

At a Glance: Bradley, Manassah E. Elementary

110 Beachview Rd East Boston, MA 02128 **DOE Code:** 00350215

Website

BPS Code:

Building Educational (BEA)

Building Physical (FCA)

Building Operational

Community

Excellent Good Fair Poor Failing

School Data

Historic Bldg. Name:	Bradley
Current School Name:	Bradley, Manassah E. Elementary
Year Founded:	1958
School Gross Floor Area:	33,128
Ratio of net/gross:	
Operation Hours:	9:30 AM-3:30 PM
Early Dismissal:	
School Type:	Traditional
Individual Class Size:	
Overall Size:	
Grade Span:	K0 - 5
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
Bradley, Manassah E. Elementary		
Total:		

Tax Values as of 2015

Tax Parcel ID:	102342000
Tax P Type:	976
Tax Land Usage:	E
Tax Building Value:	\$3,322,500
Tax Land Value:	\$3,303,000
Tax Total Value:	\$6,625,500
Tax Gross Area:	0
Tax LV SF:	69281
Tax Living Area:	33128
Compliance Trigger:	

MSBA School Data

MSBA GSF:	33,128
MSBA SF/Student:	123
MSBA Space Utilization:	Average
MSBA Students/Classroom:	16
MSBA Enrollment:	282

Site and Building Data

Year Built:	1958
Renovations:	
Additions:	
Shelter:	
Resiliency:	
Energy Efficiency:	
Site Acreage:	
Site Expansion:	
Building Gross Floor Area:	33,128
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:	16
Floors:	1
Structural Class:	C

At a Glance: Bradley, Manassah E. Elementary

BPS 2014 Vision Accommodations

Current Inclusion

PreK:

Inclusion:

STEM

Technology

21st Century:

FF&E

DOE Data

Student Data

FY 2015 Total Enrollment: 298

Enrollment by Grade

PreK:	43
K:	37
1st:	51
2nd:	43
3rd:	43
4th:	57

Gender

Male:	146
Female:	164

Demographic

African American:	3.2
Hispanic:	55.5
White:	31.6
Asian:	4.2
Other/Multi-racial:	3.9
Native American:	1.3

Low Income Students: 75.2

Out of School Suspension Rate:	0
In School Suspension Rate:	0
Graduation Rate:	0
Absentee Students:	10
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:	19.7
Student/Teacher Ratio:	15.1 to 1
Teachers Licensed in Teaching Assignment:	100
Number of Classes in Core Academic Areas:	77
Core Academic Classes Taught by Highly Qualified Teachers:	97.4

Building Physical Assessments

Summary

Existing Conditions

Summary

Evaluation of Existing Conditions: Manassah E. Bradley Elementary School

The intention of this document is to convey an understanding of the Facility Evaluation Criteria rating system in the physical analysis matrix form.

The information provides a general comparison for the different eras of construction and grade typologies of the facilities within the BPS inventory of buildings.

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 Bradley Elementary School was built in 1958. The facility is a 3-story structure without a basement and has a total of 33,128 GSF.

Use Group: E-Education (with accessory occupancies A1-Auditorium; A2-Cafeteria).

There are no additions or major renovations to the original structure.

Architectural Building Description

Type of Construction

Building type: IA -The main structural elements are noncombustible. Examples of these materials would be masonry and concrete.

Existing Condition Report

Roof

The roof was replaced in 2013 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 and appear to be in their original location.

Façade

The building's façade is a running bond yellow brick with block backup and no drainage cavity. There are no control joints nor expansion joints in the exterior masonry walls. The steel lintels are showing signs of rust.

Exterior Windows

The windows were replaced in 1990. These units are aluminum double hung with an operable lower sash. Most of the units are misaligned in their frame and will not stay open due to failing support mechanisms. Most of the glazing seals in the windows have failed and the glass itself is semi-translucent.

Boilers

The boiler room has two 2120 MBH M450A Smith Cast iron boilers with 11 sections and they are retrofitted with natural gas burners and 3 HP ID fan motors to generate 3 to 5 lb. low pressure steam. Both of them seem to be in good operating conditions. All the steam piping including the header and other piping looks very good with good insulation.

Heating Distribution System

The low pressure steam is distributed throughout the building via steam 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 have horizontal steam fin-tube radiators 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 handling 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 800 amp 120/208 V 3 ph 4 wire utility service with an ITE switchboard with two sections and 18 branch circuit breakers in good operating condition. These 18 breakers serve various loads including the old panel boards. Utility service meter is located in the main electric room.

There is a small 10 or 15 kW Kohler emergency generator which is non-operational in the electrical room.

Existing Photovoltaics

There are no photovoltaics at this school.

Life Safety

Means of Egress

The old emergency generator is non-operational and needs to be replaced.

The configuration of the corridor egress system and capacity of the egress doors appears to meet egress requirements. Some of the egress doors open onto stepped landings with no ramps or area of refuge provided.

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 Fire Lite MS-10UD (Honeywell's) needs to be replaced with addressable digital system. The fire alarm annunciator panel is located at the entrance. There are smoke detectors in the classrooms and corridors. There is no elevator in the building.

Security

The main entry sequence is through a set of double doors opening into a vestibule that is next to the office door. The sight lines from the street to the main entry are clear. There are multiple doors from stairways that pose a security risk because they are in blind spots from the interior and exterior. 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 classrooms consists of two 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. Corridor and hallway lighting fixtures are 2'x2' with t-8 U tubes.

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 city water piping with the valves is in very good operating condition.

Natural Gas

6" natural gas pipe branches out to serve the two boilers and the domestic hot water heater. The piping seems to be in good operating condition.

Sanitary Waste and Vent

The waste system consists of cast iron pipe. There are no signs of issues and no reports of periodic blockage.

Accessibility

The building entrances are not accessible. There is no elevator or lifts at this facility. Some of the exterior doors have been replaced with metal doors and accessible hardware. Some of the interior doors do not have the appropriate accessible hardware. Many of the classroom doors are without the necessary side maneuvering clearances required to meet accessibility code. There are a number of projections in rooms and corridors along the accessible path that do not meet code.

Structural Systems

The existing floor and roof structure consists of a concrete slab and either concrete or concrete encased steel beams. The floors and roof are supported by concrete or concrete encased steel columns. There are masonry walls that are potentially load-bearing. The foundation is likely a cast in place concrete system. The existing lateral resistance is likely unreinforced masonry shear walls.

Overall, the building structure is in fair 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 rusted steel lintels both on the interior and on the exterior. Locations of rusted lintels include the stairwells and the mechanical rooms. There is calcification visible on the exposed concrete outside at the rear canopy. Exterior stair landings have spalled concrete. There are masonry cracks on the exterior, and cracked concrete at the corner of the building.

Site

Located in the Orient Heights area of the East Boston neighborhood between Beachview Road and Faywood Avenue. The main entrance is on Beachview Road.

There are no opportunities to expand on site. The site is surrounded by residential properties 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

No parking is available on site. Faculty and staff parking on the street. Sometimes they must park in neighborhood permit spaces, but they are rarely ticketed. There is a rear loading dock accessed by a very steep (15-20%) driveway from Faywood Avenue.

Neighborhood Streets

Beachview Street is a narrow one-way residential street with parking on both sides. Roadway in fair condition. Sidewalks are very narrow. No parking restrictions adjacent to school.

Drop-Off/Pick-Up

About half of the students walk to school, busses drop off 1/3 of the students, and private vehicles drop off the remaining students. All drop-off/pick-up occurs on Beachview Road. Due to the narrow one-way road with out opportunity to pass, congestion is a daily problem.

Walkways/Stairs

Walkways in fair condition. Stairs & ramps in poor condition.

MAAB/ADA Accessibility

The building entrances are not accessible.

Site Lighting

Two flood lights, one for each play area.

Fences/Gates

The chain link fence is in fair condition. Some of the fence at the rear of the site needs repair.

Drainage

The site drains well. No storm water quality infrastructure was observed.

Play Areas/Landscaping

Two play areas, one in the rear and one on the right side of the school. Both in good condition. Adjacent to the right side play area is a well maintained environmental classroom/garden.

Walls/Slopes

Numerous site walls. Mostly in good condition, but at some locations the concrete is spalling with exposed rebar. The grass slopes are well maintained.

Transit/Pedestrian/Bicycle Access

The school is 0.5 miles from the Orient Heights Station on the Blue Line. The #120 bus stops one block from the school, providing convenient access for parents, faculty and staff. The surrounding residential neighborhood provides for a good walking environment for elementary students but narrow sidewalks and hilltop location are inconvenient for bicycle access and many pedestrians.

SCHOOL NAME: Manahassah Bradley ElementaryID#: 350215HISTORICAL BUILDING NAME: BradleySCHOOL ENROLLMENT: 296BUILDING ENROLLMENT: 296SITE VISIT DATE: 1/19/2016

1 | Facility Evaluation Criteria

Physical Analysis:

Major investments in the last 20 years? (> \$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 & 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: _____
☐ YES ☒ Not Observed COMMENT: _____
☒ YES ☐ Not Observed COMMENT: _____
☐ YES ☒ Not Observed COMMENT: _____

Is the lateral system identifiable?

☐ YES ☒ Not Observed COMMENT: _____

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: Manahassah Bradley ElementaryID#: 350215HISTORICAL SCHOOL NAME: BradleySITE VISIT DATE: 1/19/2016

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 type="checkbox"/> Major	<input type="checkbox"/> Replace <input checked="" type="checkbox"/> N/A
Neighborhood Streets	NEEDS	<input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Drop Off/Pick Up Routes	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input checked="" 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 type="checkbox"/> Major	<input checked="" type="checkbox"/> Replace <input type="checkbox"/> N/A
Site Lighting	NEEDS	<input type="checkbox"/> Minor	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Fencing	NEEDS	<input type="checkbox"/> Minor	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Replace <input type="checkbox"/> N/A
Drainage	NEEDS	<input checked="" type="checkbox"/> Minor	<input 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 checked="" type="checkbox"/> Major	<input type="checkbox"/> Replace <input 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: 0.5 mi to Orient Heights station / #120 bus nearby

☐ YES
 ☒ NO
 COMMENT: Hilltop and narrow streets

☒ YES
 ☐ NO
 COMMENT: Well connected neighborhood

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: Manassah E. Bradley Elementary School General Description

The Bradley school offers a strong and rigorous academic program which includes the advanced work classes, “technology goes home” and outdoor classrooms with a focus on science. The school staff accomplish these efforts through small group instruction, team teaching and focused articulation across the grade levels. The school has a long and successful history of high parent involvement and a strong neighborhood connection. These various programs and strong community outreach contribute to a high teacher retention rate and a stable environment for students and families.

The building lacks a number of core instructional spaces and the environment is not reflective of 21st century standards. The administrative areas are inadequate and small, the cafeteria, gym and library do not meet the needs of the student population and there are a number of programs such as science delivered on a cart due to lack of space.

Educational Building Analysis

Ventilation

Ventilation not operational in most in classrooms or other learning environments at the time of the site assessment

Natural Daylighting

large windows with plastic glazing that has frosted over, allowing light in but no view out; light blocking window shades in classrooms

Lighting Quality

Relatively new light fixtures

Acoustical

Lacks sufficient acoustical treatments, poor speech intelligibility

Technology

- Power - most classroom walls have insufficient power, some new power mostly near classroom entrances, not well distributed
- Wireless - recently installed access points though likely tied into older Cat 5 wiring; unknown if fiber cable serves the building
- Interactive - few classrooms have LCD projectors or document cameras

Furniture

Hard plastic student chairs; desks and tables in serviceable condition

Finishes

In most cases, original surfaces exist including glazed tile wainscoting, CMU and plaster walls *in* a wide range of physical conditions

Environment

Acoustically poor, very difficult for speech intelligibility; most spaces appear old and tired; *lack* of storage results in a cluttered appearance

Adjacencies of Learning Environments

Many program areas missing; no dedicated rooms for “specials”

Outdoor Classrooms

Large gardening classroom

Adequacy of Rooms:

- PreK (K0-K1) – undersized; poor environments, little storage, too hot / too cold
- Kindergarten (K2) – undersized; poor environments, little storage, too hot / too cold
- Classrooms – somewhat undersized, little storage, too hot / too cold
- Special Education – little if any pull out spaces, no resource room
- Art Classroom - none
- Music Classroom – none
- Gymnasium – none
- Media Center - none
- Cafeteria – significantly undersized
- Stage – none
- Medical - undersized
- Administration – no sightlines to building entry, undersized
- Network Room – not air-conditioned, can lead to premature failure of equipment

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: Plastic glazing needs to be replaced. Most environments are old and worn

The site includes:

- Play Grounds/Areas
- Accessible
- Play Fields

☒ YES ☐ NO COMMENT: fenced in; relatively new play structure

☐ YES ☒ NO COMMENT: ramp from building is too steep

☐ YES ☒ NO COMMENT: _____

Can the building change typology easily?

☐ YES ☒ NO COMMENT: _____

Can the building be transformed educationally to serve 21st C needs?

☐ YES ☒ NO COMMENT: would require a comprehensive renovation and addition





















































































Can the building serve as swing space?

☒ YES ☐ NO COMMENT: _____

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

☒ YES ☐ NO COMMENT: Numerous educational spaces are missing

4 | Elementary: Pre-K to 5 or Pre-K to 6

Room Type	Quantity	MSBA Area	Actual Area	Adequacy				
Pre-K (K0/K1):	2	1200	750	 Excellent	 Good	 Fair	 Poor	 Failing
Kindergarten (K2)	2	1200	900	 Excellent	 Good	 Fair	 Poor	 Failing
Classroom (General Education)	11	950	825	 Excellent	 Good	 Fair	 Poor	 Failing
Special Education:								
• Self Contained	1	950	825	 Excellent	 Good	 Fair	 Poor	 Failing
• Resource of Small Group	1	500	150	 Excellent	 Good	 Fair	 Poor	 Failing
Art Classroom		1000		 Excellent	 Good	 Fair	 Poor	 Failing
Music Classroom		1200		 Excellent	 Good	 Fair	 Poor	 Failing
Gymnasium		6000		 Excellent	 Good	 Fair	 Poor	 Failing
Media Center	1	2020	520	 Excellent	 Good	 Fair	 Poor	 Failing
Cafeteria		5220	579	 Excellent	 Good	 Fair	 Poor	 Failing
• Stage		1000		 Excellent	 Good	 Fair	 Poor	 Failing
Medical	varies	TOTAL: 510	TOTAL: 250	 Excellent	 Good	 Fair	 Poor	 Failing
Administration & Guidance	varies	TOTAL: 2015	TOTAL: 719	 Excellent	 Good	 Fair	 Poor	 Failing
Custodial/Maintenance	varies	TOTAL: 1900	TOTAL: 685	 Excellent	 Good	 Fair	 Poor	 Failing
• AC Tech Network Room		200		 Excellent	 Good	 Fair	 Poor	 Failing
Other:								
• Computer lab	1		660	 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 adequate display space for student work to reinforce student accomplishment. The building lacks space for teacher collaboration and planning.

- Differentiated Learning

Classrooms are 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 can be flexibly arranged.

SCHOOL NAME: Manassah Bradley Elementary

ID#: 350215

HISTORICAL SCHOOL NAME: Bradley

- Cognitively demanding tasks/programs

The classroom environment is sufficiently flexible to allow for different teaching and learning styles. Building lacks learning environments that support music. Building lacks learning environments that support art. Building lacks 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 lacks performance/presentation space. Based on location and proximity to community resources and public transportation, teachers and students have difficulty accessing the city as a learning tool.

- Equitable access to a rigorous curriculum

The building is not clearly an equitable pathway from K-12. The teaching and learning spaces are operated and maintained equitably. 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.

- Vision of 21st 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.

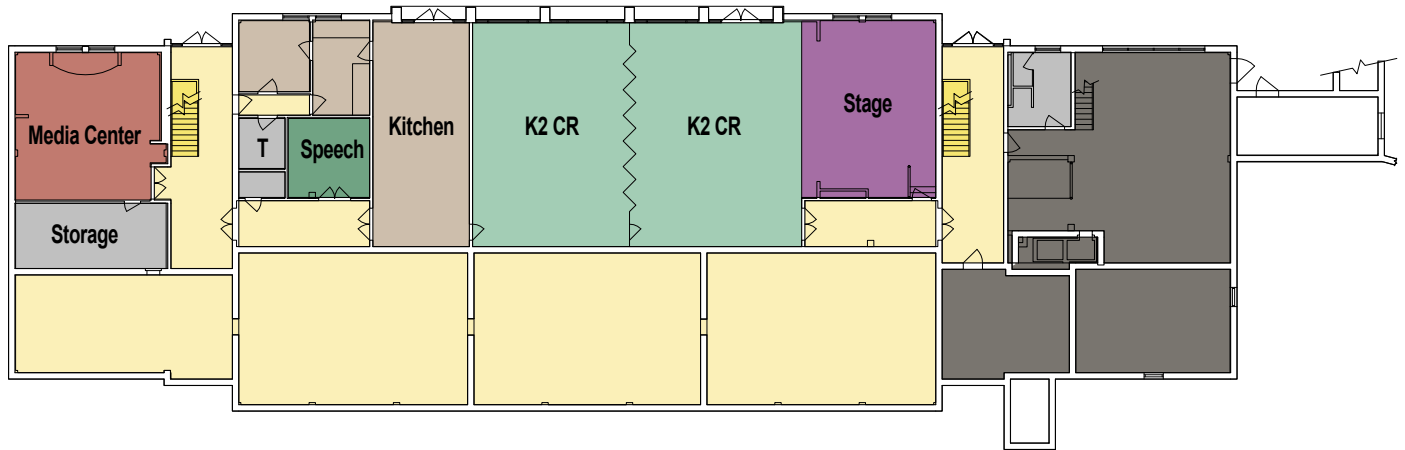
Overall Building Rating:

☐ Excellent ☐ Good ☐ Fair ☒ Poor ☐ Failing

Comments:

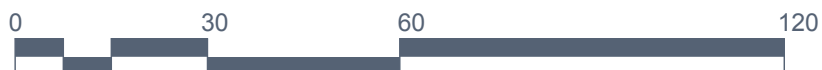
Building lacks significant program areas and lacks accessibility to many programs that do exist. Numerous spaces are undersized.

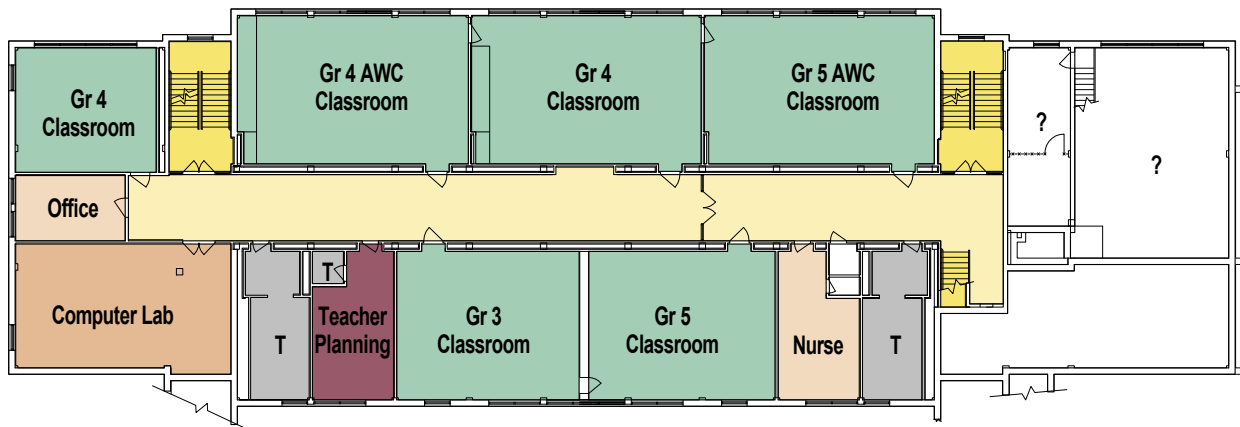




PROGRAM PLAN LEGEND

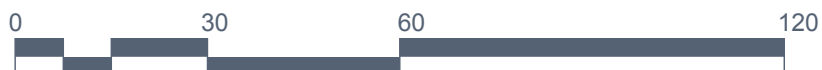
- AUDITORIUM / PERFORMING ARTS & DRAMA
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- KITCHEN / SERVERY
- MEDIA CENTER
- SPECIAL EDUCATION
- VERTICAL CIRCULATION

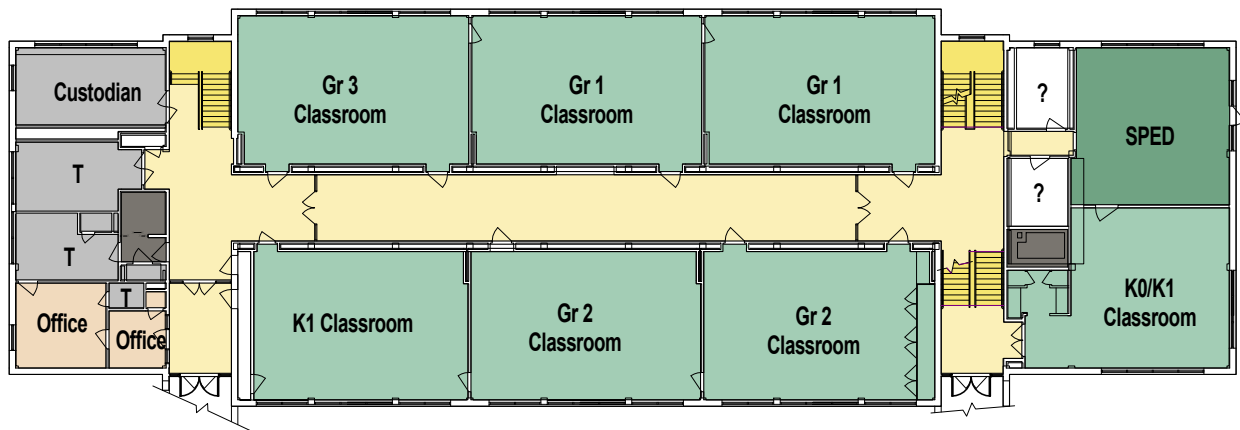




PROGRAM PLAN LEGEND

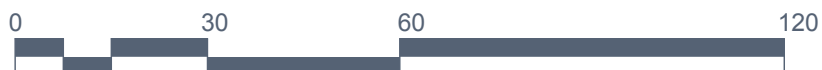
- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- TEACHER PLANNING & SUPPORT
- VERTICAL CIRCULATION
- VOCATIONS & TECHNOLOGY

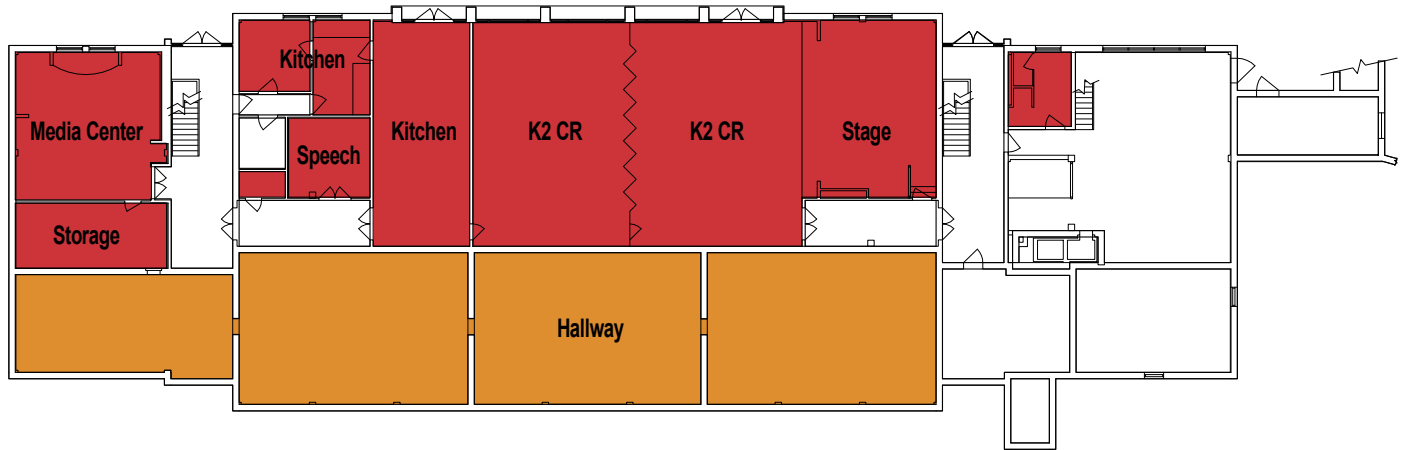




PROGRAM PLAN LEGEND

- ADMINISTRATION / GUIDANCE / STUDENT SERVICES / NURSE
- BUILDING EQUIPMENT
- CAFETERIA & CIRCULATION
- CLASSROOM & GENERAL EDUCATION SUPPORT
- CUSTODIAL / MAINTENANCE / STORAGE
- SPECIAL EDUCATION
- VERTICAL CIRCULATION

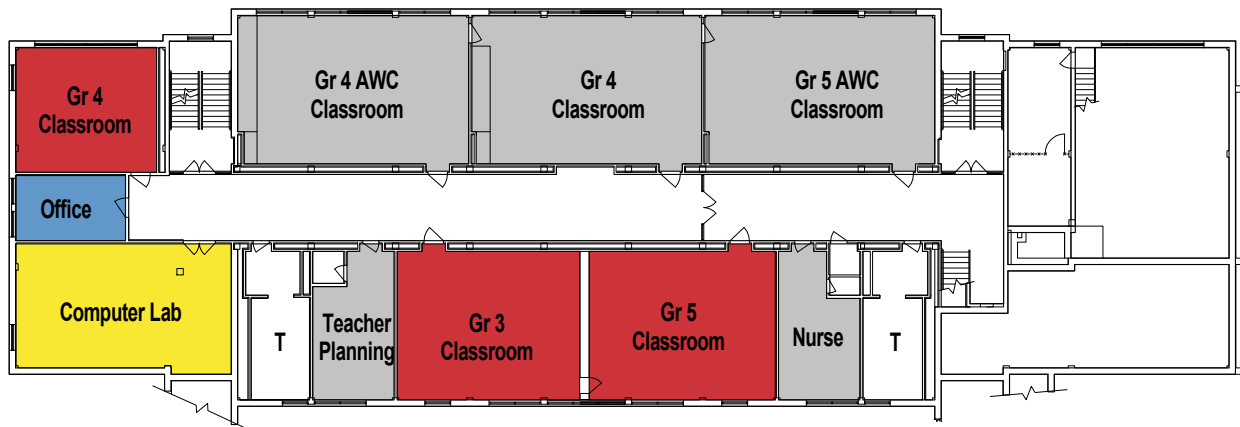




MSBA DEFICIENCY PLAN

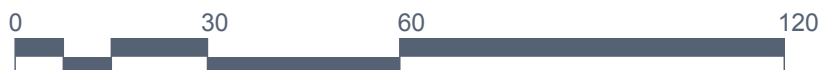
- INAPPROPRIATE LOCATION OR ADJACENCY
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES

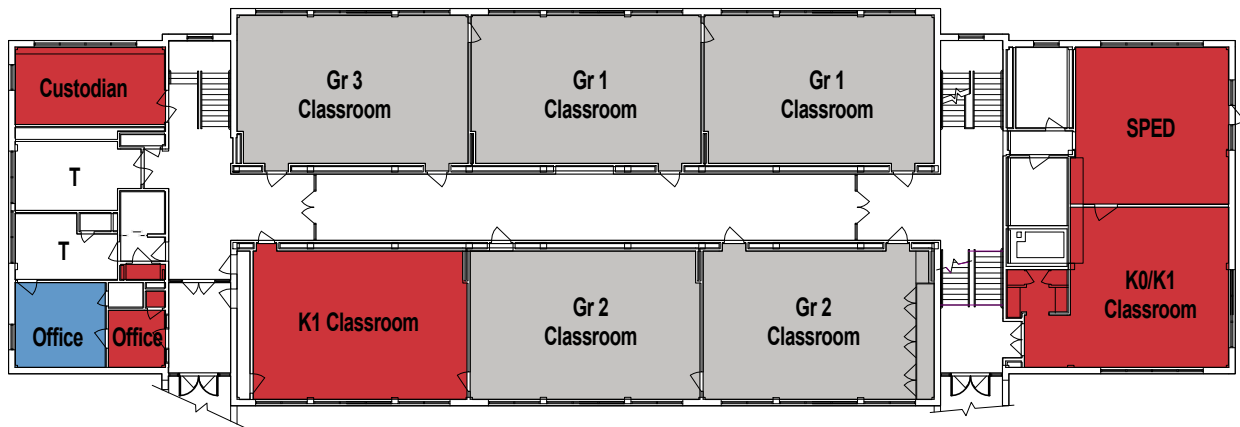




MSBA DEFICIENCY PLAN

- 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

- NSF 10% GREATER THAN MSBA GUIDELINES
- NSF AT LEAST 20% LESS THAN MSBA GUIDELINES
- NSF MEETS MSBA GUIDELINES (-20% TO +10%)

