SCHOOL IMPROVEMENT ADVISORY COMMITTEE (SIAC)

RED OAK CSD

NOVEMBER 6, 2024

1. Purpose and Outcomes of SIAC
2. Academic Achievement
    1. Student Proficiency Data
    2. Attendance Data
3. Learning Goals
4. Culture and Climate
    1. Belonging
    2. Bullying and Harassment
5. Facilities Planning
6. Student Needs and Local Priorities (Breakouts)

How SIAC Works

Iowa Code 280.12 outlines the requirements of a School Improvement Advisory Committee (SIAC). The board of directors of each public school district and the authorities in charge of each nonpublic school shall do the following:

1. Appoint a school improvement advisory committee to make recommendations to the board or authorities. The advisory committee shall consist of members representing students, parents, teachers, administrators, and representatives from the local community, which may include representatives of business, industry, labor, community agencies, higher education, or other community constituents. To the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability.
2. Utilize the recommendations from the school improvement advisory committee to determine the following:
   1. Major educational needs.
   2. Student learning goals.
   3. Long-range and annual improvement goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement.
   4. Desired levels of student performance.
   5. Progress toward meeting the goals set out in paragraphs "b" through "d".
   6. Harassment or bullying prevention goals, programs, training, and other initiatives.
3. Consider recommendations from the school improvement advisory committee to infuse character education into the educational program.

Recent SIAC Outcomes

1. Expanded Concurrent Enrollment Opportunities
2. Greater Emphasis on Student Attendance
3. Implementation of Cell Phone Restrictions
4. Alternate Graduation Pathways
5. Work-Based Learning Program
6. Construction Trades Program
7. Systemic Curriculum Adoption Process
8. Student Mentoring Program

STUDENT ACHIEVEMENT

We take kids where they are and get them to where they need to be!

I. At the 3rd grade level our proficiency/advanced rates are between 40% and 67%
   A. Our average English-Language Arts proficiency rate the last three years is 39%--This is actually 5% higher than our pre-Covid number
   B. Our average Math proficiency rates the last three years is 67%--this is 7% higher than our pre-Covid percentage
II. By the 6th grade proficiency/advanced rates are over 50%
   A. Our average ELA proficiency rates the last three years is over 52%--again higher than our pre-pandemic numbers
   B. Our average Math proficiency rates the last three years is 51%--this is slightly higher than our pre-pandemic numbers
III. By the 9th grade our proficiency/advanced rates are between 62% and 75%
   A. Our average ELA proficiency rates the last three years is over 74%--this is 12% higher than our pre-Covid number
   B. Our average Math proficiency rates the last two years is 62%--about 4% higher than our pre-Covid number
IV. ELA rates hold steady at around 75% through the remainder of high school, while math proficiency rates increase to around 70% in 10th and 11th grade
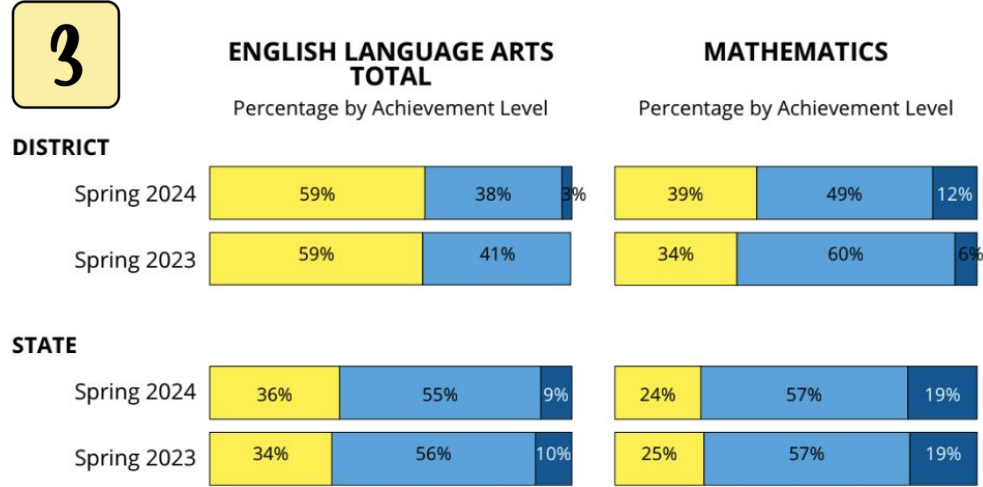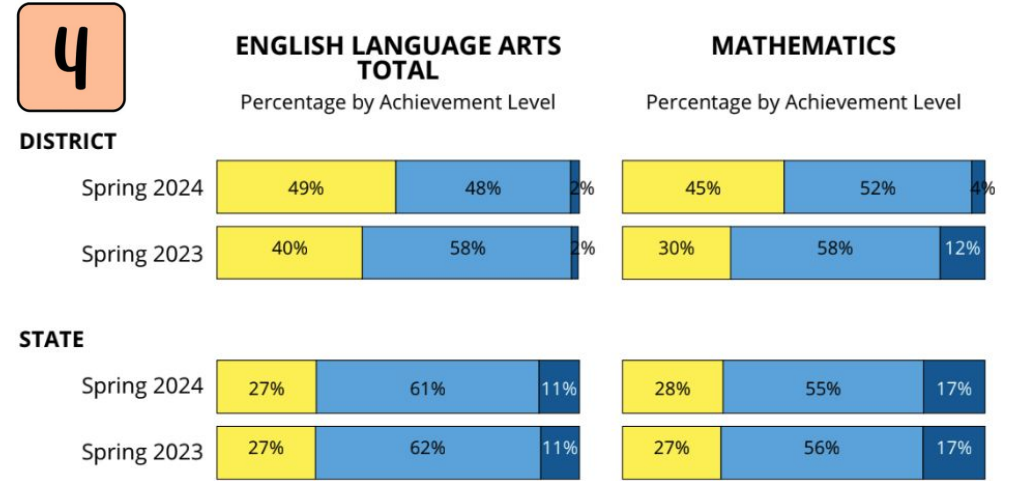
2024 Iowa Statewide Assessment of Student Progress (ISASP)

		Fourth Grade						Eighth Grade						Eleventh Grade					
		English Langauge Arts			Mathematics			English Langauge Arts			Mathematics			English Langauge Arts			Mathematics		
		Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced	Not Yet Proficient	Proficient	Advanced
	All Students	49%	48%	2%	45%	52%	4%	29%	69%	1%	25%	71%	4%	28%	66%	7%	33%	58%	9%
Gender	Male	62%	38%	0%	43%	54%	3%	34%	63%	3%	26%	66%	8%	31%	62%	7%	28%	52%	21%
	Female	40%	56%	4%	46%	50%	4%	24%	76%	0%	24%	76%	0%	26%	68%	6%	36%	62%	2%
	Non-Binary	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	IEP	92%	8%	0%	100%	0%	0%	72%	28%	0%	61%	39%	0%	NA	NA	NA	NA	NA	NA

ISASP
IOWA STATEWIDE ASSESSMENT of STUDENT PROGRESS

The graphs below display the performance of the grade 3 students in the district compared to the state by Achievement Level.

3

ENGLISH LANGUAGE ARTS TOTAL
Percentage by Achievement Level

MATHEMATICS
Percentage by Achievement Level

DISTRICT

	ELA			Math		
Spring 2024	59%	38%	3%	39%	49%	12%
Spring 2023	59%	41%		34%	60%	6%

STATE

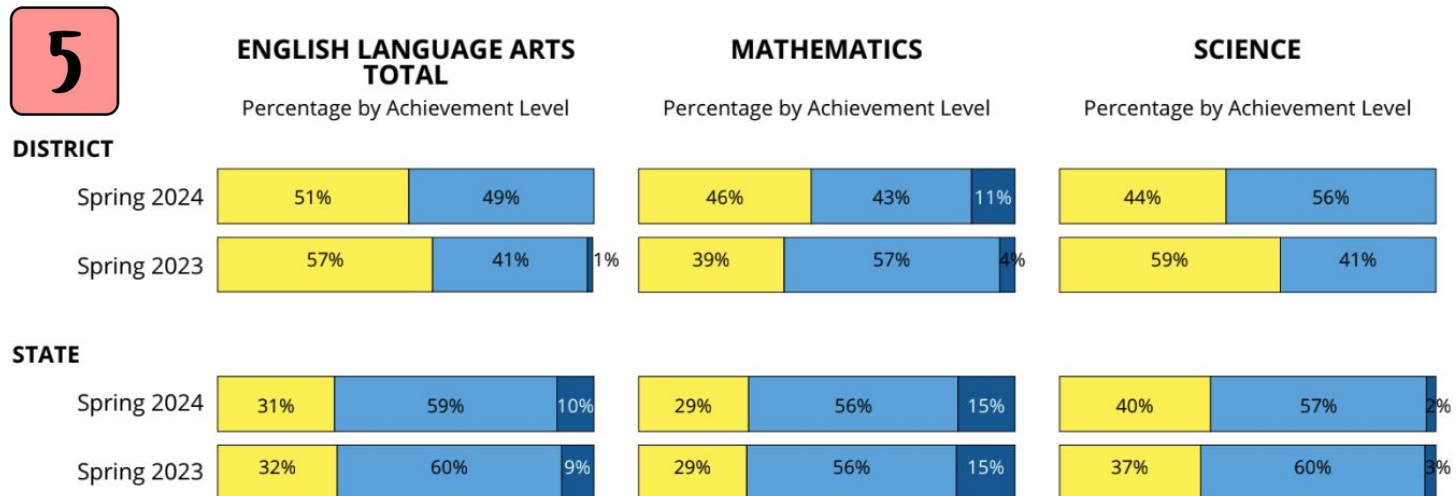|	ELA			Math		
Spring 2024	36%	55%	9%	24%	57%	19%
Spring 2023	34%	56%	10%	25%	57%	19%

The graphs below display the performance of the grade 4 students in the district compared to the state by Achievement Level.

4

ENGLISH LANGUAGE ARTS TOTAL
Percentage by Achievement Level

MATHEMATICS
Percentage by Achievement Level

DISTRICT

	ELA			Math		
Spring 2024	49%	48%	2%	45%	52%	4%
Spring 2023	40%	58%	2%	30%	58%	12%

STATE

	ELA			Math		
Spring 2024	27%	61%	11%	28%	55%	17%
Spring 2023	27%	62%	11%	27%	56%	17%

The graphs below display the performance of the grade 5 students in the district compared to the state by Achievement Level.

5

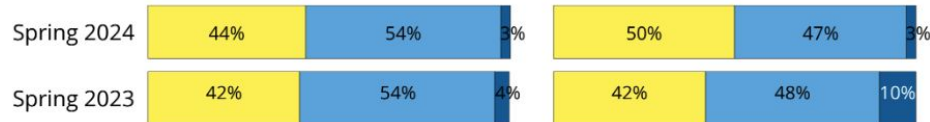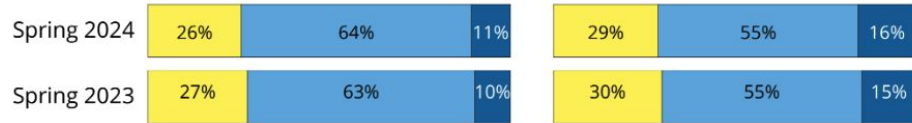### ENGLISH LANGUAGE ARTS TOTAL
Percentage by Achievement Level

MATHEMATICS
Percentage by Achievement Level

SCIENCE
Percentage by Achievement Level

DISTRICT

	ELA			Math			Science	
Spring 2024	51%	49%		46%	43%	11%	44%	56%
Spring 2023	57%	41%	1%	39%	57%	4%	59%	41%

STATE

	ELA			Math			Science		
Spring 2024	31%	59%	10%	29%	56%	15%	40%	57%	2%
Spring 2023	32%	60%	9%	29%	56%	15%	37%	60%	3%

ISASP
IOWA STATEWIDE ASSESSMENT of STUDENT PROGRESS

The graphs below display the performance of the grade 6 students in the district compared to the state by Achievement Level.
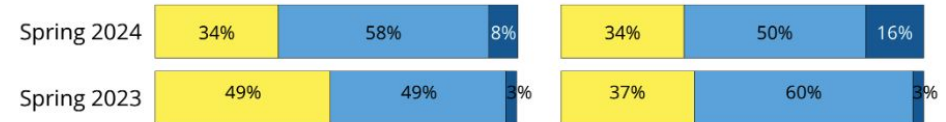
6

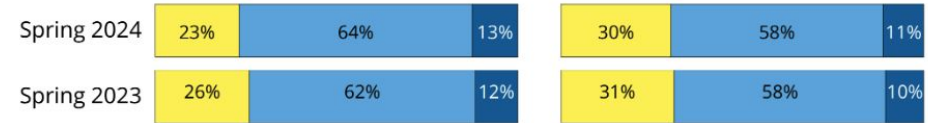### ENGLISH LANGUAGE ARTS TOTAL
Percentage by Achievement Level

MATHEMATICS
Percentage by Achievement Level

DISTRICT

ENGLISH LANGUAGE ARTS TOTAL
- Spring 2024: 44% | 54% | 3%
- Spring 2023: 42% | 54% | 4%

MATHEMATICS
- Spring 2024: 50% | 47% | 3%
- Spring 2023: 42% | 48% | 10%

STATE

ENGLISH LANGUAGE ARTS TOTAL
- Spring 2024: 26% | 64% | 11%
- Spring 2023: 27% | 63% | 10%

MATHEMATICS
- Spring 2024: 29% | 55% | 16%
- Spring 2023: 30% | 55% | 15%

The graphs below display the performance of the grade 7 students in the district compared to the state by Achievement Level.

7

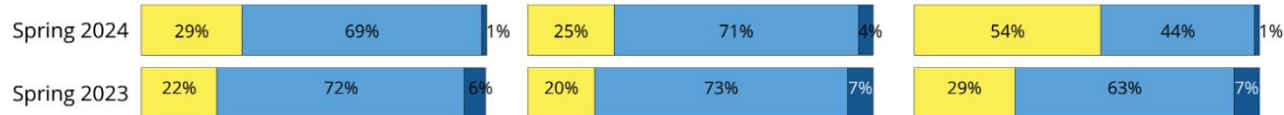### ENGLISH LANGUAGE ARTS TOTAL
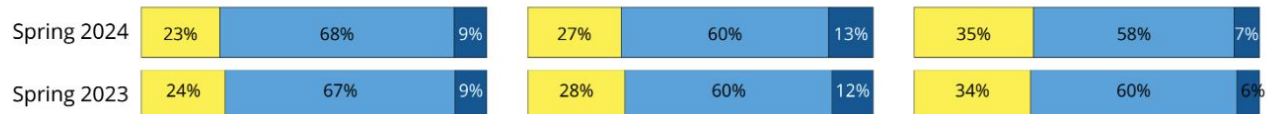Percentage by Achievement Level

MATHEMATICS
Percentage by Achievement Level

DISTRICT

ENGLISH LANGUAGE ARTS TOTAL
- Spring 2024: 34% | 58% | 8%
- Spring 2023: 49% | 49% | 3%

MATHEMATICS
- Spring 2024: 34% | 50% | 16%
- Spring 2023: 37% | 60% | 3%

STATE

ENGLISH LANGUAGE ARTS TOTAL
- Spring 2024: 23% | 64% | 13%
- Spring 2023: 26% | 62% | 12%

MATHEMATICS
- Spring 2024: 30% | 58% | 11%
- Spring 2023: 31% | 58% | 10%

The graphs below display the performance of the grade 8 students in the district compared to the state by Achievement Level.

8

ENGLISH LANGUAGE ARTS TOTAL
Percentage by Achievement Level

MATHEMATICS
Percentage by Achievement Level
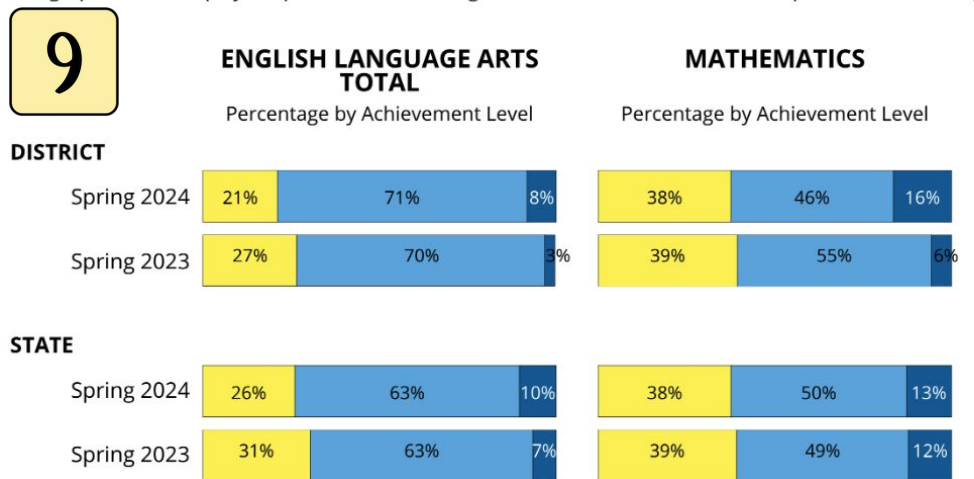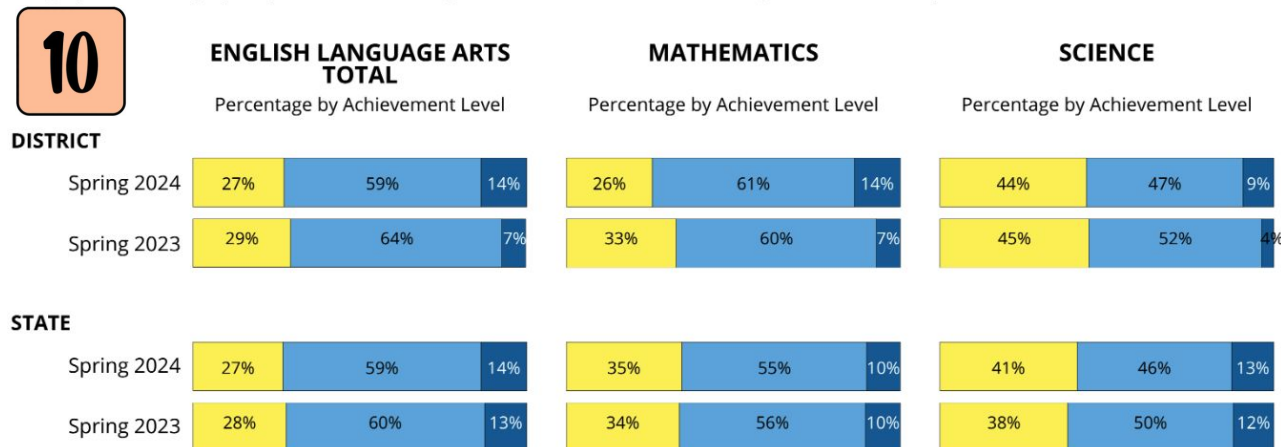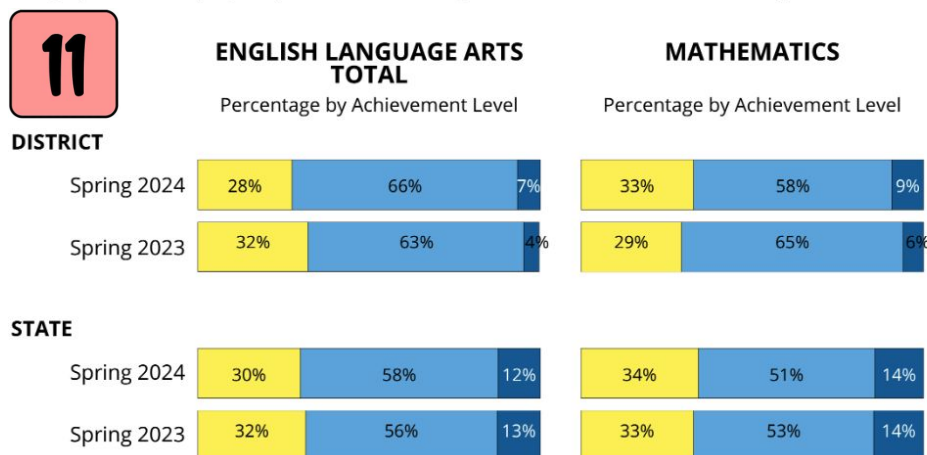
SCIENCE
Percentage by Achievement Level

DISTRICT

ENGLISH LANGUAGE ARTS TOTAL
- Spring 2024: 29% | 69% | 1%
- Spring 2023: 22% | 72% | 6%

MATHEMATICS
- Spring 2024: 25% | 71% | 4%
- Spring 2023: 20% | 73% | 7%

SCIENCE
- Spring 2024: 54% | 44% | 1%
- Spring 2023: 29% | 63% | 7%

STATE

ENGLISH LANGUAGE ARTS TOTAL
- Spring 2024: 23% | 68% | 9%
- Spring 2023: 24% | 67% | 9%

MATHEMATICS
- Spring 2024: 27% | 60% | 13%
- Spring 2023: 28% | 60% | 12%

SCIENCE
- Spring 2024: 35% | 58% | 7%
- Spring 2023: 34% | 60% | 6%

The graphs below display the performance of the grade 9 students in the district compared to the state by Achievement Level.

9

ENGLISH LANGUAGE ARTS TOTAL
Percentage by Achievement Level

MATHEMATICS
Percentage by Achievement Level

DISTRICT

	ELA Spring 2024	ELA		Math Spring 2024	Math	
Spring 2024	21%	71%	8%	38%	46%	16%
Spring 2023	27%	70%	3%	39%	55%	6%

STATE

Spring 2024	26%	63%	10%	38%	50%	13%
Spring 2023	31%	63%	7%	39%	49%	12%

The graphs below display the performance of the grade 10 students in the district compared to the state by Achievement Level.

10

ENGLISH LANGUAGE ARTS TOTAL
Percentage by Achievement Level

MATHEMATICS
Percentage by Achievement Level

SCIENCE
Percentage by Achievement Level

DISTRICT

	ELA			Math			Science		
Spring 2024	27%	59%	14%	26%	61%	14%	44%	47%	9%
Spring 2023	29%	64%	7%	33%	60%	7%	45%	52%	4%

STATE

Spring 2024	27%	59%	14%	35%	55%	10%	41%	46%	13%
Spring 2023	28%	60%	13%	34%	56%	10%	38%	50%	12%

The graphs below display the performance of the grade 11 students in the district compared to the state by Achievement Level.

11

ENGLISH LANGUAGE ARTS TOTAL
Percentage by Achievement Level

MATHEMATICS
Percentage by Achievement Level

DISTRICT

	ELA			Math		
Spring 2024	28%	66%	7%	33%	58%	9%
Spring 2023	32%	63%	4%	29%	65%	6%

STATE

Spring 2024	30%	58%	12%	34%	51%	14%
Spring 2023	32%	56%	13%	33%	53%	14%

Fall FAST Assessment (administered August 2024)

Fall FAST: Literacy

Grade level	Enrollment	Screened	At benchmark
KG	49	98%	60%
1	82	99%	36%
2	65	98%	36%
3	59	100%	34%
4	69	96%	53%
5	78	99%	52%
6	59	98%	66%

Fall FAST: Math

Grade level	Enrollment	Screened	At benchmark
KG	49	98%	67%
1	82	99%	56%
2	65	98%	41%
3	59	100%	51%
4	69	96%	64%
5	78	99%	48%
6	59	98%	69%

FastBridge Learning

STUDENT ATTENDANCE

ATTENDANCE MATTERS

Inman Average Daily Attendance

Are we hitting our attendance goal? Our goal: 95% daily attendance

94.9% on Friday, October 25th
daily attendance

95.7% year to date
average daily attendance

Half-day absences:
☐ Included in calculation ⓘ

What is our daily attendance?

1w 1m 3m 6m **YTD**

From Aug 23, 2024 To Oct 25, 2024

Goal: 95%

26. Aug   2. Sep   9. Sep   16. Sep   23. Sep   30. Sep   7. Oct   14. Oct   21. Oct
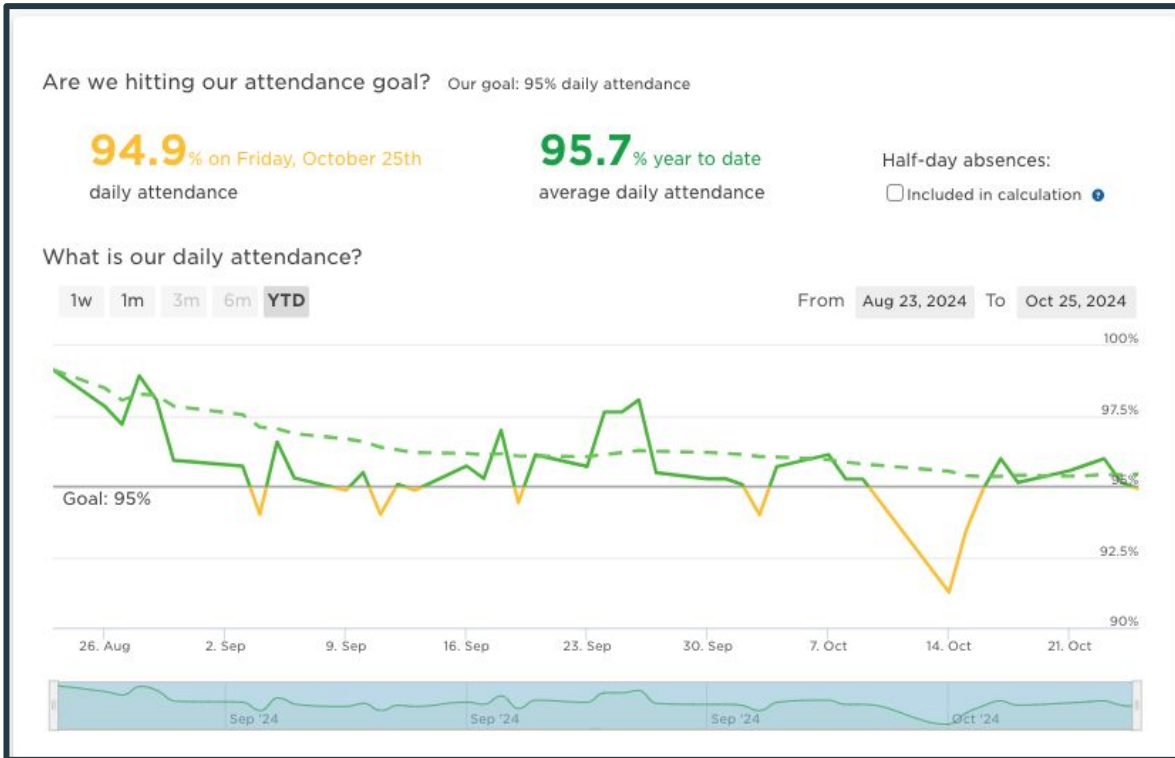
Jr-Sr High Average Daily Attendance

Are we hitting our attendance goal? Our goal: 95% daily attendance

94.2% on Friday, October 25th
daily attendance

96.0% year to date
average daily attendance

Half-day absences:
☐ Included in calculation ⓘ

What is our daily attendance?

1w 1m 3m 6m **YTD**

From Aug 23, 2024 To Oct 25, 2024

Goal: 95%

26. Aug   2. Sep   9. Sep   16. Sep   23. Sep   30. Sep   7. Oct   14. Oct   21. Oct
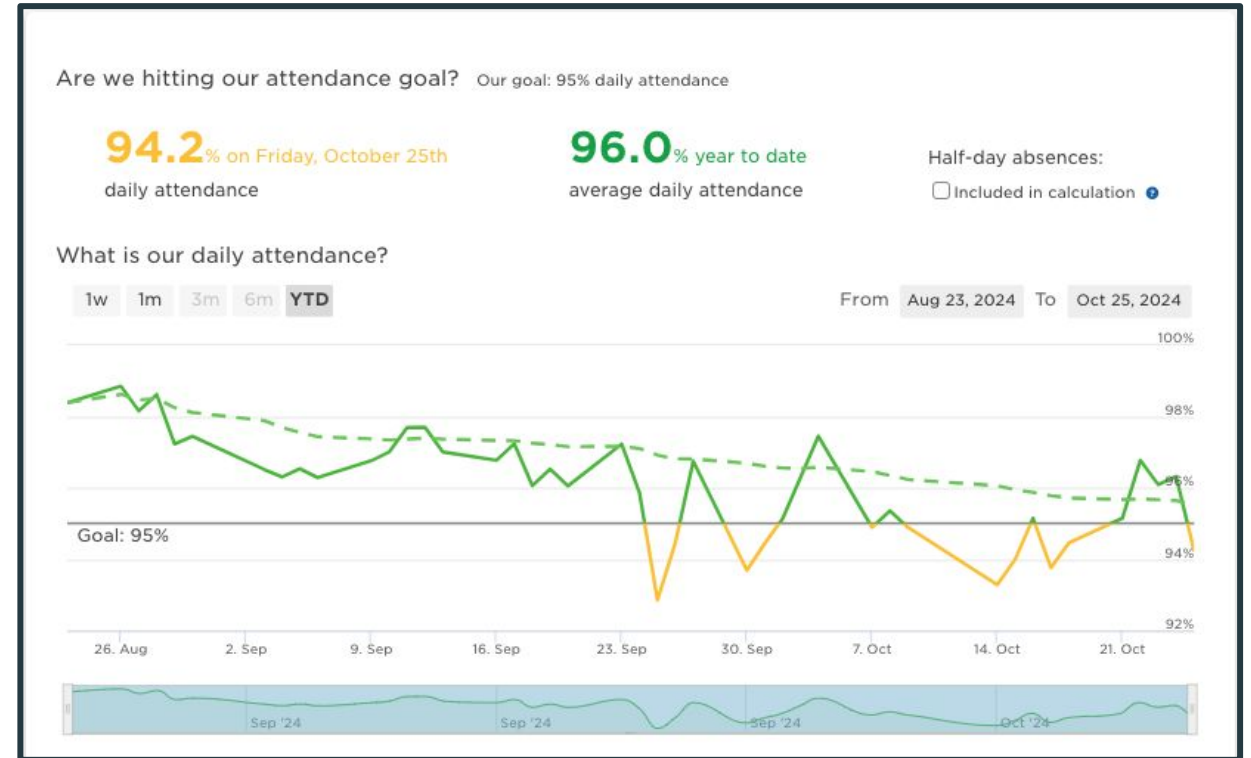
In 2023-24, average daily attendance at Inman was **93.13%** and at the Jr-Sr High School it was **91.91%**

CHRONIC ABSENTEEISM

39% — 32% — 22% (PK/Jr-Sr High)
30% — 22% (PK)
22% — 22% — 16% (Inman)
18% (Jr-Sr High)

2022-23   2023-24   2024-25

— PK   — Inman   — Jr-Sr High
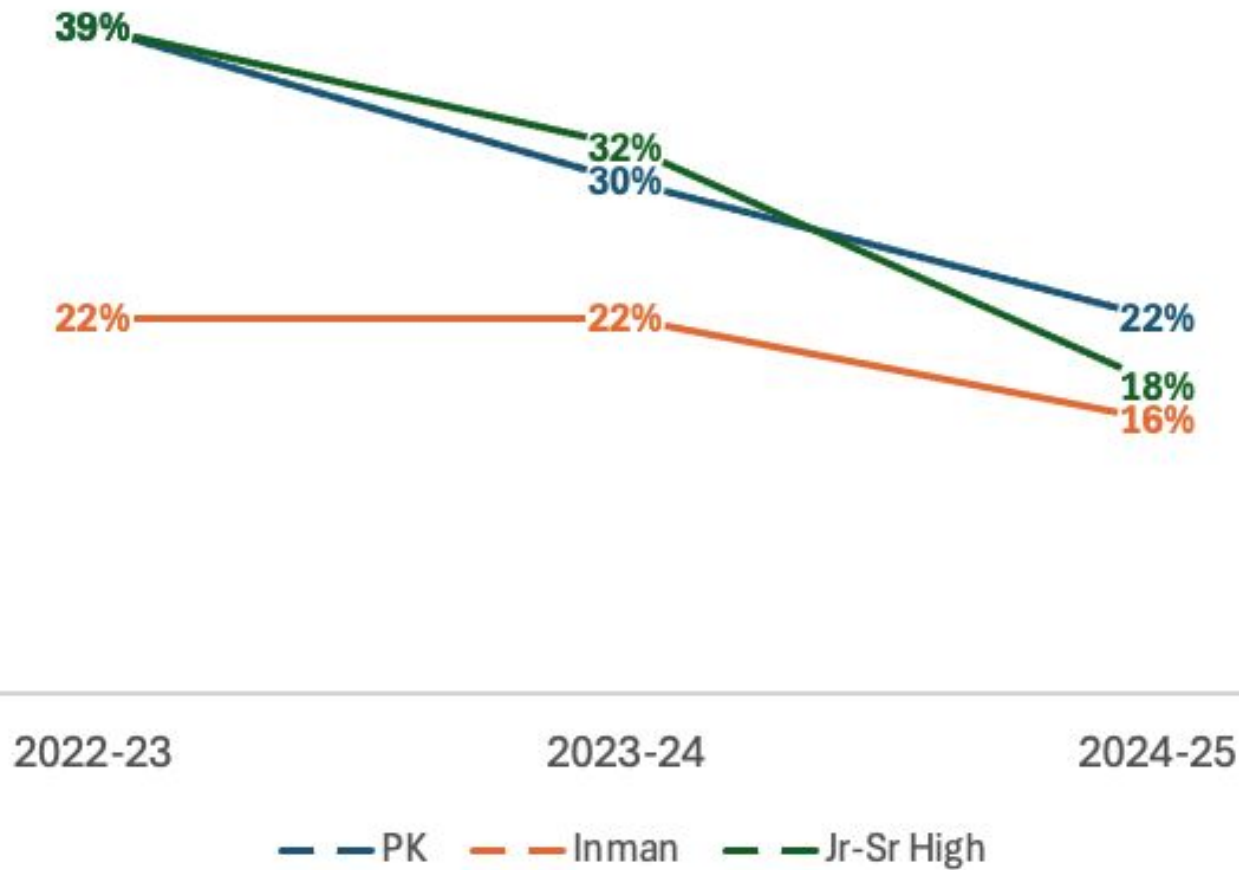
PERFORMANCE AND GOALS

Desired Levels of Performance - Where are we compared to other districts?

Iowa School Performance Profiles - 2023
- Inman Elementary - Acceptable
- Jr-Sr High School - Acceptable

Iowa School Performance Profiles - 2024
- Changes point system and how ratings are calculated - no longer a formula
- Replaces Conditions for Learning with Chronic Absenteeism
- Adds Science
- Equally weights Proficiency and Growth
- Changes focus of Postsecondary Readiness
  - Keeps college credit
  - Removes CTE enrollment and ACT participation and success
  - Adds work-based learning and industry-recognized credentials

STUDENT LEARNING GOALS

Required Focus Areas:

- IDEA (special education literacy)
- Literacy: Individual Literacy Plans K-6
    - Required for all students not reading proficiently in grades K-6
    - Proficiency in K-3 based on screeners
    - Proficiency at end of grade 3-6 based on ISASP ELA score
    - Goals specific to each child and progress monitored weekly
- Attendance
    - Identified need in Title Programs and School Improvement Plan
    - Goal: reduce chronic absenteeism by 5% from spring 2024 to spring 2025

STUDENT LEARNING GOALS

District Goals:

- Student Learning: Increase Graduation Rate from 90.36% to 92%
- Long-Range Goal: Exceed state averages in reading, math and science proficiency as measured by the Iowa School Performance Profile.
- Annual Improvement Goals:
  - Reading: Increase ELA Proficiency from 60.16% to 66%
  - Math: Increase Math Proficiency from 66.56% to 70%
  - Science: Increase Science Proficiency from 55.56% to 62%

CULTURE AND CLIMATE

Belonging

I. Emphasis on building a deeper sense of belonging among all students and staff
   A. Strive to make all people "unconditional positive regard" and connected to others in the building
   B. Teachers are engaged in professional development surrounding 11 research-based dimensions of belonging (i.e., being Welcomed, Invited, Present, Accepted, Known, Supported, Befriended, Involved, Heard, Needed, and Loved)
      1. Students need to feel that they belong in order to learn and grow at school.
      2. Educators can't assume belonging will just happen for kids because they're all in class together. We must use our actions and choices each day to build school environments where students will experience belonging.
   C. Administrators are engaged in a bood study of How to Know a Person by David Brooks
      1. Being understood, known, and recognized is basic yet universal human need
      2. Developing our awareness and skills of seeing others and making them feel seen heard and understood

Inman Initiatives

I. Belonging Time- First 15 minutes of each day are spent developing relationships within the classrooms.
II. Tiger Den- Once a month
III. TIGER Matrix focus (TEAMWORK, INTEGRITY, GOALS, EMPATHY, RELATIONSHIPS)
IV. Teacher Belonging Book Study
V. Guidance lessons and small group skill building

Jr-Sr High Initiatives

I. Leadership Team pulling strategies from "Belonging in Schools," and implementing these strategies with staff:
   a. Welcoming Classrooms
   b. 2x10
II. Student of the Month
   a. Yard Signs
   b. Recognition & Positive Letters (2x as many positive letters sent home)
III. Policy Changes:
   a. Cell Phone
   b. Social Media Disruption (copied H10)

Bullying and Harassment

I. Clarifying bullying and harassment with parents and students
   A. Bullying/harassment IS "when someone repeatedly and purposefully says or does mean or hurtful things to another person who has a hard time defending him or herself
   B. Bullying/harassment is NOT isolated incidents of bad behavior or mutual conflict
II. Individual, small group, and whole class skill building through Guidance Department
III. School Based Mental Health Provider
IV. School Based Interventionist
V. Behavioral and Suicide Assessments (i.e., STOP Grant)
VI. Student Buddy Program

FACILITIES LONG-RANGE PLANNING

RED OAK COMMUNITY SCHOOL DISTRICT

PLANNING FOR THE FUTURE

DISTRICT MASTER PLAN - DRAFT
FEBRUARY 1, 2023

APMA

LARSON ENGINEERING + ENGINEERING TECHNOLOGIES INC + BUILDING CRAFTS

1. Background + Process

Executive Summary
Dedication + Approach
Student Enrollment + Capacity

APPROACH

APMA has an established fun and collaborative process for navigating project design. Design isn't linear, it's a cyclical process that involves listening, collaborating, and, most importantly, trial and error. We rarely land on the best solution with the first try. Each evolution gets closer to the result that best fulfills our shared aspirations.

We know this is a big deal for the Red Oak School District, and that it means something different to each individual. We know you have already put **a lot** of thought into this endeavor. So, we begin by listening to you.

KEY STEPS

1 — Listen → 2 — Interpret → 3 — Ideate → 4 — Test → 5 — Evolve → 6 — Deliver

Safety and Security
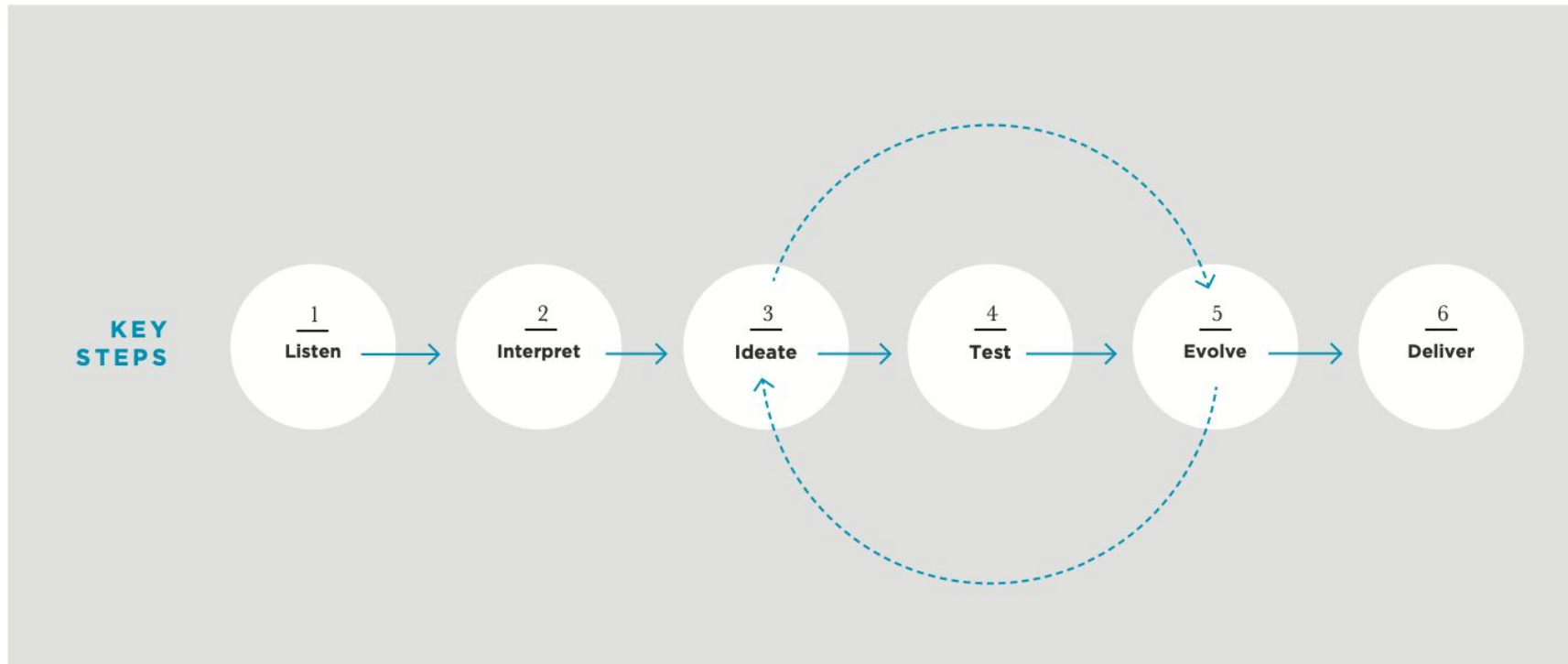
Safety and Inclusivity

Safety is the **TOP PRIORITY.** We want an inclusive environment so all students can thrive in school academically, socially and emotionally.

Academic

Let's focus on learning outcomes and how our physical space can be improved to better support student success.

Wellness

We want ROCSD to be a place that nurtures physical, psychological and social wellbeing for students, staff and families.

Extracurricular

From athletics to the arts to afterschool programs, extracurriculars make students more well-rounded and engaged.

Existing Plans

EARLY CHILDHOOD CENTER — Existing Plans

Existing Plans

N
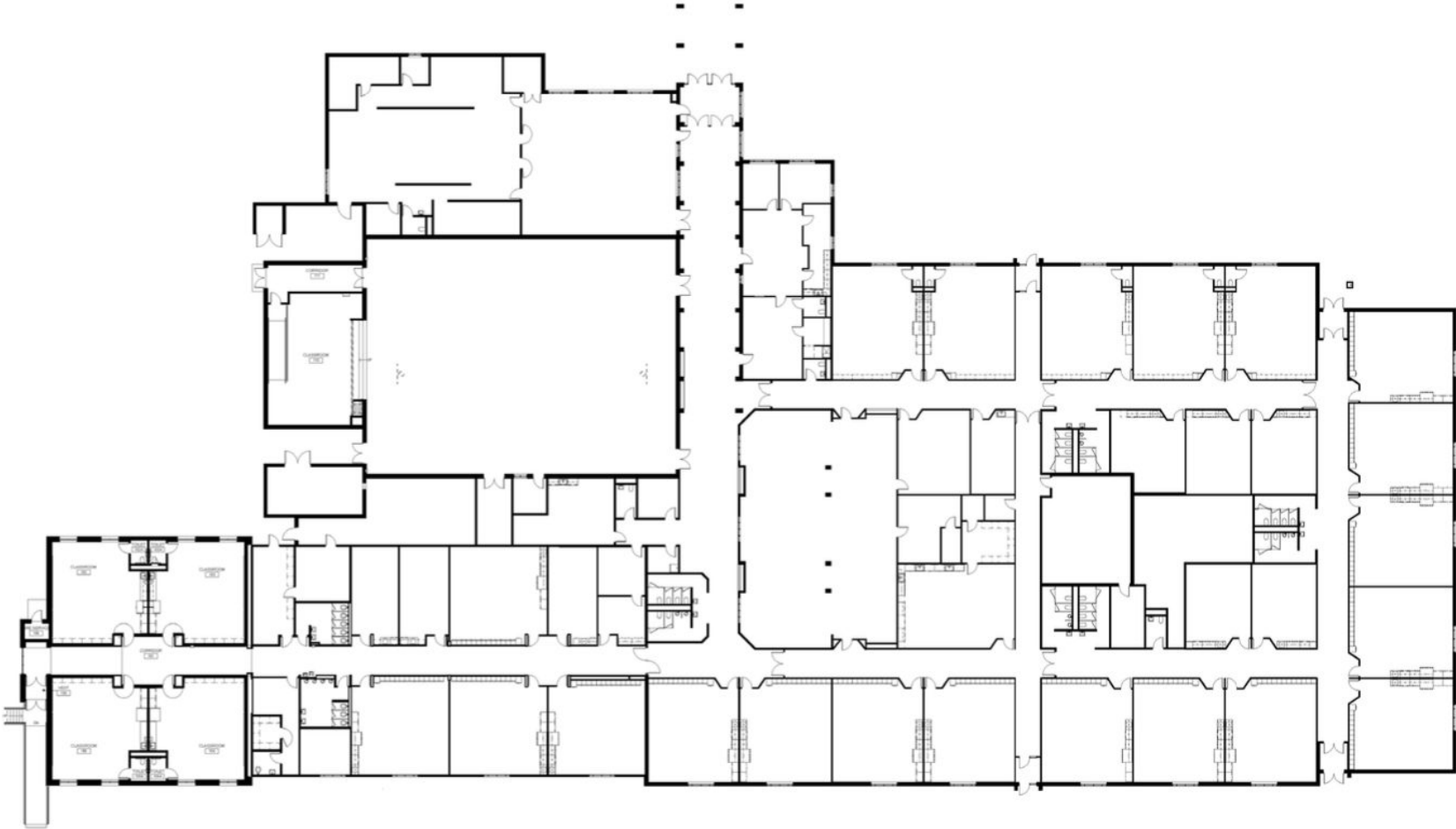
Existing Plans

JR/SR HIGH SCHOOL — Existing Plans — First Level

Existing Plans
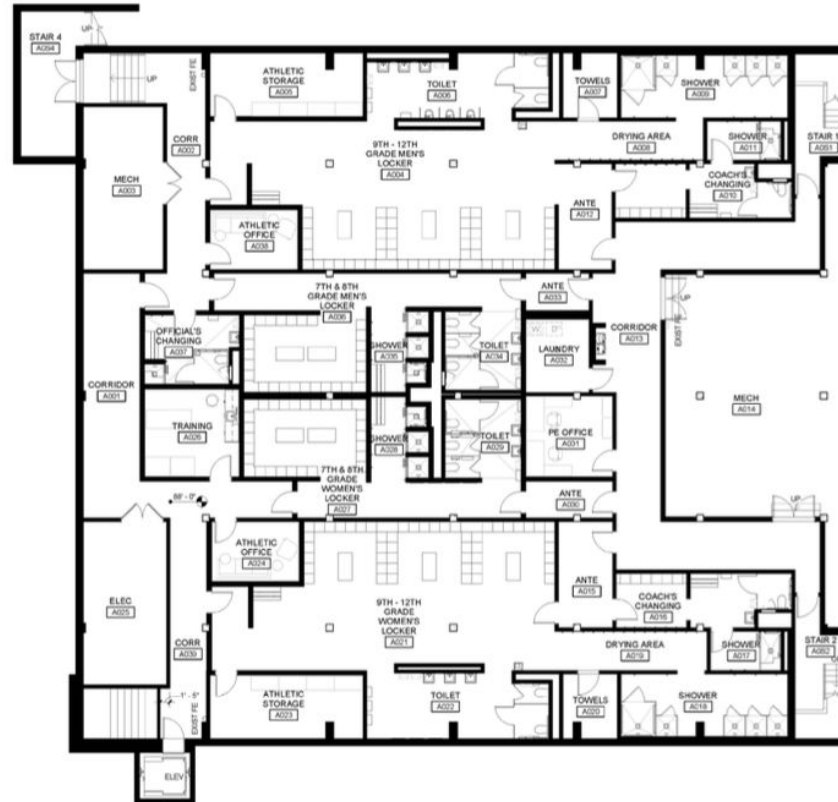
3. Stakeholder Engagement

Where are we now?

Where do we want to be?

How do we get there?

Where are we now?

Staff & Community Engagement

The District Staff participated in a workshop to identify the opportunities, weakness and needs they see for the district's facilities. Some of the overarching items included:

- Increased Safety & Security
- HVAC updates at each Facility
- More Learning Spaces
- Storage
- Increased Sense of Community & District Pride

This sets us up for our conversations today to both identify anything additional and start to set priorities to keep us moving forward.

The community was also engaged via workshop and online survey.

Where do we want to be?

The Challenge

ROCSD has great facilities today!

The goal is to identify opportunities, weaknesses and needs through staff and stake holder engagement.

The best information about the building comes from the users.

The process is to extract as much information as we can.

The outcomes will be driven by you!

How do we get there?

The Process

Your data will drive decisions!

After gathering feedback from as many staff stakeholders as we can, we'll present data to the Administrative Team.

The Design Team will generate phased approaches to address opportunities, weaknesses and needs.

The phases will be set up to address needs first, placing ROCSD in position to attack weaknesses and opportunities to enhance the school district and constituents.
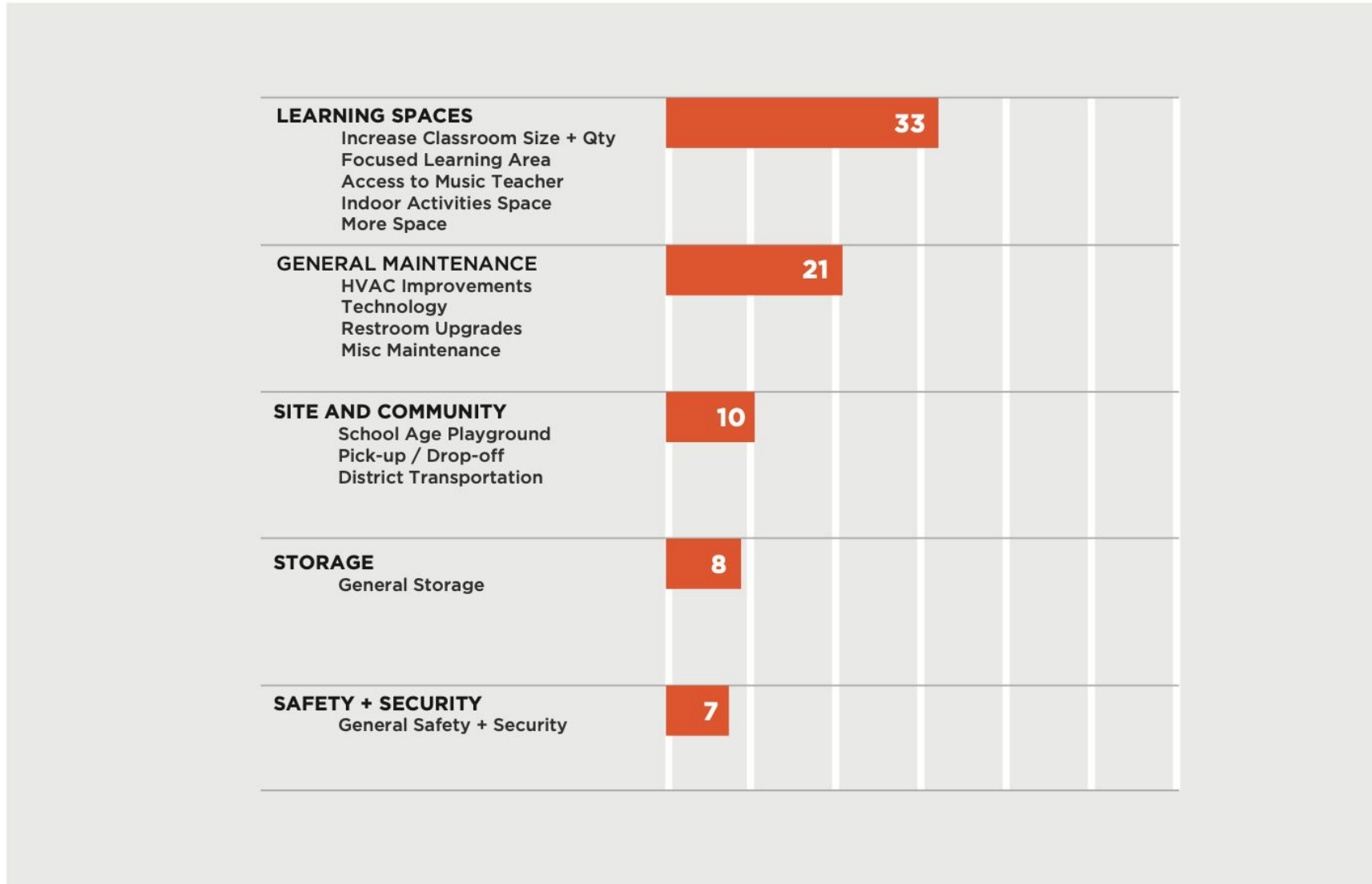
OWN the process!

Opportunities... are items that can be added to increase value of the district.

Weaknesses... areas that can be enhanced to increase value to the district.

Needs... are things that need to be addressed today for the health, safety and welfare of students and staff.

Staff Engagement

EARLY CHILDHOOD RESULTS

LEARNING SPACES
Increase Classroom Size + Qty
Focused Learning Area
Access to Music Teacher
Indoor Activities Space
More Space
33

GENERAL MAINTENANCE
HVAC Improvements
Technology
Restroom Upgrades
Misc Maintenance
21

SITE AND COMMUNITY
School Age Playground
Pick-up / Drop-off
District Transportation
10

STORAGE
General Storage
8

SAFETY + SECURITY
General Safety + Security
7

Staff Engagement

INMAN RESULTS

CAFETERIA / MULTI-PURPOSE SPACE
Gym / Gymatoruim
Commons / Cafeteria
Stage / Auditorium
63

GENERAL MAINTENANCE
HVAC***
Power in Classrooms
Access to Water
Misc Maintenance
61

LEARNING SPACES
Increase Classroom Size + Qty
Special Education Space
Classroom Furniture
51

SITE AND COMMUNITY
Signage + Wayfinding
Traffic Flow + Parking
Improve Sense of Community
Outdoor Classroom + Playground
Pedistrian Access
50

SAFETY + SECURITY + RESTROOMS
ADA Accessisbility
Security Cameras
Building Access
Restrooms
23

STORAGE + STORM SHELTER
Classroom Storage
Storm Shelter
21

Staff Engagement

JR/SR HIGH SCHOOL RESULTS

GENERAL MAINTENANCE
  Improve Electrical Power
  Improve HVAC
  Improve Internet
  Misc Maintenance

52

SITE AND COMMUNITY
  Signage + Wayfinding
  Traffic Flow
  Improve Sense of Community
  Outdoor Classroom + Commons

28

LEARNING SPACES
  Collaboration Study Areas
  Private Study Areas
  Behavior Classroom
  Increase Classroom Size + Qty

20

STORAGE
  STEAM Storage
  Classroom Storage
  Athletic Storage

19

SAFETY + SECURITY
  ADA Accessisbility
  Security Cameras
  Building Access

8

Staff Engagement

ATHLETICS + ARTS RESULTS

FIELD HOUSE + CONCESSIONS
Locker Rooms
Changing Rooms
Restrooms
Inviting Entry
Storage/Storm Shelter
Parking Lot
58

FIELDS + TRACK UPDATES
Turf Football Field
Baseball/Softball Field Updates
Drainage
Pressbox
Bleachers
42

AUDITORIUM + BAND/MUSIC
Functionality
Dressing Rooms
Storage
Rehearsal Space (Band/Music)
Lighting + Acoustics
41

GYM + LOCKER ROOMS
HS Locker Room (Size/Quantity)
Gym Flooring Black Gym
Scoreboard Orange Gym
Dedicated Middle School Gym
11

OTHER MISC
Swimming Pool
Outdoor Basketball Court
Green Space
6

Community Engagement

SURVEY SUMMARY

133
PARTICIPANTS

EXISTING FACILITY RATINGS:
(scale of 1–10; 10 being the highest)

Gym Facilities
1 ▬▬▬ 8 ▬ 10

Auditorium
1 ▬▬▬ 7 ▬ 10

Outdoor Athletics & Activities
1 ▬▬▬ 6 ▬ 10

96%
IN SUPPORT OF CONTINUED FACILITIES IMPROVEMENTS

2017 BOND EFFORT

62%
SUCCESS RATE

COMMON CONCERNS:

- Inman Planning and Space Issues
- Infastructure Concerns
- Outdoor Facilities not addressed
- Additional Growth Needed
- Auditorium & Performing Arts Improvements

RANKING OF IMPROVEMENT NEEDS
(of all active facilities in the district)

1st Academic Attendance Centers

2nd Visual and Performing Arts Spaces

3rd Athletics & Activities Areas
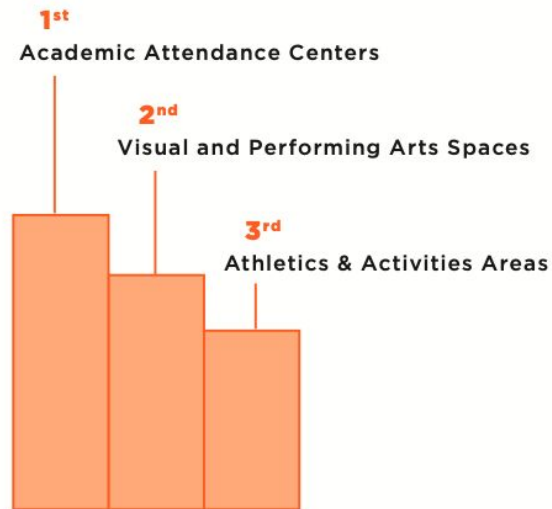
FIND NEW USE FOR FORMER ELEMENTARY BUILDINGS

PRIORITY
(on a scale of 1–5)

1 ▬▬▬ 3.2 ▬▬▬ 5

NEW USE IDEAS:

- Additional Classrooms
- Extra Curriculars
- Housing
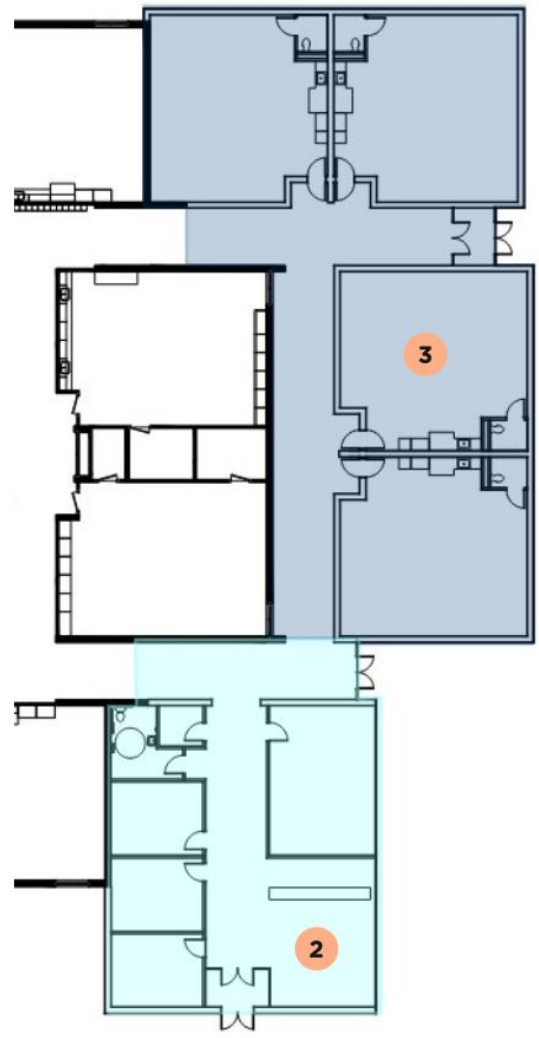- After Hours Learning
- Oustide Businesses & Community Opportunities

4. Master Plan

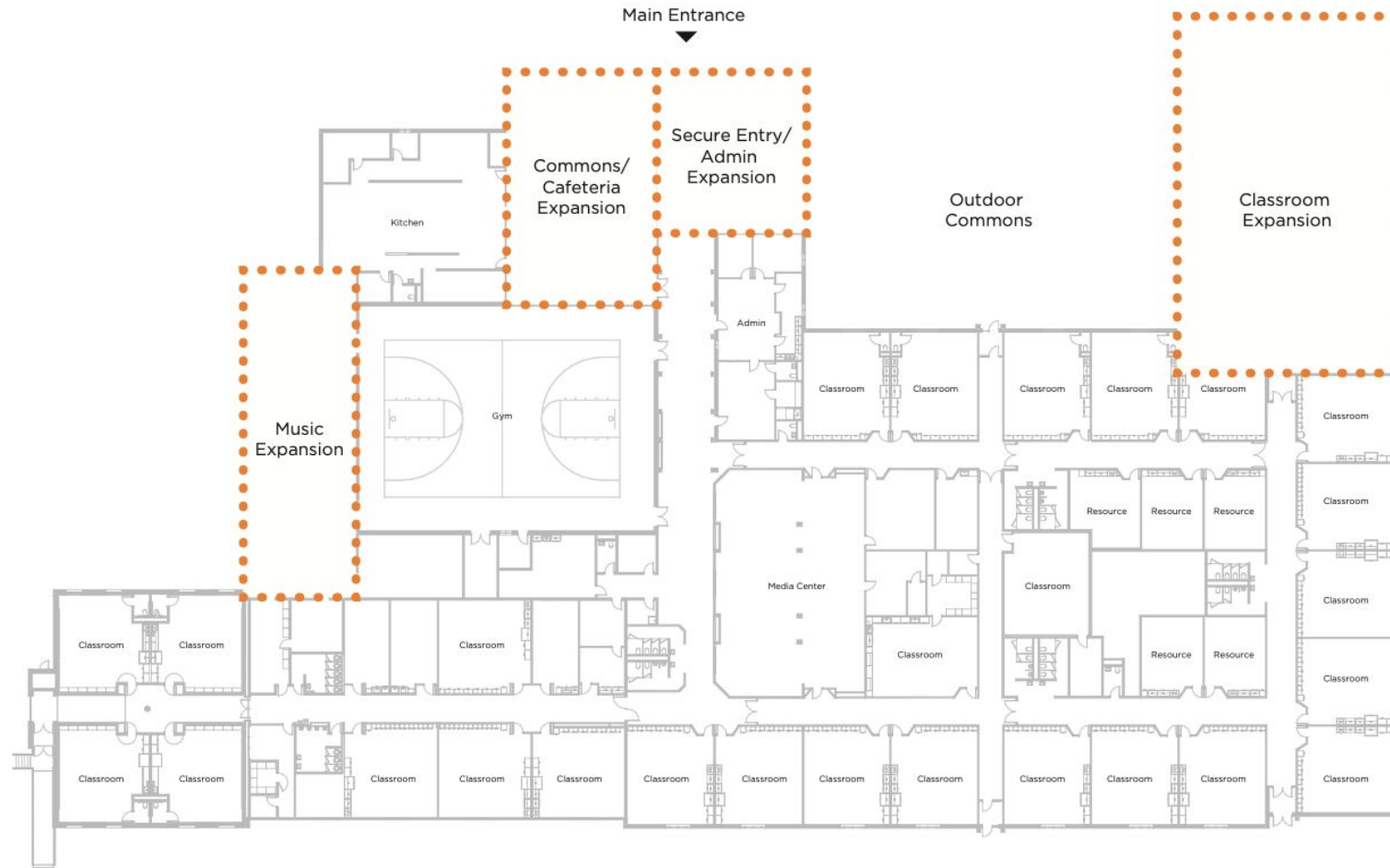# Early Childhood Center — Plan Diagram
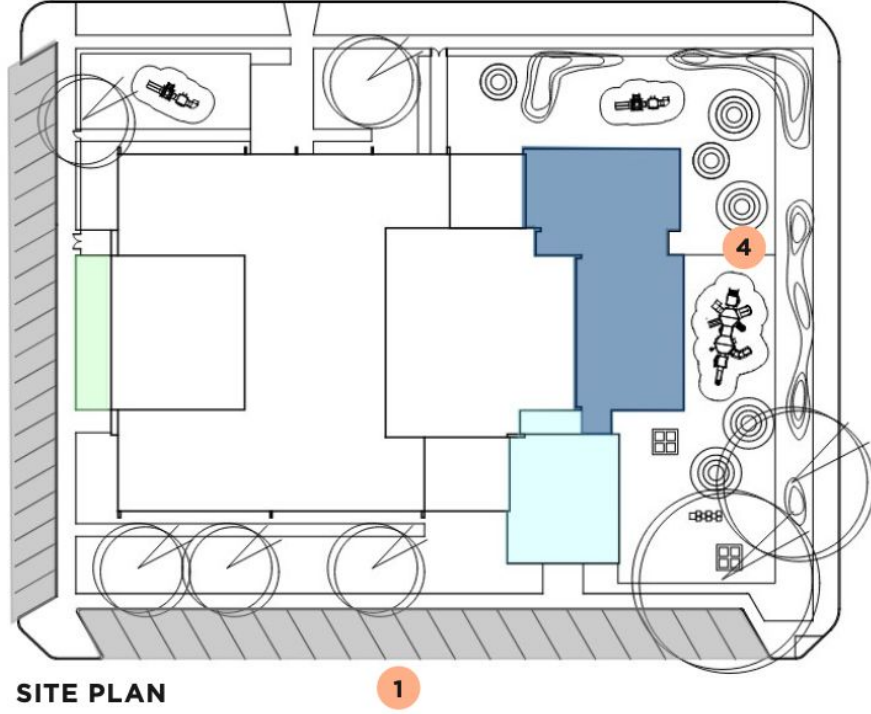
SITE PLAN

FLOOR PLAN

N

Inman Elementary — Plan Diagram

Main Entrance

Commons/
Cafeteria
Expansion

Secure Entry/
Admin
Expansion

Outdoor
Commons

Classroom
Expansion

Kitchen

Music
Expansion

Gym

Admin

Classroom | Classroom | Classroom | Classroom | Classroom

Classroom

Media Center

Resource | Resource | Resource

Classroom

Classroom

Classroom

Classroom

Classroom

Classroom

Resource | Resource

Classroom

Classroom | Classroom

Classroom | Classroom | Classroom | Classroom | Classroom | Classroom | Classroom | Classroom | Classroom | Classroom | Classroom | Classroom | Classroom | Classroom

N

FLOOR PLAN - SCENARIO 1

JR/ SR High — Proposed Projects

CLASSROOM ADDITION

In order to keep the student to teacher ratio desired by the district, additional classroom space will eventually be needed.

- 6 classroom addition

- Additional support space to be able to move some programs/ functions to addition and open up space in existing building footprint for additional items
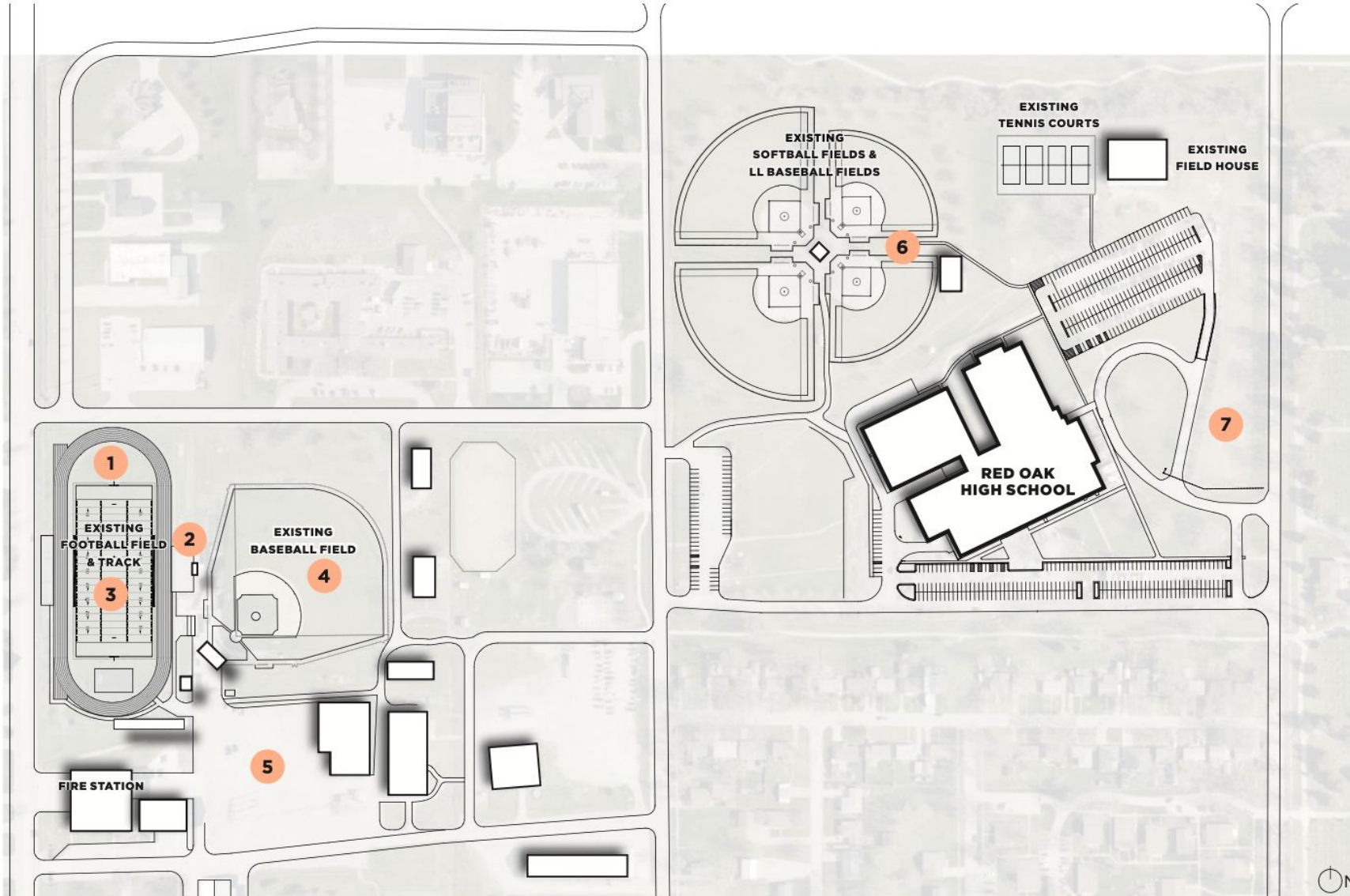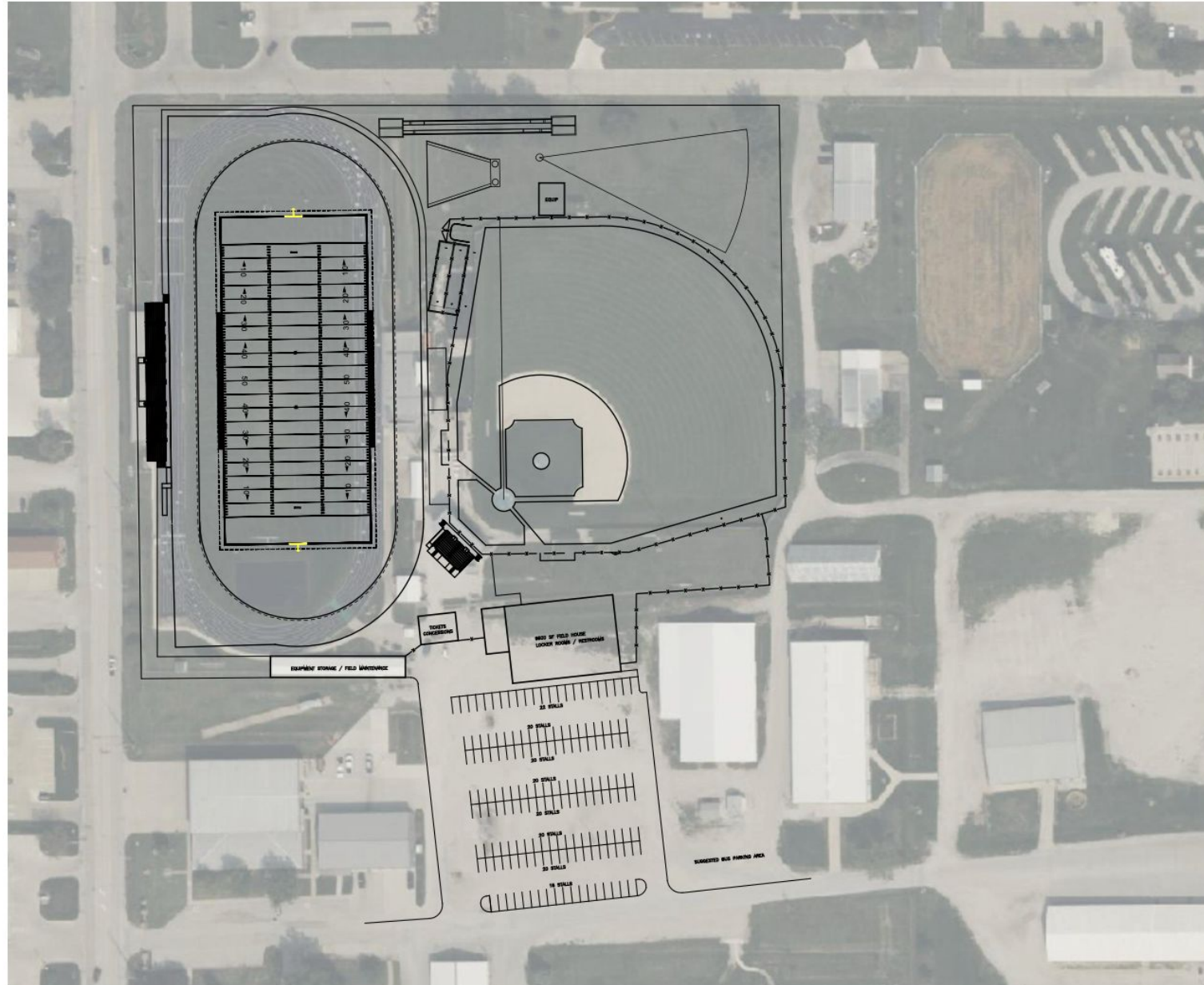
SUPPORT & COLLABORATION SPACES

Secondary spaces for students to be outside of the classroom, engaging with one and other and learning from their peers is important to the day to day learning & interactions of students. This increases the sense of community within the district and connectiveness between peers

- Add small to medium breakout spaces where possible within exsiting building

- Create a variety of quiet study spaces & group gathering areas

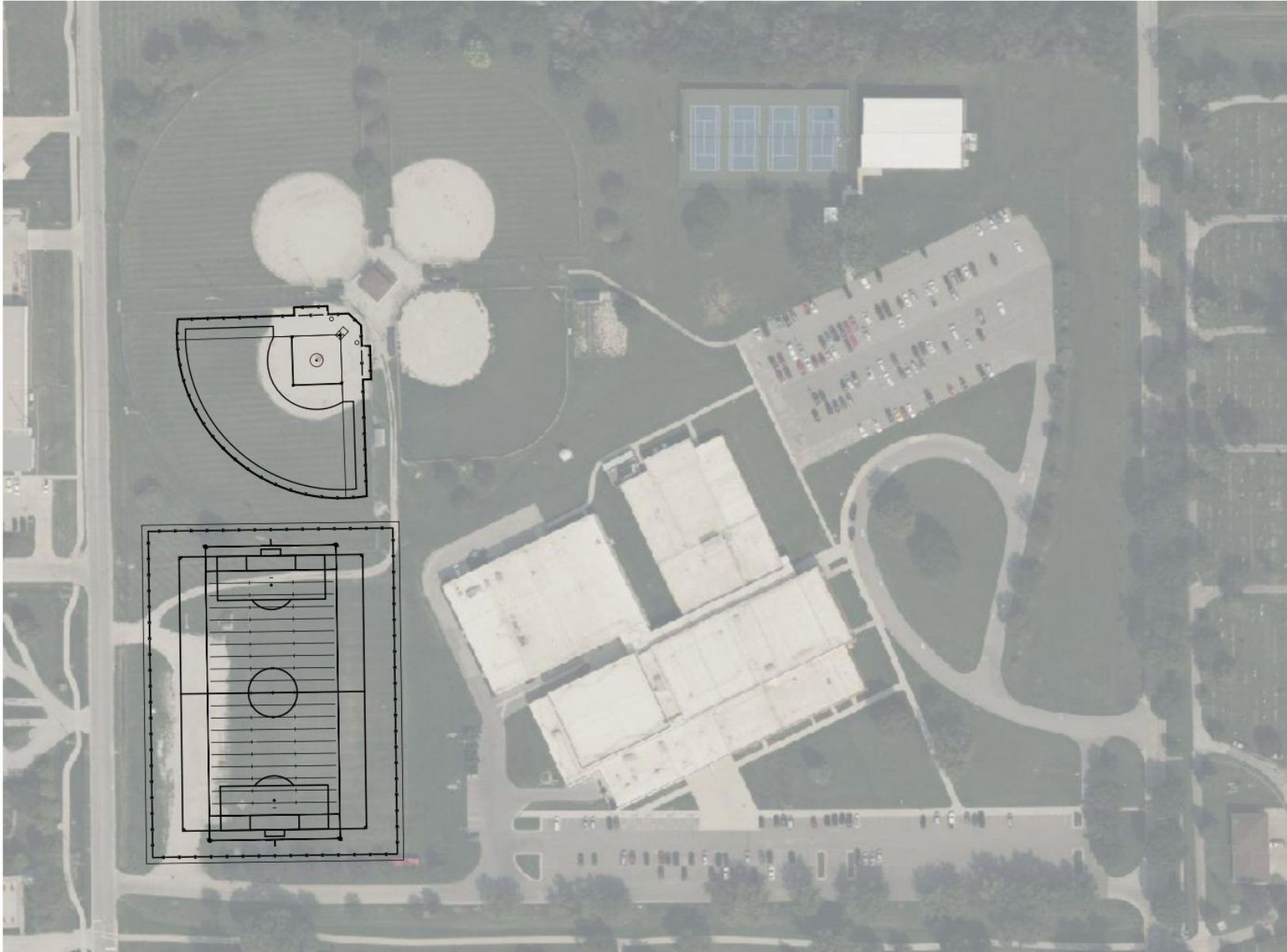- Create lounge style collaboration area w/ soft seating options

6 CLASSROOM ADDITION

EXISTING EXTERIOR AHU TO REMAIN

NEW CORRIDOR

NEW COLLABORATION SPACE

POSSIBLE NEW CORRIDOR & COLLAB SPACE

N
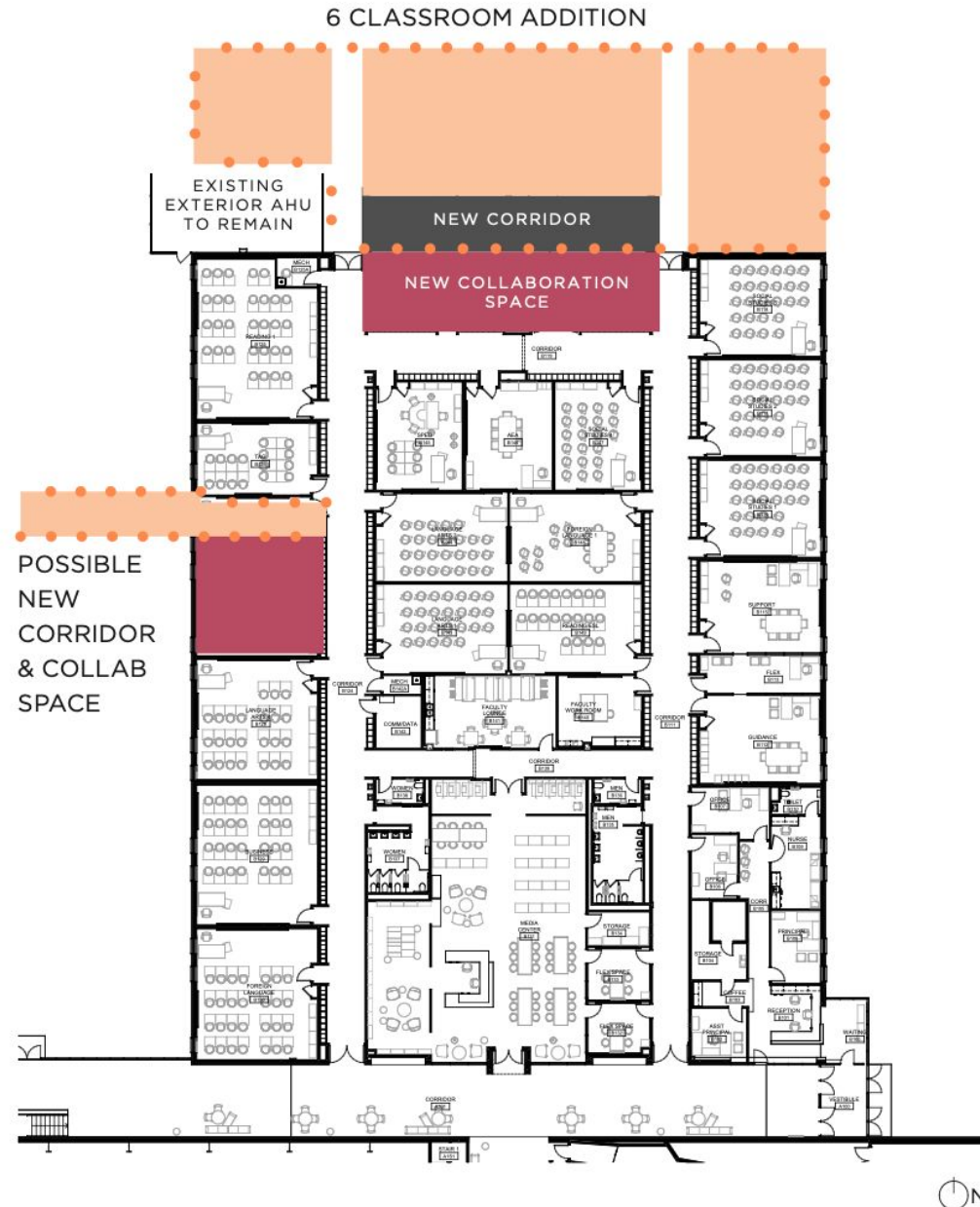
Athletics — Plan Diagrams

EXISTING
SOFTBALL FIELDS &
LL BASEBALL FIELDS

EXISTING
TENNIS COURTS

EXISTING
FIELD HOUSE

RED OAK
HIGH SCHOOL

EXISTING
FOOTBALL FIELD
& TRACK

EXISTING
BASEBALL FIELD

FIRE STATION

N

LEGION FIELDS

Athletics

JR SR HS CAMPUS

Athletics

HIGH SCHOOL – MULTI PITCH / PRACTICE

Existing Building Analysis

① CANOPIES

THE EXISTING CANOPIES SIGNIFY THE BUILDING ENTRANCES. THE EXISTING LOGIC CAN BE DEPLOYED TO CREATE A MORE WELCOMING AND CONTEMPORARY ENTRANCE FOR THE BUILDING.

② BRICK DETAILING

HORIZONTAL BRICK BANDS CREATE DATUMS FOR WINDOWS, DOORS, AND VOLUMETRIC EXPRESSION.

③ SHIFTING VOLUMES / HORIZONTAL DATUMS

THE EXISTING BUILDING IS AN ASSORTMENT OF VARIOUS VOLUMES THAT WORK WITH THE BRICK DETAILING TO EMPHASIZE HORIZONTAL DATUMS AND BREAK DOWN SCALE.
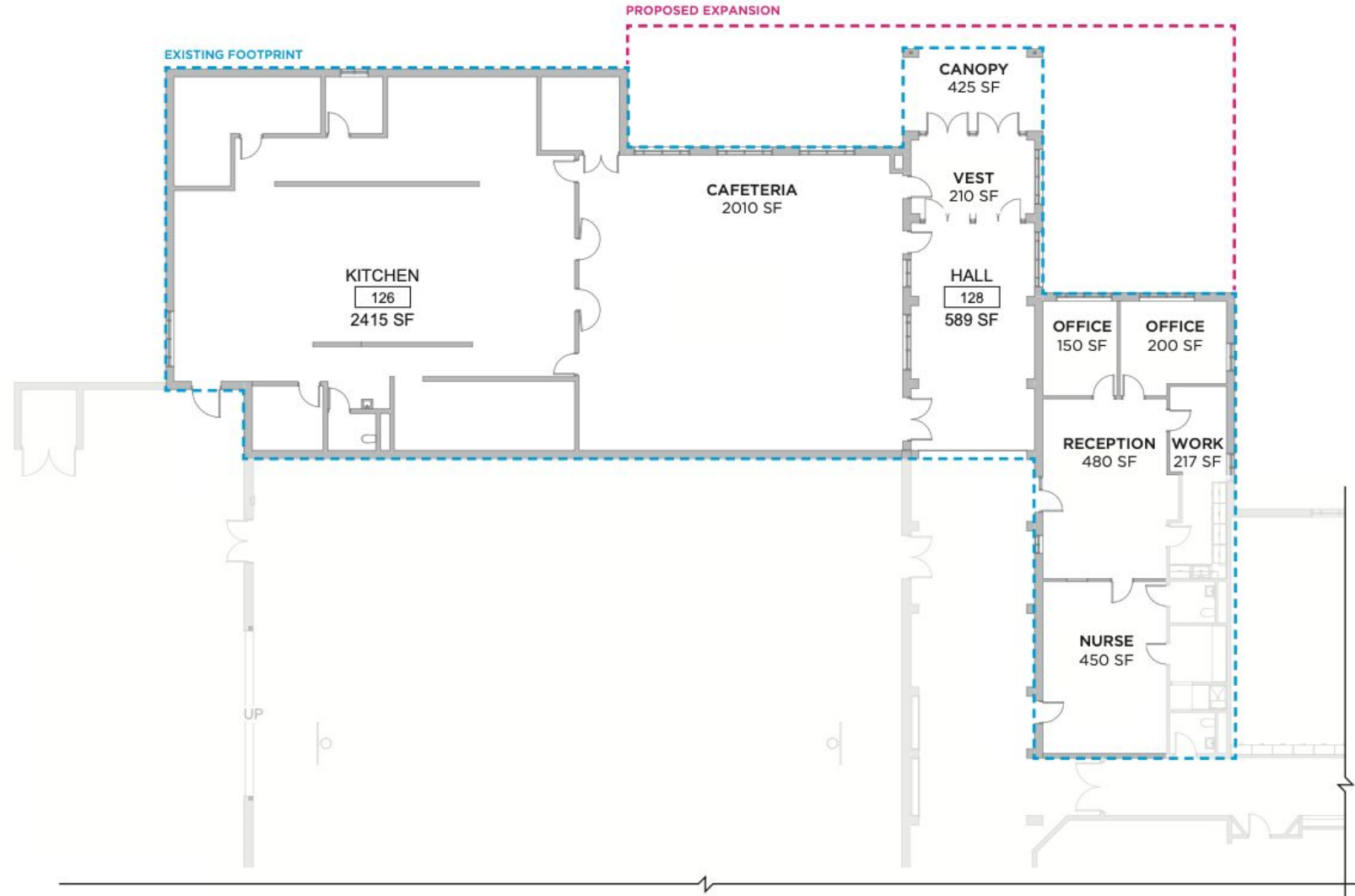
Existing Floor Plan

OWNER SUPPLIED PROGRAM

PROVIDE SECURE VESTIBULE THAT
CONNECTS TO OFFICE/RECEPTION

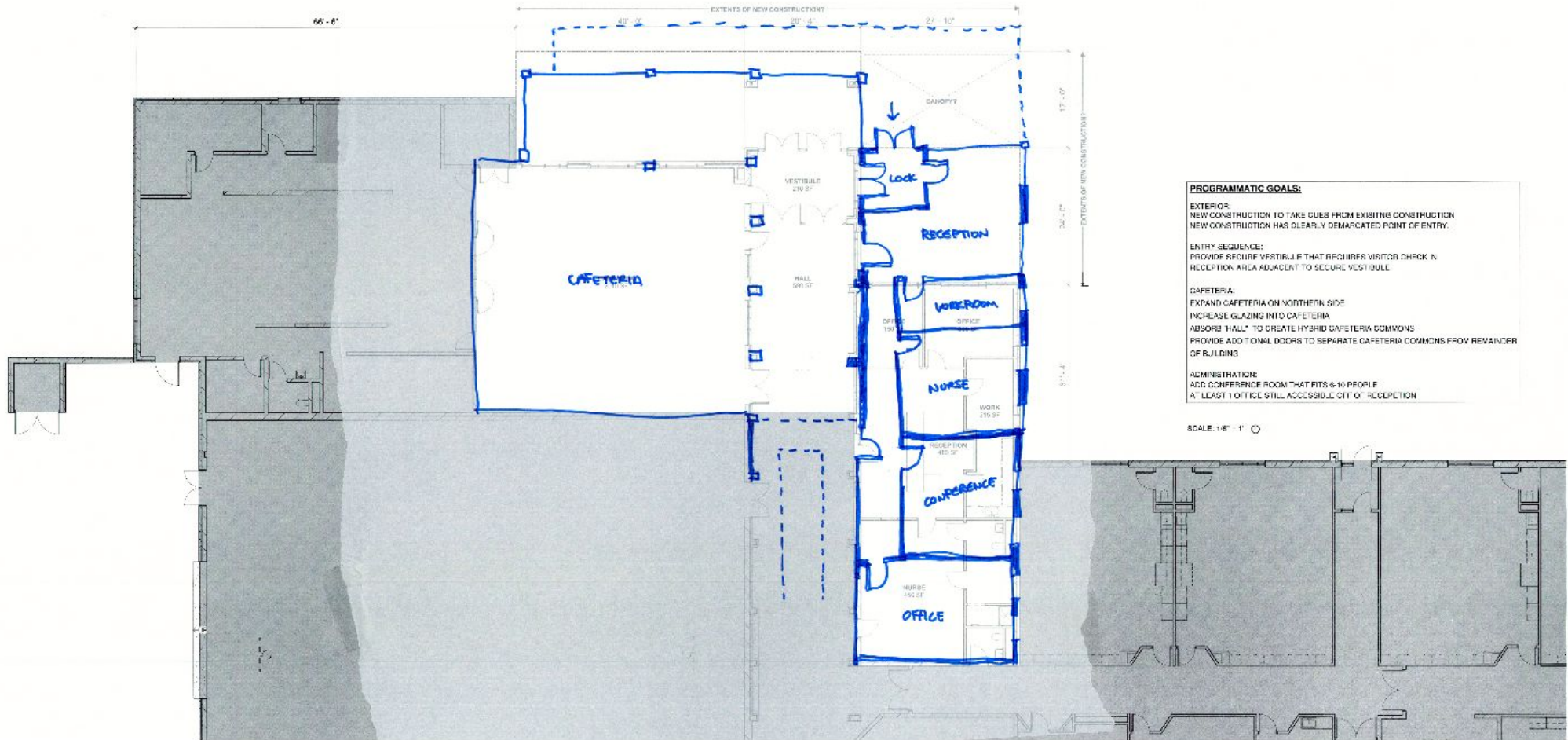NEW ENTRY CANOPY TO DENOTE
LOCATION OF ENTRANCE

ABSORB HALL 128 INTO CAFETERIA
COMMONS

EXPAND CAFETERIA AND INCLUDE
MORE GLAZING

PROPOSED EXPANSION

EXISTING FOOTPRINT

CANOPY
425 SF

CAFETERIA
2010 SF

VEST
210 SF

KITCHEN
126
2415 SF

HALL
128
589 SF

OFFICE
150 SF

OFFICE
200 SF

RECEPTION
480 SF

WORK
217 SF

NURSE
450 SF

UP

FLOOR PLAN   1/16" = 1'-0"   N

Conceptual Floor Plan Iterations

PROGRAMMATIC GOALS:

EXTERIOR:
NEW CONSTRUCTION TO TAKE CUES FROM EXISTING CONSTRUCTION
NEW CONSTRUCTION HAS CLEARLY DEMARCATED POINT OF ENTRY.

ENTRY SEQUENCE:
PROVIDE SECURE VESTIBULE THAT REQUIRES VISITOR CHECK IN
RECEPTION AREA ADJACENT TO SECURE VESTIBULE

CAFETERIA:
EXPAND CAFETERIA ON NORTHERN SIDE
INCREASE GLAZING INTO CAFETERIA
ABSORB "HALL" TO CREATE HYBRID CAFETERIA COMMONS
PROVIDE ADDITIONAL DOORS TO SEPARATE CAFETERIA COMMONS FROM REMAINDER
OF BUILDING

ADMINISTRATION:
ADD CONFERENCE ROOM THAT FITS 8-10 PEOPLE
AT LEAST 1 OFFICE STILL ACCESSIBLE OFF OF RECEPTION

SCALE: 1/8" = 1'

Massing Strategies - Option 1

Massing Strategies - Option 1

① CANOPIES

THE EXISTING CANOPIES SIGNIFY THE BUILDING ENTRANCES. THE EXISTING LOGIC CAN BE DEPLOYED TO CREATE A MORE WELCOMING AND CONTEMPORARY ENTRANCE FOR THE BUILDING.

② BRICK DETAILING

HORIZONTAL BRICK BANDS CREATE DATUMS FOR WINDOWS, DOORS, AND VOLUMETRIC EXPRESSION.

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ELEVATION: NORTH

Break Out Discussions

Break Out Discussions

I. Discussion Questions
   A. What is going well academically? What more could we do to enhance achievement in literacy, math, and science? How can we continue to improve attendance?
   B. How can we enhance social, emotional, and behavioral supports for students?
   C. What impact will proposed facilities projects have on student achievement, enrollment, and/or climate and culture?
   D. Other
II. Group #1--Instrumental Music
   A. Facilitator–Jane Chaillie
   B. Note Taker– Leanne Fluckey
III. Group #2– Choir Room
   A. Facilitator–Nate Perrien
   B. Note Taker– Janelle Erickson