	**21**	59	56	55	56	58	58	57	58	57
Target Capacity (Over)/Under	3	(14)	**(4)**	34	31	30	31	33	33	32	33	32

MACARTHUR ELEMENTARY

Current Enrollment: 277
Target Capacity: 286
Maximum Capacity: 318

Summary

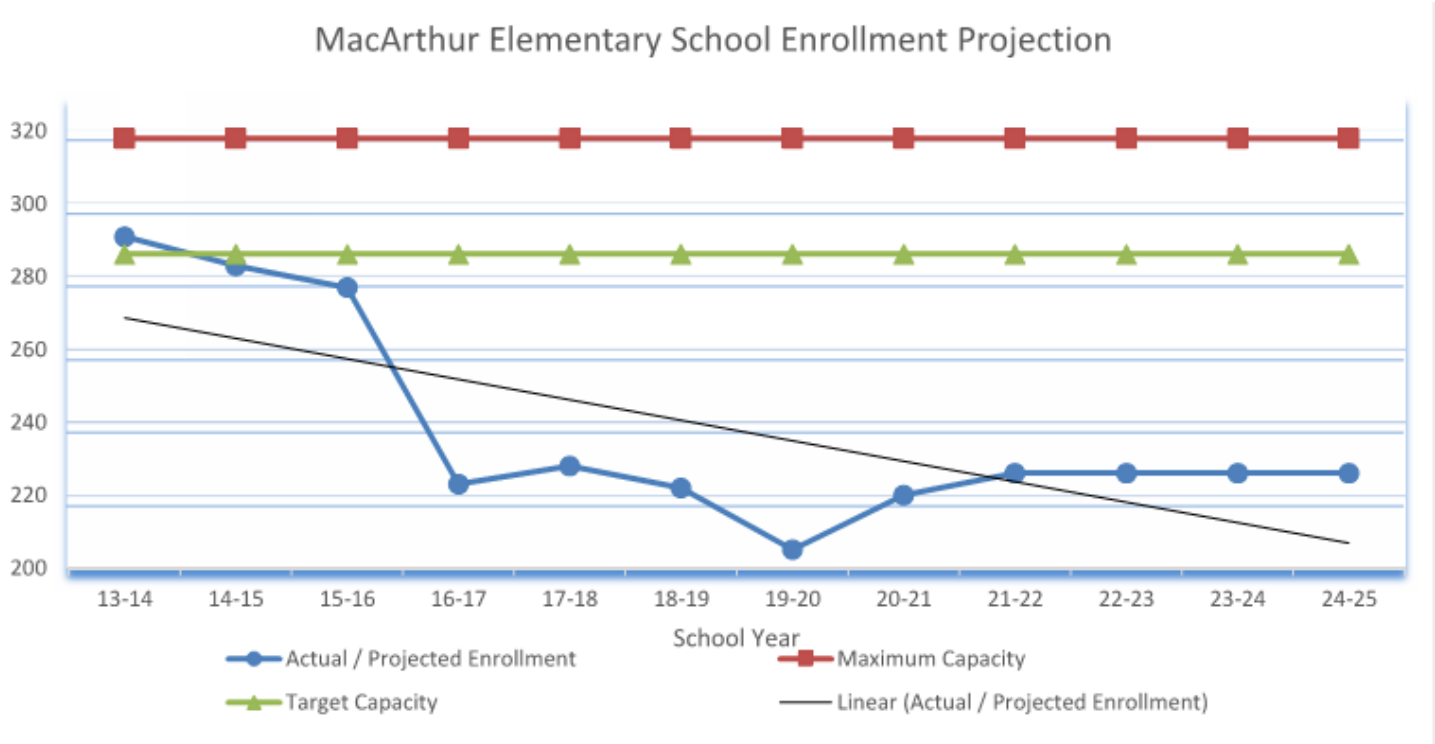
Enrollment at MacArthur Elementary is currently below its maximum capacity. Over the coming years, enrollment is projected to remain relatively constant. This school currently does not accommodate 4K students.

MacArthur Elementary was originally built as an "open concept" school. Its spatial organization is that of hexagonal pods arranged around central toilet rooms and coat hooks. The building has been divided into more traditional classroom spaces but the geometry of the original structure results in uneven, undersized and oddly shaped rooms. Most rooms do not have doors and open onto shared circulation space. A central IMC is open and potentially a great, flexible learning space.

Approximately 60% of the student population is eligible for free or reduced lunch.

No dedicated student commons exists. Students are served lunch in the gymnasium which is very small. Use of the gymnasium drives the school's schedule. Parks and Rec uses the storage space adjacent to the gym as a public warming house during the winter further reducing available storage.

No secure entry sequence is present. The administrative offices are separated from the front entry by the corridor connecting the gym to the rest of the school. Reorganization of the office area is recommended.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — MacArthur Elementary

Gross Area of Building

Gross Area	41,300 GSF
Current Enrollment	277 Students
Area / Student	149 GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	34	1	17.0	Two half day sessions per room
Kindergarten	29	2	14.5	
First Grade	23	1	23.0	
Second Grade	55	3	18.3	
Third Grade	43	2	21.5	
Fourth Grade	36	2	18.0	
Fifth Grade	40	2	20.0	
Totals	260	13		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
1	4K	22	22	19.8	19.8
2	Kindergarten	23	46	20.7	41.4
1	First Grade	25	25	22.5	22.5
3	Second Grade	25	75	22.5	67.5
2	Third Grade	25	50	22.5	45.0
2	Fourth Grade	25	50	22.5	45.0
2	Fifth Grade	25	50	22.5	45.0
13	Total Classrooms		318		286.2

	Maximum Capacity	Target Capacity
	318	286
Current Enrollment	277	277
Availability Capacity	**41**	**9**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	291	283	**277**	223	228	222	205	220	226	226	226	226
Maximum Capacity	318	318	**318**	318	318	318	318	318	318	318	318	318
Target Capacity	286	286	**286**	286	286	286	286	286	286	286	286	286
Maximum Capacity (Over)/Under	27	35	**41**	95	90	96	113	98	92	92	92	92
Target Capacity (Over)/Under	(5)	3	**9**	63	58	64	81	66	60	60	60	60

MARTIN ELEMENTARY

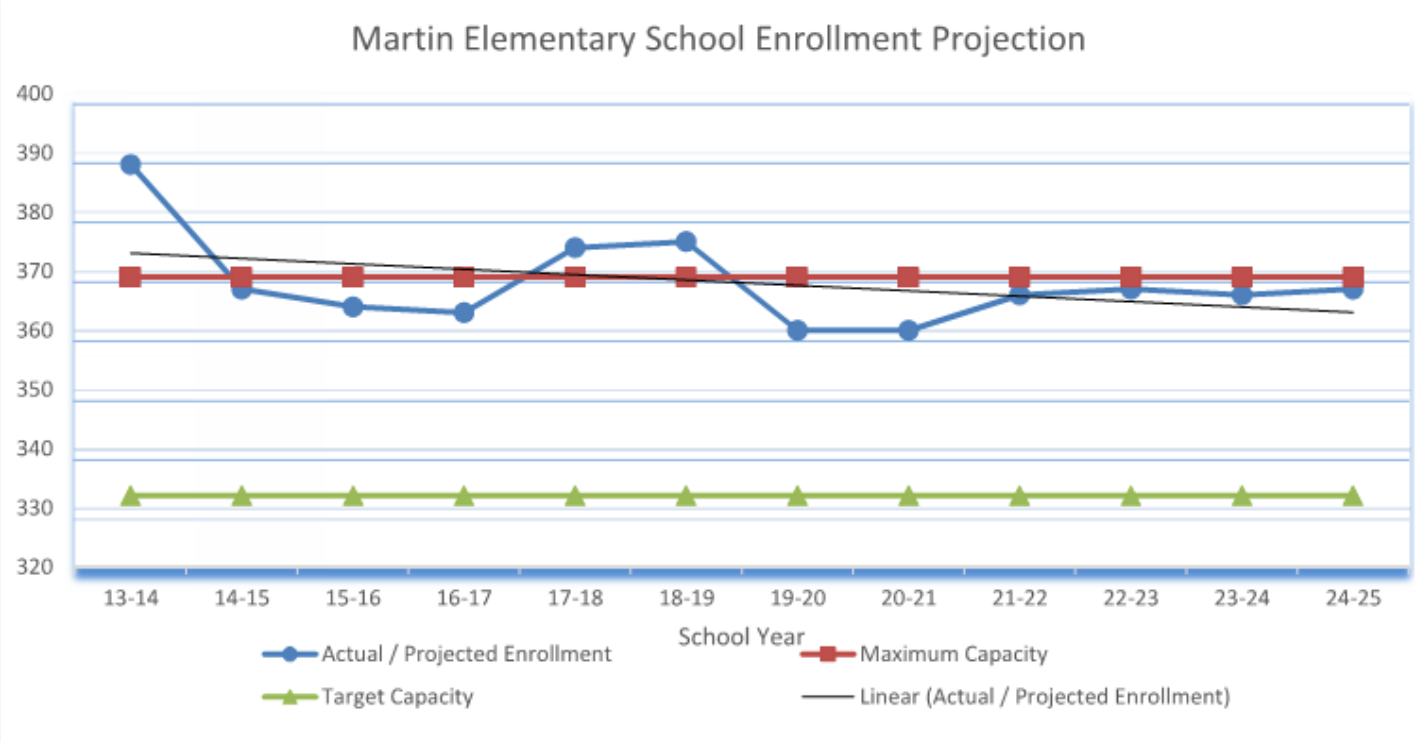
Current Enrollment: 364
Target Capacity: 332
Maximum Capacity: 369

Summary

Enrollment at Martin Elementary is currently near its maximum capacity and is projected to remain relatively steady over the coming years. This school currently does not accommodate 4K students due to lack of available space. Martin's 4K students are housed at Froebel ELC.

Approximately 35% of the student population is eligible for free or reduced lunch. A dedicated student commons (cafeteria) does not exist at Martin. Lunch is served in the gymnasium. The lack of a student commons causes scheduling difficulty through the building.

Several space issues exist at Martin. The gymnasium is undersized. Music and Band are accommodated in a small room that is too small. Art is taught in a room that is well sized but is not outfitted properly for its use. Two Kindergarten rooms are located behind the gymnasium. While well sized, acoustical separation from the gym is poor. The building also lacks conference rooms and space for interventionists.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Martin Elementary

Gross Area of Building

Gross Area	44,137	GSF
Current Enrollment	364	Students
Area / Student	121	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	4	0		Half Day Students
4K	0	0		4K Students at Froebel
Kindergarten	54	3	18.0	
First Grade	60	3	20.0	
Second Grade	72	3	24.0	
Third Grade	59	3	19.7	
Fourth Grade	55	2	27.5	
Fifth Grade	59	3	19.7	
Totals	363	17		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
0	4K	22			
3	Kindergarten	23	69	20.7	62.1
3	First Grade	25	75	22.5	67.5
2	Second Grade	25	50	22.5	45.0
2	Third Grade	25	50	22.5	45.0
2	Fourth Grade	25	50	22.5	45.0
3	Fifth Grade	25	75	22.5	67.5
15	Total Classrooms		369		332.1

	Maximum Capacity	Target Capacity
	369	332
Current Enrollment	364	364
Availability Capacity	**5**	**-32**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	388	367	**364**	363	374	375	360	360	366	367	366	367
Maximum Capacity	369	369	**369**	369	369	369	369	369	369	369	369	369
Target Capacity	332	332	**332**	332	332	332	332	332	332	332	332	332
Maximum Capacity (Over)/Under	(19)	2	**5**	6	(5)	(6)	9	9	3	2	3	2
Target Capacity (Over)/Under	(56)	(35)	**(32)**	(31)	(42)	(43)	(28)	(28)	(34)	(35)	(34)	(35)

MCAULIFFE ELEMENTARY

Current Enrollment: 510
Target Capacity: 490
Maximum Capacity: 544

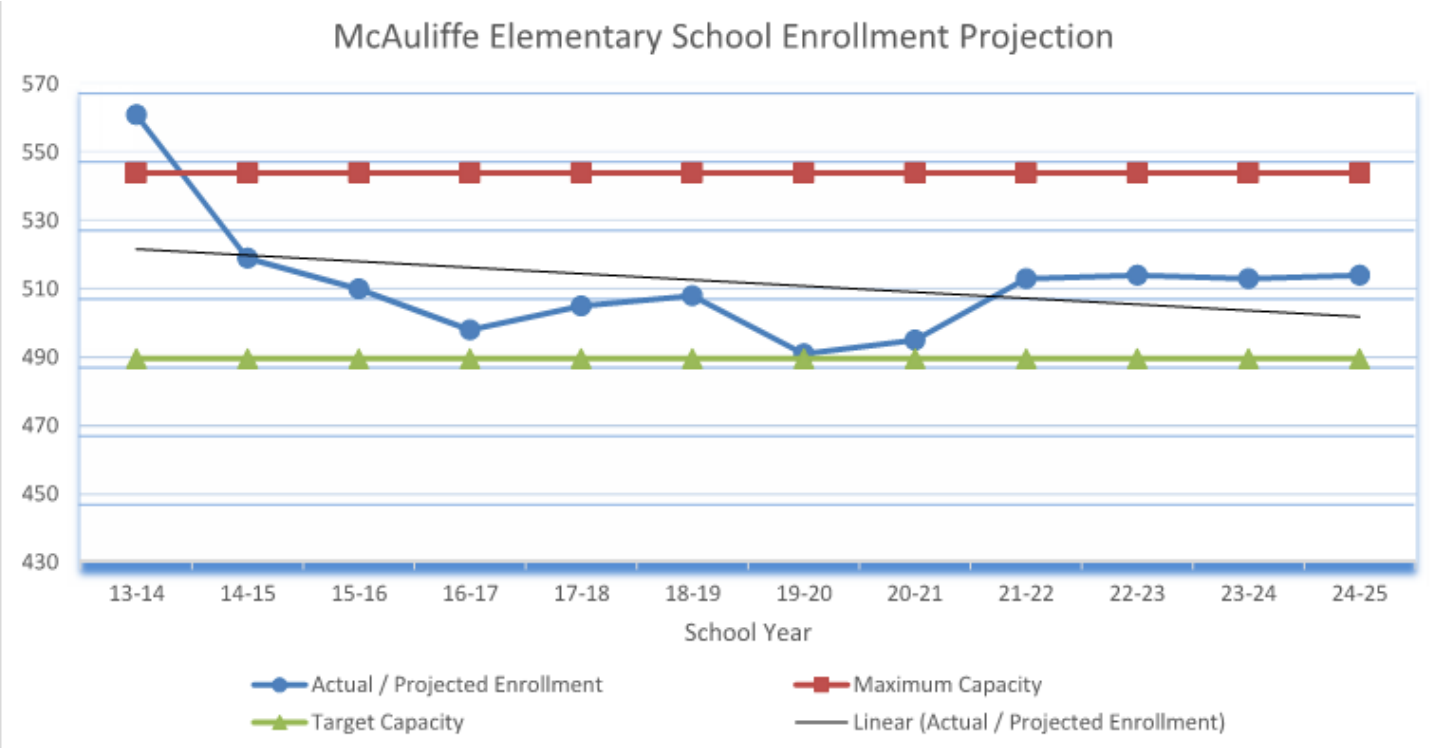
Summary

Enrollment at McAuliffe Elementary is currently under its maximum capacity. Enrollment is projected to relatively steady for the foreseeable future. This school currently does not accommodate 4K students due to lack of available space. McAuliffe's 4K students are housed at Froebel ELC.

Approximately 35% of the student population is eligible for free or reduced lunch. A dedicated student commons (cafeteria) is present at McAuliffe.

McAuliffe Elementary is one of the newer buildings in the District. Classrooms are generally well sized with most just less than 900 SF. The building does not have breakout spaces or places for individual pullouts. Hallways are often used as learning spaces due to limited flexibility in space.

Site circulation is a challenge but the District owns land surrounding the building. A potential driveway through the site to the east may be a solution to congestion and limited parking.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — McAuliffe Elementary

Gross Area of Building

Gross Area	56,655 GSF
Current Enrollment	510 Students
Area / Student	111 GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	4	0		Half Day Students
4K	0	0		4K Students at Froebel
Kindergarten	69	3	23.0	
First Grade	83	4	20.8	
Second Grade	101	4	25.3	
Third Grade	83	4	20.8	1 Combined GR. 2/3 Classroom
Fourth Grade	79	3	26.3	
Fifth Grade	89	4	22.3	
Totals	508	22		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
0	4K	22			
3	Kindergarten	23	69	20.7	62.1
4	First Grade	25	100	22.5	90.0
4	Second Grade	25	100	22.5	90.0
4	Third Grade	25	100	22.5	90.0
3	Fourth Grade	25	75	22.5	67.5
4	Fifth Grade	25	100	22.5	90.0
22	Total Classrooms		544		489.6

	Maximum Capacity	Target Capacity
	544	490
Current Enrollment	510	510
Availability Capacity	**34**	**-20**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	561	519	**510**	498	505	508	491	495	513	514	513	514
Maximum Capacity	544	544	**544**	544	544	544	544	544	544	544	544	544
Target Capacity	490	490	**490**	490	490	490	490	490	490	490	490	490
Maximum Capacity (Over)/Under	(17)	25	**34**	46	39	36	53	49	31	30	31	30
Target Capacity (Over)/Under	(71)	(29)	**(20)**	(8)	(15)	(18)	(1)	(5)	(23)	(24)	(23)	(24)

NICOLET ELEMENTARY

Current Enrollment: 426
Target Capacity: 378
Maximum Capacity: 420

Summary

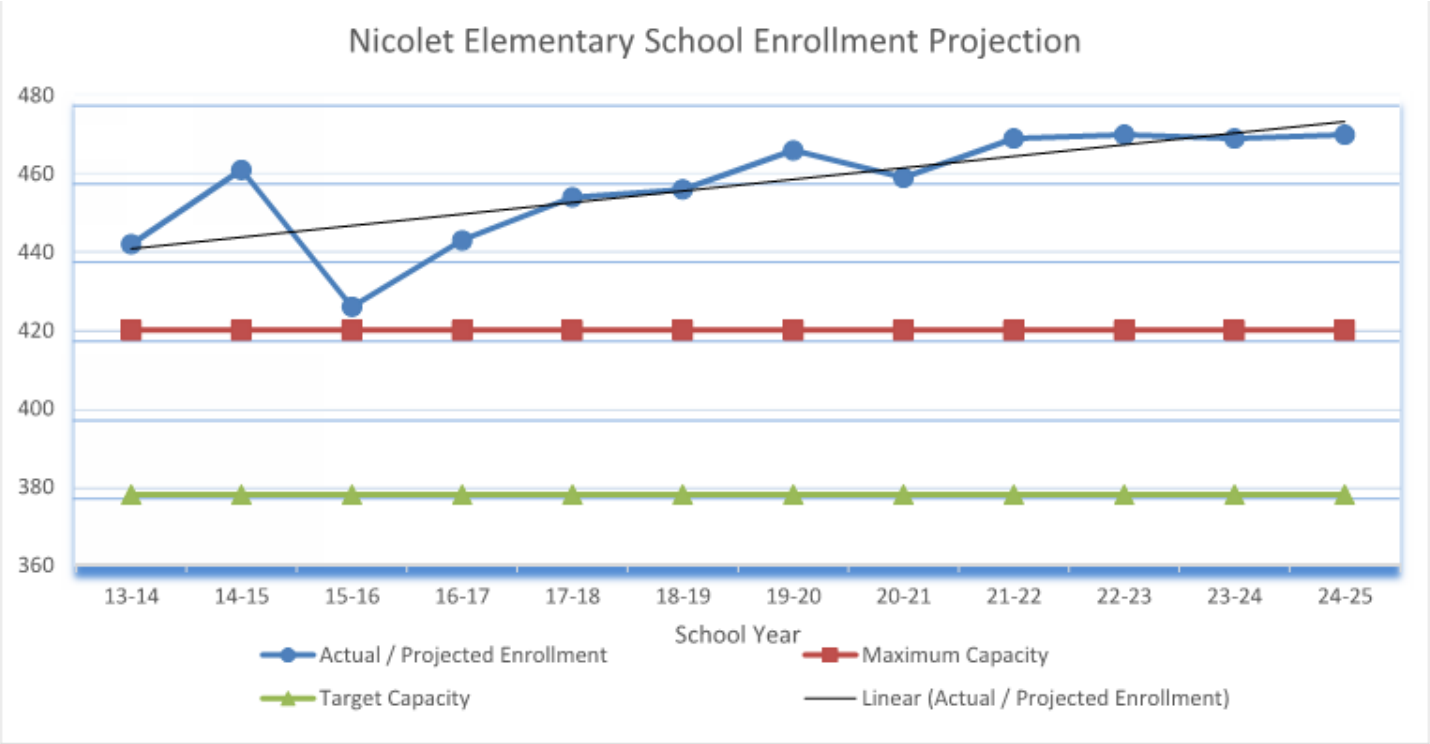
Enrollment at Nicolet Elementary is currently above its maximum capacity. In the coming years, enrollment is projected to continue to increase. This school currently does not accommodate 4K students due to lack of available space. This is an AGR participating school.

Approximately 98% of the student population is eligible for free or reduced lunch. A dedicated student commons (cafeteria) does exist at Martin. Universal breakfast will be served by the end of the 2015/16 school year.

A healthcare clinic is located within the building with a separate exterior entrance. The location of the space does not encourage much coordination or interaction with school administration.

Classroom spaces in older portions of the building are small, some under 700 SF in area. A newer addition on the south end has larger classrooms.

A great opportunity for redevelopment exists in a former library area that is currently used as an interventionist space. This beaux arts room is architectural gem that has the potential to be transformed into a large, flexible and aspirational space for young learners.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Nicolet Elementary

Gross Area of Building

Gross Area	72,000	GSF
Current Enrollment	426	Students
Area / Student	169	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	1	0		Half Day Student
4K	0	0		
Kindergarten	69	4	17.3	SAGE/AGR
First Grade	87	4	21.8	SAGE/AGR
Second Grade	67	5	13.4	SAGE/AGR
Third Grade	75	4	18.8	SAGE/AGR
Fourth Grade	69	3	23.0	
Fifth Grade	56	3	18.7	
Totals	424	23		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
0	4K	22			
4	Kindergarten	18	72	16.2	64.8
4	First Grade	18	72	16.2	64.8
4	Second Grade	18	72	16.2	64.8
3	Third Grade	18	54	16.2	48.6
3	Fourth Grade	25	75	22.5	67.5
3	Fifth Grade	25	75	22.5	67.5
21	Total Classrooms		420		378.0

	Maximum Capacity	Target Capacity
	420	378
Current Enrollment	426	426
Availability Capacity	**-6**	**-48**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	442	461	**426**	443	454	456	466	459	469	470	469	470
Maximum Capacity	420	420	**420**	420	420	420	420	420	420	420	420	420
Target Capacity	378	378	**378**	378	378	378	378	378	378	378	378	378
Maximum Capacity (Over)/Under	(22)	(41)	**(6)**	(23)	(34)	(36)	(46)	(39)	(49)	(50)	(49)	(50)
Target Capacity (Over)/Under	(64)	(83)	**(48)**	(65)	(76)	(78)	(88)	(81)	(91)	(92)	(91)	(92)

RED SMITH SCHOOL (4K-8)

Current Enrollment: 935
Target Capacity: 947
Maximum Capacity: 1,088

Summary

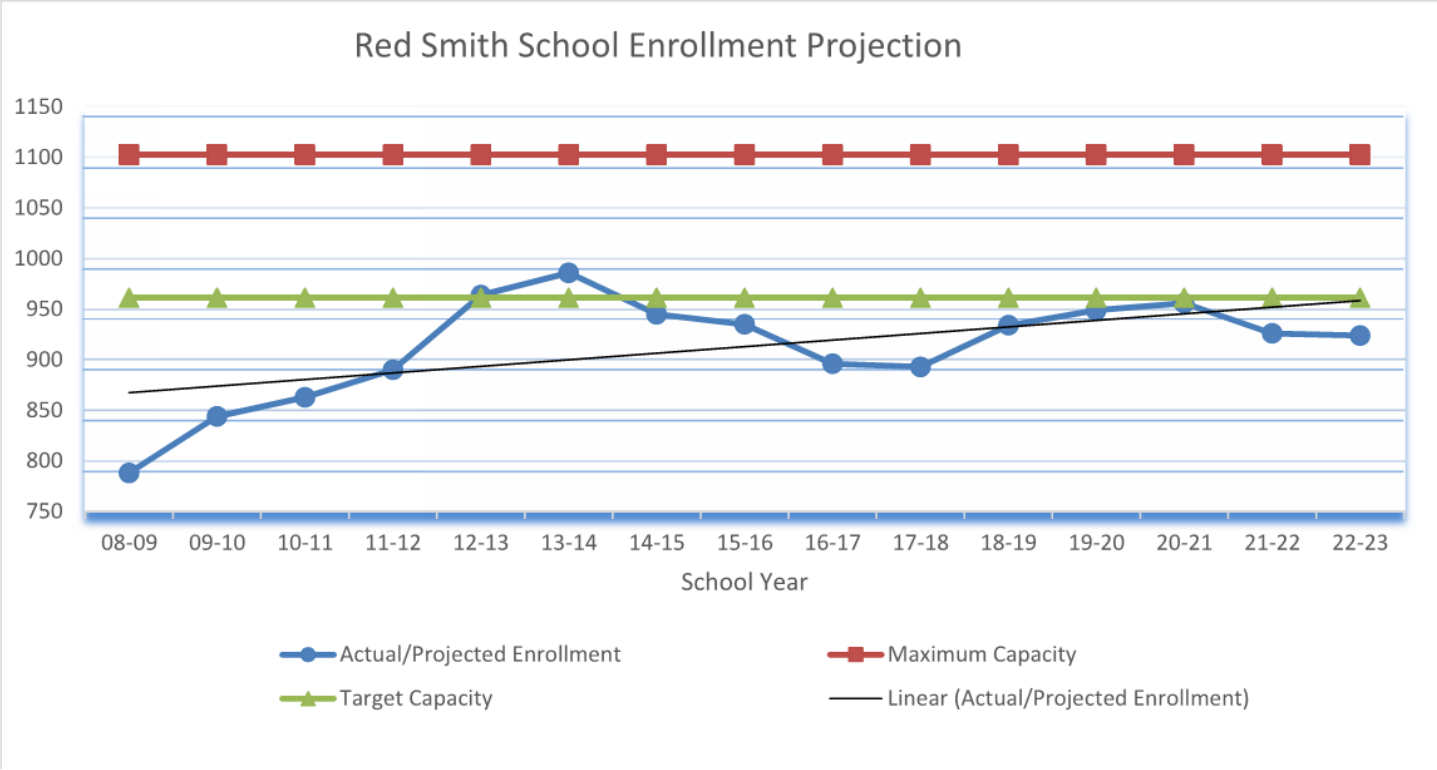
Red Smith School is a 4K-8 building with a growing enrollment. Built as a new building in a developing part of the District, the neighborhood is growing around the school and space pressure is mounting. The elementary grade levels are currently nearing their maximum capacity and are projected to continue rising. The middle school has available capacity but is projected to exceed the maximum in the coming years.

A dedicated student commons (cafeteria) serves all grade levels over three lunch periods. Due to growing enrollment, this space is tight. A stage is situated between the commons and the gymnasium however, larger performances have to be presented toward the gym due to seating limitations in the commons. Stage rigging and lighting should be flipped to face the gym.

A community room near the elementary gym houses afterschool care and visiting UWGB professors. Dedicated exterior access is available.

Introduction of a STEM pathway is being considered. A makerspace and project rooms are desired to facilitate more flexible learning environments. The FACE program is very popular and is in need of a larger, renovated room.

This building houses Early Childhood programming as well as elementary autism programming for the east side of the District.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Red Smith School

Gross Area of Building

Gross Area	158,858	GSF
Current Enrollment	451	Students
Area / Student	352	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	15	1	15.0	Half day students
4K	40	1	40.0	Two half day sessions per room
Kindergarten	62	3	20.7	
First Grade	48	2	24.0	
Second Grade	65	3	21.7	
Third Grade	60	3	20.0	
Fourth Grade	87	4	21.8	
Fifth Grade	72	3	24.0	
Totals	449	20		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
1	EC	15	15	13.5	13.5
1	4K	22	22	19.8	19.8
3	Kindergarten	23	69	20.7	62.1
2	First Grade	25	50	22.5	45.0
3	Second Grade	25	75	22.5	67.5
3	Third Grade	25	75	22.5	67.5
4	Fourth Grade	25	100	22.5	90.0
3	Fifth Grade	25	75	22.5	67.5
20	Total Classrooms		481		432.9

	Maximum Capacity	Target Capacity
	481	433
Current Enrollment	451	451
Availability Capacity	**30**	**-18**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	510	469	**451**	397	384	399	402	420	422	425	425	425
Maximum Capacity	481	481	**481**	481	481	481	481	481	481	481	481	481
Target Capacity	433	433	**433**	433	433	433	433	433	433	433	433	433
Maximum Capacity (Over)/Under	(29)	12	**30**	84	97	82	79	61	59	56	56	56
Target Capacity (Over)/Under	(77)	(36)	**(18)**	36	49	34	31	13	11	8	8	8

Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Red Smith School

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment
Sixth Grade	153
Seventh Grade	177
Eighth Grade	153
Total	483

Enrollment Capacity based on Maximum and Target Class Size

Num of Rooms	Program	Periods Per Day	Periods Used	Usage Factor	Target Class Size	Maximum Capacity	Efficiency Factor	Target Capacity
15	Standard Classrooms	7	6	86%	28	360	85%	306
4	Science	7	6	86%	28	96	85%	82
15	**Core Classroom Sub-Total**					**456**		**388**
2	Phy-ed Stations	7	5	71%	28	40	85%	34
1	FACE	7	4	57%	28	16	85%	14
1	Tech Ed Stations	7	4	57%	28	16	85%	14
1	Agricultural Sciences	7	4	57%	28	16	85%	14
2	Art	7	4	57%	28	32	85%	27
1	Choir	7	4	57%	30	17	85%	15
1	Band	7	4	57%	50	29	85%	24

	Maximum Capacity	Target Capacity
Building Capacity	622	528
Current Enrollment	484	484
Available Capacity	**138**	**44**

Enrollment Projection	08-09	09-10	10-11	11-12	12-13	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actual/Projected Enrollment	445	438	422	441	469	476	476	**484**	499	509	535	547	536	504	499
Maximum Capacity	622	622	622	622	622	622	622	**622**	622	622	622	622	622	622	622
Target Capacity	528	528	528	528	528	528	528	**528**	528	528	528	528	528	528	528
Maximum Capacity (Over)/Under	177	184	200	181	153	146	146	**138**	123	113	87	75	86	118	123
Target Capacity (Over)/Under	83	90	106	87	59	52	52	**44**	29	19	(7)	(19)	(8)	24	29

SULLIVAN ELEMENTARY

Current Enrollment: 603 (Including 5K students currently attending ELC)
Target Capacity: 378
Maximum Capacity: 420

Summary

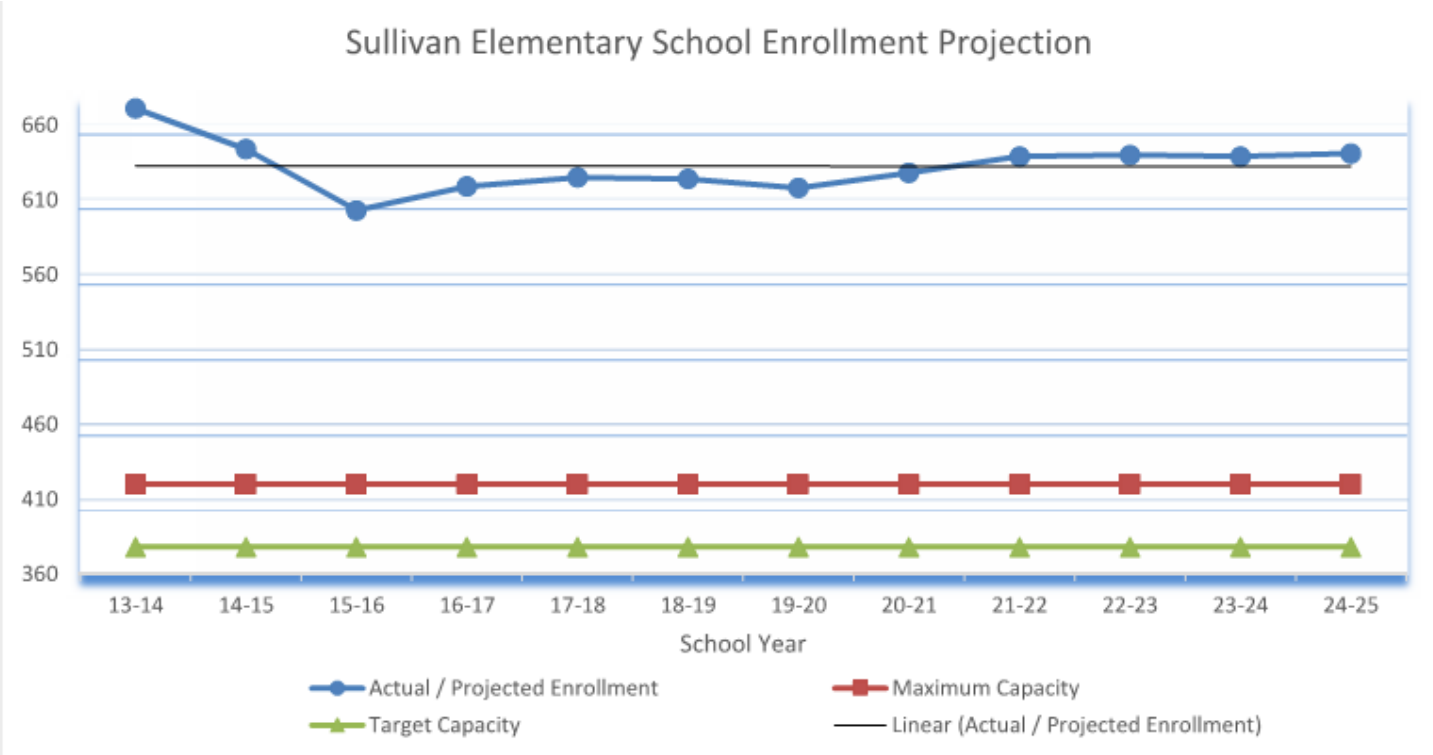
Enrollment at Sullivan Elementary is currently well above its maximum capacity and is projected to remain steady in the coming years. This school currently does not accommodate 4K students due to lack of available space. Some Kindergarten students are the Early Learning Center due to a lack of space. The chart below and the Enrollment Projection numbers on the following page do include Kindergarten students that are currently located at the ELC but would otherwise attend Sullivan Elementary. This is an AGR participating school.

This building was originally built for UWGB. Most classrooms are undersized for current elementary functions. Some rooms are significantly undersized.

Approximately 90% of the student population is eligible for free or reduced lunch. A dedicated student commons (cafeteria) does exist at Sullivan. Dinner is served in the commons.

Sullivan houses ID Severe and Cross Categorical programming as well as autism and special education programming. This building previously housed a regionalized OT/PT program and has an exceptional facility for these purposes including a dedicated activity space. A dental office is also located in the building for student service.

The gym at Sullivan is one of the largest at an elementary school in the District. The YMCA offers wraparound care for students.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Sullivan Elementary

Gross Area of Building

Gross Area	98,000	GSF	
Total Current 5K-5 Enrollment	603	Students	(Note 127 students currently enrolled at Danz attend
Area / Student	163	GSF	class at ELC)

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	0	0		68 4K students attend ELC
Kindergarten	45	3	15.0	SAGE/AGR, 59 KG students attend ELC
First Grade	99	8	12.4	SAGE/AGR
Second Grade	120	6	20.0	SAGE/AGR
Third Grade	108	6	18.0	SAGE/AGR
Fourth Grade	94	4	23.5	
Fifth Grade	78	4	19.5	
Totals	544	31		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
0	4K	22			
3	Kindergarten	18	54	16.2	48.6
4	First Grade	18	72	16.2	64.8
4	Second Grade	18	72	16.2	64.8
4	Third Grade	18	72	16.2	64.8
3	Fourth Grade	25	75	22.5	67.5
3	Fifth Grade	25	75	22.5	67.5
21	Total Classrooms		420		378.0

	Maximum Capacity	Target Capacity
	420	378
Current Enrollment (Excludes Students at ELC)	544	544
Availability Capacity	**-124**	**-166**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	671	644	**603**	619	625	624	618	628	639	640	639	641
Maximum Capacity	420	420	**420**	420	420	420	420	420	420	420	420	420
Target Capacity	378	378	**378**	378	378	378	378	378	378	378	378	378
Maximum Capacity (Over)/Under	(251)	(224)	**(183)**	(199)	(205)	(204)	(198)	(208)	(219)	(220)	(219)	(221)
Target Capacity (Over)/Under	(293)	(266)	**(225)**	(241)	(247)	(246)	(240)	(250)	(261)	(262)	(261)	(263)

TANK ELEMENTARY

Current Enrollment: 221
Target Capacity: 284
Maximum Capacity: 316

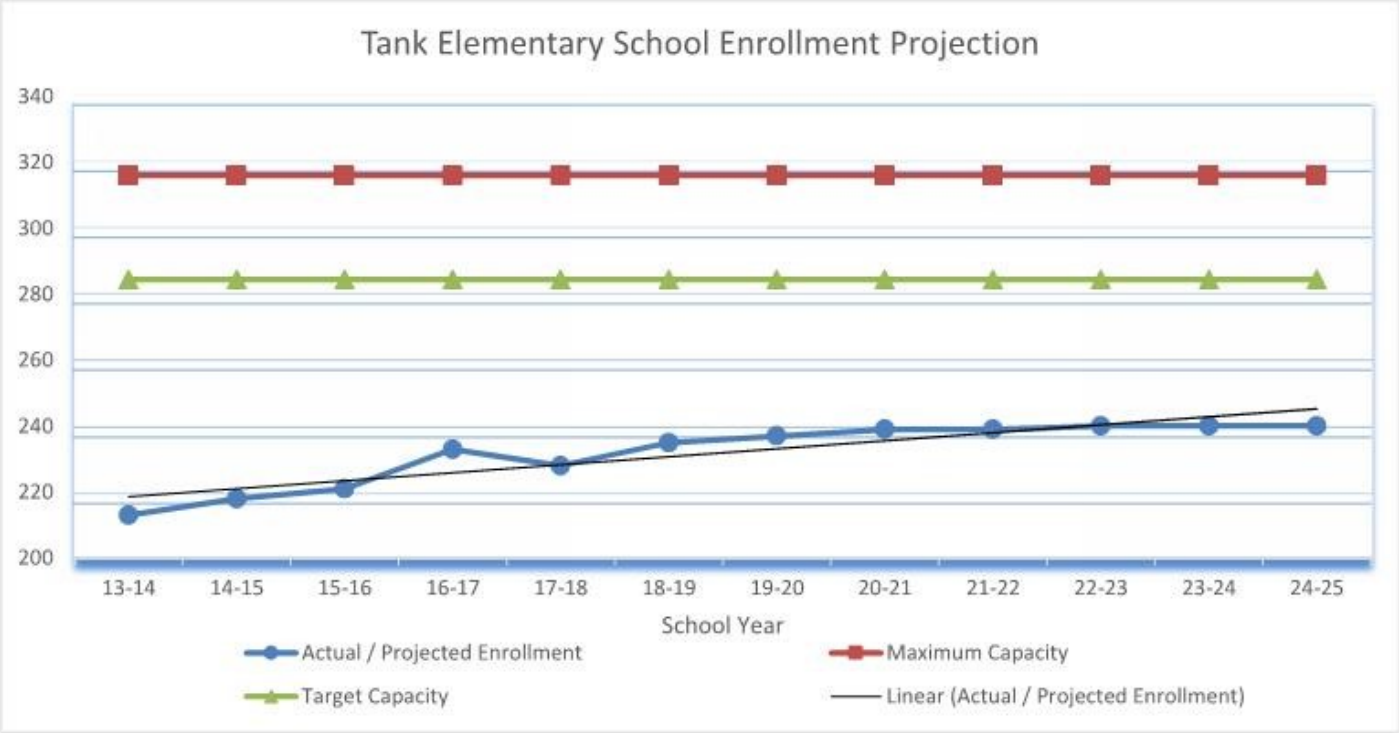
Summary

Enrollment at Tank Elementary is currently well below its maximum capacity and is projected to remain steady in the coming years. This school currently does not accommodate 4K students. This is an AGR participating school.

Approximately 95% of the student population is eligible for free or reduced lunch. A dedicated student commons (cafeteria) does not exist. Students are served lunch in the gymnasium. Universal breakfast is scheduled to be added by the end of the 2015/16 school year.

The current gymnasium is small and is utilized extensively. A community space is desired to serve both students and neighborhood families. Space for storing donated clothing is needed.

Several classrooms in the building are undersized by current standards. Intervention spaces and breakout spaces are needed to increase flexibility within the building.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Tank Elementary

Gross Area of Building

Gross Area	38,107	GSF
Current Enrollment	221	Students
Area / Student	172	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	0	0		
Kindergarten	41	3	13.7	SAGE/AGR
First Grade	39	3	13.0	SAGE/AGR
Second Grade	38	3	12.7	SAGE/AGR
Third Grade	34	3	11.3	SAGE/AGR
Fourth Grade	46	3	15.3	
Fifth Grade	22	1	22.0	
Totals	220	16		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
0	4K	22			
3	Kindergarten	18	54	16.2	48.6
3	First Grade	18	54	16.2	48.6
3	Second Grade	18	54	16.2	48.6
3	Third Grade	18	54	16.2	48.6
2	Fourth Grade	25	50	22.5	45.0
2	Fifth Grade	25	50	22.5	45.0
16	Total Classrooms		316		284.4

	Maximum Capacity	Target Capacity
	316	284
Current Enrollment	221	221
Availability Capacity	**95**	**63**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	213	218	**221**	233	228	235	237	239	239	240	240	240
Maximum Capacity	316	316	**316**	316	316	316	316	316	316	316	316	316
Target Capacity	284	284	**284**	284	284	284	284	284	284	284	284	284
Maximum Capacity (Over)/Under	103	98	**95**	83	88	81	79	77	77	76	76	76
Target Capacity (Over)/Under	71	66	**63**	51	56	49	47	45	45	44	44	44

WEBSTER ELEMENTARY

Current Enrollment: 345
Target Capacity: 342
Maximum Capacity: 380

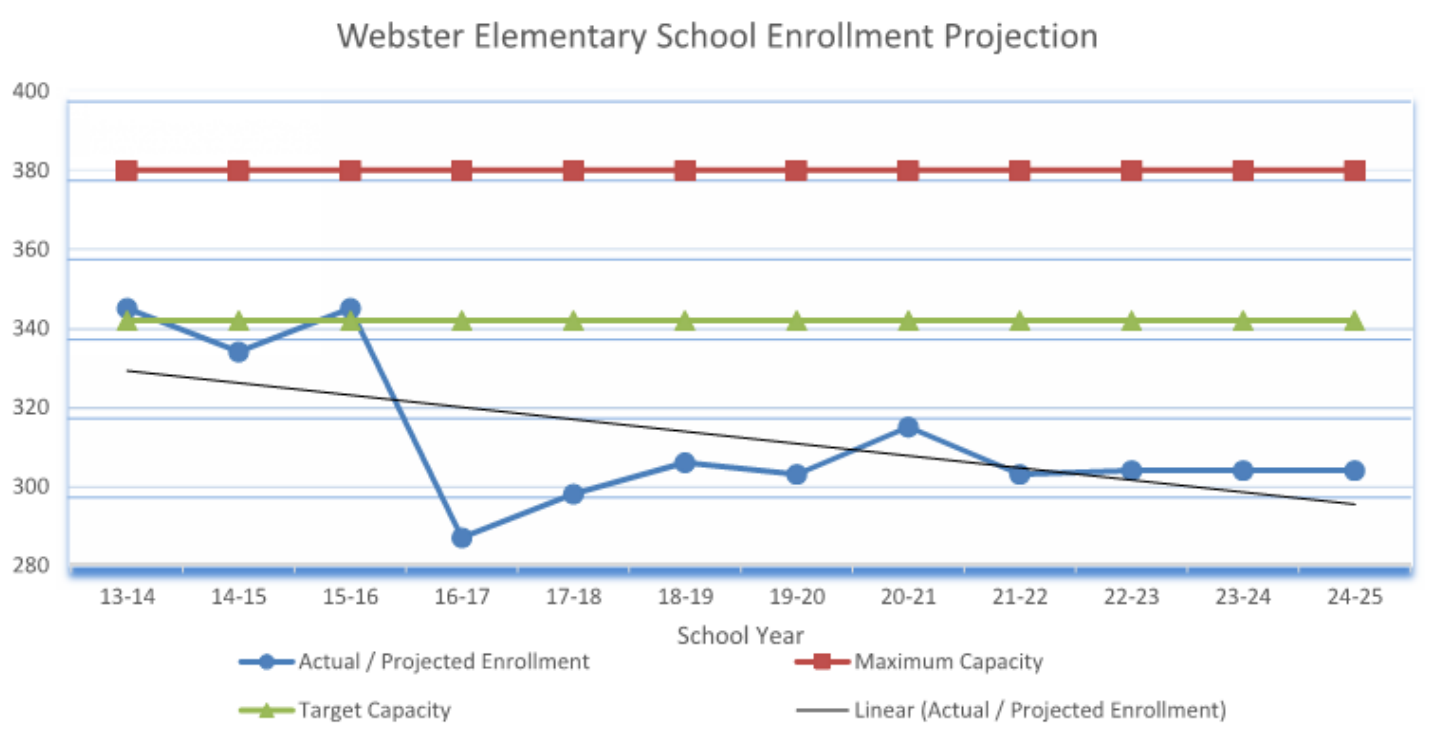
Summary

Enrollment at Webster Elementary is currently below its maximum capacity and is projected to be relatively stable over the coming years. This school currently does accommodate 4K and Early Childhood students. The EC program currently has a waiting list to enroll in.

Approximately 50% of the student population is eligible for free or reduced lunch. A dedicated student commons (cafeteria) does not exist.

Webster utilizes a Kennedy Center model which emphasis the arts throughout curriculum. Every student receives two music lessons from grade two on. Approximately one third of the students enroll into this school from outside the attendance area.

As an arts school, a proper performance space is desired. A book storage room has been displaced to provide a piano lab for student practice. The computer lab is underutilized and could be repurposed for additional music space.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Webster Elementary

Gross Area of Building

Gross Area	47,032	GSF
Current Enrollment	345	Students
Area / Student	136	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
EC	13	2	6.5	Half Day Students
4K	33	1	16.5	Two half day sessions per room
Kindergarten	79	4	19.8	SAGE/AGR
First Grade	36	2	18.0	SAGE/AGR
Second Grade	55	3	18.3	SAGE/AGR
Third Grade	35	2	17.5	SAGE/AGR
Fourth Grade	40	2	20.0	
Fifth Grade	40	2	20.0	
Totals	331	18		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
2	EC	15	60	13.5	54.0
1	4K	22	22	19.8	19.8
4	Kindergarten	18	72	16.2	64.8
2	First Grade	18	36	16.2	32.4
3	Second Grade	18	54	16.2	48.6
2	Third Grade	18	36	16.2	32.4
2	Fourth Grade	25	50	22.5	45.0
2	Fifth Grade	25	50	22.5	45.0
18	Total Classrooms		380		342.0

	Maximum Capacity	Target Capacity
	380	342
Current Enrollment	345	345
Availability Capacity	**35**	**-3**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	345	334	**345**	287	298	306	303	315	303	304	304	304
Maximum Capacity	380	380	**380**	380	380	380	380	380	380	380	380	380
Target Capacity	342	342	**342**	342	342	342	342	342	342	342	342	342
Maximum Capacity (Over)/Under	35	46	**35**	93	82	74	77	65	77	76	76	76
Target Capacity (Over)/Under	(3)	8	**(3)**	55	44	36	39	27	39	38	38	38

WEQUIOCK ELEMENTARY

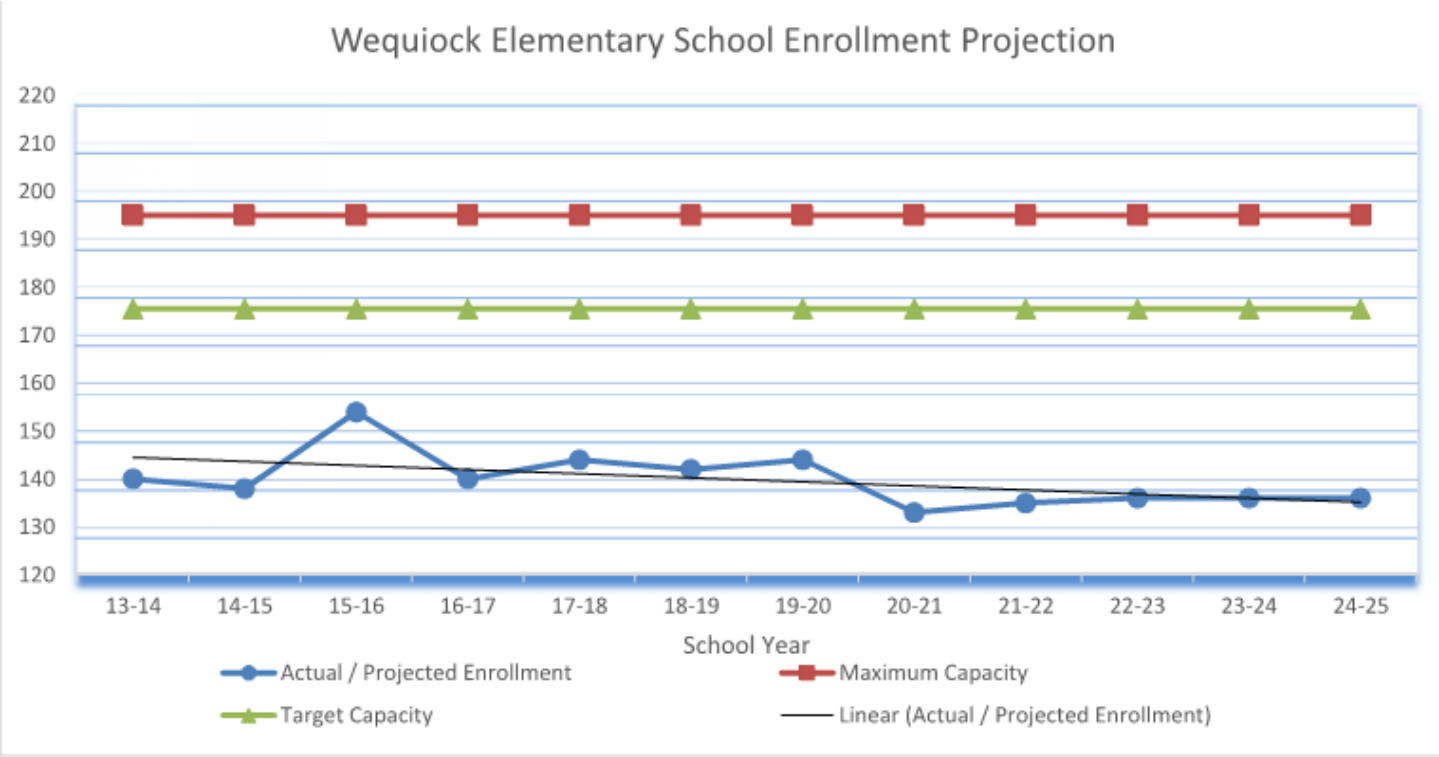
Current Enrollment: 154
Target Capacity: 176
Maximum Capacity: 195

Summary

Enrollment at Wequiock Elementary is currently below its maximum capacity and is projected to remain steady over the coming years. This school currently does accommodate 4K students.

Wequiock Elementary is situated on a dramatic site with views to Green Bay and is within the Bay Beach Wildlife Sanctuary. While there is some new residential development in the area, this school has capacity to grow programming within the existing space. A STEM pathway or environmental pathway has been suggested for this school.

The computer lab is underutilized and could be used for other purposes. A science lab is desired to support STEM programming. Additional flexible learning spaces are desired in the building as well as a Makerspace.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Wequiock Elementary

Gross Area of Building

Gross Area	27,347	GSF
Current Enrollment	154	Students
Area / Student	178	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	13	1	13.0	Two half day sessions per room
Kindergarten	20	1	20.0	
First Grade	36	2	18.0	
Second Grade	21	1	21.0	
Third Grade	24	1	24.0	
Fourth Grade	18	1	18.0	
Fifth Grade	22	1	22.0	
Totals	154	8		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
1	4K	22	22	19.8	19.8
1	Kindergarten	23	23	20.7	20.7
2	First Grade	25	50	22.5	45.0
1	Second Grade	25	25	22.5	22.5
1	Third Grade	25	25	22.5	22.5
1	Fourth Grade	25	25	22.5	22.5
1	Fifth Grade	25	25	22.5	22.5
8	Total Classrooms		195		175.5

	Maximum Capacity	Target Capacity
	195	176
Current Enrollment	154	154
Availability Capacity	**41**	**22**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	140	138	**154**	140	144	142	144	133	135	136	136	136
Maximum Capacity	195	195	**195**	195	195	195	195	195	195	195	195	195
Target Capacity	176	176	**176**	176	176	176	176	176	176	176	176	176
Maximum Capacity (Over)/Under	55	57	**41**	55	51	53	51	62	60	59	59	59
Target Capacity (Over)/Under	36	38	**22**	36	32	34	32	43	41	40	40	40

WILDER ELEMENTARY

Current Enrollment: 437
Target Capacity: 400
Maximum Capacity: 4444

Summary

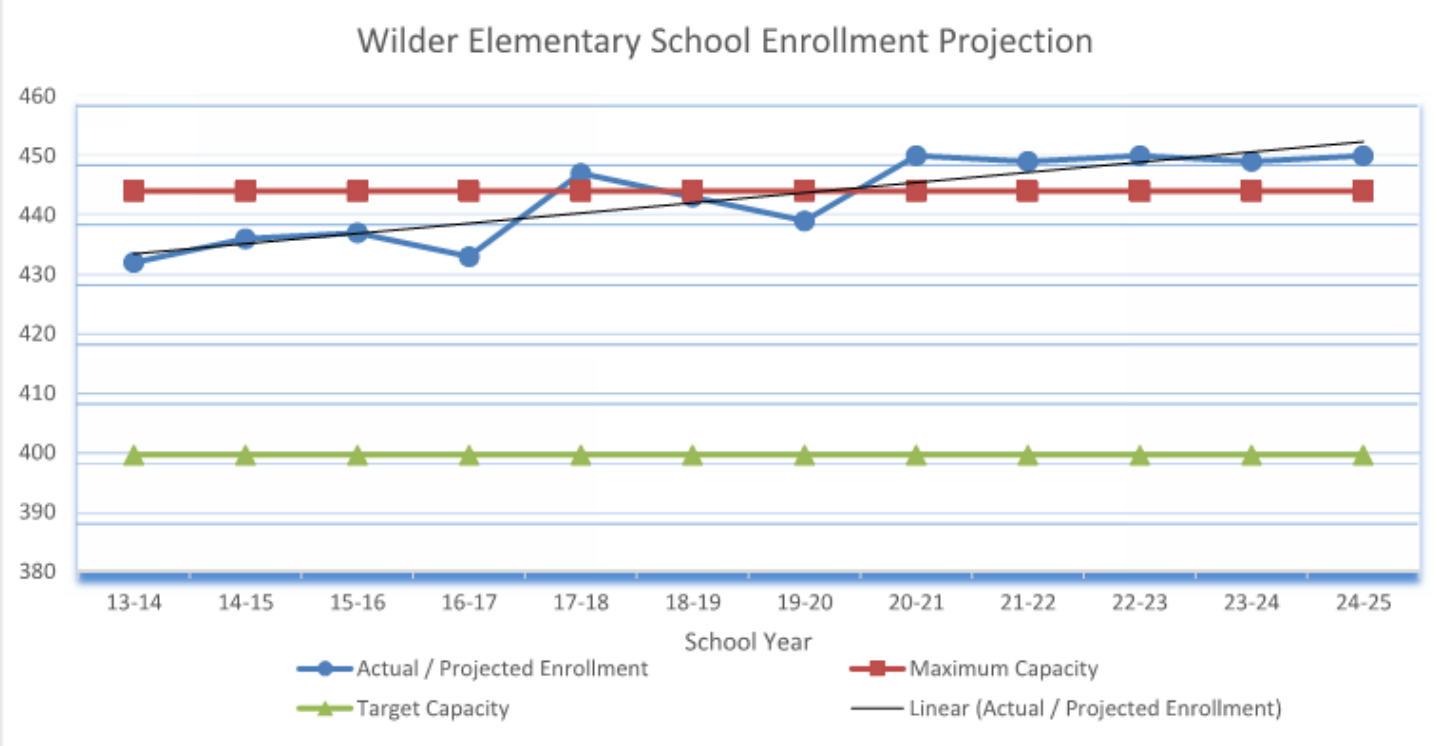
Enrollment at Wilder Elementary is currently just below its maximum capacity and is projected to rise slightly above capacity over the coming years. This school currently does not accommodate 4K students due to lack of available classrooms.

Approximately 52% of the student population is eligible for free or reduced lunch. A dedicated student commons (cafeteria) does exist.

This building does not have a secure entrance sequence. The administrative offices are near the front entrance but are separated by primary corridors. Relocation of the administrative offices is suggested to allow for a proper entry sequence.

Classrooms in this building are typically undersized by current standards. Interventionists are housed in a storage room between the Student Commons and the Gym. ESL teachers are based in the space that was designed as the storytelling area in the IMC. Fifth Grade Band is accommodated in a PE storage room near the gym. Consideration should be given to a revision of space utilization and appropriate sizing across the building.

No OT/PT space is available in the building resulting in services being provided in a corner of the student commons. In past years, the music room has been relocated to the commons as well due to lack of space.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Wilder Elementary

Gross Area of Building

Gross Area	47,200	GSF
Current Enrollment	437	Students
Area / Student	108	GSF

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	0	0		15 4K students attend ELC
Kindergarten	78	4	19.5	
First Grade	65	3	21.7	
Second Grade	77	4	19.3	
Third Grade	74	3	24.7	
Fourth Grade	64	3	21.3	1 Combined GR. 4/5 Classroom
Fifth Grade	79	3	26.3	
Totals	437	20		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
0	4K	22			
3	Kindergarten	23	69	20.7	62.1
3	First Grade	25	75	22.5	67.5
3	Second Grade	25	75	22.5	67.5
3	Third Grade	25	75	22.5	67.5
3	Fourth Grade	25	75	22.5	67.5
3	Fifth Grade	25	75	22.5	67.5
18	Total Classrooms		444		399.6

	Maximum Capacity	Target Capacity
	444	400
Current Enrollment	437	437
Availability Capacity	**7**	**-37**

Enrollment Projection

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Actual / Projected Enrollment	432	436	**437**	433	447	443	439	450	449	450	449	450
Maximum Capacity	444	444	**444**	444	444	444	444	444	444	444	444	444
Target Capacity	400	400	**400**	400	400	400	400	400	400	400	400	400
Maximum Capacity (Over)/Under	12	8	**7**	11	(3)	1	5	(6)	(5)	(6)	(5)	(6)
Target Capacity (Over)/Under	(32)	(36)	**(37)**	(33)	(47)	(43)	(39)	(50)	(49)	(50)	(49)	(50)

EARLY LEARNING CENTER

Current Enrollment: 446
Target Capacity: 486
Maximum Capacity: 540

Summary

The Early Learning Center (ELC) is a school facility that accommodates Kindergarten and 4K students from neighborhood schools that do not have available space. Located within a former church school, the space is leased and not owned by the District. Kindergarten students from Danz, Eisenhower and Sullivan Elementary Schools are located at this building.

Approximately 92% of the student population is eligible for free or reduced lunch. Universal breakfast is offered. A dedicated student commons (cafeteria) does not exist. The space used for both cafeteria and gym is the parish hall for the church as well. It is neither a good space for a student commons nor a gymnasium as ceiling heights are limited.

This building does not have a secure entrance sequence. Due to ongoing use of the church facility, the current organization of the building does not allow for clean separation of school and church functions. On days when daytime events are held at the church, students must remain indoors for recess. No dedicated outdoor play space is available requiring students to either have recess in the church parking lot (when available) or walk across the street to a public park.

The ELC also houses bilingual Early Childhood program. Four classrooms are utilized for this purpose.

Art is currently not offered to students but may be added in the future. If this programming is added, it will be a traveling offering from a cart due to lack of available space in the building.

Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Early Learning Center

Gross Area of Building

Gross Area
Current Enrollment
Area / Student

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	241	6	20.1	Two half day sessions per room
Kindergarten	205	12	17.1	
Totals	446	18		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
6	4K	22	264	19.8	237.6
12	Kindergarten	23	276	20.7	248.4
18	Total Classrooms		540		486.0

	Maximum Capacity	Target Capacity
	540	486
Current Enrollment	446	446
Availability Capacity	**94**	**40**

FROEBEL EARLY LEARNING CENTER

Current Enrollment: 203
Target Capacity: 239
Maximum Capacity: 266

Summary

The Froebel Early Learning Center (Froebel) is a school facility that accommodates Kindergarten and 4K students from neighborhood schools that do not have available space. Located within a former church school, the space is owned by the District and has had some recent facility improvements. Kindergarten students from Baird, Martin and McAuliffe Elementary Schools are located at this building.

After the completion of recent renovation, this building does now have a secure entrance sequence. A dedicated student commons does exist. This facility is sometimes used for District professional development.

Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Friedrich Froebel Elementary

Gross Area of Building

Gross Area
Current Enrollment
Area / Student

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment	Number of Rooms Used	Number of Students per Room	Notes
4K	158	5	15.8	Two half day sessions per room
Kindergarten	45	2	22.5	
Totals	203	7		

Enrollment Capacity based on Maximum and Target Class Size

No of Rooms	Program	Maximum Class Size	Maximum Capacity	Target Class Size	Target Capacity
5	4K	22	220	19.8	198.0
2	Kindergarten	23	46	20.7	41.4
7	Total Classrooms		266		239.4

	Maximum Capacity	Target Capacity
	266	239
Current Enrollment	203	203
Availability Capacity	**63**	**36**

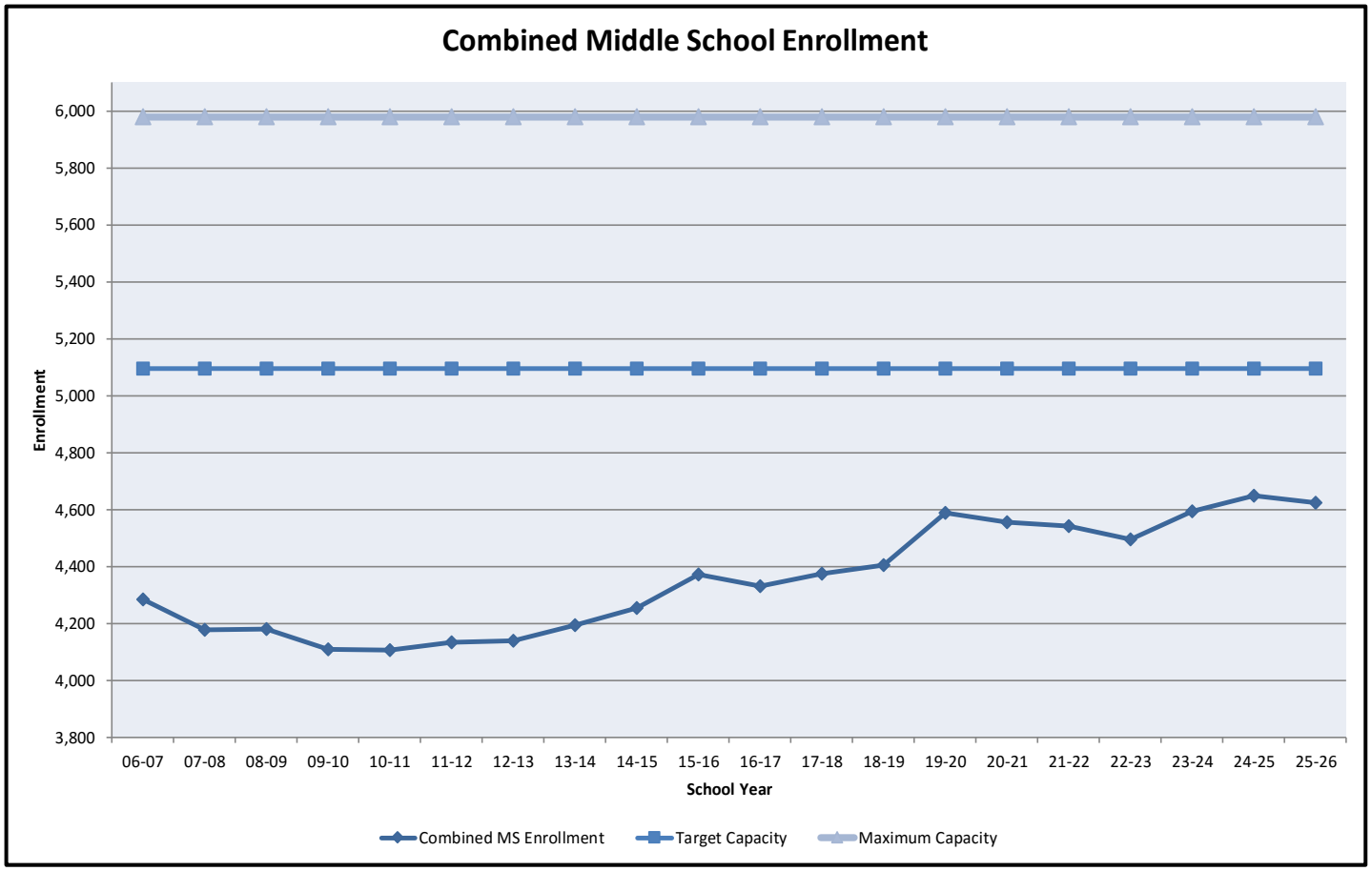
Middle School - Educational Space Analysis

Middle School Capacity

The capacity of each middle school is based upon the number of educational stations available within each building. The number of educational spaces is then multiplied by the number of students to occupy the space which has been determined by the District's Class Size Guidelines. The **Usage Factor** is determined by the number of periods per day an educational station is actually used divided by the number of periods that the building operates within an instructional day. The resultant calculation is then multiplied by 85% **Efficiency Factor** as previously described. Each classroom or instructional space that has been assigned for student credit will be factored in to the calculation. This method will determine how many students are in an assigned instruction space at any one period of the day. After a period has ended, the students rotate to another instructional space. The periods that each instructional space is used will vary depending upon the administration's scheduling of the spaces, as will the target class size number, which is dependent upon the acceptable number of students assigned.

Maximum Class Size Formula:
Periods used / Periods in day = Usage Factor %
*Number of Rooms * Usage Factor % * Class size = Maximum Capacity*

Target Class Size Formula:
Periods used / Periods in day = Usage Factor %
*Number of Rooms * Usage Factor % * Class size = Capacity * 85% (Efficiency Factor) = Target Capacity*



Data Source: Applied Population Labs Report Dated September 2016

As the previous chart indicates, the Green Bay Area Public School District has seen a relatively consistent growth in middle school enrollment over the past several years. That trend is projected to continue for the foreseeable future.

The combined enrollment includes sixth through eighth grade students who attend the K-8 schools (Aldo, Da Vinci and Red Smith). For simplicity, the chart above indicated combine middle school capacity as a constant value however, with the expansion of Da Vinci; the actual target capacity value has risen to its current level in just the last few years.

EDISON MIDDLE SCHOOL

Current Enrollment: 1,183
Target Capacity: 1,137
Maximum Capacity: 1,337

SUMMARY

Edison Middle School serves student from Danz, Eisenhower, Martin, McAuliffe, Sullivan and Wilder Elementary Schools who then move on to Preble High School. Students are currently organized by house structure in only the sixth grade.

Enrollment at Edison Middle School is currently above its target capacity but below its maximum capacity. Over the coming years, enrollment is projected to generally remain within this range.

Approximately 65% of the student population is eligible for free or reduced lunch. Breakfast is served in the cafeteria. Students who arrive early are allowed to use the IMC and gymnasium in addition to the cafeteria. The cafeteria is poorly organized which creates supervision issues. The serving kitchen is very small for the number of meals served and its storage is remote. Consideration should be given to an overall modernization into a more flexible student commons with a larger and better equipped kitchen.

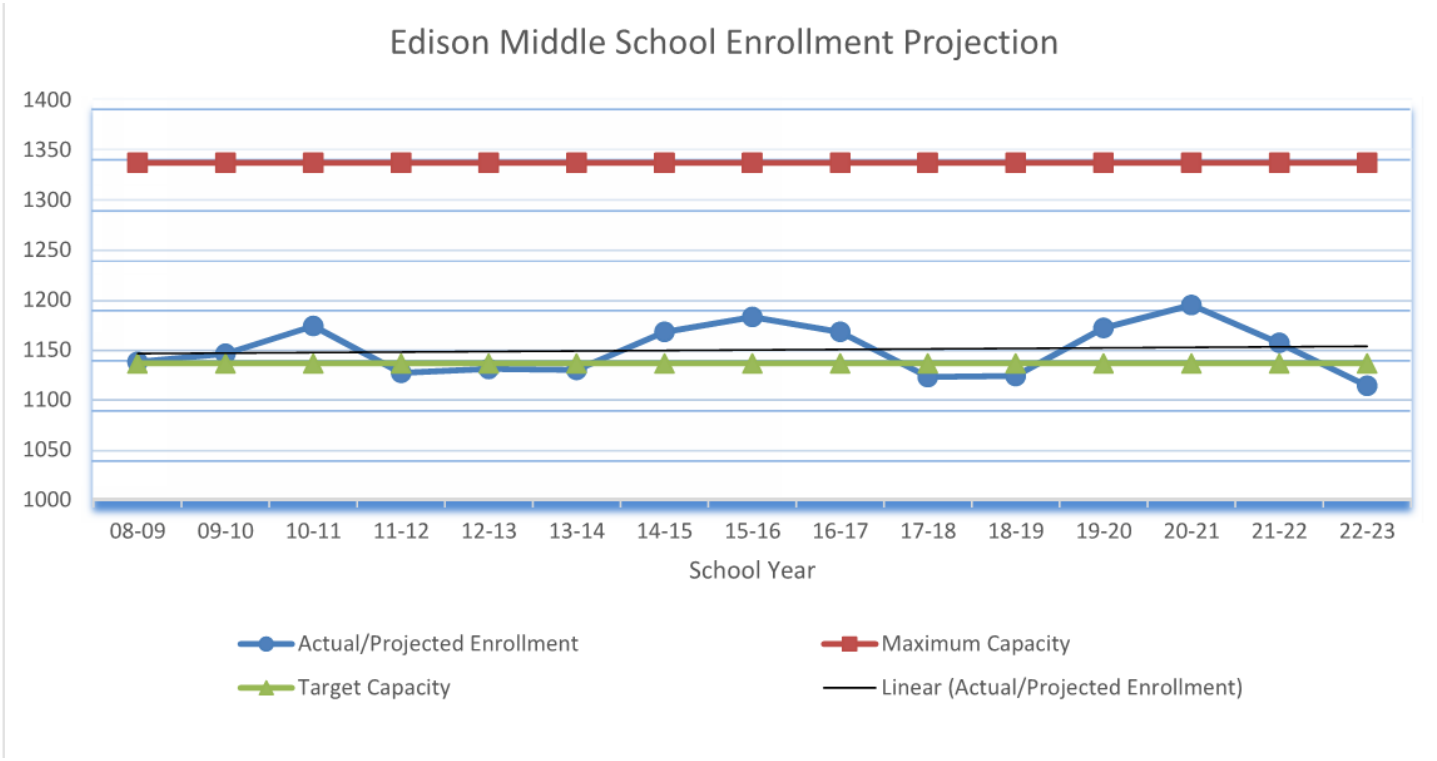
Typical classrooms average at or just below 800 SF which is typical for a building of this age. Science classrooms grouped together on the first floor. Demand for these spaces has grown in recent years resulting in scheduling challenges. Currently, some sixth grade science sections are taught in standard classrooms.

Career and Technical Educations (CTE) space is generally in good condition in this building and while current programming is fairly standard in offerings, the space does allow future flexibility. Agricultural Science classes are popular at Edison. The current Ag room is segregated from both CTE programming and science programming and is located in smaller interior room. Consideration should be given to relocating this program to a more appropriate facility within the building.

The front entrance to the building is not well organized. While clearly identifiable from the street, no visitor parking is provided near the door. While the front doors are locked and visitors must be buzzed into the school, once inside the front doors they are not within the administrative offices. The front door entry sequence should be improved to provide direct entry into the office area.

Some of the athletic facilities at Edison are somewhat undersized for the number of students. The main gymnasium is well sized but support spaces, specifically the weight room and apparatus room are small for the level of use they serve. Edison does have one of two swimming pools within the District. This serves as a fourth gym station for PE scheduling. Scheduling of PE classes is difficult during winter months when outdoor facilities cannot be used.

Music spaces are undersized for the number of students served. All sixth grade students are required to have a music class. Currently all music classes are scheduled in either the Band or Choral rooms, both of which are somewhat undersized.


Edison Middle School Enrollment Projection
1400
1350
1300
1250
1200
1150
1100
1050
1000
08-09
09-10
10-11
11-12
12-13
13-14
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16-17
17-18
18-19
19-20
20-21
21-22
22-23
School Year
Actual/Projected Enrollment
Maximum Capacity
Target Capacity
Linear (Actual/Projected Enrollment)

Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Edison Middle School

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment
Sixth Grade	383
Seventh Grade	407
Eighth Grade	389
Total	1,179

Enrollment Capacity based on Maximum and Target Class Size

Num of Rooms	Program	Periods Per Day	Periods Used	Usage Factor	Target Class Size	Maximum Capacity	Efficiency Factor	Target Capacity
33	Standard Classrooms	7	6	86%	28	792	85%	673
8	Science	7	6	86%	28	192	85%	163
41	**Core Classroom Sub-Total**					**984**		**836**
2	Phy-ed Stations	7	6	86%	28	48	85%	41
1	Aux Gym	7	6	86%	28	24	85%	20
1	Pool	7	5	71%	28	20	85%	17
2	FACE	7	5	71%	28	40	85%	34
2	Tech Ed Stations	7	6	86%	28	48	85%	41
1	Agricultural Sciences	7	4	57%	28	16	85%	14
2	Business Education	7	5	71%	28	40	85%	34
1	Health Classroom	7	5	71%	28	20	85%	17
2	Art	7	5	71%	28	40	85%	34
1	Choir	7	5	71%	30	21	85%	18
1	Band	7	5	71%	50	36	85%	30

	Maximum Capacity	Target Capacity
Building Capacity	1,337	1,137
Current Enrollment	1,183	1,183
Available Capacity	**154**	**-46**

Enrollment Projection	08-09	09-10	10-11	11-12	12-13	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actual/Projected Enrollment	1,138	1,146	1,174	1,127	1,131	1,130	1,168	**1,183**	1,168	1,123	1,124	1,172	1,195	1,157	1,114
Maximum Capacity	1,337	1,337	1,337	1,337	1,337	1,337	1,337	**1,337**	1,337	1,337	1,337	1,337	1,337	1,337	1,337
Target Capacity	1,137	1,137	1,137	1,137	1,137	1,137	1,137	**1,137**	1,137	1,137	1,137	1,137	1,137	1,137	1,137
Maximum Capacity (Over)/Under	199	191	163	210	206	207	169	**154**	169	214	213	165	142	180	223
Target Capacity (Over)/Under	(1)	(9)	(37)	10	6	7	(31)	**(46)**	(31)	14	13	(35)	(58)	(20)	23

FRANKLIN MIDDLE SCHOOL

Current Enrollment: 713
Target Capacity: 1,084
Maximum Capacity: 1,275

Summary

Franklin Middle School serves student from Beaumont, Chappell, Elmore, Ft. Howard, Jackson, Jefferson, Lincoln and Tank Elementary Schools who then move on to West High School. All grade levels are organized into houses. Franklin Middle School is an International Baccalaureate program school.

Enrollment at Franklin Middle School is currently well below its target capacity and is projected to remain generally flat for the foreseeable future.

Approximately 78% of the student population is eligible for free or reduced lunch. Breakfast is served in the cafeteria. The cafeteria is working well with the number of students spread over three lunch periods.

Franklin Middle School has recently completed some facility renovations. The auditorium was updated with all new seating. Mechanical systems were also upgraded.

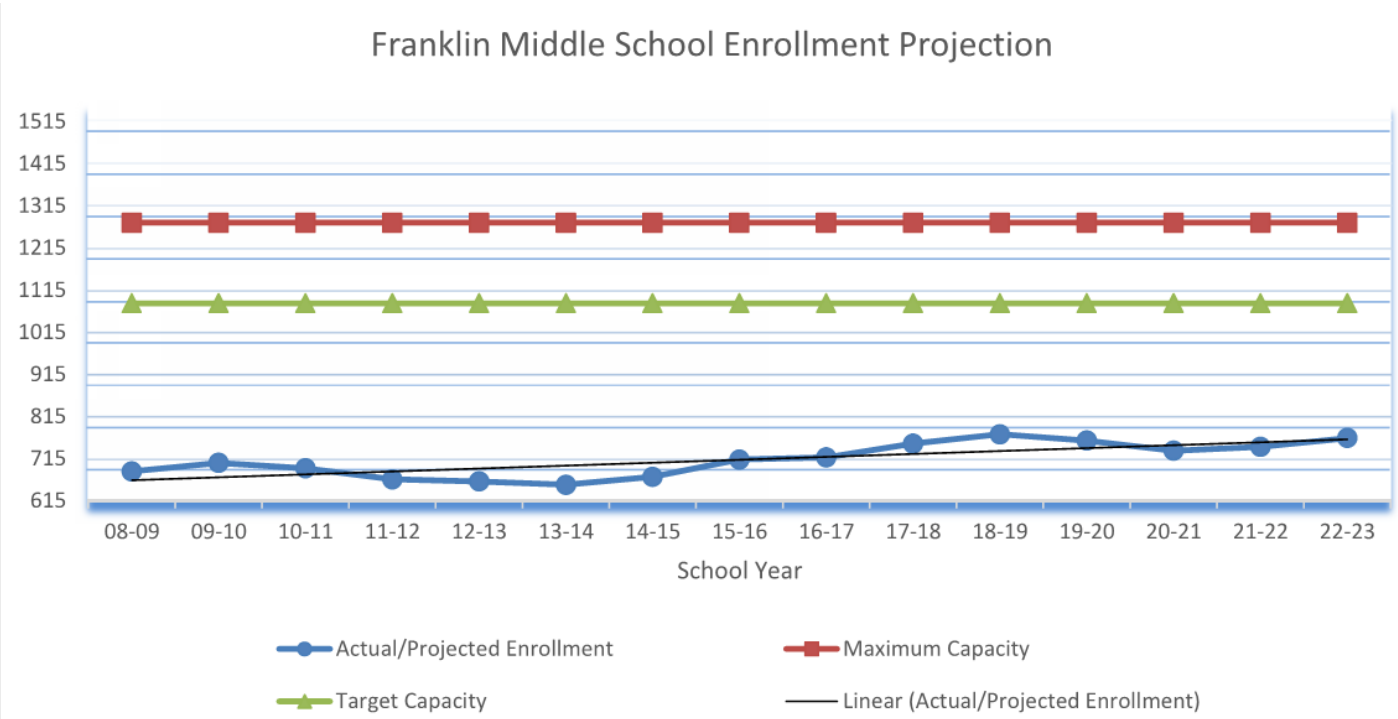
Typical classrooms vary widely in size from approximately 650 SF to over 1,000. Science classrooms are distributed around the building and are not part of a focused STEM suite as might be seen in a newer middle school building.

Career and Technical Education (CTE) spaces are very traditional and lined up along one side of an academic wing. As configured the CTE suite does not allow for program flexibility. As some Franklin students will feed in the District's Bay Link Manufacturing program in high school, consideration should be given to developing spaces that would naturally lead into more advanced programming.

FACE programming has recently be added to curriculum offerings at Franklin. The space that is currently being used for this class is in poor condition and should be renovated to offer an introductory experience to the culinary arts programming that is offered at the District high schools.

The gymnasium is well sized and adequate for the number of students served. An auxiliary gym provides additional educational capacity for the PE program. Locker rooms are in need of renovate. The current configuration is unequal in size between boys and girls and should be brought into balance.

As a school with available capacity, Franklin has the opportunity to redevelop excess space into flexible learning environments. If enrollment does stay at the levels that are projected, it would be recommended that opportunities to create breakout spaces, project rooms and other collaborative learning spaces be sought out.


Franklin Middle School Enrollment Projection
1515
1415
1315
1215
1115
1015
915
815
715
615
08-09
09-10
10-11
11-12
12-13
13-14
14-15
15-16
16-17
17-18
18-19
19-20
20-21
21-22
22-23
School Year
Actual/Projected Enrollment
Maximum Capacity
Target Capacity
Linear (Actual/Projected Enrollment)

Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Franklin Middle School

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment
Sixth Grade	241
Seventh Grade	249
Eighth Grade	215
Total	705

Enrollment Capacity based on Maximum and Target Class Size

Num of Rooms	Program	Periods Per Day	Periods Used	Usage Factor	Target Class Size	Maximum Capacity	Efficiency Factor	Target Capacity
40	Standard Classrooms	7	6	86%	28	960	85%	816
4	Science	7	6	86%	28	96	85%	82
44	**Core Classroom Sub-Total**					**1,056**		**898**
3	Phy-ed Stations	7	5	71%	28	60	85%	51
1	FACE	7	4	57%	28	16	85%	14
3	Tech Ed Stations	7	4	57%	28	48	85%	41
2	Art	7	4	57%	28	32	85%	27
1	Choir	7	4	57%	30	17	85%	15
1	Band	7	4	57%	50	29	85%	24
1	Music Classroom	7	4	57%	30	17	85%	15

	Maximum Capacity	Target Capacity
Building Capacity	1,275	1,084
Current Enrollment	713	713
Available Capacity	**562**	**371**

Enrollment Projection	08-09	09-10	10-11	11-12	12-13	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actual/Projected Enrollment	685	705	692	666	661	653	672	**713**	718	751	773	758	734	743	764
Maximum Capacity	1,275	1,275	1,275	1,275	1,275	1,275	1,275	**1,275**	1,275	1,275	1,275	1,275	1,275	1,275	1,275
Target Capacity	1,084	1,084	1,084	1,084	1,084	1,084	1,084	**1,084**	1,084	1,084	1,084	1,084	1,084	1,084	1,084
Maximum Capacity (Over)/Under	590	570	583	609	614	622	603	**562**	557	524	502	517	541	532	511
Target Capacity (Over)/Under	399	379	392	418	423	431	412	**371**	366	333	311	326	350	341	320

LOMBARDI MIDDLE SCHOOL

Current Enrollment: 827
Target Capacity: 1,075
Maximum Capacity: 1,265

SUMMARY

Lombardi Middle School serves student from Beaumont, Doty, Keller, Kennedy, King, Langlade, MacArthur and Tank Elementary Schools who then move on to Southwest High School. Students are currently organized by house structure in only the sixth grade.

Enrollment at Lombardi Middle School is currently well below its target capacity and is projected to remain generally flat for the foreseeable future.

Lombardi Middle School has a strong culture of collaboration. The school has recently been recognized the Wisconsin Department of Public Instruction for its success in closing the achievement gap. The transient rate is low at this school.

Cafeteria space is split into two spate spaces. The primary space is located on the first floor directly in front of the auditorium. It is inadequate in size to serve student demand even though three lunch periods are currently utilized. A second cafeteria space is located in the lower level of the school. All serving areas are located at the main cafeteria. Space for a possible addition to the main cafeteria is available.

The main entrance is reasonably identifiable however, a proper secure entry sequence is not in place. The administration offices are located in the middle of the building and not adjacent to an exterior wall. A visitor to the building is met by locked doors and must be buzzed into the school. Similar to the cafeteria addition noted above, relocation of the administration and creation of new entry is possible on the east side of the building.

Classrooms at Lombardi are typically adequately sized with most just under 900 SF in area. The second floor has many classrooms that are divided by moveable partitions. These partitions are reportedly rarely used and do not provide good acoustical separation. Consideration should be given to installation of better partition system that may include a movable panel door with sound seals.

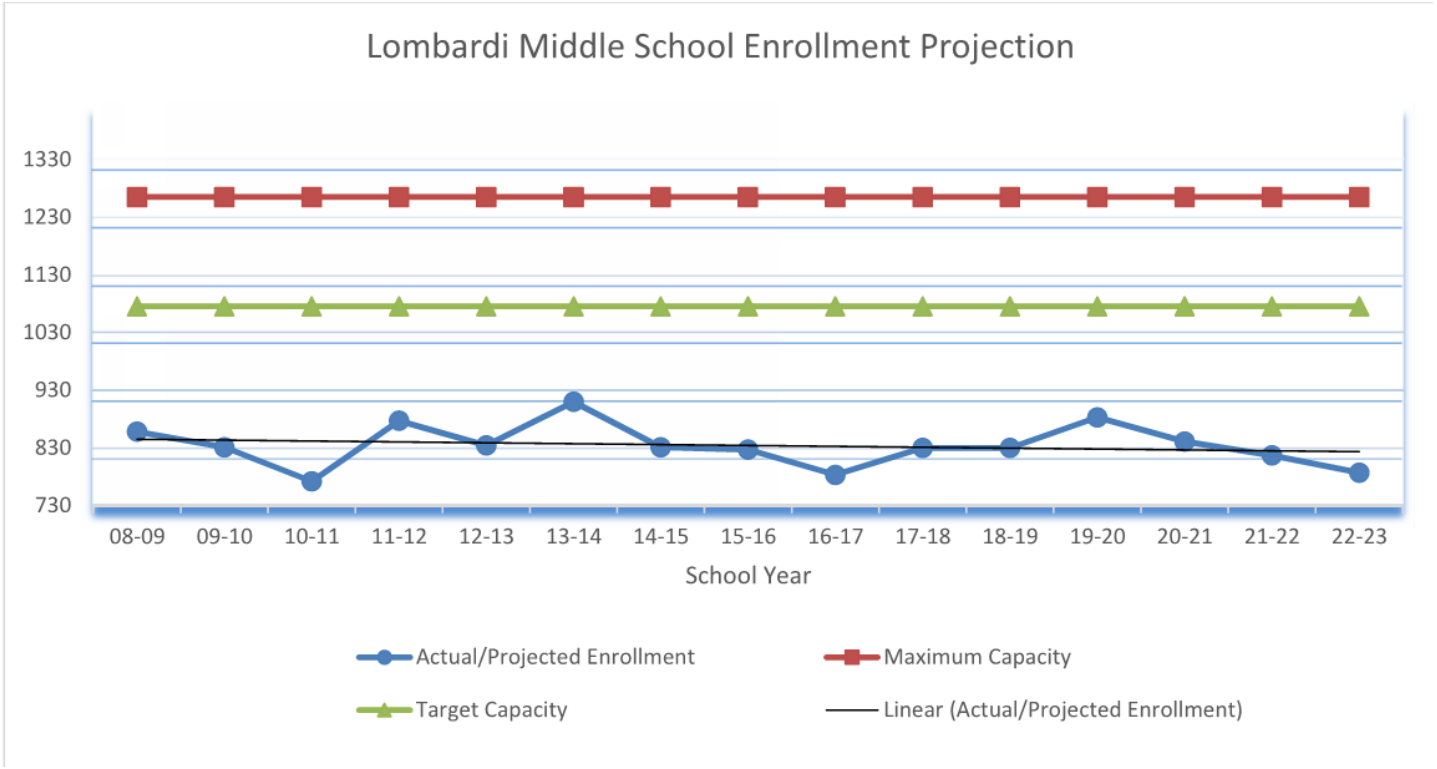
Gym space is adequate for the number of students served. An upper gym storage room has recently been converted into fitness / cardio room for student programming. Possibly as a result, PE storage is now lacking. Locker rooms are adequately sized but are in poor condition. Complete renovation should be considered.

The auditorium at Lombardi was recently renovated with new seating and finishes. Some lighting was also replaced as part of that project. Band and choral rooms are adequately sized but outdated. Additional music spaces have been located in the lower level of the building, remote from the main performing arts spaces.

Career and Technical Education (CTE) spaces are traditional in organization along one side of the building. A product manufacturing lab is being established to bring student the opportunity to experience an introduction to modern manufacturing methodologies.

Computer labs are underutilized and could be considered as opportunities for introducing flexible learning spaces.

As a school with available capacity, Lombardi has the opportunity to redevelop excess space into flexible learning environments. If enrollment does stay at the levels that are projected, it would be recommended that opportunities to create breakout spaces, project rooms and other collaborative learning spaces be sought out. With an established culture of collaboration, Lombardi may be an excellent site to develop flexible spaces and programs that could be implemented across the District.


Lombardi Middle School Enrollment Projection
1330
1230
1130
1030
930
830
730
08-09
09-10
10-11
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12-13
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18-19
19-20
20-21
21-22
22-23
School Year
Actual/Projected Enrollment
Maximum Capacity
Target Capacity
Linear (Actual/Projected Enrollment)

Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Lombardi Middle School

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment
Sixth Grade	273
Seventh Grade	247
Eighth Grade	285
Total	805

Enrollment Capacity based on Maximum and Target Class Size

Num of Rooms	Program	Periods Per Day	Periods Used	Usage Factor	Target Class Size	Maximum Capacity	Efficiency Factor	Target Capacity
32	Standard Classrooms	7	6	86%	28	768	85%	653
7	Science	7	6	86%	28	168	85%	143
39	**Core Classroom Sub-Total**					**936**		**796**
2	Phy-ed Stations	7	6	86%	28	48	85%	41
2	Health Classroom	7	4	57%	28	32	85%	27
1	FACE	7	5	71%	28	20	85%	17
1	YES Classroom	7	4	57%	28	16	85%	14
4	Tech Ed Stations	7	5	71%	28	80	85%	68
1	Agricultural Sciences	7	4	57%	28	16	85%	14
2	Business Education	7	5	71%	28	40	85%	34
1	Art	7	5	71%	28	20	85%	17
1	Choir	7	5	71%	30	21	85%	18
1	Band	7	5	71%	50	36	85%	30

	Maximum Capacity	Target Capacity
Building Capacity	1,265	1,075
Current Enrollment	827	827
Available Capacity	**438**	**248**

Enrollment Projection	08-09	09-10	10-11	11-12	12-13	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actual/Projected Enrollment	858	831	772	877	834	910	831	**827**	783	830	830	883	841	817	787
Maximum Capacity	1,265	1,265	1,265	1,265	1,265	1,265	1,265	**1,265**	1,265	1,265	1,265	1,265	1,265	1,265	1,265
Target Capacity	1,075	1,075	1,075	1,075	1,075	1,075	1,075	**1,075**	1,075	1,075	1,075	1,075	1,075	1,075	1,075
Maximum Capacity (Over)/Under	407	434	493	388	431	355	434	**438**	482	435	435	382	424	448	478
Target Capacity (Over)/Under	217	244	303	198	241	165	244	**248**	292	245	245	192	234	258	288

WASHINGTON MIDDLE SCHOOL

Current Enrollment: 905
Target Capacity: 989
Maximum Capacity: 1,147

SUMMARY

Washington Middle School serves student from Doty, Eisenhower, Howe, Langlade, Nicolet, Sullivan, Webster and Wilder Elementary Schools who then move on to East High School. Students are currently organized by house structure in only the sixth grade.

This is the first year Washington Middle School has been a Title 1 school.

Enrollment at Washington Middle School is currently below its target capacity and is projected to remain generally flat for the foreseeable future.

Approximately 80% of the student population is eligible for free or reduced lunch. The cafeteria is reasonably sized and is working with the number of students spread over three lunch periods.

The main gymnasium is adequately sized. A secondary smaller gym is also available for PE classes. Adjacent to the main gym are a weight room and a health classroom. No athletic fields are available on site. PE classes must cross the street to use public park spaces for outdoor sections of their curriculum.

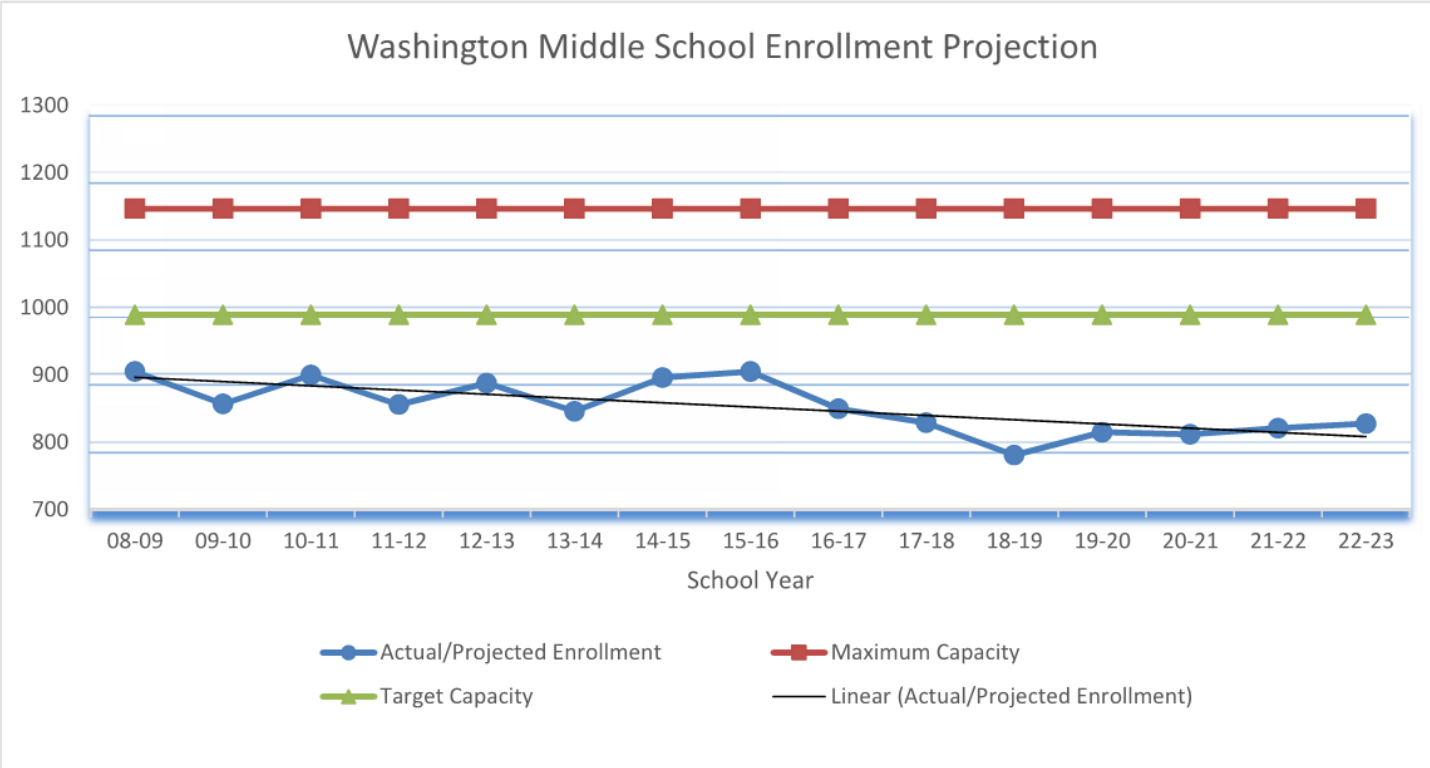
The auditorium at Washington was recently renovated with new seating and finishes. A new pit cover was also installed. Band and choral rooms are heavily used. Sixth grade students are required to take one music class. Additional practice rooms are needed.

Washington Middle School serves a high number of students with IEPs. Space for one on one meetings and small group work is limited. Additional pullout spaces are needed.

Support space for community services is needed. A dedicated community gathering room that would be flexible enough to serve as a room for school use as well as a place for community functions is desired. Space for storage and distribution of donated clothing and other household items is also needed. Storage is currently accommodated in a basement level space.

The school has recently added a dental clinic to serve students and their families.

Many of the classrooms in older portions of the building are undersized. Three classrooms are located in the lower level basement of the building that should be relocated as spaces are available. As the student to mobile device ratio approaches 1:1, consideration should be given to converting some or all of the computer labs into additional flexible learning spaces.


Washington Middle School Enrollment Projection
1300
1200
1100
1000
900
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700
08-09
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13-14
14-15
15-16
16-17
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18-19
19-20
20-21
21-22
22-23
School Year
Actual/Projected Enrollment
Maximum Capacity
Target Capacity
Linear (Actual/Projected Enrollment)

Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Washington Middle School

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment
Sixth Grade	316
Seventh Grade	296
Eighth Grade	292
Total	904

Enrollment Capacity based on Maximum and Target Class Size

Num of Rooms	Program	Periods Per Day	Periods Used	Usage Factor	Target Class Size	Maximum Capacity	Efficiency Factor	Target Capacity
28	Standard Classrooms	7	6	86%	28	672	85%	571
6	Science	7	6	86%	28	144	85%	122
34	**Core Classroom Sub-Total**					**816**		**694**
4	Phy-ed Stations	7	5	71%	28	80	85%	68
1	Weight Room	7	4	57%	28	16	85%	14
1	Health Classroom	7	4	57%	28	16	85%	14
2	FACE	7	5	71%	28	40	85%	34
2	Tech Ed Stations	7	5	71%	28	40	85%	34
1	Agricultural Sciences	7	4	57%	28	16	85%	14
2	Business Education	7	5	71%	28	40	85%	34
1	Art	7	5	71%	28	20	85%	17
1	Choir	7	4	57%	30	17	85%	15
1	Band	7	4	57%	50	29	85%	24
1	Music Classroom	7	4	57%	30	17	85%	15
1	Piano Lab	7	4	57%	30	17	85%	15
	Agricultural Sciences	7	4	57%	28	0	85%	0

	Maximum Capacity	Target Capacity
Building Capacity	1,147	989
Current Enrollment	905	905
Available Capacity	**242**	**84**

Enrollment Projection	08-09	09-10	10-11	11-12	12-13	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actual/Projected Enrollment	905	857	900	856	888	846	896	**905**	850	829	781	815	812	821	828
Maximum Capacity	1,147	1,147	1,147	1,147	1,147	1,147	1,147	**1,147**	1,147	1,147	1,147	1,147	1,147	1,147	1,147
Target Capacity	989	989	989	989	989	989	989	**989**	989	989	989	989	989	989	989
Maximum Capacity (Over)/Under	242	290	247	291	259	301	251	**242**	297	318	366	332	335	326	319
Target Capacity (Over)/Under	84	132	89	133	101	143	93	**84**	139	160	208	174	177	168	161

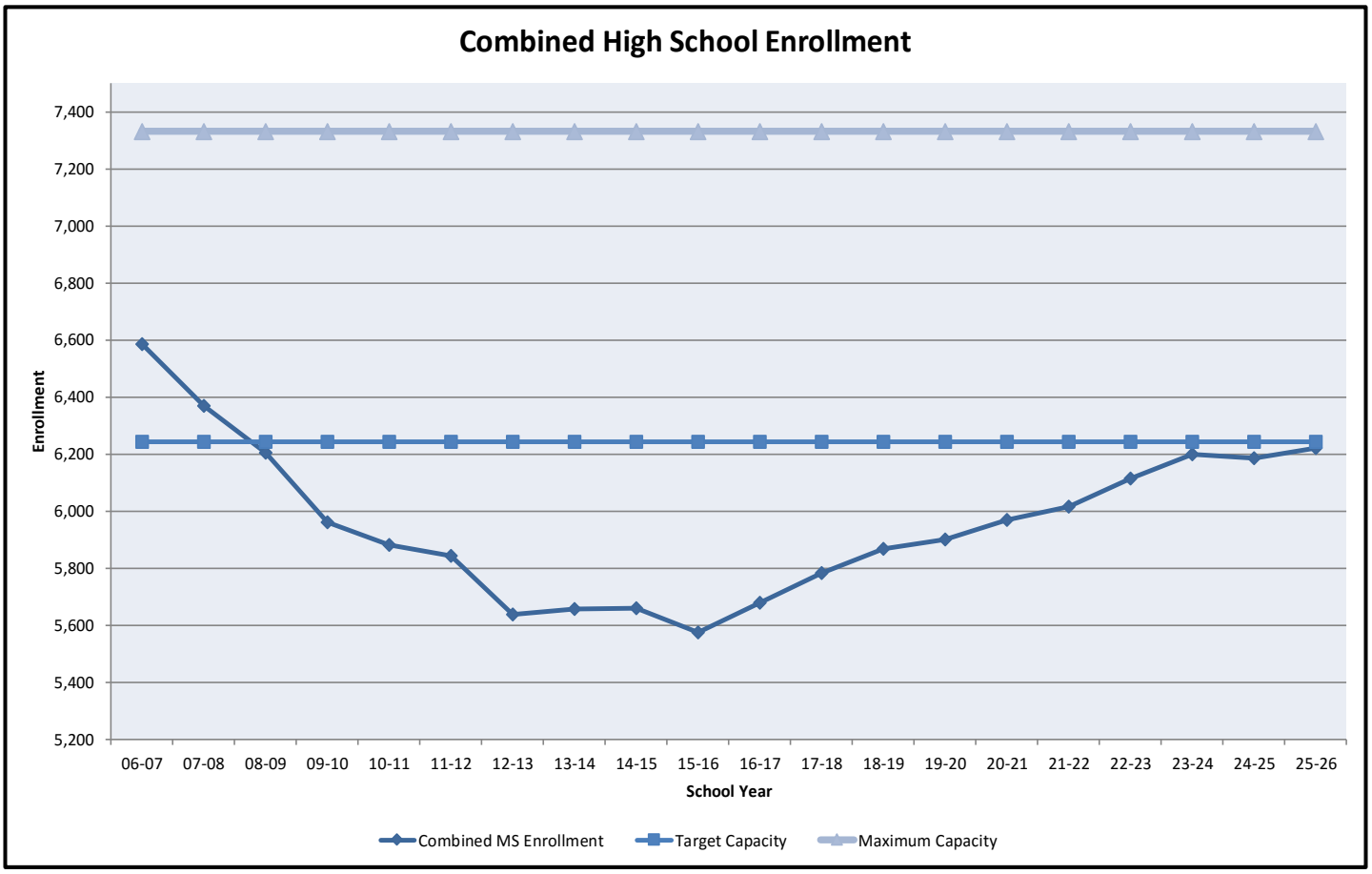
High School - Educational Space Analysis

High School Capacity

The capacity of each high school is based upon the number of educational stations available within each building. The number of educational spaces is then multiplied by the number of students to occupy the space which has been determined by the District's Class Size Guidelines. The **Usage Factor** is determined by the number of periods per day an educational station is actually used divided by the number of periods that the building operates within an instructional day. The resultant calculation is then multiplied by 85% **Efficiency Factor** as previously described. Each classroom or instructional space that has been assigned for student credit will be factored in to the calculation. This method will determine how many students are in an assigned instruction space at any one period of the day. After a period has ended, the students rotate to another instructional space. The periods that each instructional space is used will vary depending upon the administration's scheduling of the spaces, as will the target class size number, which is dependent upon the acceptable number of students assigned.

Maximum Class Size Formula:
Periods used / Periods in day = Usage Factor %
*Number of Rooms * Usage Factor % * Class size = Maximum Capacity*

Target Class Size Formula:
Periods used / Periods in day = Usage Factor %
*Number of Rooms * Usage Factor % * Class size = Capacity * 85% (Efficiency Factor) = Target Capacity*



Data Source: Applied Population Labs Report Dated September 2016

As the previous chart indicates, the Green Bay Area Public School District has seen declining enrollment in the High Schools until recently. Projections show that trend has changed and District will see increasing enrollment for the foreseeable future.

The combined enrollment and capacity of all five High Schools show the District currently below the Target Capacity . Projected enrollments indicate growth that will take the combined District 9-12 enrollment up to near the target capacity.

It is also important to look at buildings on a case by case basis. Available capacity varies widely across the District's portfolio of High School facilities. Preble High School is well above its Target Capacity and near its Maximum Capacity. It is also the largest High School in the District by total number of students served which is projected to remain constant. East High School is operating near its Target Capacity while West and Southwest High Schools are operating well below their Target Capacity. John Dewey Academy of Learning (JDAL) is housed in leased space and is at its capacity for its programming.

The following pages provide specific data for each high school with regards to historical and current enrollment data and the current building capacity.

EAST HIGH SCHOOL

Current Enrollment: 1,294
Target Capacity: 1,420
Maximum Capacity: 1,671

Summary

East High School serves students from Washington Middle School. Enrollment is currently nearing the building's target capacity but is projected to decline slightly in future years.

The main administration offices are located adjacent to the front entrance but do not have direct entry for visitors. A reconfiguration of the entry vestibule would allow for a true secure entry sequence and should be implemented. Overall, the administration offices are out of space for future growth. Student services areas do not have enough spaces for private meetings.

Approximately 65% of students qualify for free or reduced lunch. Breakfast is served in the cafeteria each day. Cafeteria space is tight but adequate.

East High School will house Academy programming for students who are at risk. Classrooms have been identified near the music wing and near two exterior entrances. A district offered program for teen age parents, TAP, is also located in the same area.

The auditorium can seat approximately 1,000 people. A small scene shop is located backstage and provides access from the band and choir rooms to the stage area. The auditorium does not seat all students at one time so all school assemblies are held in the large gym.

East High School is home to the Institute for Fine Arts. Students may choose to follow a curriculum path that focuses on the visual, written and performing arts. As a specialized track within the GBAPS offerings, spaces that promote and celebrate the identity of this unique program offering should be evident in the building. As the building is currently organized, it is difficult for a visitor fully

Career and Technical Education (CTE) courses are accommodated in traditional spaces. East High School is the home of City Stadium Automotive, a specialized program to train students in skills necessary to enter the work force with a mechanical background. An exciting program that attracts students to this school, its location virtually hidden and is not celebrated by the building design. If this program is to remain at East, a full modernization of the CTE spaces to enhance the flexibility of the suite as a whole and to improve the visibility of the learning opportunities available should be considered.

Culinary arts is a growing program at East. Next year could potentially see 18 sections of courses offered to students.

East offers programming for nursing training. Accommodated in two classroom spaces, this is specialized curriculum that could be used to help attract students with focused areas of interest.

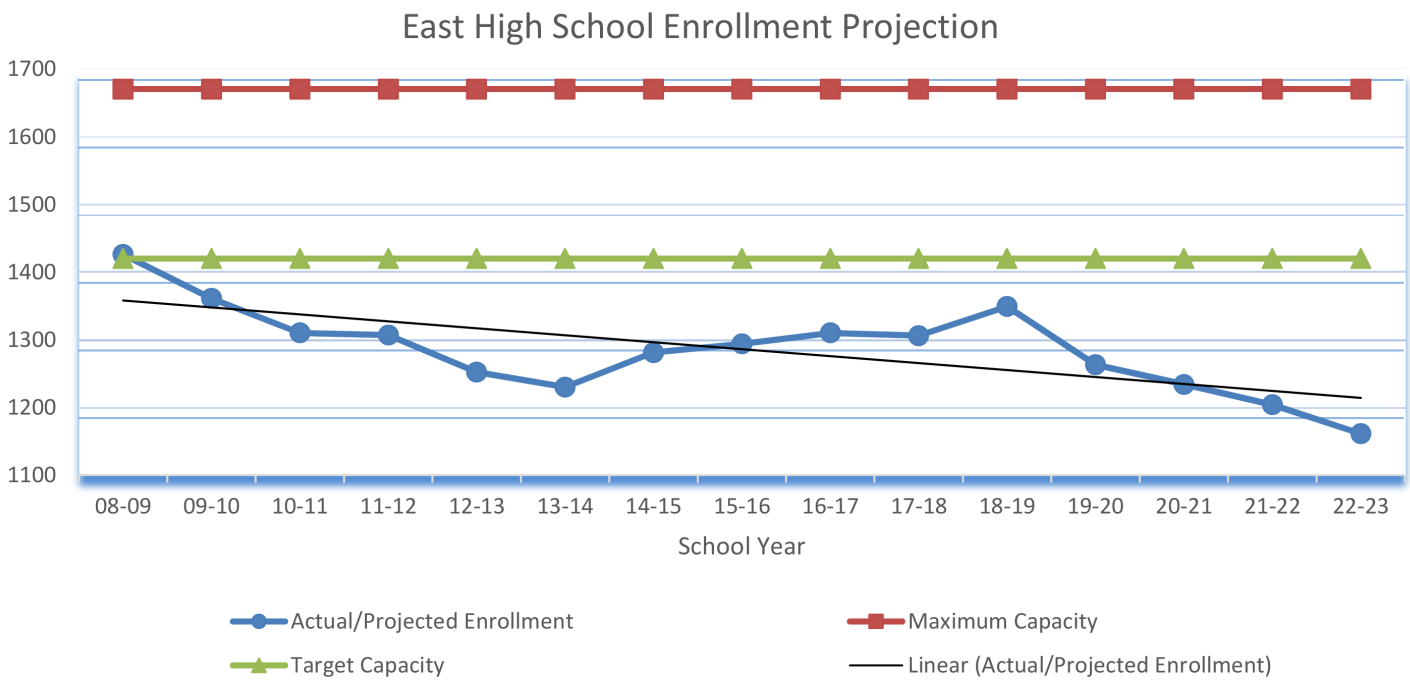
Computer labs are underutilized and could be considered as opportunities for introducing flexible learning spaces. Enrollment in business classes has been falling and large areas of lab could be turned into collaboration areas or house other program functions.

Athletic spaces are adequate for the number of students served during the main school year. During the summer, sports camps utilize the facilities and space becomes a scheduling problem. PE storage is inadequate. Two separate gymnasiums are present offering four total stations for PE use. A fitness room adjacent to the older gym serves as an additional teaching station as does a second floor weight room that is connected by stairs to both gymnasiums.

Science classrooms are located on the second floor of a large building addition completed in 2002. Rooms are generally well sized and reflect current standards in layout.

The second floor has a large space dedicated to teacher work stations. While generally a good concept to help drive greater scheduling flexibility in classroom utilization, it appears that the space is underutilized. Consideration should be given to adapting this space for other purposes if each teacher has a dedicated classroom.

The IMC is a large space on the second floor that has begun to transform into a more student centered commons type layout. A distance learning lab is located adjacent to the IMC. To drive greater flexibility and utilization, the IMC should be renovated to include small project rooms, collaborative meeting rooms, writable surfaces and finishes and soft, flexible furniture. Café style accommodations often are more appealing to students and encourage greater utilization of learning spaces throughout the day.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — East High School

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment
Ninth Grade	343
Tenth Grade	296
Eleventh Grade	321
Twelfth Grade	318
Total	1,278

Enrollment Capacity based on Maximum and Target Class Size

Num of Rooms	Program	Periods Per Day	Periods Used	Usage Factor	Target Class Size	Maximum Capacity	Efficiency Factor	Target Capacity
8	Math Classroom	8	7	88%	28	196	85%	167
13	English Classroom	8	7	88%	28	319	85%	271
6	Social Studies Classrooms	8	7	88%	28	147	85%	125
11	Science	8	7	88%	28	270	85%	229
4	World Language	8	7	88%	28	98	85%	83
2	Open Classrooms	8	7	88%	28	49	85%	42
44	**Core Classroom Sub-Total**					**1,078**		**916**
5	Phy-ed Stations	8	7	88%	28	123	85%	104
1	Fitness	8	7	88%	28	25	85%	21
1	Weight Room	8	6	75%	28	21	85%	18
3	FACE	8	6	75%	28	63	85%	54
6	Tech Ed Stations	8	6	75%	28	126	85%	107
1	Agricultural Sciences	8	6	75%	28	21	85%	18
2	Business Education	8	7	88%	28	49	85%	42
2	Art	8	6	75%	28	42	85%	36
1	Choir	8	5	63%	30	19	85%	16
1	Band	8	5	63%	50	31	85%	27
3	Academy Classrooms	8	7	88%	28	74	85%	62

	Maximum Capacity	Target Capacity
Building Capacity	1,671	1,420
Current Enrollment	1,294	1,294
Available Capacity	**377**	**126**

Enrollment Projection	08-09	09-10	10-11	11-12	12-13	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actual/Projected Enrollment	1,426	1,361	1,310	1,307	1,252	1,230	1,281	**1,294**	1,310	1,306	1,349	1,263	1,234	1,204	1,161
Maximum Capacity	1,671	1,671	1,671	1,671	1,671	1,671	1,671	**1,671**	1,671	1,671	1,671	1,671	1,671	1,671	1,671
Target Capacity	1,420	1,420	1,420	1,420	1,420	1,420	1,420	**1,420**	1,420	1,420	1,420	1,420	1,420	1,420	1,420
Maximum Capacity (Over)/Under	245	310	361	364	419	441	390	**377**	361	365	322	408	437	467	510
Target Capacity (Over)/Under	(6)	59	110	113	168	190	139	**126**	110	114	71	157	186	216	259

PREBLE HIGH SCHOOL

Current Enrollment: 2,120
Target Capacity: 1,903
Maximum Capacity: 2,239

Summary

Preble High School serves students from Edison Middle School and Red Smith School. Preble is a large high school community with enrollment that has been near the building's maximum capacity for some time. Projections indicate that this trend is likely to continue into the future.

As the school has grown, additions and renovations to expand the capacity and facility offerings have taken place. The site is now limited in space to grow. Parking is challenge with some overflow parking accommodated in the church lot across the street. Some staff park along Newberry Avenue and cross the street to the school. Site circulation is challenge with congestion at the beginning and end of each school day a problem.

The overall number of students in the building relative to its capacity creates internal circulation issues. Passing time between classes has increased to six minutes to allow for congestion in the corridors. This has had the net result of lost instructional time each day. The number and distribution of student lockers throughout the building has become a challenge as well due to the number of students in the building.

The main administration offices are located adjacent to the front entry but not direct access into the space is provided. Currently, a visitor to the building is buzzed in through the exterior doors and then is directed to enter the office before proceeding. The front entry vestibule should be reconfigured to add a door directly into the office to require a visitor to enter the office before being let into the school.

The administration offices are tight. Due to spaces being repurposed to serve the large student population, no meeting spaces remain within the administration suite. Student services, a separate suite of spaces is also getting tight as spaces are repurposed to meet student needs.

Approximately 48% of students qualify for free or reduced lunch. Breakfast is served in the cafeteria each day but seating is insufficient for the number of students served. Lunch is served over three lunch periods but due to enrollment pressure at the building, the cafeteria is undersized.

Athletic space is insufficient for the number of students currently at Preble. The fieldhouse was recently renovated but not expanded. It currently accommodates three stations. The smaller gym accommodates two stations. A wrestling room and a weight room are located on the second floor adjacent to the fieldhouse. A small fitness room is also located adjacent to the weight room. No accommodation for gymnastics currently available. Space is also not available for the dance team which typically practices in the cafeteria. Locker rooms are not adequate in size for the number of students served.

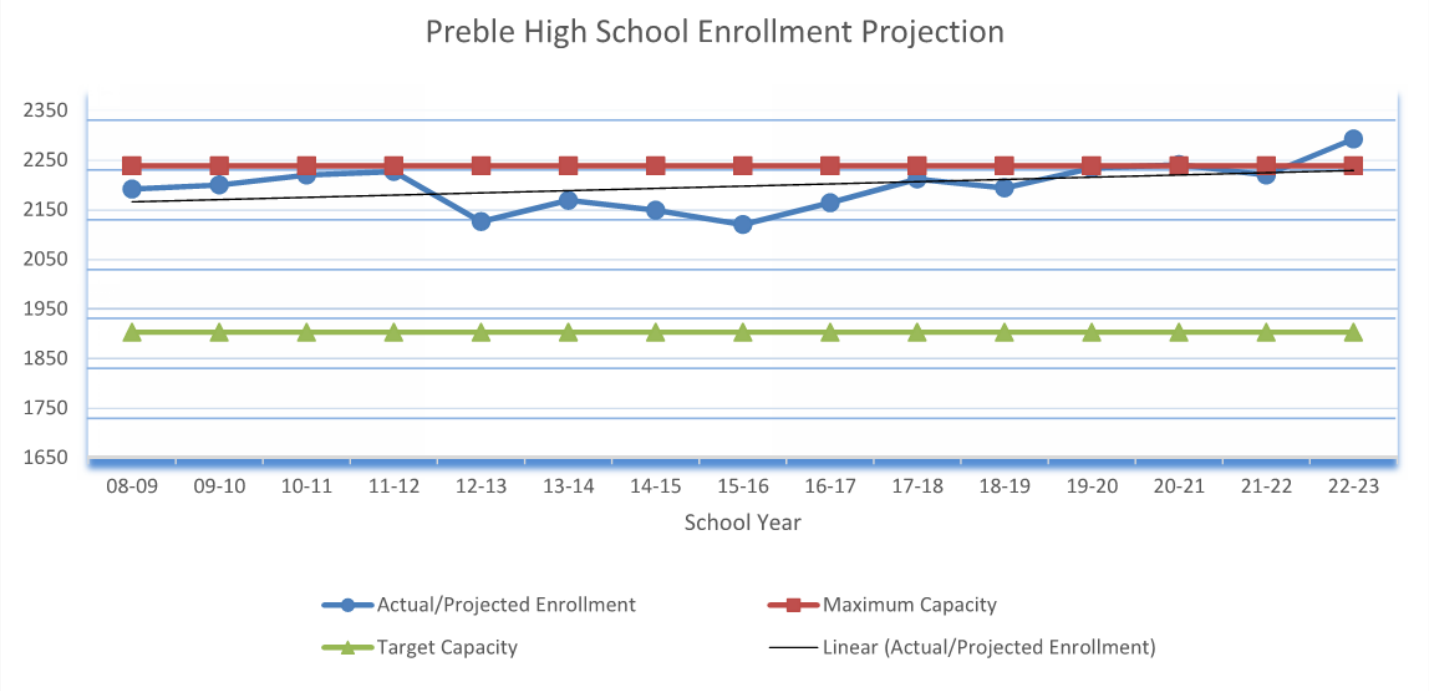
Music programming is accommodated in a group of spaces adjacent to the auditorium. Practice space is a challenge due to the number of students. The auditorium seats approximately 600 and has poor acoustics. Band performances are held in the cafeteria for better sound performance.

Need for special education programming is growing. Currently three CD rooms are located on the first floor of the building. No OT/PT room is available. A swing is located in small room that has been converted to accommodate it. Additional specialists are coming into Preble and will need to have places to work with students.

Culinary arts is a strong program at Preble. Instructional spaces are located in a group near the student commons (cafeteria). Students run a café from these spaces and occasionally prepare meals for events at the school. The success of the program is leading to space constraints in the existing facilities.

Career and Technical Education (CTE) spaces are grouped together at the back of the building. A strong and growing engineering program is housed in these spaces. Project Lead the Way (PLTW) is accommodated in a former computer lab adjacent to a CAD lab. Similar to other schools in the District, the shop space is very traditional in layout though well sized. These spaces could be modified to provide greater programming flexibility into the future to accommodate curriculum development.

Two large spaces on the first and second floors are dedicated to teacher work stations. While generally a good concept to help drive greater scheduling flexibility in classroom utilization, it appears that the space is underutilized. Due to capacity issues, it was reported that not all teachers have dedicated classrooms in the building making these spaces a necessity. If enrollment pressure were reduced, consideration for the best use of these large spaces should be given.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Preble High School

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment
Ninth Grade	511
Tenth Grade	553
Eleventh Grade	532
Twelfth Grade	515
Total	2,111

Enrollment Capacity based on Maximum and Target Class Size

Num of Rooms	Program	Periods Per Day	Periods Used	Usage Factor	Target Class Size	Maximum Capacity	Efficiency Factor	Target Capacity
17	Math Classroom	8	7	88%	28	417	85%	354
11	English Classroom	8	7	88%	28	270	85%	229
10	Social Studies Classrooms	8	7	88%	28	245	85%	208
15	Science	8	7	88%	28	368	85%	312
7	World Language	8	7	88%	28	172	85%	146
60	**Core Classroom Sub-Total**					**1,470**		**1,250**
6	Phy-ed Stations	8	7	88%	28	147	85%	125
1	Wrestling Room	8	7	88%	28	25	85%	21
1	Weight Room	8	7	88%	28	25	85%	21
1	Fitness Room	8	7	88%	28	25	85%	21
3	FACE	8	7	88%	28	74	85%	62
1	Nursing Classroom	8	4	50%	28	14	85%	12
8	Tech Ed Stations	8	7	88%	28	196	85%	167
2	Agricultural Science	8	7	88%	28	49	85%	42
4	Business Education	8	7	88%	28	98	85%	83
2	Art	8	7	88%	28	49	85%	42
1	Choir	8	5	63%	30	19	85%	16
1	Band	8	5	63%	50	31	85%	27
1	Music Classroom	8	5	63%	30	19	85%	16

	Maximum Capacity	Target Capacity
Building Capacity	2,239	1,903
Current Enrollment	2,120	2,120
Available Capacity	**119**	**-217**

Enrollment Projection	08-09	09-10	10-11	11-12	12-13	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actual/Projected Enrollment	2,192	2,200	2,220	2,227	2,126	2,169	2,149	**2,120**	2,164	2,212	2,194	2,234	2,241	2,220	2,293
Maximum Capacity	2,239	2,239	2,239	2,239	2,239	2,239	2,239	**2,239**	2,239	2,239	2,239	2,239	2,239	2,239	2,239
Target Capacity	1,903	1,903	1,903	1,903	1,903	1,903	1,903	**1,903**	1,903	1,903	1,903	1,903	1,903	1,903	1,903
Maximum Capacity (Over)/Under	47	39	19	12	113	70	90	**119**	75	27	45	5	(2)	19	(54)
Target Capacity (Over)/Under	(289)	(297)	(317)	(324)	(223)	(266)	(246)	**(217)**	(261)	(309)	(291)	(331)	(338)	(317)	(390)

SOUTHWEST HIGH SCHOOL

Current Enrollment: 1,096
Target Capacity: 1,552
Maximum Capacity: 1,826

Summary

Southwest High School serves students from Lombardi Middle School and Red Smith School. Enrollment has been slowly declining at Southwest for several years and is projected to continue slightly downward into the future before beginning a slight uptick. This building is currently operating well under its target capacity.

Southwest does not have a secure entry sequence. The front entry is clearly identifiable, it is not the functional entrance to the building. Staff and students use the north entry which faces the primary parking lot. A full time position must be staffed at a desk in the corridor to check people into the building after the beginning of the day.

Approximately 60% of students qualify for free or reduced lunch. Breakfast is served in the cafeteria. The cafeteria is adequately sized for the number of students served. The serving kitchen is awkwardly split into two lines, one located somewhat down a side hall from the main seating area. Two built-in cooler units are also located in the open seating area due to lack of space in the kitchen area. The cafeteria is well located and does have excellent access to natural light and views making it a great opportunity for redevelopment as a student commons / flexible learning space.

Community meeting and gathering spaces are needed at Southwest High School. Currently, a conference room is assigned for these functions but a dedicated area that is flexible and able to be locked off from the main school building is desired. The space should be open and visible with flexible furniture capable of supporting more informal gatherings as well as community education programming.

Athletic space is insufficient to meet the scheduling demands of PE requirements and team athletics. Southwest has one three station gymnasium. A fourth station is needed to ease scheduling pressure. A weight training room is located on the lower level and a fitness room is on the first floor, adjacent to the pool. These two space provide additional learning stations for PE scheduling.

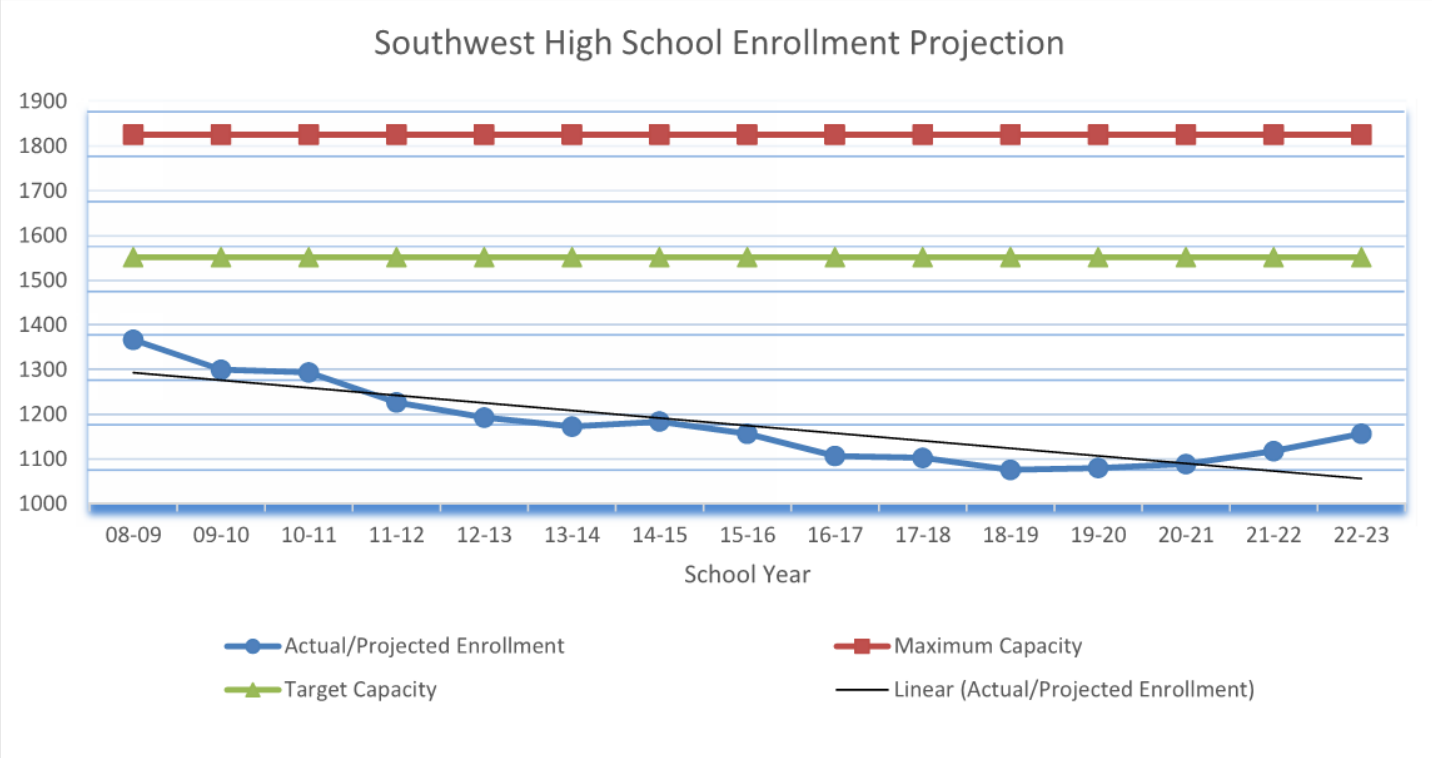
The District's only high school pool is located adjacent to the gymnasium. The pool is only six lanes and does not meet current WIAA requirements for a competition facility. A combined District swim team is based at this facility.

Music programming is growing at Southwest. Facilities are consolidated in a wing adjacent to the auditorium. While the student enrollment is under capacity currently, the number of students partaking in music programming is putting pressure on the space available for practice. The current practice rooms are in poor condition and are unused. The choral room is undersized for the number of students served.

The auditorium is currently being renovated and is a community asset. Southwest High School does not have a drama group volunteers do help organize and produce performances in this space. The auditorium is also used by community groups.

Classrooms at Southwest are somewhat undersized by current standards but are typical of the time they were built. Many classrooms are interior without any windows or natural light. Long hallways with many classrooms are very efficient but are not inspiring and do not reflect the culture of the school or the community. A modernization plan for this building should carefully consider options to breakup the long corridors and add flexible breakout spaces to the interior classroom blocks.

Career and Technical Education (CTE) spaces are grouped at the south end of the building. Spaces are very traditional in organization with a metals show and a wood shop. An adjacent agricultural sciences room does have space dedicated to aquaponics. An engineering and computer lab across the hall do provide good learning spaces for associated skills but overall spatial organization of the CTE suite does not promote cross disciplinary collaboration. A more flexible and open layout should be considered for the future growth of this programming.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — Southwest High School

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment
Ninth Grade	267
Tenth Grade	300
Eleventh Grade	247
Twelfth Grade	282
Total	1,096

Enrollment Capacity based on Maximum and Target Class Size

Num of Rooms	Program	Periods Per Day	Periods Used	Usage Factor	Target Class Size	Maximum Capacity	Efficiency Factor	Target Capacity
60	General Classroom	8	7	88%	28	1,470	85%	1,250
60	**Core Classroom Sub-Total**					**1,470**		**1,250**
3	Phy-ed Stations	8	6	75%	28	63	85%	54
1	Weight Room	8	6	75%	28	21	85%	18
1	Fitness Room	8	6	75%	28	21	85%	18
1	Pool	8	2	25%	28	7	85%	6
2	Health Classrooms	8	3	38%	28	21	85%	18
1	FACE	8	5	63%	28	18	85%	15
3	Tech Ed Stations	8	5	63%	28	53	85%	45
2	Agricultural Science	8	5	63%	28	35	85%	30
	Business Education	8	5	63%	28	0	85%	0
2	Art	8	6	75%	28	42	85%	36
1	Print Shop	8	2	25%	28	7	85%	6
1	Choir	8	5	63%	30	19	85%	16
1	Band	8	5	63%	50	31	85%	27
1	Music Classroom	8	5	63%	30	19	85%	16

	Maximum Capacity	Target Capacity
Building Capacity	1,826	1,552
Current Enrollment	1,096	1,096
Available Capacity	**730**	**456**

Enrollment Projection	08-09	09-10	10-11	11-12	12-13	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actual/Projected Enrollment	1,367	1,300	1,294	1,227	1,193	1,173	1,184	**1,157**	1,107	1,103	1,076	1,080	1,089	1,118	1,157
Maximum Capacity	1,826	1,826	1,826	1,826	1,826	1,826	1,826	**1,826**	1,826	1,826	1,826	1,826	1,826	1,826	1,826
Target Capacity	1,552	1,552	1,552	1,552	1,552	1,552	1,552	**1,552**	1,552	1,552	1,552	1,552	1,552	1,552	1,552
Maximum Capacity (Over)/Under	459	526	532	599	633	653	642	**669**	719	723	750	746	737	708	669
Target Capacity (Over)/Under	185	252	258	325	359	379	368	**395**	445	449	476	472	463	434	395

WEST HIGH SCHOOL

Current Enrollment: 862
Target Capacity: 1,289
Maximum Capacity: 1,478

Summary

West High School serves students from Franklin Middle School. Enrollment has been slowly declining at Southwest for several years but is projected to begin a slight uptick. This building is currently operating well under its target capacity.

West High School is part of the International Baccalaureate Programmed (IB). Student who attend West were part of the same program as students in Franklin Middle School. All students in grades nine and ten are required to participate in IB. For grades eleven and twelve, IB is a choice program.

A secure entry sequence is not in place at West High School. Visitors to the building are required to buzz into the building at a locked vestibule. While the front administration offices are adjacent to the main entry, there is not direct connection between the vestibule and the reception area. Revisions to the entry layout should be made to require visitors to enter the front office before being allowed into the secured school.

Approximately 75% of students qualify for free or reduced lunch. Breakfast is served in the cafeteria. The dining space is tight to serve students over three lunch periods. Freshmen are not allowed to leave campus but upper classmen may.

Career and Technical Education (CTE) spaces are grouped together in a long, linear form at the back of the building. Spaces are very traditional with separate wood shop and metal shop.

West High School is home to the Bay Link Manufacturing program. Begun in 2014, the program is a collaboration between GBAPS, Northeast Wisconsin Technical College (NWTC) and the NEW Manufacturing Alliance. Students who wish to be part of the program go through an interview process before being selected. Once accepted, students are trained in modern manufacturing techniques and methods while producing actual product for paying customers. Credit is earned simultaneously toward high school graduation and toward NWTC degree requirements.

Bay Link Manufacturing is accommodated in space formerly used as the auto shop. That program was discontinued and the space retrofitted to better meet the needs of this new offering. As discussed previously in other spaces that house specialized programming at other schools in the District, Bay Link Manufacturing is not well marked or celebrated. Its location at the back of the building, while practical utilizing existing space, does not help emphasize the message that this modern approach to learning can promote. As part of an overall CTE spatial reorganization, consideration should be given to locating this engaging program in a more visible location.

Athletic space is accommodated in two separate gymnasiums at opposite ends of the building. Locker rooms are adequate to meet student demand. The east locker rooms were recently renovated. Adjacent to the newer, east gym, a second floor area includes a fitness room and a weight training room.

Outdoor athletic fields are adjacent to the high school on City park land.

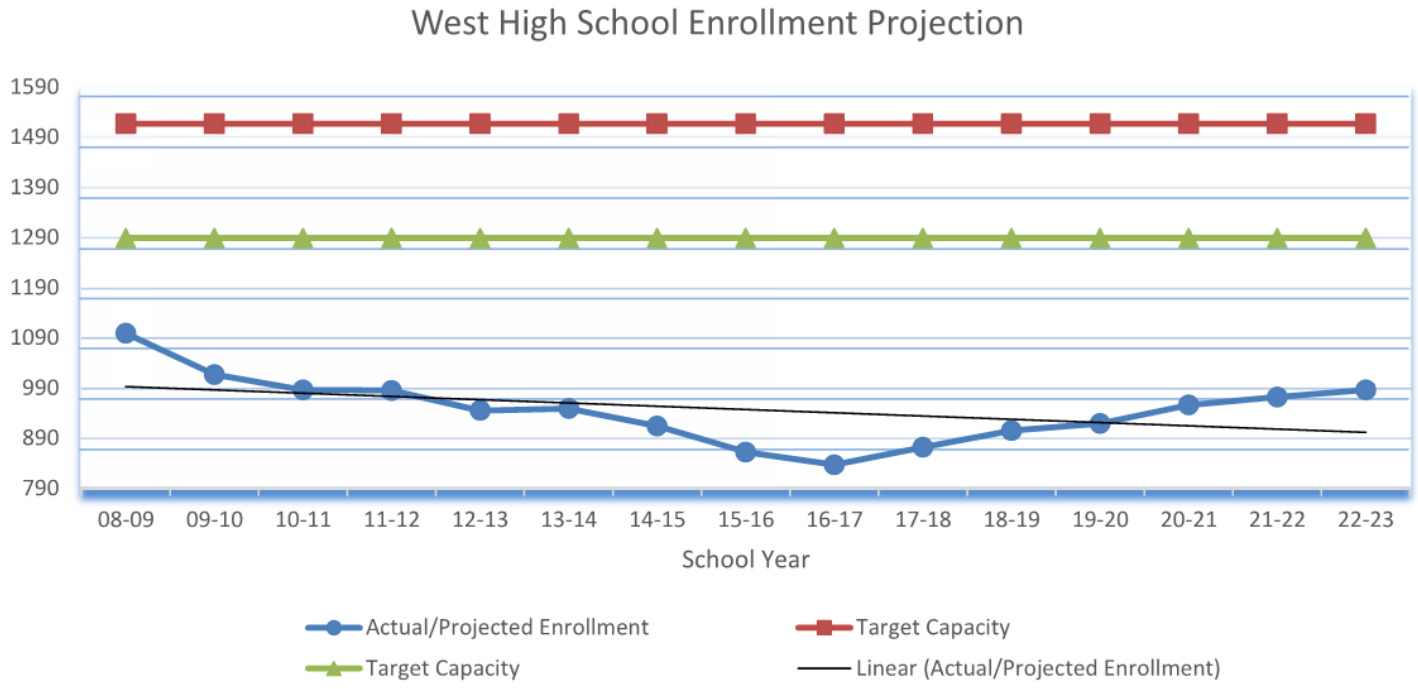
Music programming is accommodated in a suite of spaces adjacent to the east gym. Direct access to the stage and auditorium is not provided. The auditorium seats approximately 1,100 and is supplemented by the smaller Lars Thune Center performance space directly adjacent to the main house.

Science classrooms are located on the third floor of the building in a newer addition. Rooms are well sized and generally in alignment with current standards.

Classrooms in the original building are typically smaller than current standards. Some smaller rooms are being utilized for special education small group work.

Unique to West High School is the second floor learning center. Originally the building's library, this historic room is beaux arts design gem. The space is currently utilized for large group work and some staff training sessions. This space is centrally located within the building and could be a great opportunity to be transformed into a vibrant hub of collaborative space that honors the history of the school while inspiring future innovation.

As enrollment is projected to remain well below the building's capacity, opportunities to adapt available spaces into other flexible learning environments should be explored.



Green Bay Area Public Schools
Educational Space Analysis

Building/Program Capacities — West High School

Current Enrollment and Room Usage - Year 2015/16

Program	Current Enrollment
Ninth Grade	205
Tenth Grade	195
Eleventh Grade	207
Twelfth Grade	242
Total	849

Enrollment Capacity based on Maximum and Target Class Size

Num of Rooms	Program	Periods Per Day	Periods Used	Usage Factor	Target Class Size	Maximum Capacity	Efficiency Factor	Target Capacity
9	Math Classroom	8	7	88%	28	221	85%	187
7	English Classroom	8	7	88%	28	172	85%	146
9	Social Studies Classrooms	8	7	88%	28	221	85%	187
10	Science	8	7	88%	28	245	85%	208
5	World Language	8	7	88%	28	123	85%	104
40	**Core Classroom Sub-Total**					**980**		**833**
6	Phy-ed Stations	8	7	88%	28	147	85%	125
1	Weight Room	8	7	88%	28	25	85%	21
1	Fitness Room	8	7	88%	28	25	85%	21
6	Tech Ed Stations	8	6	75%	28	126	85%	107
2	PLTW Lab	8	6	75%	28	42	85%	36
1	Nursing Classrom	8	5	63%	28	18	85%	15
1	IB Resource Room	8	4	50%	28	14	85%	12
2	Business Education	8	7	88%	28	49	85%	42
2	Art	8	6	75%	28	42	85%	36
1	Choir	8	5	63%	30	19	85%	16
1	Band	8	5	63%	50	31	85%	27

	Maximum Capacity	Target Capacity
Building Capacity	1,517	1,289
Current Enrollment	862	862
Available Capacity	**655**	**427**

Enrollment Projection	08-09	09-10	10-11	11-12	12-13	13-14	14-15	**15-16**	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actual/Projected Enrollment	1,099	1,017	986	985	945	949	914	**862**	837	872	905	919	956	972	986
Maximum Capacity	1,517	1,517	1,517	1,517	1,517	1,517	1,517	**1,517**	1,517	1,517	1,517	1,517	1,517	1,517	1,517
Target Capacity	1,289	1,289	1,289	1,289	1,289	1,289	1,289	**1,289**	1,289	1,289	1,289	1,289	1,289	1,289	1,289
Maximum Capacity (Over)/Under	418	500	531	532	572	568	603	**655**	680	645	612	598	561	545	531
Target Capacity (Over)/Under	190	272	303	304	344	340	375	**427**	452	417	384	370	333	317	303

Phase 2 - Report

This report will further the discussion and documentation of the facility needs facing the Green Bay Area Public School District. Phase one discussed general challenges that the current building stock poses. This report, Phase Two, delves deeper into these issues and begins to suggest approaches to addressing each one.

Aiding the development of this document is the significant work of a citizen based Facilities Task Force. Meeting over the course of five evenings in the fall of 2016, this group of dedicated individuals listened, discussed and offered challenges and potential approaches to creating equitable, forward thinking learning environments across the GBAPS community. The recommendations developed by the Task Force were documented in a report and presented to the Board of Education on the evening of December 5, 2016.

As document in the final Facilities Task Force report dated December 1, 2016 and developed by the Donovan Group, three overriding themes were agreed to. The first theme was overcrowding needs to be addressed across the District. This theme encompasses the quantitative aspects of facility space needs. The second theme was providing the *right* spaces for the delivery of programming. This theme address the qualitative aspects space needs. Finally, the third theme that was developed by the Task Force was simply move forward. This is a call to action and was supported by the results of the Community Survey conducted during the month of November 2016.

The Facilities Task Force developed a list of recommended actions as well as a list of actions that are not recommended. That list is provided below and forms the basis of the more specific recommendations that are to follow.

Facilities Task Force Recommendations: To Do

1. Revise attendance boundaries to rebalance enrollment
2. Address needs at Baird Elementary
3. Construct an additional comprehensive high school on the eastside
4. Ensure existing high schools have flexible learning spaces to appropriately support their programming needs
5. Provide appropriate community spaces at all schools
6. Consider the creation of magnet schools
7. Provide flexible learning spaces that meet the needs of students
8. Provide customized spaces to meet the unique needs of each school
9. Expand Career Pathways in Existing Schools

Facilities Task Force Recommendations: To Not Do

1. Expand Preble High School
2. Fail to consider the operational costs associated with facilities projects or fail to consider a spring referendum
3. Fail to address transportation needs of students
4. Create a separate technical high school
5. Use lease space as a long term solution
6. Commit to using only currently vacant land when considering a new high school

In order to provide a sound basis for future planning, PRA has developed the following descriptions of potential projects to address the previously identified list of needs. These proposed solutions are to be considered conceptual in nature. Any projects that may move forward toward implementation will need further development, additional community input and refinement of cost estimates.

Cost estimates provided for the following potential projects are intended to provide the District with a general understanding of the order of magnitude costs associated with each solution. Due to conceptual nature of the solutions, assumptions have been made on project scope, areas of work and costs associated. Estimates were developed utilized current (December 2016) per square foot construction cost trends in the State of Wisconsin. Soft costs including design and engineering fees, permitting, testing and inspection fees as well as a contingency have been included. No factor for inflation has been included but should be considered when discussing the timing of any potential implementation. Unless specifically noted otherwise, furniture, fixtures and equipment (FF&E) costs have not been included in these estimates as they vary widely by project desire and current holdings.

Address Attendance Area Boundaries

Challenge:

Enrollment levels relative to available capacity at the current school buildings varies widely across the District. It is a normal occurrence for demographics and consequently, the number of school age children to vary over time within neighborhoods. A look at the enrollment pressure maps presented in the Phase One section of this report would indicated that the attendance areas as currently defined have become "unbalanced." Some schools are significantly over capacity while neighboring schools are under capacity.

Solution:

The District should establish a process to examine and adjust the attendance area boundaries to help offset the imbalance that currently exists amongst schools. While this will not be able to address all capacity issues that currently exist, particularly at the elementary level, this in conjunction with facility expansion should be considered to ensure all students have appropriate spaces for learning. It must be clearly stated that changing attendance boundaries alone is not a practical solution to addressing the District's capacity issues.

At the middle and high school levels, geography may play a larger role in the examination of how to adjust boundaries. Attendance areas for Edison Middle School, Red Smith School and Preble High School (all on the east side of the District) are larger in area than the more central and west side middle and high schools. These three schools are all currently or projected to be over their capacity in the near future. All other middle and high school buildings are below their capacity and may be able to absorb some additional students.

Address Needs at Baird Elementary

Challenge:

Baird Elementary was originally constructed as an open concept school. It has since been subdivided into oddly shaped, undersized classrooms. In addition to the outdated physical layout, it is also significantly under sized for the number of students in its attendance area. The current capacity of Baird Elementary is 296 students with a projected 2021/22 school year enrollment of 452 students resulting in deficit of 156.

Through the course of discussion with the Facilities Task Force, two different approaches were discussed. The first potential solution is to replace the current building with a new structure on the same site. This building would be larger than the current structure and accommodate a greater number of students. Additional area and proper learning environments would be provided for the students who currently attend class here as well as the Kindergarten students who are located at Froebel Early Learning Center due to a lack of space.

The second potential solution discussed was constructing a new Baird Elementary building on District owned land to the east of the current site but still within the current Baird attendance area. This option has the additional required consideration of what to do with the current building once the students and staff have relocated to the new site. Like the first option, this new building would allow all students including those at Froebel to attend their neighborhood school.

Solution One:

- Construct a new 4K-5 building adjacent to the existing Baird Elementary
- 4K-5 Capacity: 4 Sections, 600 Student Maximum (net increase of 304 over current building)
- Bring all 4K and Kindergarten students back from Froebel ELC
- Approximately 82,000 GSF, two story new building
- Demolish existing building after completion
- Develop construction phasing plan to allow students to remain on site throughout project

Estimated Cost:

- Building Cost: $21.6 million
- FF&E: $1.4 million (8% of construction cost for all new furniture and technology)

Solution Two:

- Construct a new 4K-5 building on District owned land
- 4K-5 Capacity: 4 Sections, 600 Student Maximum (net increase of 304 over current building)
- Bring all Kindergarten students back from Froebel ELC
- Approximately 82,000 GSF, two story new building
- Develop site infrastructure including utilities, playfield and playgrounds
- Existing Baird building to close but remain standing

Estimated Cost:

- Building Cost: $21.6 million
- Site Development Cost: $1.5 million
- FF&E: $1.4 million (8% of construction cost for all new furniture and technology)

Address Elementary and Middle School Capacity Needs

Challenge:

Several elementary schools are currently or project to be over capacity in the near future. Overcrowding is primarily an issue on the east side of the District with the lone west side school being Jackson Elementary. Those eastside buildings that are projected to be over capacity by the 2020/21 school year include:

- Baird
- Danz
- Eisenhower
- Nicolet
- Sullivan
- Wilder

Combined, those six elementary schools have a projected 2020/21 school year enrollment of 2,999 students. The current combined capacity of those buildings stands at 2,258 leaving a deficit of 741.

It must be noted that Danz, Nicolet and Sullivan Elementary Schools are situated on very limited sites, do not have available land and cannot be expanded. For these buildings, the only available option to address capacity needs is through relocation of students to other buildings through attendance area revisions.

Edison Middle School is also above its target capacity and is projected to remain so for the foreseeable future. Currently, Edison has a target capacity of 1,137. The Third Friday Enrollment counts for the 2015/16 school year stood at 1,179. Red Smith School is also projected to continue to grow in enrollment in the coming years. By the 2018/19 school year, enrollment is projected to exceed the target capacity.

Solution Options:

- Expand Eisenhower Elementary
  - ◊ Construct an 11 classroom addition to increase capacity (13,860 SF Addition)
  - ◊ New Capacity: 576 Maximum (expanded from 312 – net capacity increase of 264)
  - ◊ Move Eisenhower 4K & 5K back to home school
  - ◊ Expand student commons to accommodate additional students (1,000 SF Addition)
- Expand Martin Elementary
  - ◊ Construct an 10 classroom addition to allow reprogramming of existing Martin functions (15,000 SF Addition)
  - ◊ New Capacity: 600 Maximum (expanded from 369 – net capacity increase of 231)
  - ◊ Construct a 2 classroom addition to accommodate 4K programming (3,000 SF Addition)
  - ◊ Move Martin 4K students from Froebel to home school
  - ◊ Renovate gym into student commons
  - ◊ Add new 7,500 SF gymnasium
- Construct a new 4K-8 School
  - ◊ Construct a new approximately 180,000 SF 4K-8 building on District owned land on the east side
  - ◊ Approximate capacity: 1,100 students (600 4K-5 and 500 6-8)
  - ◊ Split the Baird Elementary attendance area and rebalance enrollment between surrounding schools
- Expand Edison Middle School
  - ◊ Construct a four (4) classroom addition on Edison to expand capacity (4,500 SF Addition)
  - ◊ New Capacity: 1,218 (expanded from 1,137 – net capacity increase of 81)

Estimated Cost:

- Eisenhower Elementary: $7.2 Million
- Martin Elementary: $7.2 Million
- New 4K-8 School: $45 Million
- Expand Edison Middle School: $1.2 Million

If considered in combination with a 600 student replacement school for Baird Elementary, the net increase in capacity at Baird, Eisenhower and Martin as presented above would address the projected deficit. To address capacity at the elementary level only, the District could execute the above identified projects without building the new 4K-8 facility. This would then require either redistribution of students from Edison Middle School to Washington Middle School (which does have significant available capacity) or expansion at Edison to increase the capacity of that building.

Address Overcrowding at Preble High School

Challenge:

Preble High School enrollment stood at 2,120 students in the 2015/16 school year and is projected to grow to an enrollment of 2,241 students by the 2021/22 school year making this one of the largest high schools in the state. As currently configured, the target capacity for this building is 1,903 and the maximum capacity is 2,239. This facility was designed and built with flexible learning spaces in mind. After completion of the last expansion program, the building offered a variety of learning environments for students as well as professional work spaces and development areas for staff. As a result of continued growth in enrollment at this building, most of those spaces have been converted to mainstream classrooms greatly reducing the flexibility of this facility.

Discussed at length by the Facilities Task Force, the overcrowding issue at Preble is well known topic within the larger community. The recommendation of the group to the Board of Education is twofold:

- One, Preble should not be expanded further. Its size in number of students was discussed and it was generally thought that a school over two thousand students was too large and therefore, simply expanding the building would not full address the issue.
- Two, an additional comprehensive high school should be created to serve the east side of the District. This school should be planned for an initial capacity of 1,000 students but should be designed to be expandable in the future.

In order to address equity amongst all comprehensive high school buildings, consideration must also be given to the four existing structures. Flexible learning spaces to support their programming needs must also be provided as part of a District-wide solution. It was the desire of the Facilities Task Force that the Board of Education consider these investments and the new high school as combined approach. The specific recommendations for the four existing building will be identified later in this report.

Solution:

- Construct an additional comprehensive high school
  - ◊ New building on District owned land on the eastside
  - ◊ Target Capacity: 1,000
  - ◊ Approximately 250,000 GSF building
  - ◊ Develop site with access roads, parking, athletic fields
  - ◊ All new furniture, fixtures and equipment (FF&E)
  - ◊ Design for future expansion
  - ◊ Relocate some students from Preble to the new building

Estimated Cost:

- New High School: $80.4 Million
  - ◊ Building Cost: $72 Million
  - ◊ Site Development Costs: $4 Million
  - ◊ FF&E: $4.8 Million (8% of construction cost for all new furniture and technology)
- Land acquisition if a different site is considered would be in addition to these costs.

Support Vibrant High School Communities

Challenge:

As previously discussed, equity must be considered among all high school buildings. If significant investment of resources is to be made to address the issue of overcrowding at Preble High School, improvements should also be made at the current buildings to ensure access to programming and opportunities are available to all students regardless of geography or attendance area.

The Facilities Task Force has provided two recommendations that should underlie the development of physical spaces at the four existing comprehensive high schools.

The first recommendation is to ensure transportation is provided for all students as required to allow access to programming that may be offered in one school but not the others. This recommendation is in support of the further development of career pathways and specialized programming at the various schools.

The second recommendation is the careful consideration of operational costs and, if needed, the pursuit of additional funding through an operation referendum

question. This is intended to augment the availability of transportation between schools as well as provide for costs associated with the expansion of program offerings across the portfolio of high schools.

Solution Options:

East High School:

- Renovate and upgrade the auditorium to support the performing arts.
- Renovate Rooms 122 and 124 into dressing rooms, makeup stations and costume storage.
- Construct a two story addition on the north side of the newer gym. The first floor will accommodate athletic storage and the second floor will connect to the weight room and provide a fitness room.
- Addition of approximately 5,000 GSF
- Renovate existing fitness room into dedicated dance studio.
- Renovate Rooms 109 (Ag Science), 110 (Tech Ed Computer Lab) and 112 (Computer Lab) into visual arts studios.
- Renovate existing art rooms into collaborative learning space / computer lab to support the Tech Ed wing.
- Renovate four (4) classrooms into flexible learning breakout spaces.
- Renovate LMC to provide more flexible, collaborative learning space.

Preble High School:

- Restore flexible learning spaces to original configuration after completion of new high school building and reduction of Preble enrollment.
- Renovate Rooms 151 (CADD) and 153 (Tech Lab) into flexible, collaborative learning labs to support engineering and PLTW programs.
- Renovate space for a dedicated OT/PT room.
- Renovate auditorium to improve acoustics.
- Renovate LMC to provide more flexible, collaborative learning space.

Southwest High School:

- Construct a new secure entry and administration suite adjacent to the gymnasium facing the main parking lot.
- Renovate the existing administration suite to provide a community room, toilet rooms, storage spaces for community outreach programs and provided direct access from the outside.
- Construct an addition to accommodate a new multifunction fitness room.
- Renovate four (4) classrooms into flexible learning breakout spaces.
- Renovate Tech Ed suite to provide more flexible learning spaces.
- Renovate LMC to provide more flexible, collaborative learning space.

West High School:

- Construct an addition to accommodate a community room adjacent to the cafeteria. Provide toilet rooms, storage spaces for community outreach programs and provide direct access from the outside.
- Renovate four (4) classrooms into flexible learning breakout spaces.
- Renovate Tech Ed suite to build upon and showcase the success of Bay Link Manufacturing.
- Renovate LMC to provide more flexible, collaborative learning space.

Estimated Cost:

- East High School Projects: $6.7 Million
- Preble High School Projects: $2.2 Million
- Southwest High School Projects: $6.1 Million
- West High School Projects: $3.65 Million

John Dewey Academy of Learning

Challenge:

The District's fifth high school is John Dewey Academy of Learning. It is a project based learning environment for students from eighth through twelfth grade. Currently housed in leased space at St. Peter & Paul Church, the school has turned the third floor of a former parochial school into a progressive learning environment.

Several challenges are presented by the current facility:

- The space is too small. The size limits the flexibility and potentially prohibits some areas of exploration. As an example, a small area has been organized to accommodate wood working tools. This is in the only open area the entire school has to use for group work and causes issues with noise and dust..
- As a leased space, the District is potentially limited in how significantly it can modify the building to accommodate the unique needs of this school..
- The building and location are nondescript. As a fully functional high school community, identity is just as important to JDAL students, staff and parents as the other four large high schools in the

District. This location and building do not provide for expression of identity.
- Access to the school is difficult. The third floor location is problematic as the access to the space is through a shared, nondescript door and either up an elevator or flight of stairs to the school.
- The school lacks some common support elements such as a student commons (cafeteria), gymnasium or outdoor spaces. Again, as a tenant in an outdated elementary school building, these functional elements are not accessible.

Solution:

Through discussion with students, administrators, staff and families, the preferred direction for the future of JDAL is a standalone facility. Options were explored that would have located this school in renovated space at an existing middle school facility which would have allowed shared access to many of the current lacking building amenities but the general consensus was for the school to truly build and support its unique culture, it must be in its own building.

The long term solution to this challenge will require further exploration by the District. Some ideas of where the school should be located have been discussed including the purchase and renovation of closed retail buildings. Any potential location for this school should be near public transportation links to allow access to broader community resources. Regardless of location, further discussion around the unique programmatic needs of this school should be had.

Furniture

Challenge:

Much of the furniture across the District is traditional, uniform and not especially flexible. Learning spaces benefit significantly by furniture changes that allow for a variety of seating and work surface options. Students often benefit by finding the learning environment that they find most conducive to their personal needs. Lighter, more mobile furniture allow for quick and less disruptive transitions from lesson to group work within existing classrooms.

Solution:

A program of furniture replacement at all buildings should be developed. Specific furniture purchase planning is very large project that would take an investment of time and research. Inventory of existing pieces, determination of what functional objectives are to be met in various learning environments and finally aesthetic impact on the affected spaces must be completed before implementation of a purchasing program.

Proper furniture can often have a large impact on the functionality of a space with a lower cost impact than a full building renovation program. While simply changing furnishings certainly does not make and undersized or oddly shaped classroom perfect, it can go a long way to making it more flexible and useable. Furniture investments also have the added benefit of being portable. As implementation of many of the recommendations made in this master plan will likely take many years to complete, a furniture replacement program can be phased in over a shorter time period, can precede a building remodeling program and can be reused in a building after completion of a remodeling program.

Flexible Learning Environments

Challenge:

As discussed in the Phase One narrative, the need for flexible learning spaces to support current teaching and learning practices is present in nearly every building in the District. Much of the building stock in the District is quite old and designed for a different age. While it is not feasible to embark upon a program of construction that would address every space, it is possible to invest equitably across all buildings and deliver significant improvements.

The Facilities Task Force recommended an approach that looked at each school individually. It was discussed and agreed that each building represents a unique community and consequently has unique needs. This is also true with the physical characteristics of the buildings.

Solution Options:

Aldo Leopold School:
- Renovate top floor to provide additional learning spaces.
- Renovate the auditorium and create a large group learning/presentation space.
- Renovate existing space to create a flexible maker space to support Tech Ed, STEAM and Art Programming.
- Renovate four (4) classrooms into flexible learning breakout spaces.
- Construct a new student commons (cafeteria) on the south side of the building.
- Restore the current LMC space to music / band space.
- Renovate the current cafeteria space into a flexible LMC.

- Renovate existing space to provide dedicated Special Education spaces included an OT/PT room.

Beaumont Elementary:

- Renovate Room 117 (Special Ed) and 116 (Computer Lab) into suite for special education services, dedicated OT/PT space and separate space for Literacy, Reading Recovery, Speech and ELL programs.
- Construct an addition south of the existing LMC for Community Room
- Community Room to have ability to be accessed from the existing secured vestibule and be secured separate from the school
- Renovate Room 103 (Reading Recover/ELL) into a flexible learning breakout space
- Renovate LMC to provide more flexible, collaborative learning space

Chappell Elementary:

- Construct a new gymnasium at the east end of the building
- Renovate the existing gymnasium into a new student commons
- Renovate stage to support student performances and provide accessible route
- Construct a new Community Room adjacent to the new gymnasium and student commons that can be access from the existing secured vestibule and can be secured separate from the school
- Renovate two (2) classrooms into flexible learning breakout spaces

Danz Elementary:

- Reduce enrollment through attendance area revisions
- School capacity cannot be expanded due to lack of land
- After attendance area change, bring 4K and KG students back to home school
- Construct a new Community Room adjacent to the west side of the student commons that can be access from the outside and can be secured separate from the school
- Community room to be organized to work in conjunction with the Student Commons to support programming. Including storage and toilet rooms
- Renovate two (2) classrooms into flexible learning breakout spaces
- Renovate space for Oral Health Partnership
- Renovate LMC to provide more flexible, ,collaborative learning space.
- Provide general building updates to reconfigure building after enrollment decrease.

Doty Elementary:

- Construct new addition to accommodate secure entry/office space.
- Renovate existing office area into flexible learning space.
- Renovate second floor collaboration area.
- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate Rooms 162 & 163 into Community Room with secure access through new front entry. Provide toilet rooms and storage to support programming.

Eisenhower Elementary:

- Expand capacity as previously described.
- Renovate two (2) classrooms into flexible learning breakout spaces.
- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate existing space to provide a dedicated OT/PT room.
- Renovate existing Room 125 (Grade 1) and Room 123 (Music) to provide a dedicated music room.
- Provide general building updates to reconfigure building after enrollment decrease.

Elmore Elementary:

- Construct a Student Commons in the space between the south wall of the gymnasium and the corridor wall.
- Renovate existing Room 111 (Special Ed) and Room 113 (Conference) into a Community Room with access from the secure vestibule and the ability to be secured separate from the school.
- Construct a four (4) classroom addition west of Rooms 124 and 126.
- Renovate Room 124 into OT/PT room and spaces for specialists.
- Renovate Room 126 into flexible learning breakout space.
- Renovate one classroom on the second floor into a flexible learning breakout space.
- Renovate LMC to provide more flexible, collaborative learning space.
- Construct an accessible route to the front door.

Ft. Howard Elementary:

- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate Room 210 & 211 to provide larger space for Special Education services.
- Renovate Rooms 114, 114A and 113 on the first floor into a Community Services Center with dedicated exterior entrance and ability to be secured separate from the school.
- Renovate two (2) classrooms into flexible learning breakout spaces.

Howe Elementary:

- Howe Elementary cannot be expanded due lack of land.
- Reduce enrollment through attendance area revisions
- Renovate three (3) classrooms to provide proper sized spaces for specialists.
- Renovate two (2) classrooms into flexible learning breakout spaces.
- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate existing space to provide a dedicated Sensory Room.

Jackson Elementary:

- Reduce enrollment through attendance area revisions
- Construct a new gymnasium south of the existing gym
- Renovate the existing gymnasium into a new student commons.
- Restore the stage and provide proscenium facing both the commons and the new gym.
- Construct a Community Room adjacent to the new Gymnasium with dedicated exterior entrance and ability to be secured from the school.
- Renovate three (3) existing classrooms to provide proper sized spaces for specialists.
- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate existing space for a dedicated OT/PT room.

Jefferson Elementary:

- Renovate current Boys & Girls Club and CD space into a new secure entrance, administration suite and community room.
- Renovate current administration suite into multipurpose / Boy & Girls Club space.
- Renovate Room 101 & 102 into Special Ed spaces with OT/PT and spaces for specialists.
- Renovate LMC to provide more flexible, collaborative learning space
- Renovate existing Story Room into flexible learning breakout space

Keller Elementary:

- Construct new addition to accommodate secure entry/office space.
- Renovate existing office area into flexible learning space.
- Renovate second floor collaboration area
- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate Rooms 162 & 163 into Community Room with secure access through new front entry. Provide toilet rooms and storage to support programming.

Kennedy Elementary:

- Renovate the open areas on the firsts and second floor.
- Renovate Rooms 108 and 110 into a Community Room with secure access and the ability to be secured from the school.
- Renovate the LMC to provide more flexible, collaborative learning space.

King Elementary:

- Renovate existing Rooms 128 and 129 into a STEM / Maker Space – space should have direct exterior access and ability to secure it from the school to allow outside partners use during the school day.
- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate existing Story Room into flexible learning breakout space.
- Renovate one (1) second floor classroom into flexible learning breakout space.
- Renovate front entry and administration office to provide a secure entry sequence.

Langlade Elementary:

- Renovate three (3) classrooms to provide properly sized spaces for specialists.
- Renovate space of Rooms 129, 130 and 131 (rooms with temporary wall) into a flexible learning breakout space.
- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate one (1) classroom in east wing into a flexible learning breakout space.

- Construct an addition between the LMC and Room 124 to create a Community Room. Install doors in the corridor to allow the Community Room to be locked off from the rest of the school.

Lincoln Elementary:

- Replace moveable partitions between classrooms with solid walls and sliding white board panels.
- Renovate two (2) classrooms into flexible learning breakout spaces.
- Renovate LMC to provide more flexible, collaborative learning space.

MacArthur Elementary:

- Building was built with a similar plan to Baird Elementary and has similarly been reconfigured over time.
- Replace building with new structure on the same site.
- Consider replacement as a longer term solution when significant infrastructure investments are required..

McAuliffe Elementary:

- Construct a four (4) classroom addition on the south wing to mirror that on the north wing.
- Renovate two (2) classrooms into flexible learning breakout spaces.
- Renovate LMC to provide more flexible, collaborative learning space.
- Construct a north access drive to ease site congestion.

Nicolet Elementary:

- Reduce enrollment through attendance area revisions.
- Renovate Room 115 (Intervention) into a Community Room a separate secure entrance and the ability to lock off the space from the rest of the school.
- Renovate two (2) classrooms into flexible learning breakout spaces.
- Renovate LMC to provide more flexible, collaborative learning space.

Red Smith School

- Expand and renovate FACE Room into adjoining Room 241.
- Reconfigure stage setup to face into the gym for greater seating capacity.
- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate Tech Ed space to support STEM curriculum. Renovate computer lab space to provide Maker Space between LMC and Tech Ed rooms.

Sullivan Elementary:

- Reduce enrollment through attendance area revisions
- Construct a Community Room addition between the Gym and the Dental Office. Provide a separate exterior entrance and the ability to lock off the space from the rest of the school. Include toilet room and space for community partners' storage.
- Reconfigure undersized classrooms by reassigning rooms and combining others.
- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate undersized classroom and support spaces on both floors into flexible learning breakout spaces.
- Renovate existing space into a dedicated music room.

Tank Elementary:

- Construct a Student Commons / Community Room east of the existing gymnasium.
- Combine and reconfigure Kindergarten Rooms 104 and 105 to create proper spaces with dedicated toilet rooms and storage.
- Combine and reconfigure Kindergarten Rooms 109 and Room 110 to create proper spaces with dedicated toilet rooms and storage.
- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate one (1) classrooms into flexible learning breakout spaces.

Webster Elementary:

- Construct a new gymnasium west of the existing gymnasium.
- Renovate the existing gym into a Student Commons.
- Construct an addition along the south wall of the commons with an elevated stage and proscenium with curtain.
- Construct a Music Rehearsal Room behind the stage and connected to the current Keyboard Room 213.
- Storage room for stage (seating, costumes, props).
- Combine Room 200 (Computer Lab) and Room 201 (Music/Band) and renovate into new Art Studio.
- Current Art Room becomes a standard classroom.
- Renovate Room 202 into a Breakout space.

- Renovate LMC to provide more flexible, collaborative learning space

Wequiock Elementary:

- Renovate LMC to provide more flexible, collaborate learning space
- Renovate Computer lab into a Maker Space with access to the outdoors

Wilder Elementary:

- Construct a six (6) classroom addition to the south side of the building .
- Renovate Room 176 into a Breakout Space.
- Renovate Rooms 145 and 146 into a new secure entrance and administration suite.
- Renovate the current Administration Suite into a Collaborative learning room / Community Room.
- Renovate LMC to provide more flexible, collaborative learning space.
- Renovate an existing classroom into a dedicate space for OT/PT and spaces for the Paras, ESL & Bilingual programming currently located in the storage room between the gym and commons.

Edison Middle School:

- Relocate prep kitchen to the west side of the courtyard to better organize the student commons.
- Renovate the student commons – new finishes, furniture, power and lighting.
- Construct a twelve (12) classroom, three story addition to the east end of the northwest classroom wing. This addition would include the four additional classrooms previously identified for capacity expansion.
- Renovate two classrooms on each floor of the expanded wing (Rooms 138, 140, 338, 340, 538, 540) into breakout collaborative learning spaces on each floor.
- Renovate Room 421, 422 and 426 into two additional science classrooms.
- Construct a 7,000 SF addition to the north end of the gymnasium to accommodate a new auxiliary gym space, event lobby and expanded weight/ fitness room.
- Renovate the Auxiliary Gym space on the first floor into an expanded Culinary Arts room to prepare students for progression to Preble HS's program.
- Expand the Band room over the ground floor event lobby addition, renovate music suite to accommodate larger number of students..
- Renovate LMC to provide more flexible, collaborative learning space.

Franklin Middle School:

- Renovate Tech Ed spaces to provide more flexible learning environments.
- Tech Ed spaces should support programming to feed into Bay Link Manufacturing at West High School.
- Complete renovation of FCE room to support Culinary Arts programming.
- Utilize available excess capacity - renovate four (4) classrooms (Suggest Rooms 228, 236, 306 & 312) into flexible learning breakout spaces.
- Expand Girls Locker room to provide equal facilities to Boys Locker Room.
- Revise site circulation to improve parent drop off
- Renovate LMC to provide more flexible, collaborative learning space.

Lombardi Middle School:

- Expand the Cafeteria to the east to provide a flexible Student Commons capable of accommodating the student population without the lower level space.
- Construct an addition to the east side of the building to accommodate a new administration suite with a secure entry sequence.
- Renovate the existing administration area into flexible collaborative learning spaces.
- Renovate the Tech Ed spaces to provide more flexible learning spaces more in line with modern manufacturing environments. Continue to build on the manufacturing lab that is already in place.
- Utilize available excess capacity - renovate two (2) classrooms (Suggest Rooms C177 & C273) into flexible learning breakout spaces.
- Renovate LMC to provide more flexible, collaborative learning space.

Washington Middle School:

- General improvements to support the fine arts thread
- Make improvements to auditorium including seating replacement, stage floor replacement, sound system replacement, lighting replacement and new finishes in the house.
- Renovate Band Room – add double door to allow piano to move to stage
- Construct an addition to the south side of the building to accommodate an expanded auditorium lobby, a dance studio and an orchestra rehearsal room with practice rooms
- Renovate art studios
- Repurpose Room 103 (currently book storage room) into Sixth Grade Classroom.

- Convert Room 117 into a Community Room – provide door directly from secure vestibule into the classroom. Arrange so room can be accessed through the vestibule and locked off from the remainder of the school..
- Relocate staff lounge to available classroom space
- Renovate offices and staff lounge area into community outreach storage and meeting rooms.
- Computer Lab 233 into flexible, collaborative learning space.
- Renovate LMC to provide more flexible, collaborative learning space.

Estimated Cost:

Aldo Leopold Projects:	$6.3 Million
Beaumont Elementary Projects:	$900,000
Chappell Projects:	$3 Million
Danz Projects:	$1.4 Million
Doty Elementary:	$1.25 Million
Eisenhower Elementary:	$1.1 Million
(In addition to expansion costs noted previously)	
Elmore Elementary:	$2.8 Million
Ft. Howard Elementary:	$1 Million
Howe Elementary:	$900,000
Jackson Elementary:	$3.4 Million
Jefferson Elementary:	$875,000
Keller Elementary:	$1.25 Million
Kennedy Elementary:	$760,000
King Elementary:	$850,000
Langlade Elementary:	$1.35 Million
Lincoln Elementary:	$600,000
MacArthur Elementary:	$15.2 Million
McAuliffe Elementary:	$2 Million
Nicolet Elementary:	$650,000
Red Smith School:	$1 Million
Sullivan Elementary:	$3 Million
Tank Elementary:	$1.5 Million
Webster Elementary:	$3.4 Million
Wequiock Elementary:	$380,000
Wilder Elementary:	$2.9 Million
Edison Middle School:	$11.35 Million
Franklin Middle School:	$3.4 Million
Lombardi Middle School:	$6 Million
Washington Middle School:	$6 Million

Conclusion

This master plan document presents many potential projects to help move the Green Bay Area Public Schools buildings forward into the future. As has been discussed in the report, at community engagement sessions and with the Facilities Task Force, the current facilities were typically built for another time and different ways of teaching and learning. To bring a portfolio as large as that operated by the District fully up to the standards of current educational facility design represents a very significant undertaking.

To implement the changes previously identified, it is assumed that a phased approach will be necessary. To prioritize projects, it is suggested that the guidance given by the Facilities Task Force be heeded. As was identified by that group, the most pressing needs are those that address capacity. Projects that expand and rebalance capacity, particularly at the elementary level, are therefore top priority.

Of secondary priority are those projects that implement flexible learning environments at all facilities. Prioritization of these many potential projects is a more difficult question. An approach that may be taken to help establish an order of implementation may tie these investments to needed infrastructure improvements. As has been noted previously, this master plan does not address the maintenance needs of the District facilities. These needs are documented and managed directly by District's Facilities Management team. As major projects come due at various buildings, combining those projects with the flexible learning space projects might prove to be an efficient way of address both needs.

This document intends to build upon the framework that was set in place by the Community Facilities Task Force and the inputs they received. Implementation of these suggested projects will require further development of specific designs, construction schedules and more detailed cost estimates.

An important note regarding cost estimates provided herein; these are based on general areas of work and current typical per square foot pricing seen in the marketplace in late 2016. In November of 2016, the State of Wisconsin saw a very significant number of public school district facility referendum questions approved by voters. This wave of construction comes on top of an already robust construction marketplace across the state. Careful attention should be paid to potential inflation in construction costs, especially when considering projects to be executed during key summer months. The cost

estimates do not attempt to forecast any level of inflation into the future as these levels are unknown at the time of this writing.

Lastly, it is important to reiterate that even the best buildings do not educate students; people educate students. Buildings are only tools used for teaching and learning. Investment in the program development, staff training and as needed, additional staff to support enrollment is critical. As budgeting continues for facilities improvements, do not lose sight of costs associated with staffing and operating those spaces to allow students to fully realize the benefits of these community assets.

Green Bay Area Public Schools
Proposed Projects
December 19, 2016

Baird Elementary	
Solution 1: Replace on current site	$23,000,000
Solution 2: Replace with new building on different site	$24,500,000

Elementary & Middle School Capacity	
Expand Eisenhower Elementary	$4,100,000
Expand Martin Elementary	$7,200,000
Construct new 4K-8 School	$45,000,000
Expand Edison Middle School	$1,200,000

New High School	
Construct new High School on District Owned Land	$80,400,000

Support Vibrant High Schools	
East High School Improvements	$6,700,000
Preble High School Improvement	$2,200,000
Southwest High School Improvements	$6,100,000
West High School Improvements	$3,650,000

Flexible Learning Environments	
Aldo Leopold School	$6,300,000
Beaumont Elementary	$900,000
Chappell Elementary	$3,000,000
Danz Elementary	$1,400,000
Doty Elementary	$1,250,000
Eisenhower Elementary	$1,100,000
Elmore Elementary	$2,800,000
Ft. Howard Elementary	$1,000,000
Howe Elementary	$900,000
Jackson Elementary	$3,400,000
Jefferson Elementary	$875,000
Keller Elementary	$1,250,000
Kennedy Elementary	$760,000
King Elementary	$850,000
Langlade Elementary	$1,350,000
Lincoln Elementary	$600,000
MacArthur Elementary	$15,200,000
McAuliffe Elementary	$2,000,000
Nicolet Elementary	$650,000
Red Smith School	$1,000,000
Sullivan Elementary	$3,000,000
Tank Elementary	$1,500,000
Webster Elementary	$3,400,000
Wequiock Elementary	$380,000
Wilder Elementary	$2,900,000
Edison Middle School	$11,350,000
Franklin Middle School	$3,400,000
Lombardi Middle School	$6,000,000
Washington Middle School	$6,000,000