

# At a Glance: Timilty, James P. Middle

205 Roxbury St Roxbury, MA 02119

DOE Code: 00350485

Website

BPS Code:

Building Educational (BEA)

Building Physical (FCA)

Building Operational

Community

Excellent Good Fair Poor Failing

## School Data

Historic Bldg. Name:	Timilty Middle
Current School Name:	Timilty, James P. Middle
Year Founded:	1937
School Gross Floor Area:	83,120
Ratio of net/gross:	
Operation Hours:	7:30 AM-3:10 PM
Early Dismissal:	
School Type:	Traditional
Individual Class Size:	
Overall Size:	
Grade Span:	6-8
Number of Strands:	
Number of Buildings Associated with One School:	

## Schools Housed per Building or Buildings per School

School Name / Building Name	Population	Ed Plan
Timilty, James P. Middle		
Total:		

## Tax Values as of 2015

Tax Parcel ID:
Tax P Type:
Tax Land Usage:
Tax Building Value:
Tax Land Value:
Tax Total Value:
Tax Gross Area:
Tax LV SF:
Tax Living Area:
Compliance Trigger:

## MSBA School Data

MSBA GSF:	77,358
MSBA SF/Student:	115
MSBA Space Utilization:	Above
MSBA Students/Classroom:	27
MSBA Enrollment:	668

## Site and Building Data

Year Built:	1937
Renovations:	
Additions:	
Shelter:	
Resiliency:	
Energy Efficiency:	
Site Acreage:	
Site Expansion:	
Building Gross Floor Area:	83,120
Building Net Assignable Area:	
Parking:	
Ratio:	
Outdoor Learning Spaces:	
Flood Zone:	

## Community Uses

Community Resource	School Programs Connection

## Documentation

Plans	Site	Arch	Eng
Past Reports			
BeSafe Plans			
MSBA 2010 Needs Survey			

## MSBA Building Data

Building Conditions:	2
Building Enrollment:	
Classrooms:	24
Floors:	
Structural Class:	

# At a Glance: Timilty, James P. Middle

## BPS 2014 Vision Accommodations

### Current Inclusion

PreK:

Inclusion:

STEM

Technology

21st Century:

FF&E

## DOE Data

### Student Data

FY 2015 Total Enrollment: 562

#### Enrollment by Grade

PreK:	0
K:	0
1st:	0
2nd:	0
3rd:	0
4th:	0

#### Gender

Male:	239
Female:	247

#### Demographic

African American:	34.8
Hispanic:	62.3
White:	1
Asian:	0.4
Other/Multi-racial:	1.2
Native American:	0

Low Income Students: 91.3

Out of School Suspension Rate:	13
In School Suspension Rate:	0.7
Graduation Rate:	0
Absentee Students:	14.6
Annual Dropout Rate:	0
2012 Graduates Attending Higher Ed:	0

#### SAT Scores:

Reading	0
Writing	0
Math	0
2013 Mass Core:	0

### Instructor Data

Number of Teachers:	45.2
Student/Teacher Ratio:	12.4 to 1
Teachers Licensed in Teaching Assignment:	95.6
Number of Classes in Core Academic Areas:	190
Core Academic Classes Taught by Highly Qualified Teachers:	78.4

# Building Physical Assessments

## Summary

### Existing Conditions

## Summary

### Evaluation of Existing Conditions: James P. Timilty Middle School

The intention of this document is to provide a deeper understanding of the basis for the selection of the conditions in the Facility Criteria Matrix.

BPS and CPMD can use this information to provide a general comparison for the different eras and typologies of the facilities within the BPS inventory.

### General Description

The following evaluations are based on building walkthroughs with school administration, custodial staff, Architectural and Engineering professionals and BPS facility staff between January 19 and 29, 2016.

The James P. Timilty Middle School was built in 1937. It is a 3-story structure without a basement and has a total of 83,120 GSF.

Use Group: E-Education (with accessory occupancies A1-Auditorium; A2-Cafeteria; A3-Library/Media Center and A4-Gymnasium)

## Architectural Building Description

### Type of Construction

Building type: IA or IB - The main structural elements are noncombustible. Base materials would be masonry and concrete. The roof support is unprotected metal beams or bar joists.

### Roof

The roof was replaced in 2007 with a tapered insulated, 4Ply polymer hot applied built-up roofing system and topped with an aggregate ballast. The drains are internal to the building appear to be in their original location.

### Façade

The building's façade is a Flemish bond red brick. Areas of the façade were repointed over the past ten years. The walls are thermally inefficient due to the lack of insulation but are constructed of materials with good thermal mass and moisture resistance. There were no control joints nor expansion joints in the exterior masonry walls. All sills and lintels are in good condition.

### Exterior Windows

The windows were replaced in 1993. These units are double glazed, triple and double hung, aluminum frame windows. They are operable with satisfactory seals.

### Boilers

The boiler room is provided with two 450 Mills H.B. Smith cast iron 22 sectional Boilers retrofitted with natural gas burners generating low pressure steam. These boilers were of 1980's vintage and appear to have reached their end of life. The boilers seem to be operating OK at the time of visit. As they seem to show signs of wear and rust very badly, they need to be replaced. The boilers have 3 HP induced draft fan motors. The boiler room has relatively recent ACP air compressor.

### Heating Distribution System

The low pressure steam is distributed throughout the building via steam cast iron radiators and or fin tube radiators with steam traps. The existing automatic temperature controls are pneumatic. Located within the boiler room is an air compressor. It appears some of the controls in the building were replaced over the years either by the similar pneumatic type, or by the digital type. Classrooms are provided with both horizontal steam cast iron radiator systems with steam traps. Some of the radiators need to be replaced. All building controls are conducted remotely by Boston School District Energy Department.

### Ventilation Distribution System

There is no air-conditioning available in the school building in any area. As there are no air handing units nor unit ventilators in the class rooms, there are indoor air quality issues in all building areas.

## Electrical Service

### Electrical Power Distribution System

The 1200 amp 480Y/277 V 3 phase 4 wire utility service feeds an old ITE switchboard with a Pringle bolt switch. The switchboard needs replacement.

Utility service meter is located in the main electric room.

There is no emergency generator in the building

## Existing Photovoltaics

There are no photovoltaics at this school.

## Life Safety

### *Means of Egress*

There is no emergency generator and therefore egress lighting fixtures have battery packs.

The configuration of the corridor egress system and capacity of the egress doors appears to meet egress requirements. There are several existing corridor partitions constructed with combustible materials and large glazing panels that served as smoke partition. Some of the egress doors open onto stepped landings with no ramps or area of refuge provided. The doors themselves have no fire rating label making these doors non-rated for fire or smoke separation.

### *Fire Protection System*

There is no fire protection system in the building. There is no fire pump in the building.

### *Fire Alarm System*

The existing fire alarm manufactured by Simplex and the model of the Fire Control Panel is 4002 with 4009 IDNet NAC extender. The fire alarm remote annunciator is also located at the main entrance. The building has smoke detectors in the corridors, class rooms and all other areas. There is one elevator in the building.

## Security

The main entry is in a central courtyard with no direct view from the street. The entry sequence is through a single door opening into a corridor. There is no permanent interior line of sight from an office or similar room. Corridors are generally wide and long with straight views. Classroom doors are keyed.

## Lighting Quantity/Control

All lighting fixtures in administration area and offices, corridors, classrooms and science labs, computer rooms, cafeteria and kitchen appear to be in good working condition with energy-efficient T8 lamps and electronic ballasts. Lighting in educational spaces such as classrooms and labs consist of two or three continuous rows of direct/indirect 2-lamp per cross section linear fixtures. The lighting control in these spaces may not comply with the latest Energy Code as the sensor and manual switches turn on or turn off the lighting 100% i.e. there is no 50% control.

## Toilets & Fixtures

Plumbing fixtures in the facility have been replaced and appear to be ADA compliant. No plumbing fixtures were observed to be modern water-saving fixtures.

Water closets are both wall-mounted and floor-mounted units with manual flush valves, generally in fair condition.

Urinals are wall mounted with manual flush valves, generally in fair condition. Lavatories are wall hung with self-closing push-down faucets or lever handles, generally in good condition.

## **Plumbing Distribution Systems**

### **Plumbing System**

#### *Domestic Cold Water*

The 4" city water main piping with 2-1/2" valves seem in good operating condition and is properly grounded.

#### *Domestic Hot Water*

The 87 Gallon RHEEM-RUUD Domestic gas hot water heater was installed relatively recently and it appears to be in good operating condition. There is another gas fired water heater in the Kitchen.

#### *Natural Gas*

The 5" natural gas piping enters into the boiler room and branches into 4" to serve the two boilers and the domestic hot water heater. The piping seems to be in good operating condition. There is gas booster pump in the boiler room.

#### *Sanitary Waste and Vent*

The sanitary waste system consists of cast iron pipe and appears to be in good operating condition.

### **Accessibility**

A single accessible entrance on the Roxbury Street is accessible. The visitor entrance in the courtyard is also accessible. The school is equipped with a working elevator and is accessible from all levels. The stage is not ADA accessible. There are a number of projections in rooms and corridors along the accessible path that do not meet code. Most toilets in the original building have been fully renovated with new stalls and fixtures, making them fully accessible.

## **Structural Systems**

The existing structure of James P. Timilty Middle School was built in 1937. Very little of the structure was visible during the visit. The existing floor and roof structure likely consists of concrete slabs supported on concrete or steel beams. The floors and roof are supported by concrete or steel columns. There are unreinforced masonry walls that are potentially load-bearing. The foundation is likely cast in place concrete. The existing lateral system is likely unreinforced masonry shear walls.

Overall, the building is in good condition. Not all structural framing could be directly observed due to the finishes, so there could be more damage that is hidden from view. There are cracks in the glazed tiles, but generally not a lot of structural deterioration is noticeable. There are rusted lintels and some rusted rebar. There is also water damage in the ceiling, evidence of water leaking.

## **Site**

Located in the Roxbury neighborhood on Roxbury Street at John Eliot Square. The main entrance is on Roxbury Street with a secondary entrance on the left side of the building in the parking lot. With no on-site play space, the school regularly uses the adjacent Jeep Jones Park (playground and basketball).

There are no opportunities to expand on site. The site is surrounded by a public park and the Roxbury Heritage State Park (DCR) limiting the prospects to expand the site. The site is in FEMA Zone X, area of minimum flood hazard, outside the influence of the 500-year flood zone.

### **Parking**

The main parking area is located at the left and rear of the building, a small lot is in the courtyard

between the building wings, both with a driveway off of Roxbury Street. There is sufficient parking for faculty & staff. The parking lot is in poor condition.

### Neighborhood Streets

Roadways and sidewalk are in good condition. The sidewalk in front of the school is well maintained brick.

### Drop-Off/Pick-Up

Only sixth grade students arrive by bus, dropped off on Roxbury Street. Grades 7&8 primarily arrive from the Roxbury Crossing Orange Line station or by MBTA bus. Both station and bus stop are on Malcolm X Boulevard, which passes behind the school at the base of a rocky cliff. Stairs through Jeep Jones Park and the Roxbury Heritage State Park provide access. As few as 5% of students arrive by private vehicle. Drop-off/pick-up congestion is not large.

### Walkways/Stairs

Walkways in poor condition.

### MAAB/ADA Accessibility

The visitor entrance in the courtyard is accessible. The secondary entrances and egresses around the building are up a step.

### Site Lighting

No site lighting.

### Fences/Gates

The chain link fence at the rear of the parking lot, above the rocky cliff, is failing. There are a few holes in the fence that provide unprotected to the cliff.

### Drainage

Site drains well. The trench drains at the entrance of both parking lots are in poor condition and should be repaired. No water quality infrastructure observed.

### Play Areas/Landscaping

No athletic or play areas on site. The adjacent, recently renovated, Jeep Jones Park provides outside play space.

### Walls/Slopes

No walls on site. The rocky cliff at the rear appears stable.

### Transit/Pedestrian/Bicycle Access

The school is 0.3 miles from the Roxbury Crossing Station on the Orange Line and eight busses stop nearby. Sidewalks and stairs through the adjacent park provide convenient access to public transportation. The surrounding residential neighborhood provide for a fair walking environment. Adjacent major, high traffic streets provide significant barriers to bicycling.

SCHOOL NAME: James Timilty MiddleID#: 350485HISTORICAL BUILDING NAME: Timilty MiddleSCHOOL ENROLLMENT: 562BUILDING ENROLLMENT: 562SITE VISIT DATE: 1/21/2016

# 1 | Facility Evaluation Criteria

## Physical Analysis:

Major investments in the last 20 years? (&gt; \$5 Mil)

### Rating Category

☒ Excellent
 ☒ Good
 ☐ Fair
 ☐ Poor
 ☐ Failing

☐ YES
 ☒ NO
 COMMENT: \_\_\_\_\_

Roof:

- Membrane
- Space on roof for solar

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A  
☒ YES ☐ NO COMMENT: \_\_\_\_\_

Façade

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Windows

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A

Boilers

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☒ Replace ☐ N/A

Heating Distribution Systems

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A

Ventilation Distribution Systems

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A

Electrical Service

 NEEDS ☐ Minor ☐ Moderate ☐ Major ☒ Replace ☐ N/A

Existing Photovoltaics

☐ YES
 ☒ NO
 COMMENT: \_\_\_\_\_

Life Safety:

- Means of Egress
- Fire Protection (sprinklers)
- Fire Alarm

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A  
 NEEDS ☐ Minor ☐ Moderate ☐ Major ☐ Replace ☒ N/A  
 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Security:

- Entry Sequence

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A

Lighting Quantity/Control

 NEEDS ☐ Minor ☒ Moderate ☐ Major ☐ Replace ☐ N/A

Toilets &amp; Fixtures

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Plumbing Distribution Systems

 NEEDS ☒ Minor ☐ Moderate ☐ Major ☐ Replace ☐ N/A

Accessibility

 NEEDS ☐ Minor ☐ Moderate ☒ Major ☐ Replace ☐ N/A

## Structural System:

Signs of Deterioration:

- Roof
- Floor
- Walls/Columns
- Foundations
- Façade

☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_  
☒ YES ☐ Not Observed COMMENT: Cracks in blocks  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_  
☒ YES ☐ Not Observed COMMENT: Minor cracks in brick  
☐ YES ☒ Not Observed COMMENT: \_\_\_\_\_

Is the lateral system identifiable?

Overall Building Condition

☐ Excellent
 ☐ Good
 ☐ Fair
 ☒ Poor
 ☐ Failing

## Community:

Mass Historical Commission Status:

- Inventory of Historic Assets
- State Register of Historic Places

☒ Listed ☐ Not Listed COMMENT: \_\_\_\_\_  
☒ Listed ☐ Not Listed

Emergency Shelter

☐ YES ☒ NO COMMENT: \_\_\_\_\_

Community Use Spaces

☐ YES ☒ NO COMMENT: \_\_\_\_\_

Community Building Rating

☐ Excellent
 ☐ Good
 ☐ Fair
 ☒ Poor
 ☐ Failing

Building suitability for school use?

☒ YES ☐ NO COMMENT: \_\_\_\_\_



SCHOOL NAME: James Timilty Middle

ID#: 350485

HISTORICAL SCHOOL NAME: Timilty Middle

SITE VISIT DATE: 1/21/2016

## 2 | Site Evaluation Criteria

### Rating Category

☒ Excellent
 ☒ Good
 ☐ Fair
 ☐ Poor
 ☐ Failing

### Physical Analysis:

Is the site susceptible to climate change?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	BY 2100	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
Major investments in the last 10 years? (> \$5 Mil)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Is the building expandable on current site?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Is the site expandable?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	COMMENT:		
Parking Quality	NEEDS BY 2050 <input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Neighborhood Streets	NEEDS <input checked="" type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Drop Off/Pick Up Routes	NEEDS <input checked="" type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Walkways/Curbs/Sidewalks	NEEDS <input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
MAAB/ADA Accessibility	NEEDS <input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Site Lighting	NEEDS <input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input checked="" type="checkbox"/> Replace	<input type="checkbox"/> N/A
Fencing	NEEDS <input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input checked="" type="checkbox"/> Replace	<input type="checkbox"/> N/A
Drainage	NEEDS <input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Play areas	NEEDS <input checked="" type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input type="checkbox"/> N/A
Walls/Slopes	NEEDS <input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace	<input checked="" type="checkbox"/> N/A
Overall Site Condition	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input checked="" type="checkbox"/> Poor	<input type="checkbox"/> Failing

### Community:

Mass Historical Commission Status

- Inventory of Archeological Assets (Site Review)

☐ Researched
 ☒ Not Researched

COMMENT:

☒ YES
 ☐ NO
 COMMENT: 0.3 mi to Roxbury Crossing station, many buses nearby

☐ YES
 ☒ NO
 COMMENT: Major streets on two sides are barriers

☒ YES
 ☐ NO
 COMMENT: Well connected neighborhood in one direction

Community Site Rating

☐ Excellent
 ☐ Good
 ☒ Fair
 ☐ Poor
 ☐ Failing

Site suitability for school use?

☒ YES
 ☐ NO
 COMMENT:

# Educational Assessment

## Summary

### *Educational Analysis*

## Evaluation of Existing Conditions: James P. Timilty Middle School

### General Description

The Timilty middle school has a strong STEM program through a partnership with Mass General including mentors, curriculum and resources. The school also supports a strong Forensics and Debate program including oral and written programs. There is a strong technology influence throughout all programmatic areas. The school uses a cluster based model for organizing grade levels in Math, English Language Arts, Science and Social Studies. This model emphasizes team teaching and collaboration while focusing on differentiating instruction around the needs of students. There are sub-separate populations at each grade level.

Unfortunately the building does not support these programs in a very effective manner. The gym is woefully undersized and in poor condition, the technology labs are old and out dated and the administrative areas are small and crowded. The overall aesthetic appeal of the building as well as the general educational environment is poor. There is limited natural lighting and the ventilation system and HVAC systems are not working properly. There is an auditorium space that is well used but needs updating and repaired. There are no playgrounds or play fields located on the site and parking is limited. There are limited security cameras both inside and outside the building and office is located on the second floor away from the main entrance.

## Educational Building Analysis

### Ventilation

Original unit ventilators, most not functioning at the time of the assessment visit; too hot / too cold

### Natural Daylighting

Large windows with clear glass throughout; light blocking shades in most classrooms

### Lighting Quality

Older fixtures in various conditions and lighting qualities

### Acoustical

Hard plaster ceiling in most learning spaces

### Technology

- Power – outlets lacking in quantity and distribution around classrooms
- Wireless – fiber to the building; access points throughout, but slow and not sufficient band width
- Interactive – LCD projectors in few classrooms

### Furniture

Hard, one piece desk / chair combos in many classrooms, some desks and tables

### Finishes

Largely original, some in very poor condition

### Environment

Feels old and worn

### Adjacencies of Learning Environments

Traditional double loaded corridors

### Outdoor Classrooms

none

### Adequacy of Rooms:

- Classrooms – significantly undersized
- Science Labs - significantly undersized and not appointed as labs
- Special Education – significantly undersized
- Art Classroom – inadequately sized
- Music Classroom – none
- Gymnasium – undersized
- Media Center – significantly undersized
- Cafeteria – somewhat undersized
- Stage – adequately sized
- Medical – significantly undersized
- Administration – somewhat undersized, but very remote from the school entrance
- Network Room – fiber serves building, not air conditioned

## 3 | Educational Analysis

Building originally designed as:

☒ HS ☒ JHS ☐ MS ☐ K-8 ☐ ES ☐ EEC

The grade configuration this school is best suited to:

- Pre-K to 1 ☐ YES ☒ NO
- Pre-K to 3 ☐ YES ☒ NO
- Pre-K to 5 ☐ YES ☒ NO
- Pre-K to 6 ☐ YES ☒ NO
- 4 to 6 ☐ YES ☒ NO
- 6 to 8 ☒ YES ☐ NO

- 7 to 8 ☐ YES ☒ NO
- 6 to 12 ☐ YES ☒ NO
- 7 to 12 ☐ YES ☒ NO
- 9 to 12 ☐ YES ☒ NO

COMMENT: \_\_\_\_\_

### Educational Building Analysis

Ventilation

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☒ Failing

Natural Daylighting

☐ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

Lighting Quality

☐ Excellent ☐ Good ☒ Fair ☐ Poor ☐ Failing

Air Quality

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☒ Failing

Acoustical

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Technology

- Power
- Wireless
- Interactive

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Furniture

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Finishes

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Environment (inviting/stimulating/comfortable):

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Adjacencies of Learning Environments:

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Outdoor Classrooms

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☒ Failing

**Overall Building Rating**

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

COMMENT: building is old and worn; classroom appointments are mostly original (1937)

The site includes:

- Play Grounds/Areas
- Accessible
- Play Fields

☒ YES ☐ NO COMMENT: Recently reno. playground w/resilient surface & court area in adj. city park. Sufficient under-utilized space in adj. city park that could be used for outdoor CR.

☒ YES ☐ NO COMMENT: \_\_\_\_\_

☐ YES ☒ NO COMMENT: \_\_\_\_\_

Can the building change typology easily?

☒ YES ☐ NO COMMENT: \_\_\_\_\_

Can the building be transformed educationally to serve 21<sup>st</sup> C needs?

☐ YES ☒ NO COMMENT: comprehensive renovations would be required



























































































Can the building serve as swing space?

☒ YES ☐ NO COMMENT: \_\_\_\_\_

Is the building between 85% to 115% utilization rate?

☐ YES ☒ NO COMMENT: \_\_\_\_\_

## 4 | Middle Schools: 6 to 8 or 7 to 8

Room Type	Quantity	MSBA Area	Actual Area	Adequacy				
Classroom (General Education)	32	950	675	 Excellent	 Good	 Fair	 Poor	 Failing
Science	1	1200	675	 Excellent	 Good	 Fair	 Poor	 Failing
Special Education:								
• Self Contained	3	950	400	 Excellent	 Good	 Fair	 Poor	 Failing
• Resource of Small Group		500		 Excellent	 Good	 Fair	 Poor	 Failing
Art Classroom	1	1200	925	 Excellent	 Good	 Fair	 Poor	 Failing
Music Classroom		1500		 Excellent	 Good	 Fair	 Poor	 Failing
Vocations and Technology	4	1200/1200	1215,870, 670, 1350	 Excellent	 Good	 Fair	 Poor	 Failing
Gymnasium	1	6000	4300	 Excellent	 Good	 Fair	 Poor	 Failing
Media Center	1	3612	934	 Excellent	 Good	 Fair	 Poor	 Failing
Cafeteria	1	4215	5340	 Excellent	 Good	 Fair	 Poor	 Failing
• Stage	1	1000	855	 Excellent	 Good	 Fair	 Poor	 Failing
Medical	varies	TOTAL: 610	TOTAL: 300	 Excellent	 Good	 Fair	 Poor	 Failing
Administration & Guidance	varies	TOTAL: 3212	TOTAL: 4287	 Excellent	 Good	 Fair	 Poor	 Failing
Custodial/Maintenance	varies	TOTAL: 2037	TOTAL: 178	 Excellent	 Good	 Fair	 Poor	 Failing
• AC Tech Network Room		200		 Excellent	 Good	 Fair	 Poor	 Failing
Other:								
• Auditorium	1		4206	 Excellent	 Good	 Fair	 Poor	 Failing
•				 Excellent	 Good	 Fair	 Poor	 Failing
•				 Excellent	 Good	 Fair	 Poor	 Failing

### Narrative to Discuss:

- Engaged Learning

The building is not comfortable to learn in: it lacks appropriate temperature control and ventilation. The building lacks a space which can be used as a flexible learning commons for collaborative learning and presentations. The building does not make use of public space for teaching and learning. The building lacks display space for student work to reinforce student accomplishment. The building lacks adequate space for teacher collaboration and planning.

- Differentiated Learning

Classrooms are not large enough to support Universal Design for Learning (UDL), including the ability to create learning zones. The building lacks breakout spaces for differentiated/personalized learning and special education. The furniture in the building has difficulty being flexibly arranged.

SCHOOL NAME: James Timilty Middle

ID#: 350485

HISTORICAL SCHOOL NAME: Timilty Middle

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- Cognitively demanding tasks/programs

The classroom environment is not sufficiently flexible to allow for different teaching and learning styles. Building lacks learning environments that support music Building lacks adequate learning environments that support art. Building supports learning environments that support physical activity /education. The building environment does not support adequately STEM. The building lacks space to experiment, create and collaborate. The building has performance/presentation space. Based on location and proximity to community resources and public transportation, teachers and students can access the city as a learning tool.

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- Equitable access to a rigorous curriculum

The building is not clearly an equitable pathway from K-12. The building lacks adequate security for a safe environment for learning. The building lacks a welcoming and coherent entry sequence. The building lacks space for de-escalation and sensory calming.

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- Vision of 21<sup>st</sup> Century digital learning

The building has internet infrastructure for all classrooms and public spaces, including fiber backbone, switches, and wireless access points. The system is likely insufficient to support 1:1 or laptop based standardized testing. The building is not flexible and expandable. The building does not connect on multimedia platforms for cross disciplinary programming. Digital arts and media integral to more traditional STEM initiatives.

Overall Building Rating:

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☒ Failing

Comments:

Many core program spaces are significantly undersized or missing from the building.

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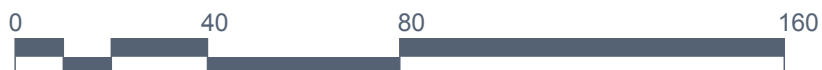






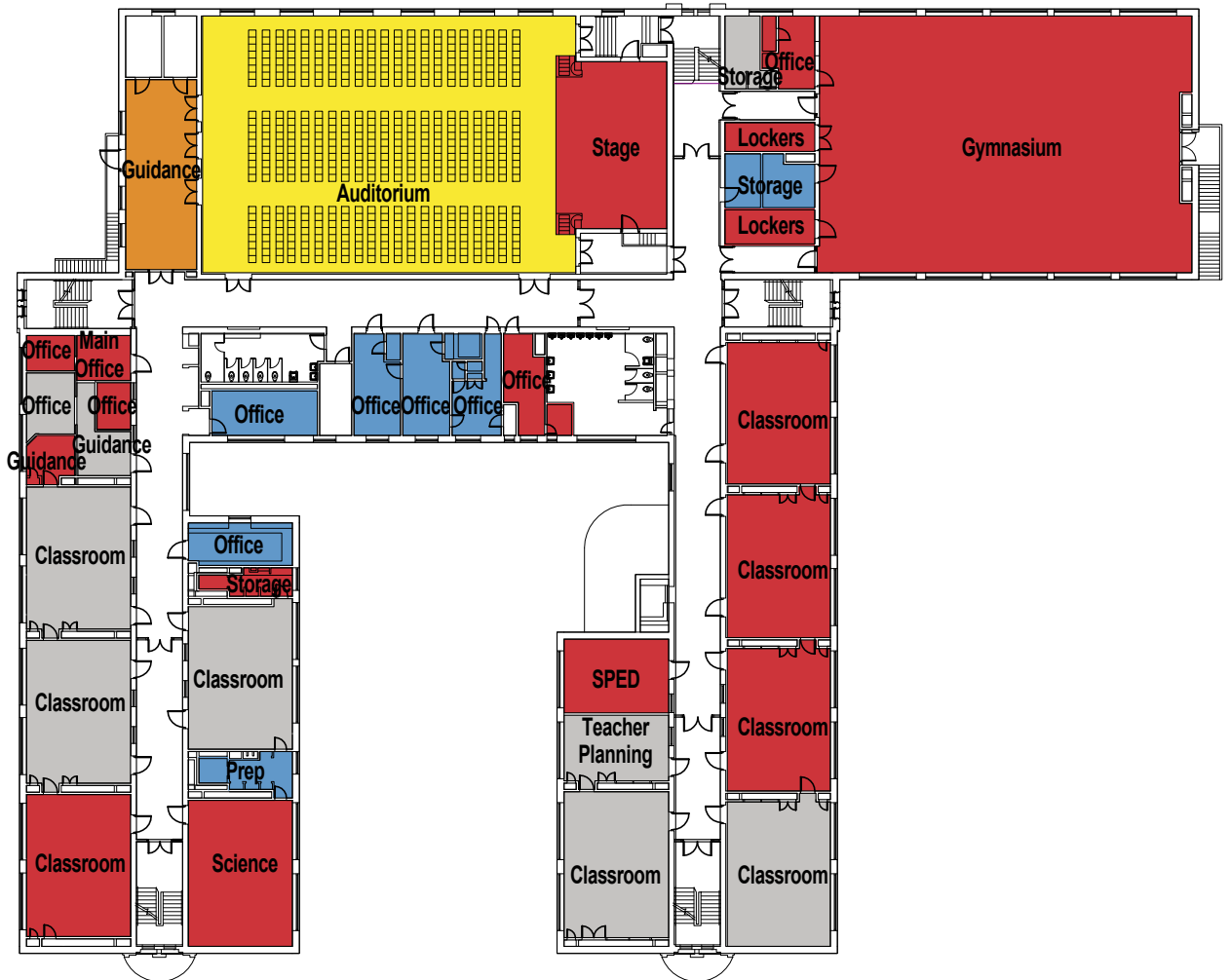
## PROGRAM PLAN LEGEND

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<span style="display:inline-block; width:15px; height:15px; background-color: #a666b2; border: 1px solid black;"></span> AUDITORIUM / PERFORMING ARTS & DRAMA	<span style="display:inline-block; width:15px; height:15px; background-color: #c4c480; border: 1px solid black;"></span> SCIENCE CLASSROOM & SUPPORT
<span style="display:inline-block; width:15px; height:15px; background-color: #fff2cc; border: 1px solid black;"></span> CAFETERIA & CIRCULATION	<span style="display:inline-block; width:15px; height:15px; background-color: #8eb980; border: 1px solid black;"></span> SPECIAL EDUCATION
<span style="display:inline-block; width:15px; height:15px; background-color: #a6d8b2; border: 1px solid black;"></span> CLASSROOM & GENERAL EDUCATION SUPPORT	<span style="display:inline-block; width:15px; height:15px; background-color: #a66680; border: 1px solid black;"></span> TEACHER PLANNING & SUPPORT
<span style="display:inline-block; width:15px; height:15px; background-color: #d3d3d3; border: 1px solid black;"></span> CUSTODIAL / MAINTENANCE / STORAGE	<span style="display:inline-block; width:15px; height:15px; background-color: #fff2cc; border: 1px solid black;"></span> VERTICAL CIRCULATION



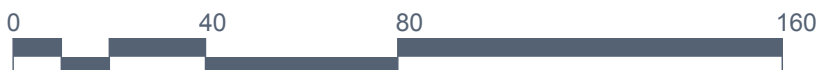


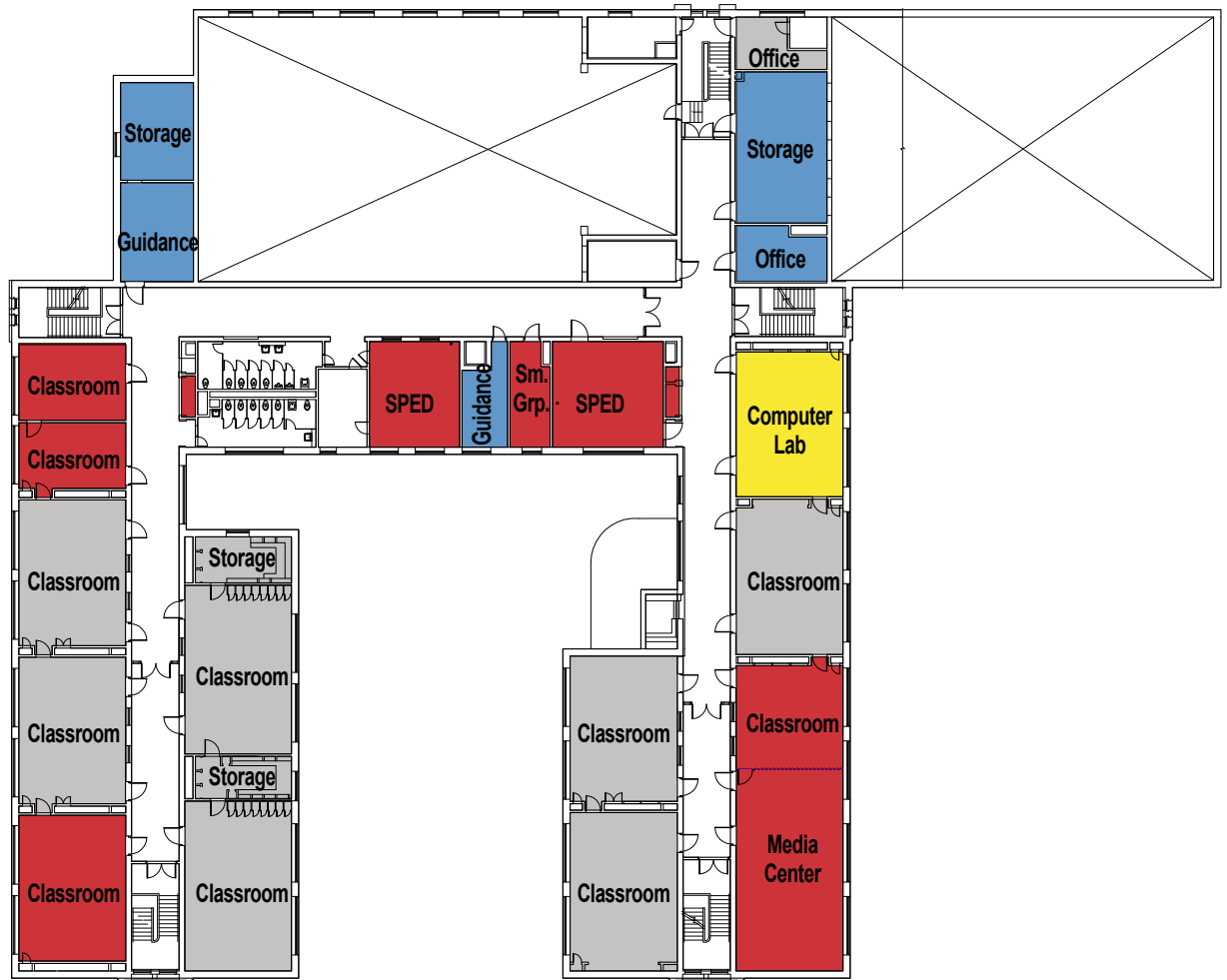




## MSBA DEFICIENCY PLAN

- INAPPROPRIATE LOCATION OR ADJACENCY
- NOT INCLUDED IN A TYPICAL MSBA PROJECT
- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)





## MSBA DEFICIENCY PLAN

- NOT INCLUDED IN A TYPICAL MSBA PROJECT
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