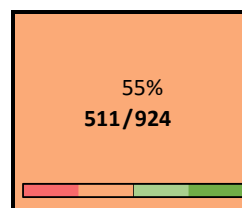




Educational Adequacy Assessment - **DRAFT**



Performance Badge

School Name: Pagosa Middle School

Address Line 1: 309 Lewis Street

Address Line 2:

City: Pagosa Springs

State: CO

Zip Code: 81147

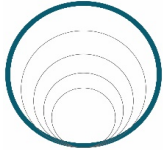
Date of Assessment: 5/9/2024

Time of Assessment: 10:00 AM

<i>School / Campus Data</i>		<i>comments</i>
Grades Served:	5th-8th	
Site Area (acres):	4	
Building Capacity:	788	302 (5th and 6th Building) +486 (7th-8th Building)
Current Enrollment:	484	239(5th and 6th Building) +245 (7th-8th Building)
Number of Permanent Buildings:	2	
Number of Modular Buildings:	0	
Permanent Building Area (gsf):	101,000	21,000GSF(5th-6th building)+80,000GSF(7th-8th building)
Modular Building Area (sf):	0	
Year Built:	1924, 1954	5th-6th building: 1924. 7th-8th building: 1954

1	Property Boundary & Traffic Flow	Total Score	27	out of	80	34%
2	Outdoor Spaces & Amenities	Total Score	21	out of	44	48%
3	Administration & Staff Spaces	Total Score	93	out of	148	63%
4	Core Program & Shared Spaces	Total Score	176	out of	280	63%
5	Classrooms & Teaming Areas	Total Score	58	out of	112	52%
6	Safety & Security	Total Score	136	out of	260	52%
		TOTAL BUILDING SCORE	511	out of	924	55%

(potential)



PROPERTY BOUNDARY & TRAFFIC FLOW

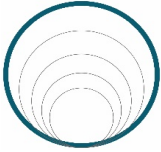
The property boundary is to be assessed for the following. This layer includes the property line, entry points, directional signage, traffic flow, etc.

1 Property Boundary & Traffic Flow		
Item	Score (1-4)	Comments / Observations

1A Site Boundary & Entry Points			
* 1	School property boundaries are <u>delineated</u> from adjacent properties.	2	The campus is located downtown and defined primarily by ROW. There adjacent commercial spaces and parking that make it difficult to understand public vs. semi-public spaces.
* 2	Signs <u>direct</u> approaching buses, vehicles and pedestrians to appropriate entries to the school property.	1	Traffic around the site is a challenge due to grade changes and lack of parking on-site. Signage was not observed to help direct school traffic.
* 3	There is a marquee / signage indicating the school's name near the primary entry and is clearly visible when approaching the school.	1	None observed.
* 4	Entries to the school property are designed to <u>enhance</u> natural surveillance from the main entry / administration offices.	1	The site entry points are difficult to monitor throughout the day. Ideally there is no traffic onto the site with the exception of busses.
* 5	There are traffic-calming measures (signage, cross walks, speed bumps, etc.) on adjacent public streets that <u>limit</u> vehicular speeds were students cross.	2	The adjacent streets has slow speeds, but additional traffic calming measures would be beneficial.
* 6	The school boundary can be <u>easily monitored</u> throughout the day and perimeter fencing / <u>barriers</u> allow for <u>natural surveillance</u> from within and beyond the school grounds.	2	Where fencing occurs it is see-through, but grade and the position of the building makes it difficult to monitor adjacent traffic.
* 7	The property boundary is well maintained, <u>attractive</u> , and <u>welcoming</u> .	2	
Sub-total		11	out of 28

1B Bus Parking & Loading Areas			
* 1	Bus unloading/loading areas are separate from vehicular traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	1	The bus loading and unloading is not in an ideal location due to site constraints.
2	There is enough queue length to eliminate bus traffic from backing up onto main streets.	1	
* 3	There is sufficient <u>capacity</u> in bus unloading/loading areas for the <u>orderly</u> and safe movement of students and buses.	1	
* 4	There is a <u>direct</u> and safe path from the bus unloading/loading area to the main entrance of the school.	1	The buses do not have an ideal area to park and load/unload students where students can avoid circulating through bus travel lanes.
* 5	The route to the bus loading area is ADA accessible.	1	
Sub-total		5	out of 20

1C Vehicular Parking & Loading Areas			
* 1	Parking lot entrances and exits are <u>clearly marked</u> and <u>delineated</u> for students, staff and visitors.	1	There is no parking.



PROPERTY BOUNDARY & TRAFFIC FLOW

The property boundary is to be assessed for the following. This layer includes the property line, entry points, directional signage, traffic flow, etc.

1 Property Boundary & Traffic Flow			
Item		Score (1-4)	Comments / Observations
* 2	Visitor parking is located directly <u>adjacent</u> to the main entry of the school.	1	None observed.
3	On-site staff/faculty parking is adequate.	1	
4	On-site visitor parking is adequate.	1	
* 5	Parking lots are in <u>good condition</u> .	DNE	
* 6	Parking areas can be <u>easily monitored</u> throughout the day.	DNE	
* 7	Vehicular traffic flows in an <u>orderly</u> manner in and out of parking lots.	DNE	
* 8	Student vehicular unloading/loading areas are separate from bus traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	2	The bus and vehicular lanes are separate, and a banner indicates where that occurs
* 9	There is sufficient <u>capacity</u> in the vehicular unloading/loading area for the <u>orderly</u> and safe movement of students and cars.	1	Limited queue length.
* 10	There is a <u>direct</u> and safe path from the student vehicular loading area to the main entrance of the school.	3	There is a stair down to the main entrance of the school.
* 11	The route to the vehicular loading area is ADA accessible.	1	
Sub-total		11	out of 32
Total by Category		27	out of 80
Safety and Security Total		24	out of 68



OUTDOOR SPACES & AMENITIES

This section focuses on outdoor spaces primarily used by students.

2 Outdoor Spaces & Amenities			
Item		Score (1-4)	Comment

2A Bike Racks and Storage			
* 1	Bike racks are located in an area that is <u>easily monitored</u> throughout the day.	1	None observed near the primary entry.
2	The number of bike racks provided are adequate.	DNE	
Sub-total		1	out of 4

2B Court, Field and Event Areas			
1	There is (1) six-lane track with (1) regulation soccer field for PE inside the track	1	There is no track and field for the MS.
2	Adjacent to the track is (1) shot put pad (no discs), (1) high jump, and (2) long jump pits.	DNE	
3	There is (1) baseball field with 215' foul line with skinned baseball infield and a backstop.	DNE	
4	There is a viewing area on a concrete pad which may be equipped with bleachers if the pad is located within 500' of one of the building's toilet rooms.	DNE	
5	Adjacent to the cafeteria is a paved play area with; (4) halves basketball courts and backstops, (4) tetherball poles, (4) four squares.	2	There are some outdoor striped games and basketball hoops.
7	The route to the play and field areas are ADA accessible.	4	
* 8	The playfield and equipment is in <u>good condition</u> .	2	
* 9	The playground surface and equipment is well maintained, <u>attractive</u> and in <u>good condition</u> .	1	The outdoor amenities are aging and lack variety.
Sub-total		10	out of 20



OUTDOOR SPACES & AMENITIES

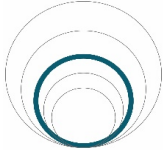
This section focuses on outdoor spaces primarily used by students.

2	Outdoor Spaces & Amenities		
Item		Score (1-4)	Comment

2C Additional Amenities / Observations			
1	There are Programmed Outdoor Instructional Space that provides out-of-doors opportunities for students.	2	Some outdoor tables were observed, but does not appear to support outdoor instruction/classroom.
* 2	There are examples of <u>student involvement</u> with campus beautification such as landscape maintenance, gardens, memorials, art projects and/or other physical enhancements.	2	
* 3	There are no signs of <u>vandalism</u> , foul <u>odors</u> , or continuously occurring loud <u>noises</u> on school grounds.	3	
* 4	The campus is easy to <u>comprehend</u> and navigate.	3	Difficult to understand where the main entrance is for first time visitors, and/or where to park.
Sub-total		10	<i>out of</i> 20

Total by Category	21	<i>out of</i>	44
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Safety and Security Total	12	<i>out of</i>	24
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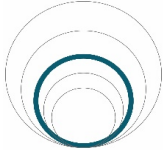
ADMINISTRATION & STAFF SPACES

This section focuses on the main entry and administration space. This section also evaluates the Special Education, Intervention, and staff support spaces.

3 Administration & Staff Spaces		
Item		Score (1-4) Comment

3A Main Entry & Visitor Lobby		
* 1	From the exterior, the main entry to the school building is <u>well defined</u> with architectural features such as signs, lighting, artwork, landscaping and/or landmarks such as flags.	2 The main entrance is defined by a canopy and landscaping. It is difficult to understand where to enter the property for first time visitors.
* 2	There are vehicular barriers (bollards, concrete benches, etc.) at the main entry that are integrated into the design.	2 Some fencing was observed, but additional vehicular barriers would be beneficial due to location along HWY 160.
* 3	The design of the main entry provides shelter from foul weather.	4
* 4	Ample windows and glazed doors enhance <u>natural surveillance</u> of the main entry.	3 There is adequate glazing at the main entrance. Administration is detached from the entry vestibule.
* 5	The main entrance into the school is a secure entry vestibule, defined by two or more doors where each door operates independently and electronically controlled by authorized adults.	2 There is opportunity for reconfiguration to make it a secure vestibule, but is currently only controlled at exterior doors.
* 6	Administration has a direct connection to the secure entry vestibule and unobstructed views of visitors approaching the main entry. The design of the vestibule provides a transaction window to the administration for credential verification.	1 Administration is detached from the entry vestibule in the 7/8 building and there is no administration or control vestibule at the 5/6 building.
* 7	Pedestrian flow through entry <u>security devices</u> are <u>orderly</u> .	3
* 8	The main entrance / lobby is <u>attractive, cheerful, and inviting</u> .	3
* 9	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3
Sub-total		23 out of 36

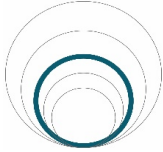
3B Administration Offices		
1	The current office spaces serve the needs of the administrative staff (number and size of offices).	3 The number and size of offices are adequate, but they layout could be improved. Very tight circulation space.
* 2	There is at least one security office, located near the entry vestibule.	1 None observed.
3	The current number of offices will serve the school's needs in the next five years.	3
4	The current conference rooms are adequate in number.	3



ADMINISTRATION & STAFF SPACES

This section focuses on the main entry and administration space. This section also evaluates the Special Education, Intervention, and staff support spaces.

3 Administration & Staff Spaces			
Item		Score (1-4)	Comment
5	The administration area is <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	2	The office is small and shows signs of age. Staff have enhanced the space with posters, etc., but it is not very inviting.
6	A nurse office / health room is provided and is adequate in size.	3	
7	The administration staff has visual control of the nurse office/health room.	2	Health is around the corner from the office, but is nearby and provides some opportunity for auditory surveillance.
* 8	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	
Sub-total		20	out of 32
3C Student Support Spaces (counseling, psychologist, etc.)			
1	The current spaces that are provided or dedicated to Student Support serves the needs of the school (number and size of offices).	3	
2	The current number of student support spaces will serve the school's needs in the next five years.	3	
3	Student support spaces are distributed throughout the building for ease of access for students.	3	
* 4	The student support spaces are <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	3	
Sub-total		12	out of 16
3D Special Education / Intervention			
1	There is an Intense Learning Center (ILC).	4	
2	The ILC suite has required support spaces and adequately serves the educational needs of students and staff. These spaces include Life-skills area, quiet room, toilet / changing area, OT/PT room, autism room.	3	
3	There is a space for Social Emotional & Behavioral Classroom (SED).	3	
4	There is a space for Special Education - Moderate Needs.	3	
5	There are spaces for break-out instruction distributed throughout the building to serve special education, speech, or other types of interventions.	1	
6	The current spaces that are provided or dedicated to break-out instruction serves the needs of the school (number and size of offices).	1	
* 7	The special education areas are <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	3	
Sub-total		18	out of 28
3E Teacher / Staff Support Spaces			
1	There is a lounge for faculty and staff to take a break and re-center.	2	
2	The lounge(s) is adequate in size and in a convenient location for faculty and staff.	3	
3	Dedicated collaboration spaces are distributed across the building/campus in locations that are easily accessible for faculty and staff. (teacher collaboration space)	2	



ADMINISTRATION & STAFF SPACES

This section focuses on the main entry and administration space. This section also evaluates the Special Education, Intervention, and staff support spaces.

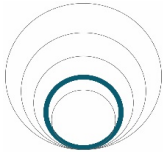
3 Administration & Staff Spaces			
Item		Score (1-4)	Comment

4	Collaboration spaces provide faculty with furnishing and technology to support small and large group gatherings.	2	
Sub-total		9	out of 16

3F Physical Building Security			
* 1	What is the condition of the surveillance equipment? Are there concerning blind spots or a lack of cameras?	DNE	
* 2	What is the intrusion detection system? Is it be centrally monitored by the district?	DNE	
* 3	What is the duress alarms / notification system in classrooms?	DNE	
* 4	Do all classrooms / required student spaces have two-way intercom system with call buttons? If no, indicate where needed.	DNE	
* 5	Is there a mass notification system for students and staff? How are messages distributed?	3	
* 6	Is there an appropriate number of two-way radios available for staff?	3	
* 7	Is there adequate radio coverage throughout the building and the site? Are there any "dead zones"?	3	
* 8	Is the building compartmentalized by cross-corridor doors?	1	
* 9	Are cross-corridor doors on electrified magnetic hold-opens that can be deployed via the duress alarm?	1	
Sub-total		11	out of 20

Total by Category		93	out of 148
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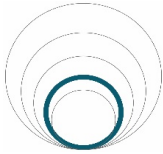
Safety and Security Total		44	out of 72
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CORE PROGRAM & SHARED SPACES

This section focuses on the core and common spaces that are shared by the school.

4 Core Program & Shared Spaces			
Item		Score (1-4)	Comment
4A Restrooms			
1	Restrooms are well distributed across the building.	2	
2	There are all gender restrooms well distributed across the building, near group restrooms.	2	
* 3	Restrooms can be monitored by staff from adjacent public spaces and provide a sense of safety (no doors at elementary level).	2	
* 4	Restrooms are in <u>good condition</u> .	2	
Sub-total		8	out of 16
4B Kitchen / Cafeteria			
1	The cafeteria is adequate in size and can accommodate at least 30% of the student capacity.	2	
2	Students flow through the cafeteria is <u>orderly</u> .	3	
3	The cafeteria has direct access to the exterior and is adjacent to outdoor dining.	1	
4	There is a variety of seating options provided (regular table and chair, high-tops, or booths, etc.)	1	
5	The cafeteria is located adjacent to playgrounds or other outdoor recreation space for students to use during lunch.	1	
6	Food Service and Prep spaces are sized and located appropriately.	3	
Sub-total		11	out of 24
4C Main Gymnasium & Auxiliary Gymnasium			
1	There is a <i>main gymnasium</i> with a 50' x 84' main basketball court. The main court has at least 10' runouts on each end and 6' sidelines. The ceiling height or clearance to structure is 25' minimum.	4	
2	The <i>main gymnasium</i> has (2) practice basketball courts, 40' x 60'.	4	
3	The <i>main gymnasium</i> has (1) main volleyball court and (2) practice courts.	4	
4	The <i>main gymnasium</i> has motorized bleachers on at least one side. Bleachers are the full length of the court with a minimum of 8 rows.	4	
5	There is an <i>auxiliary gym</i> with a 50'x84' main basketball court. The main court has at least 10' runouts on each end and 6' sidelines. The ceiling height or clearance to structure is 25' minimum.	2	
6	The <i>auxiliary gym</i> has (2) practice basketball courts.	3	
7	The <i>auxiliary gym</i> has (1) main volleyball court.	4	
8	The <i>auxiliary gym</i> has fixed bleachers on at least one side. Bleachers are the full length of the court with a minimum of 2 rows.	3	
9	The gymnasiums and athletic support space are in good condition.	3	
Sub-total		31	out of 36
4D Locker Rooms			
1	Locker rooms are directly adjacent to the gymnasium with direct exterior access. Access into the lockers should be directly from the gym spaces.	3	
* 2	Locker areas are <u>easily monitored</u> . Lockers are 60" AFF maximum.	3	
* 3	Lockers are adequately spaced to avoid <u>crowding</u> .	3	
* 4	Lockers and/or locker doors are <u>see-through</u> .	4	



CORE PROGRAM & SHARED SPACES

This section focuses on the core and common spaces that are shared by the school.

4 Core Program & Shared Spaces			
Item		Score (1-4)	Comment
5	Shower rooms (4 minimum) are provided with adequate visual separation from the locker room.	2	
6	The locker rooms are in good condition.	2	
* 7	Locker rooms, toilet areas and shower areas are ADA compliant.	3	
Sub-total		20	<i>out of</i> 28



CORE PROGRAM & SHARED SPACES

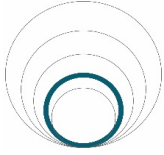
This section focuses on the core and common spaces that are shared by the school.

4	Core Program & Shared Spaces		
Item		Score (1-4)	Comment

4E	Library / Media Center		
1	The library is centrally located within the building/campus for ease of <u>access</u> to staff and students.	3	
2	There is a <u>visual</u> connection to the library from interior spaces.	2	
3	The library has flexible casework and furniture that can be adapted and support different modes of learning (individual study, small group, or a full-size class).	2	
4	The library is adequately sized and can serve at least two elementary classes, or three middle/high school classes at one time.	3	
5	The library is adjacent/connected to a Maker Space or STEAM suite.	1	
6	The library is inviting and <u>enhanced</u> with color, lighting, artwork, and/or other physical means.	2	
7	The technology is modern, wireless, and integrated into the Media Center.	3	
Sub-total		16	out of 28

4F	STEM / Engineering Lab		
<i>The Science Technology Engineering & Math program is a modular based learning environment, which reinforces the exploratory nature of programs offered at middle school level. It is also an interdisciplinary program which engages the students in applying a variety of lesson learned and make connections between subject matters. It is project-based and includes Robotics, STEM and STEAM classes.</i>			
1	There is at least one space dedicated to STEM/Engineering Lab/Fabrication.	4	
2	The STEM/Engineering Lab(s) have flexible furniture that can be adapted to support different modes of instruction, exploration, or research (lecture-style, group collaboration, independent study, etc.).	1	
3	The CTE space(s) have a connection to the outdoors/outdoor access.	1	
4	There is enough storage to support staff and student projects, as well as reduce clutter.	1	
5	The CTE space(s) have adequate power, ventilation, technology, or other necessary infrastructure to support the program offerings.	1	
6	The CTE space(s) that are provided are adequately sized for the use.	1	
7	The amount of CTE space provided is adequate for the next 5 years.	1	
8	The interior finishes are appropriate to the use of the space (durable, industrial grade, easily cleaned, etc.)	2	
Sub-total		12	out of 32

4G	Art Classroom(s)		
1	There is at least one space dedicated to Art.	4	
3	The Art Room(s) have natural light or a connection to outdoors.	1	
4	The Art Room(s) have enough storage to support staff and student projects, as well as reduce clutter.	3	
5	The interior finishes and casework are in good condition.	2	
6	The Art Room(s) that are provided are adequately sized.	4	
7	The Art Room(s) have the resources, technology and infrastructure to support instruction. (teaching walls, display, technology)	4	
Sub-total		18	out of 24

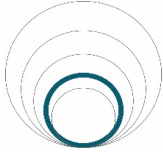


CORE PROGRAM & SHARED SPACES

This section focuses on the core and common spaces that are shared by the school.

4	Core Program & Shared Spaces		
Item		Score (1-4)	Comment

4H	Music Program & Performance Platform		
1	There is at least one Band Classroom.	4	
2	There is at least one Vocal / Choral Classroom.	4	
3	There is at least one Drama Classroom.	DNE	
4	There is at least one Orchestra Classroom. This space may double as the Stage.	DNE	Shared with Band and Choir room.
5	There are practice rooms with vision windows for supervision.	4	



CORE PROGRAM & SHARED SPACES

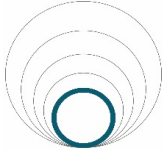
This section focuses on the core and common spaces that are shared by the school.

4 Core Program & Shared Spaces			
Item		Score (1-4)	Comment
6	There is at least one performing arts multi-purpose facility (stage / platform).	4	
7	The stage platform can accommodate at least 75 students and a variety of performance styles.	2	
8	The proscenium has a variety of tracks, stage curtains and cyclorama curtains. Space is provided in front of the proscenium to accommodate off-stage activities.	1	No curtains were observed.
9	The design and construction features maximize acoustical isolation from adjacent spaces.	1	The stage is open to the gymnasium, which limits its flexibility.
12	Adequate storage is provided to support the music programs (band, choir, etc.) and keep the space free and clear of clutter. Storage rooms can be shared.	2	Some storage observed. The area below the stage is not ADA accessible.
11	The Music Rooms that are provided are adequately sized.	3	
12	The Music Rooms have the resources, technology and infrastructure to support instruction. (teaching walls, display, technology)	4	
13	The Music Rooms are located near each other to share resources.	4	
Sub-total		33	out of 44

4I Core Building Spaces Overall			
1	There is an abundance of natural light throughout the school, views to the exterior, and connections that improve wellness and strengthen student connection to the outdoors.	1	The 7/8 building lacks natural light and connections to the outdoors. Many spaces in the 7/8 are internal. The 5/6 building has better daylight, and is primarily used for instruction.
* 2	The organization of interior spaces is easily <u>comprehended</u> .	2	Wayfinding was a challenge and there was a lack of signage.
* 3	The building overall is <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	2	The buildings are showing major wear and tear and are in need of a refresh to improve the interior environment.
* 4	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	
* 5	Student displays <u>include</u> a wide range of student interests and cultural backgrounds.	3	
* 6	Interior walls are in <u>good condition</u> .	2	
* 7	Interior finishes are in <u>good condition</u> .	2	
* 8	Interior ceilings and light fixtures are in <u>good condition</u> .	2	
* 9	Interior doors and windows are in <u>good condition</u> .	2	
10	There are no continuously occurring loud <u>noises</u> in the interior spaces.	2	Mechanical noise observed (classroom 112)
* 11	There are no visible signs of <u>vandalism</u> in interior spaces.	4	
* 12	The interior air quality is <u>fresh</u> .	2	
Sub-total		27	out of 48

Total by Category	176	out of	280
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Safety and Security Total	39	out of	60
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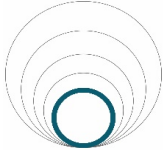


CLASSROOMS & TEAMING AREAS

This section focuses on the classrooms and extended learning spaces.

5 Classrooms & Teaming Areas			
Item		Score (1-4)	Comment

5A	Classrooms		
1	Classrooms have flexible furniture that can be adapted to support different modes of instruction and Rotational Learning (lecture, group discussion, seminar, activity centers, etc.) that are appropriate to the age group they serve.	1	The furniture is traditional, heavy and difficult to reconfigure.
2	Classrooms have a variety of seating options that can be adapted to meet individual students' needs.	2	There is a variety of seating in some spaces, but not modern.
3	Glass or operable walls are provided between pairs of classrooms.	DNE	
4	There is more than one teaching wall designed with magnetic, writable, or tack-able surfaces.	3	Digital, writable and tackable surfaces were observed in most instructional spaces.
* 5	Classrooms are adequate in size, with enough space to circulate around the room.	2	Varies greatly within and between the 5th-6th and 7th-8th building.
6	Classrooms have windows that provide unobstructed views to the exterior.	2	Many classrooms in the 7th-8th building were internal and lack natural light due to multiple additions.
7	Classroom windows have operable roller shades that are easy to use and reduce glare when needed.	3	
8	Classrooms have a direct view to adjacent interior spaces.	1	There was a lack of visual connection from classrooms to adjacent spaces. The school is an "egg-crate" design with long hallways.
* 9	Door vision windows and/or windows that have a direct view to adjacent interior spaces are not obstructed by fixed/informal coverings (ex. paper, sticker or cloth).	1	Most classroom doors had paper or posters taped over vision windows.
10	There are Teaming Areas / places for students to collaborate outside of the classroom (ex. small group rooms, flexible classrooms, or wide hallways with furniture).	1	None observed.
11	Classroom configuration and locations support a zoned classroom model, where same grades are co-located and supports project-based learning that is collaborative and interactive.	1	The layout is an "egg-crate" design that doesn't support a zoned classroom model or project based learning outside of the classroom.
12	Classroom technology is modern, wireless, and integrated into the classroom.	3	
13	Power is distributed around the room and sufficient.	2	Due to the age of the buildings, there is limited power distribution.
14	Multimedia presentation capabilities are present (ex. a smartboard, projector or screen) and in <u>good condition</u> .	4	
* 15	<u>Motivational</u> signs (temporary or permanent) reflect student work, pride, and give positive messages to encourage student excellence.	2	Minimal observed.
* 16	There is adequate storage for students' backpacks and personal items (inside or outside the classroom).	2	Minimal storage was observed.
* 17	The color and finishes within the classroom are in <u>good condition</u> and do not overpower the activity within the classroom, display(s), and presentation.	2	The finishes vary across the campus, but are showing signs of wear and tear.



CLASSROOMS & TEAMING AREAS

This section focuses on the classrooms and extended learning spaces.

5 Classrooms & Teaming Areas			
Item		Score (1-4)	Comment
* 18	Classrooms are <u>cheerful</u> and welcoming to students.	3	Teachers and staff had made good effort to enhance their classroom spaces.
* 19	Classrooms are <u>well-lit</u> with LED fixtures.	1	
20	There are no continuously occurring loud <u>noises</u> within the classroom (from mechanical system or adjacent roadway traffic).	2	Sound transfer between classrooms was observed.
* 21	Space is provided in the classroom for the entire class to get out of sight in an emergency and shelter-in-place.	3	
* 22	Classroom door hardware meets the state requirements for lockability/function.	1	The doors are not manually lockable from the inside of the classroom. It appeared doors are always locked and a dogging device was seen at most doors.
Sub-total		42	out of 84

4D Sciences / STEAM / Initiation to Career Tech			
<i>Middle school science and STEM lab environments provide both core curriculum, as well as innovation tracks for learning. Learning in these areas include a broad project-based experience that includes additional learning components such as guest lecturers, large demonstrations, competitions, dual / concurrent enrollment, boot camps, internships, as well as partnership workshop labs with local business and industry.</i>			
1	There is at least one (1) science / STEAM lab for each team, which includes all components as a general science lab with proper power for hot plates, sinks and gas at each workstation.	4	There are several science labs in the space with science prep areas, storage and a green house.
2	The Science / STEAM lab is flexible and can be used as working spaces set up for collaboration as well as to accommodate co-curricular project-based learning.	3	
3	The Science / STEAM lab is adjacent to the Teaming Area and can be connected for cross collaboration / supervision.	1	The science rooms are isolated from other areas of the building and not connected to a teaming area.
4	The Science / STEAM labs are adequately sized and has sufficient storage and prep areas/rooms.	4	
5	The Science / STEAM lab(s) have the technology and infrastructure to support instruction. (teaching walls, display, technology)	2	The rooms are outdated and do not have modern technology to support 21st century learning opportunities.
Sub-total		14	out of 20

4D Extended Learning / Teaming Areas			
<i>For each team, group of four core classrooms, 1,000 square foot teaming area shall be included that is intended for breakout programs, impromptu learning and social learning. In addition, the space should include smaller areas designed for speech, literacy, coaching, individual instruction as well as other pull-out programs. Suites should be organized with adjoining Teaming Studios to create larger collaboration spaces.</i>			
1	There is at least one (1) Teaming Area for cross collaboration between students or subject matters.	1	None observed.
2	Each Teaming Area has at least (1) small group room. This room is connected to the Teaming Studio.	1	None observed.
3	The Teaming Area is visually or physically connected to the classroom area (windows, sliding doors, roll-up doors or other ways).	DNE	



CLASSROOMS & TEAMING AREAS

This section focuses on the classrooms and extended learning spaces.

5 Classrooms & Teaming Areas			
Item		Score (1-4)	Comment
4	The Teaming Area can support a variety of learning activities that may occur collectively or in groups of various sizes with flexible furniture and a variety of styles.	DNE	
5	The Teaming Area is adequately sized and has sufficient storage.	DNE	
6	There is ample pin-up and rewritable surfacing for small groups to function well around the room.	DNE	
Sub-total		2	<i>out of</i> 8
Total by Category		58	<i>out of</i> 112
Safety and Security Total		17	<i>out of</i> 36