



**JACKSON ACADEMY
MASTER PLAN**

2016

hord | coplan | macht

05.11.16

ACKNOWLEDGEMENTS

JA BOARD OF TRUSTEES

Ashley Willson - Chair

Greg Johnston - Vice-Chair

Scot Thigpen - Treasurer

Renee Rice - Secretary

John Lundy - Past Chair

Austin Barbour

Phillip Bowman

Don Breazeale

Dodds Dehmer

John England

Rita Gaines

Randy James

Dr. Ed Kennedy

Mark McDowell

Kristen Nations

Jody Varner

MASTERPLAN LEADERSHIP

TEAM/STEERING COMMITTEE

Clifton L. Kling, President

Pat Taylor, Headmaster

Angie Antici, Vice President for Finance and Operations

Calvin Hudson, Director of Plant Services

Philip Bowman, Trustee

MASTER PLANNING DESIGN TEAM

Hord Coplan Macht, Inc.:

Peter Winebrenner, AIA, LEED AP, REFP

Tom Spies, AIA, LEED AP

Drew Suljak, AIA

Canizaro Cawthon Davis:

Steve Davis, AIA

Jared Pierce, AIA

TABLE OF CONTENTS

BACKGROUND + HISTORY

PROCESS

CAMPUS MASTER PLAN

APPENDIX

THE JA WAY

At Jackson Academy, we can express our educational philosophy in four words:

Positive: A child's first, most important lesson: You can.

Collaborative: What we do together is always greater.

Progressive: If we're not ahead of the curve, our children will be behind.

Student-Centered: After all, children are our raison d'être.

MISSION STATEMENT

"Within our nurturing and spiritual community, Jackson Academy inspires and equips each student to lead a life of purpose and significance."

BACKGROUND + HISTORY

Jackson Academy is an independent, co-educational college preparatory school in Jackson, Mississippi, founded in 1959. The school began operation in a renovated residence on Northview Drive, and educated students in grades primer through fourth grade. Within a few years, the school grew to more than 100 students, prompting the JA Corporation to purchase five and a half acres on Ridgewood Road, where the main campus is still located today.

Now, with a thriving student body of nearly 1300 in grades K3 through 12, the school occupies 45 acres split between two campuses. The main (west) campus sits on 20 acres, while east campus contains numerous athletic fields and parking on 25 acres.

As the largest independent school in Mississippi, Jackson Academy is accredited by Southern Association of Colleges and Schools and the Southern Association of Independent Schools.

2003 CAMPUS MASTER PLAN

Driven by the transformative acquisition of ten acres of land directly north of JA's campus in the early part of the last decade, the school embarked on a campus master plan to determine how best to utilize this new property to support Jackson Academy's mission. The same design team that developed this 2016 Campus Master Plan led that effort. The recommendations from the 2003 plan included:

- A new entry and front lawn off of Ridgewood Road
- A new High School facility
- A new Performing Arts facility
- A new Student Commons, including dining
- An expanded Elementary School An expanded Athletic Center, including a multi-court fieldhouse
- New parking lot and drop-off area off new entry
- New practice field

This ambitious plan began with the construction of the Performing Arts Center (PAC), which opened in 2008. The school also constructed the new main entry off Ridgewood and the large parking lot, along with the new practice field. All of these improvements occupied the new 10-acre parcel.

Since the opening of the PAC, the school has undertaken some other minor campus improvements, primarily focusing on renovations and upgrades to various existing spaces. Slowed by the recent economic downturn, the remaining projects identified in the 2003 plan have yet to be realized.

12 YEARS LATER

During the dozen years that have passed since the last Campus Master Plan, Jackson Academy has continued to evolve and lead the way in independent school education. Guided by exceptional school leadership and a visionary Board of Trustees, the school has challenged itself to continue to put students and learning first. Responding to the many exciting changes in learning and child development, JA has renewed its mission and vision, articulating those guiding principles in a variety of ways. The most current strategic plan offers a clear and inspiring direction for the school, and serves as a guide for this Campus Master Plan.

ONE PATH FORWARD – Strategic Plan 2015-2020

As with any good campus master plan, this plan draws inspiration and guidance from the most current strategic plan. In 2015, the school completed a strategic planning effort, resulting in “One Path Forward.” As promised: “This strategic plan will strengthen our ability to inspire and equip our students on their individual paths to lives of purpose and significance.”

The three primary areas of focus of “One Path Forward” include:

Take a Stand—JA students need more than knowledge; they need courage. Initiatives targeting character, ethical, spiritual, and leadership development will support student growth and confidence

Uplift Each Child—Every child comes to JA with individual gifts and talents, as well as unique needs. Personalized learning, augmented counseling and college/career exploration programs will help JA students achieve to their greatest potential

Evolve to Lead—Continuing to both innovate and adopt evidence-based practices in education ensures that JA can offer the more progressive, student-centered teaching and learning environment possible for the students.

PROCESS

MASTER PLANNING PROCESS

OVERVIEW

The master planning process began in the fall of 2015. This highly interactive and collaborative process employed a variety of tools, strategies and activities, designed to maximize the opportunities for input from the Jackson Academy community. The process first focused on gathering as much information about the school as possible, in three areas – facilities conditions, programmatic needs and school culture.

ASSESSMENTS

An on-line survey gathered responses from more than 1,000 JA stakeholders, providing insights into some key areas of focus for the JA community. The team conducted numerous on-site meetings, ranging for faculty, staff and student focus-groups addressing the space needs, to community visioning meetings for parents and alumni. The team also surveyed the campus from a physical standpoint, using the previously commissioned Facility Audit as a point of departure.

The cultural assessment yielded a high-level understanding and articulation of the overall goals and priorities of the master plan. In addition to confirming and reinforcing the aspects captured in the school's mission and in the 2015 Strategic Plan, this assessment identified the community's hopes and desires for the development of the physical campus.

The JA community indicated the following areas, divisions or buildings as needing to be addressed the most:

- An improved, expanded Upper School
- An improved, expanded dining facility
- A consolidated, improved and expanded Middle School
- A consolidated and improved Lower School
- An expanded and improved Pre-School
- An improved Athletic Center

The results of the needs assessment data gathering included a space program, summarized below, indicating the existing and proposed space needs for each major division and area of the school.

DIVISION	EXISTING		PROPOSED		DIFFERENCE	
	NSF	NSF	GROSS	SF	%-age	
UPPER SCHOOL	18,790	30,570	44,327	11,780	38.5%	
LEARNING COMMONS/TECH CTR	7,737	7,737	11,219	0	0.0%	
MIDDLE SCHOOL	17,880	24,820	35,989	6,940	28.0%	
LOWER SCHOOL	16,901	23,590	34,206	6,689	28.4%	
PRE SCHOOL	15,821	23,500	34,075	7,679	32.7%	
DINING / COMMONS	7,546	10,400	15,080	2,854	27.4%	
PERFORMING ARTS	22,182	26,632	31,540	4,450	16.7%	
ATHLETICS	29,746	40,504	41,746	10,758	26.6%	
ADMINISTRATION	4,859	5,859	8,496	1,000	17.1%	
TOTAL NET PROGRAMMED SF	141,462	193,612		52,150	26.9%	
TOTAL GROSS SF	193,235		256,676	63,441	24.7%	

The almost 25% increase of space needs confirms the many different comments the team heard during the assessment portion of the process. Furthermore, the identities of each of the four main academic divisions – Upper, Middle, Lower and Preschools – are reinforced by the inclusion of key support functions for each.

Other pertinent results of the assessments are captured on the following pages, illustrating the manner in which many of the school's divisions and areas are dispersed to a level that causes less than optimal program delivery, an objective assessment of the continued contributing value of the existing campus buildings, and a diagram that identifies the areas on the core (west) campus that offer opportunities for new development.

EXISTING CAMPUS ANALYSIS

Jackson Academy's 45-acre campus sits within an established residential community along Ridgewood Road. The main campus is comprised of 20 acres, and contains all of the school's academic, arts and support spaces, along with the gymnasium and some athletic fields. The 25-acre east campus, separated from the main campus by some residential properties, contains the rest of the athletic fields, along with a few support facilities and parking.

Focusing on the main campus, with the exception of the Performing Arts Center (PAC), all of JA's buildings are located on the southern portion of the campus, representing the original 10-acre parcel. The resulting campus arrangement is very dense, with a few open areas, such as the play area enclosed by the Preschool, Lower School, Lower/Middle Building, and the PK3 and cafeteria building, and the Horseshoe between the PAC and the Lower/Middle Building.

The 10 acres to the north, acquired when the 2003 Master Plan was done, allowed for a new main entry, as well as drop-off and parking. This re-orientation of the "front" of campus to this area offers an opportunity to strengthen the identity of each division, allowing each to have an identifiable "front door" on this main vehicular circulation path.

The general vehicular circulation is a large loop road that is comprised on portions of Ridgewood Road and Sheffield Drive, along with a campus roadway that runs along the north and east edges of the main campus. Drop off occurs along the new loop road to the north, as well as along Sheffield to the south. Service for the dining facility is off of Ridgewood. Visitors are directed to the small parking area south of the Administration Building, off of Sheffield.

Overlaying the vehicular circulation is a system of pedestrian walks and spaces, including a series of covered walkways. There is a fairly strong east-west walkway from the athletic center to the cafeteria. There are other less strong north-south walkways, including one to the east of the PAC that terminates at the Lower/Middle Building. The covered stair and walks between the Activities Building and the Administration Building is another important and active pedestrian circulation area on the campus.





EXISTING PROGRAM DISTRIBUTION

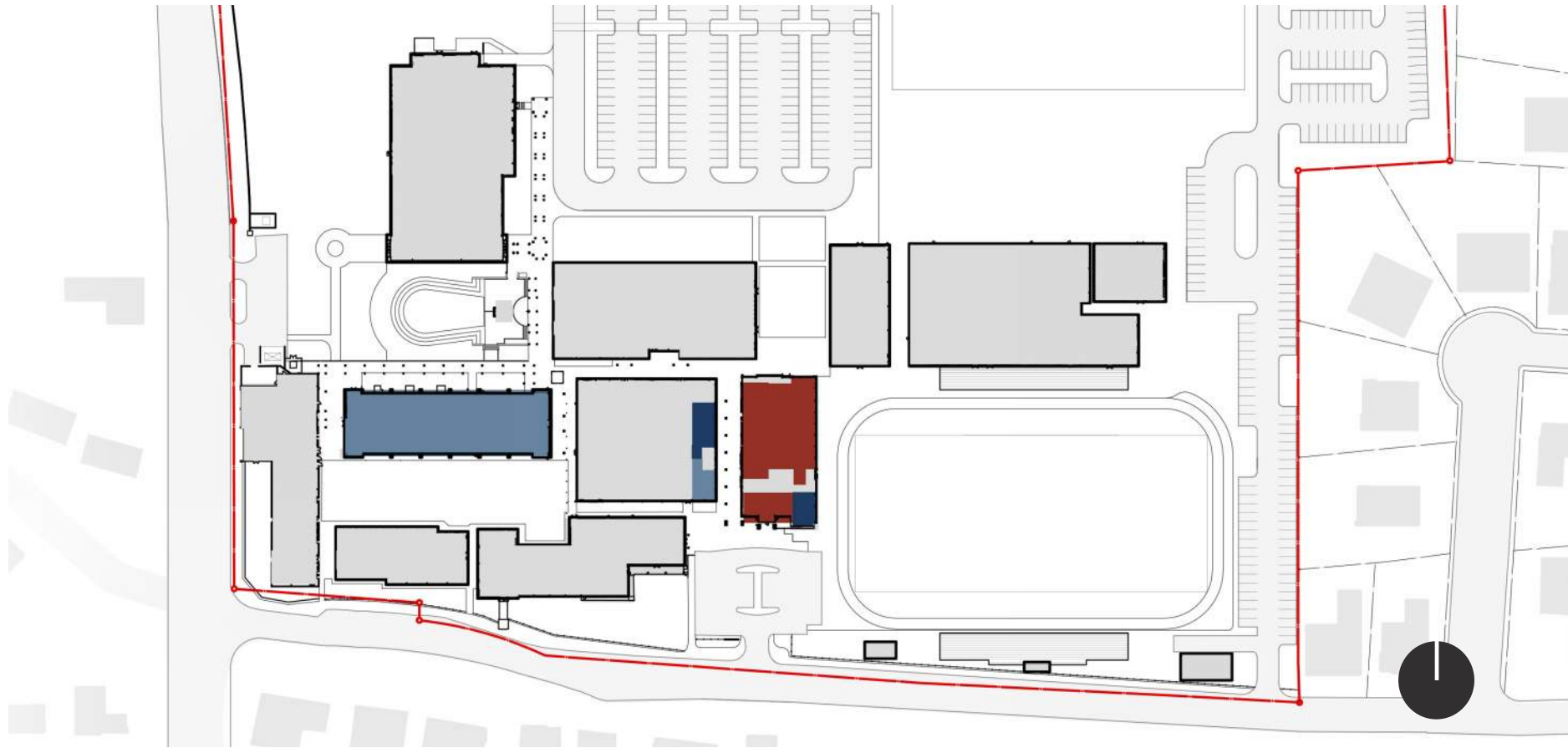
This diagram illustrates the various major school divisions and departments, and where they are currently located within the campus. What becomes readily apparent is that while some areas or divisions are fairly well consolidated, others suffer from a high degree of separation. Of greatest concern is the Middle School, with functions and spaces dispersed over several buildings. The Lower School suffers from a similar situation. This diagram further reinforces many of the comments that were heard during the assessments regarding the need for greater division identity and consolidation.

- Preschool
- Lower School
- Middle School
- Upper School
- Performing Arts
- Dining
- Administration
- Athletic
- Library/Common



LOWER LEVEL

- Preschool
- Lower School
- Middle School
- Upper School
- Performing Arts
- Dining
- Administration
- Athletic
- Library/Common

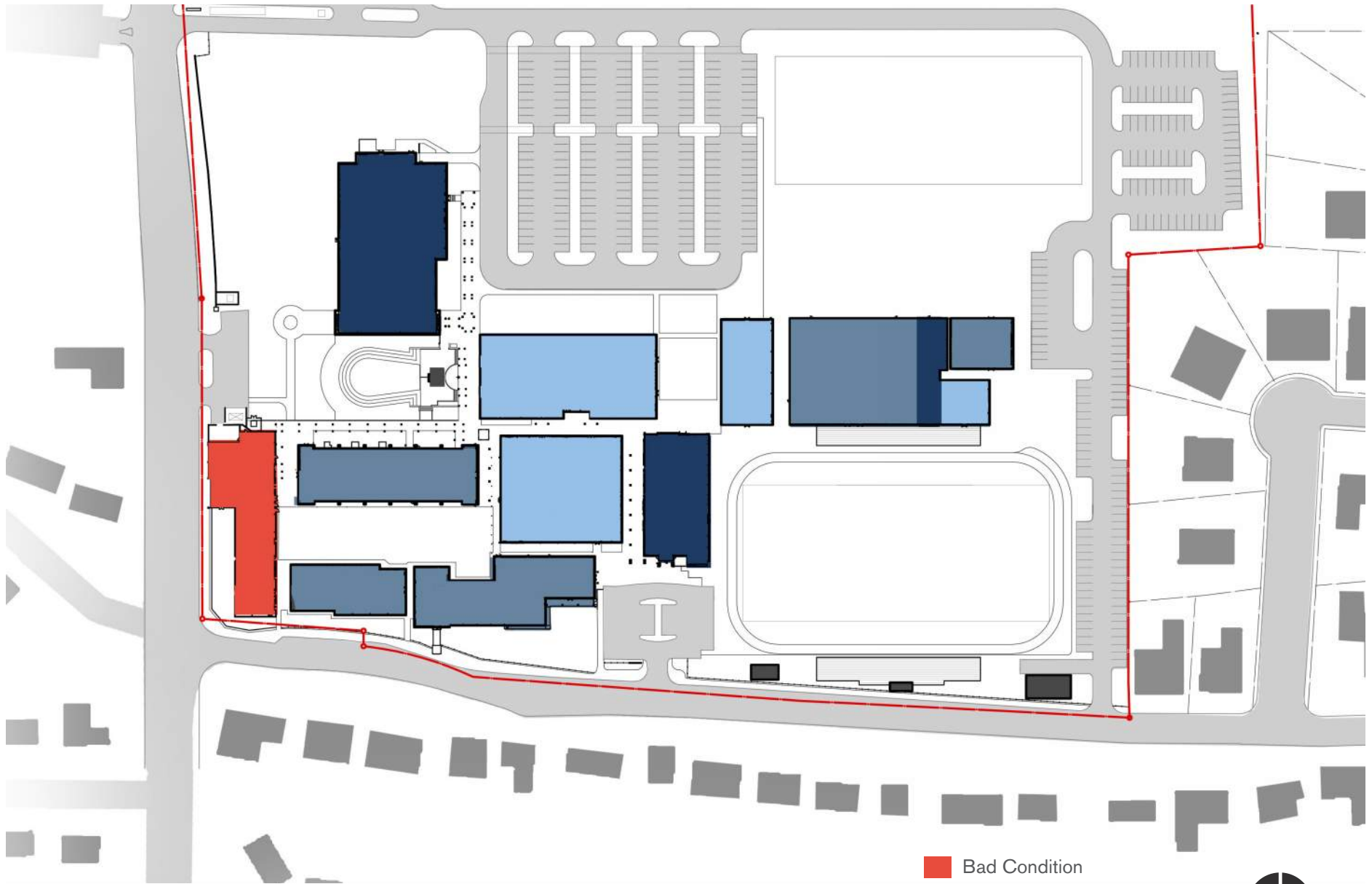


UPPER LEVEL

CONTRIBUTING BUILDINGS

This diagram takes a very objective look at the existing campus buildings, and assigns each a relative value based on how well it currently contributes to the campus and to the programs it contains, along with its likely value for future contribution. The building's actual physical condition and the anticipated costs and efforts needed to renovate it are weighed along with less pragmatic but no less important aspects, such as its ability to properly support the program. Finally, if an existing building is occupying an otherwise valuable or desirable place on campus, it receives a lower rating.

This diagram notes that the PAC, Administration Building, and Raider Hall all rank the most valuable, followed closely by the Athletic Center, Raider Den, Preschool, Lower School and Lower/Middle School buildings. Being valued lower on the scale are the Upper School and Middle School 7/8 buildings, and the Activity Building. Having the lowest contributing value, indicating need for replacement, is the Cafeteria/PK3 building. Buildings in the lower two categories can be considered candidates for removal.

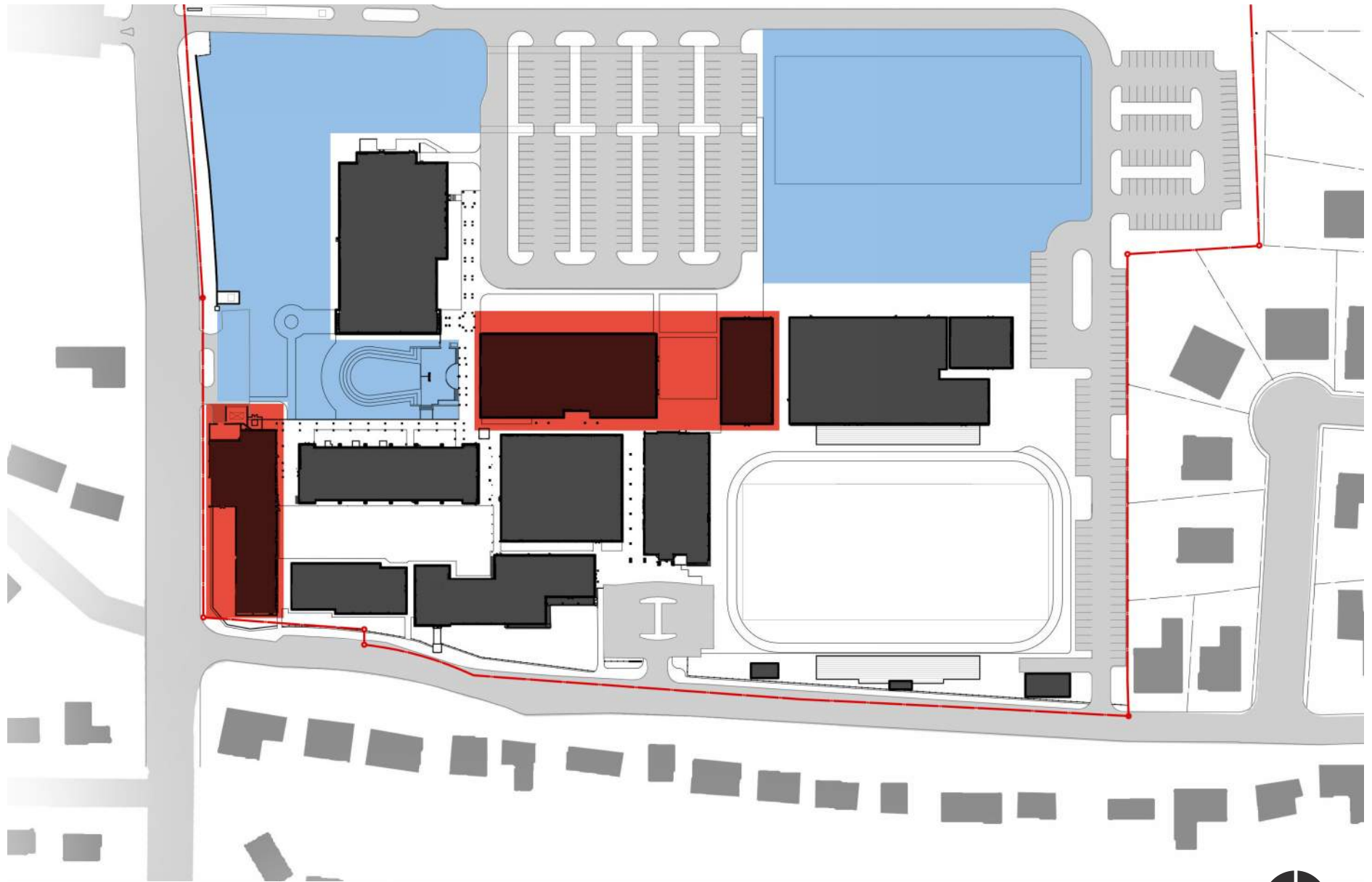


- Bad Condition
- Fair Condition
- Good Condition
- Excellent Condition



DEVELOPMENT OPPORTUNITIES

This final diagram identifies locations on the campus—focusing on the core (west) campus—that offer opportunities for development, including new buildings. These development opportunity sites are noted in two main categories—existing open space where no building currently sits, and sites currently occupied by buildings that are candidates for removal, as noted above. This is not to imply that all of the areas indicated in one of these two categories should be build on, only that as options are developed, these sites are considered in the explorations.



■ Demolition Opportunity
■ Open Opportunity



Three subsequent options were developed and reviewed, using a list of selection criteria to evaluate each. The committee collectively and unanimously selected D.2 as the preferred option that best addresses JA's goals, vision, mission and needs. This option is presented here as the proposed Campus Master Plan for Jackson Academy.

JACKSON ACADEMY - CAMPUS MASTER PLAN

SELECTION CRITERIA MATRIX

GRADES:

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Better
- 5 - Best

GRADING CRITERIA:

FUNCTIONAL

- Location of Functions
- Adjacency to other Functions
- Reinforces Divisions
- Good Pedestrian Circulation
- Good Vehicular Circulation
- Good Service Access

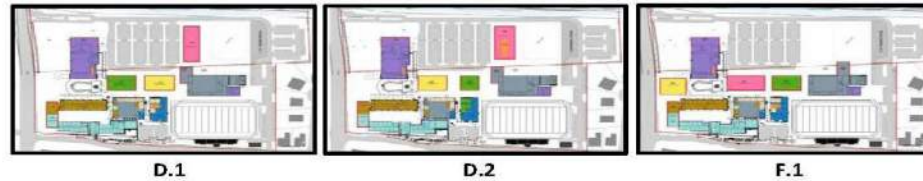
AESTHETICS

- Reinforces Overall Campus Image
- Improves "Curb Appeal"
- Views /Visibility of Buildings
- Reinforces Outdoor Spaces

LOGISTICS

- Ease of Phasing
- Sequence / Priority of Projects
- Construction Access/Separation
- Looks Complete after Each Phase

O P T I O N S



	D.1	D.2	F.1
Location of Functions			
Adjacency to other Functions			
Reinforces Divisions			
Good Pedestrian Circulation			
Good Vehicular Circulation			
Good Service Access			
Reinforces Overall Campus Image			
Improves "Curb Appeal"			
Views /Visibility of Buildings			
Reinforces Outdoor Spaces			
Ease of Phasing			
Sequence / Priority of Projects			
Construction Access/Separation			
Looks Complete after Each Phase			

CAMPUS MASTER PLAN



MAIN CAMPUS

1 UPPER SCHOOL

A new Upper School building is proposed to be built north of the existing Athletic Center. This multi-story facility will house all of the Upper School academic and support spaces, along with a new Learning Commons for this division. The new building will feature a variety of learning spaces, ranging from the core instructional spaces to different sized gathering spaces, to support a variety of learning and teaching activities and styles.

By placing the new Upper School building in this location, the heart of the school's activity can shift more centrally within the overall campus. This location allows the new facility to be built without causing major interruptions or disruptions to the ongoing activities of the school as a whole, and the Upper School specifically. Furthermore, this location provides closer access for the students parking on the east parts of campus.

2 MIDDLE SCHOOL

The Middle School will occupy both a new facility to the west of the Athletic Center, approximately where the current 7/8 Building is located, as well as the second floor of the adjacent Administration Building. Additional spaces in the adjacent Activities Building will also be used by the Middle School. The new building will be connected to the Administration Building via a second-floor link. The consolidation of the Middle School functions, in both new and re-purposed spaces, will provide this division with the appropriate spaces it deserves and requires.

3 LOWER SCHOOL

With grades five and six moving out of the second floor of the Lower/Middle Building, the Lower School will consolidate all its functions in this existing, renovated building.

4 PRESCHOOL

Once the Lower School consolidates into the existing Lower/Middle Building, the Pre-School will expand into the vacated Lower School Building, providing this division with much needed space to right-size the various instructional and support spaces.

5 STUDENT CENTER

A new Student Center will be built approximately where the existing Upper School building is located. This new facility will house a new expanded student dining facility, along with various student-focused spaces, such as club and meeting rooms and other similar functions.

By centrally siting this new school-wide facility, it is able to take advantage of a key location in the campus. Its proximity to the PAC will further energize this facility. It will also maintain closer access for the younger students, by being located near the Lower School and Preschool.

6 ATHLETICS

An addition to the north of the Athletic Center will provide a new entrance, along with additional support spaces, such as lockers, team rooms and a training room. This will give this facility a new entrance and identity along the loop road.

7 ARTS

While it is the most recent addition to Jackson Academy's campus, and a result of the last master plan, the PAC is proposed to be slightly expanded, to provide additional instruction, performance and support spaces. Additional space is re-incorporated for the performing arts use by moving various facility and maintenance functions into their own new building on the Northeast corner of campus, as noted below.

8 ADMINISTRATION/SUPPORT

Various minor renovations within the administrative spaces on the first floor of the Administration Building will address the needs in this sector of the school. Additionally, a new facilities/maintenance building is proposed on the Northeast corner of campus.

9 LOWER SCHOOL AND PRESCHOOL EXPANSION

In order to address all of the stated space needs for these two youngest divisions, an expansion capping the west end of the existing play area is proposed. This expansion will contain large multi-purpose spaces for both divisions, as well as support spaces.



IMPLEMENTATION PLAN

OVERVIEW

The campus improvements proposed in this master plan cannot practically be implemented all at once. Even if the financial resources were available to construct all the work now, certain projects must be built before others can occur. As with any campus master plan, a few key factors influence the order that projects come on line. These factors fall into three main categories:

- **Priority of Needs**—This factor should be the one with the highest influence on the order that projects are implemented. On any campus, certain areas of the school or facilities have a higher need to be improved. The largest determining factor that drives a project's need by priority is based upon the extent the physical spaces or facilities are impacting the successful delivery of that aspect of the school's program.
- **Logistical Sequencing**—Some projects cannot be implemented until other projects are in place, for differing reasons. In some cases, this is due to an existing building that is to be removed that is occupying the location of a proposed new building. Other times it is the need for current building users to relocate into another building before renovations and re-purposing can occur. Whatever the reason, the logistical sequencing of projects will also drive the order of implementation.
- **Donor Preferences**—Finally, because the ability to implement these projects is often at the mercy of the fundraising efforts within the school's broader community, certain projects may have greater appeal to donors, thereby making them financially feasible to implement before other projects. The hope is that the donors' willingness and ability to support certain projects align with the school's highest needs.

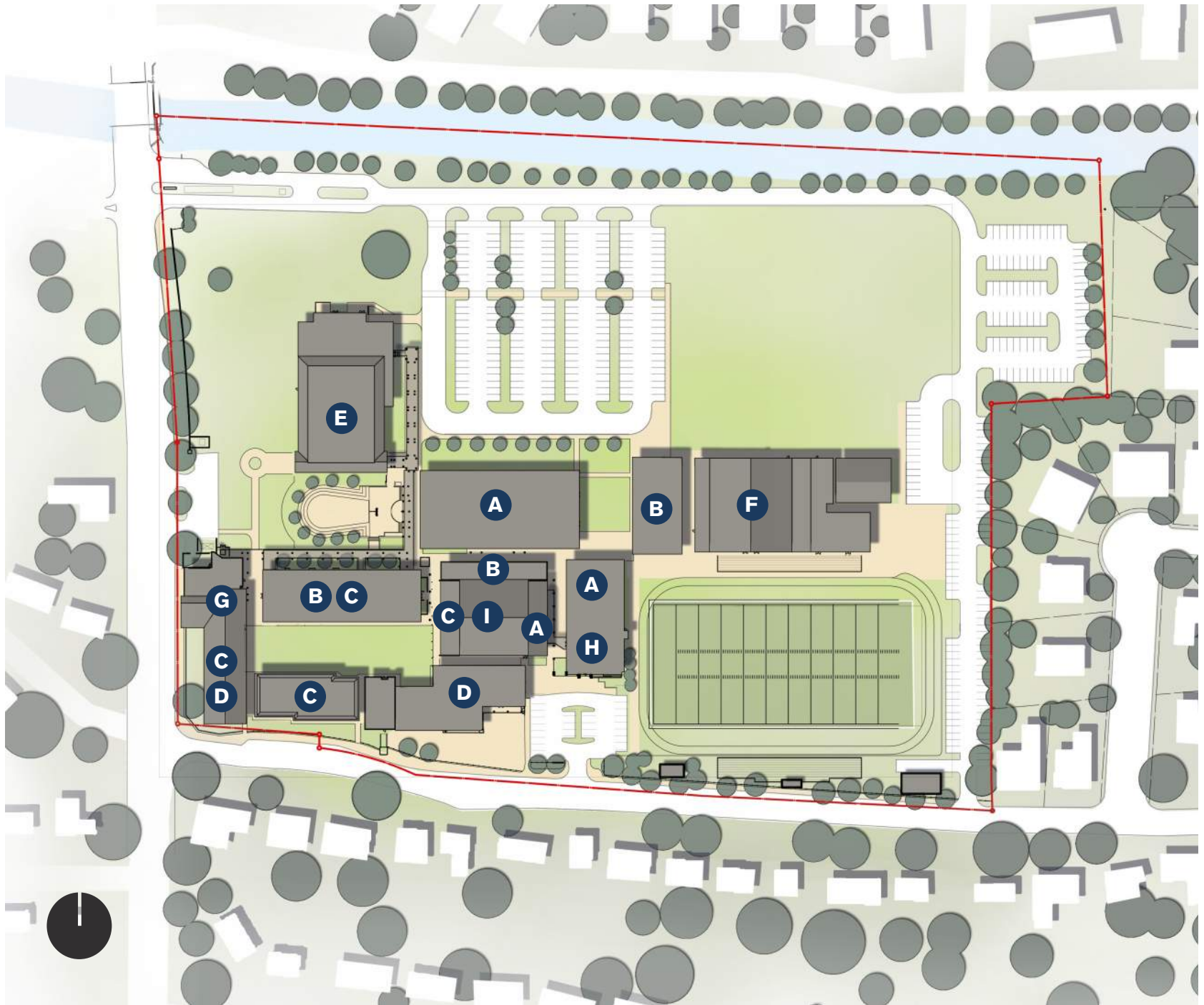
When developing an implementation plan, all three of these must be factored in. The ultimate desire is to create an implementation plan that allows the school to construct the projects in an order that addresses their highest needs, causes the least amount of disruption and unnecessary expense, and can be fully supported by the school's donor base. As well, since the duration between phases is often years in length, each phase must appear complete, so as not to have the campus look like a on-going construction site until the next project goes ahead.

SEQUENCE OF PHASING

The proposed sequence of projects and phases for Jackson Academy attempts to balance the three key factors noted above. The phasing addresses the highest priority needs first, and does so to allow for a logistical sequencing of work that minimizes disruption and additional costs for temporary facilities. Finally the plan responds to the anticipated preferences of the school's donor base.

EXISTING CAMPUS

- A.** UPPER SCHOOL
- B.** MIDDLE SCHOOL
- C.** LOWER SCHOOL
- D.** PRESCHOOL
- E.** ARTS
- F.** ATHLETICS
- G.** DINING
- H.** ADMINISTRATION
- I.** ACTIVITIES BLDG.



PHASE 1

The proposed first phase addresses each of the four major academic divisions' facility needs. The catalyst project is the construction of a new Upper School facility, located north of the Athletic Center. This new building also contains the Upper School Learning Commons, which currently occupies the upper level of the Administration Building. Once the new Upper School is open, the existing Upper School building can be removed, to make room for the new Student Center, noted in Phase 2 below.

The new Upper School building also allows each of the three other divisions to address their facility needs. First, the Middle School moves out of the second floor of the Lower/Middle Building, into the second floor of the Administration Building, as well as other adjacent spaces. Next, the Lower School consolidates into both floors of the Lower/Middle building. Finally, the Preschool is able to consolidate and decompress by occupying the adjacent Lower School building. The PreK-3 building can be removed once this occurs.

Also during this first phase, the expansion to the Athletic Center can occur. This project is not dependent on any other project occurring before it, and can occur at any time the school desires, dependent upon funding availability.

Finally, the parking lot east of the Athletic Center is expanded to the north, providing much-needed additional parking on the main campus for students and others.

At the conclusion of this first phase, Jackson Academy's campus will have a new, state-of-the-art Upper School facility, as well as improved and expanded spaces for each of the other three academic divisions. And the site will be cleared in anticipation of the next phase – the construction of the new Student Center.

A. UPPER SCHOOL & LEARNING COMMONS

B. MIDDLE SCHOOL - RELOCATED

C. LOWER SCHOOL - CONSOLIDATION

D. PRESCHOOL - EXPANDED

E. ARTS

F. ATHLETICS - FACILITY EXPANSION

G. DINING

H. ADMINISTRATION

I. ACTIVITIES BLDG.



PHASE 2

Both the new Upper School and the new Student Center demonstrate the highest priority need for the school. As the next proposed project from the previous master plan, the construction of a new Student Center and dining facility is urgently needed. With its preferred location occupying the site where the current Upper School building sits, the ability to construct the new Student Center without prematurely displacing the occupants of that building requires it to occur after the new Upper School is occupied.

The new Student Center can be constructed while the current dining facility remains in operation. Once the new Student Center is completed and occupied, the existing cafeteria can be demolished. This will then allow the frontage along Ridgewood, starting at Sheffield, to be improved and landscaped, offering the desired new image for the school from this prominent roadway.

- A. UPPER SCHOOL & LEARNING COMMONS
- B. MIDDLE SCHOOL - RELOCATED
- C. LOWER SCHOOL - CONSOLIDATION
- D. PRESCHOOL - EXPANDED
- E. ARTS
- F. ATHLETICS - FACILITY EXPANSION
- G. NEW STUDENT CENTER**
- H. ADMINISTRATION
- I. ACTIVITIES BLDG.



PHASE 3

The construction of a new building for the Middle School is the next project. Building on the consolidation of this facility that occurred as part of Phase 1, this new two-story facility will replace the 7/8 building, providing new and improved academic and support spaces for grades five through eight. The new building will be linked to the second floor of the Administration Building, where other Middle School functions are located, and to the second floor of the adjacent new Student Center.

Once the new Middle School building is occupied, the existing 7/8 building will be demolished, with this area then being improved and landscaped.

- A. UPPER SCHOOL & LEARNING COMMONS
- B. NEW MIDDLE SCHOOL**
- C. LOWER SCHOOL - CONSOLIDATION
- D. PRESCHOOL - EXPANDED
- E. ARTS
- F. ATHLETICS - FACILITY EXPANSION
- G. NEW STUDENT CENTER
- H. ADMINISTRATION
- I. ACTIVITIES BLDG.



PHASE 4

The two remaining projects that constitute this fourth and final phase include an addition to the west of the Lower School and Preschool, to provide desired additional support and instructional spaces for these divisions to share, and the expansion of the PAC, on the north side of that facility. These projects can be constructed without displacing any other school functions.

As noted above, a small maintenance structure is proposed for the northeast corner of the campus. This facility will house a variety of maintenance functions, and will help ease some of the space issues in the rear of the PAC.

Additionally, various site and landscape improvements can occur at different phases, including improved outdoor gathering spaces, improved play and athletic areas and general infrastructure upgrades.

- A. UPPER SCHOOL & LEARNING COMMONS
- B. NEW MIDDLE SCHOOL
- C. LOWER SCHOOL - CONSOLIDATION
- D. PRESCHOOL - EXPANDED
- E. ARTS EXPANSION TO PAC**
- F. ATHLETICS - FACILITY EXPANSION
- G. NEW STUDENT CENTER
- H. ADMINISTRATION
- I. ACTIVITIES BLDG.
- J. LOWER & PRESCHOOL EXPANSION**



ALL PHASES

- A. UPPER SCHOOL & LEARNING COMMONS
- B. NEW MIDDLE SCHOOL
- C. LOWER SCHOOL - CONSOLIDATION
- D. PRESCHOOL - EXPANDED
- E. ARTS EXPANSION TO PAC
- F. ATHLETICS - FACILITY EXPANSION
- G. NEW STUDENT CENTER
- H. ADMINISTRATION
- I. ACTIVITIES BLDG.
- J. LOWER & PRESCHOOL EXPANSION



CAMPUS PERSPECTIVE



- A. UPPER SCHOOL & LEARNING COMMONS
- B. NEW MIDDLE SCHOOL
- C. LOWER SCHOOL - CONSOLIDATION
- D. PRESCHOOL - EXPANDED
- E. ARTS EXPANSION TO PAC
- F. ATHLETICS - FACILITY EXPANSION
- G. NEW STUDENT CENTER
- H. ADMINISTRATION
- I. ACTIVITIES BLDG.



APPENDIX

PLANNING PROCESS DESCRIPTION

ON-LINE SURVEY

Prior to the first on-site meeting, an on-line survey was completed by over 1,000 stakeholders. An overview of the survey findings include:

Most important facilities requirements:

Room / Space size

Covered / protected access between buildings

Aesthetics / overall appearance

Supervision / visual control

Adjacency, proximity to other related functions

Natural light

Rating of the existing buildings

Best buildings—Performing Arts Center, Admin Building, Raider Hall, Raider Den

Needing replacement—Cafeteria, Gymnasium, Activities Building, Band Hall, MS

If you could add one building or space—Cafeteria, US, Parking, Gymnasium, MS

Data gathered from the survey provided a framework for on-site discussions.

ON-SITE MEETINGS

The first on-site information gathering exercise occurred over several days and included focused meetings with 12 different user groups. Each discussion was focused on the specific wishes of that group. Follow-up meetings were scheduled if additional time or research was needed. Interview sessions were conducted with the following groups:

- Project Steering Committee
- Administrative Staff
- Divisional Heads with selected faculty—Preschool, LS, MS, US
- Athletics
- Arts—Performing and visual
- Library
- Food Service
- Academic Recourse Center
- Parents
- Alumni
- US Students
- Board representatives

Input from the interviews informed three parallel assessments; Cultural, Needs and Facilities.

The Cultural Assessment was much like the electronic survey, this time conducted in small group sessions. The goal of the Cultural Assessment was to gain an understanding and appreciation for JA's unique culture and character, those things that distinguish JA from other schools, as well as to identify high-level project goals and guiding principles for the project. The goal of the Needs Assessment was the identification of the space required to fully and properly support JA's mission, vision, programs and curriculum. Finally, the goal of the Facilities Assessment was to understand the condition and use of the existing campus buildings and their long-term viability for continued use.

CULTURAL ASSESSMENT

Information for the Cultural Assessment was gathered employing multiple activities to engage and listen to the stakeholders. "5 Questions" and "Headline" were two of the activities employed. In the "Five Questions" exercise participants were asked five simple questions; what do you like BEST about JA, what do you like LEAST, what elements or spaces on campus would you KEEP, what elements or space would you TOSS or eliminate, and what is your ultimate DREAM for the campus. The questions are designed to get participants to think about what is important to them about the school and campus.

The answers were then ranked in order of preference with the highest first on the list.

BEST- PAC, Football Field, IT Upgrades

LEAST- Cafeteria, Parking, Gym

KEEP- PAC, Football field, amphitheater, Kindergarten play areas

TOSS- Cafeteria, Kindergarten play areas, US

DREAM- US, Gym, more parking, Cafeteria

In general these findings paralleled the findings of the on-line survey.

The "Headline" exercise asks participants to imagine what the school newspaper headline says on the day the campus improvements are complete. Participants were able to articulate their greatest hopes in general for the school and campus. A sampling of response includes:

"Expanding our Reach-Growing our Base"

"JA Unveils new Master Plan for Campus; say good-bye to 10:46 Lunch and

"Hello" to Matching Brick"

"JA Leads the way with new Student-Centered Spaces"

"Progressive Learning Enhanced with JA's Plan for STEM Building"

NEEDS ASSESSMENT

Interview sessions with the Divisional Heads, faculty, athletics, arts, library, food service, ARC and students focused on the spaces needed to support the academic vision. The overall operation of the school is moving towards increased autonomy for each of the 4 Divisions of the school. Each of the divisions, Preschool, Lower School, Middle School, and Upper School will have their own administration, library, STEM lab, ARC. and will strive to eliminate cross-over teachers between divisions. Use of existing space was analyzed to determine if any spaces are underutilized. Additional space needs were identified and a program developed which shows existing and proposed new space. This proposed program was benchmarked against an HCM database of peer facilities.

FACILITIES ASSESSMENT

Buildings

Available building drawings and site plans were updated to reflect current conditions. Existing building and site features were analyzed to determine their usefulness for the long term. The assessment included an evaluation of the building systems such as HVAC, plumbing, electrical, and exterior enclosure (roof, walls, doors, and windows). A "Facility Audit", July 17, 2016, by Building Solutions was used as the starting point of the evaluation. This report contained a Facility Condition Index which conclude that the cafeteria needed to be replaced and the Preschool and Band Hall are in poor condition. The condition of other building varies but in general they are in fair to good condition. All buildings were assessed to determine their ability to accommodate the school evolving teaching and learning practices.

Summary of Contributing Buildings

Excellent Condition - Performing Arts Center, Administration Building, Raider Hall

Good Condition - Preschool, Lower School, Gymnasium, Lower+ Middle School

Fair Condition - Activities Building, Upper School, Middle School, Band Hall

Bad Condition - Cafeteria, K-3 Building

DETAILED SPACES NEEDS PROGRAM

UPPER SCHOOL

The following is the detailed space needs tabulation by division and major area of the school, as initially identified through the various focus-group meetings, and further refined through subsequent meetings with the steering committee and school leadership.

DIVISION SPACE	BLDG.	EXISTING			PROPOSED				DIFFERENCE				
		SIZE (SF)	QUANT.	TOTAL	AREA TOT.	SIZE (SF)	QUANT.	TOTAL	AREA TOT.	SF	%-AGE		
UPPER SCHOOL (Gr. 9 - 12)										18,790	31,920	13,130	41.1%
INSTRUCTIONAL										14,203	18,300	4,097	
Math CR	US	563	1	563	600	5	3,000						
Math CR	US	581	1	581			0						
Math CR	US	613	1	613			0						
Math CR - 9th Gr	US	581	1	581			0						
History CR	US	677	1	677	600	5	3,000						
History CR	ACT	630	1	630			0						
History CR	ACT	648	1	648			0						
History CR - 9th Gr	US	668	1	668			0						
English CR	US	581	1	581	600	5	3,000						
English CR	US	581	1	581			0						
English CR	US	613	1	613			0						
English CR - 9th Gr	US	563	1	563			0						
Science Lab	US	842	1	842	800	3	2,400						
Science CR	US	547	1	547	600	6	3,600						
Science CR	US	854	1	854			0						
Science CR	US	585	1	585			0						
Science CR	US	585	1	585			0						
Science CR - Chem.	US	694	1	694			0						
Science/Eng CR - shared	US	646	1	646			0						
Science Prep/Storage	US	96	1	96	300	3	900						
For. Language	ADM	718	1	718	600	4	2,400						
For. Language	ACT	657	1	657			0						
For. Language	ACT	680	1	680			0						
ARTS										1,871	5,050	3,179	
Art Studio (2D)	ACT	1,045	1	1,045	1,050	2	2,100						
Art Studio (3D)	ACT		1		1,050	1	1,050						
Kiln					150	1	150						
Art Storage	ACT		1		300	1	300						
Media Arts Lab	ADM	826	1	826	850	1	850						
Electives CR					600	1	600						
ACADEMIC RESOURCE CENTER										1,052	1,720	668	
Main Area	US	845	1	845	600	1	600						
Tutoring Room - Small	US	67	1	67	80	4	320						
Tutoring Room	US	72	1	72			0						
Tutoring Room	US	68	1	68			0						
Tutoring Room - Medium					150	2	300						
Writing Center					500	1	500						
SHARED SPACES										0	4,200	4,200	
Seminar Rooms				0	250	4	1,000						
Publication Room				0	400	1	400						
Testing/Multi-purpose/Commons				0	1,000	1	1,000						
Student Collaboration Area				0	600	1	600						
Locker Areas				0	600	2	1,200						
ADMINISTRATION/SUPPORT										1,664	2,650	986	
Reception	US	235	1	235	200	1	200						
Staff (lunch)	US	305	1	305	450	1	450						
Copy/Work Room	US	206	1	206	300	1	300						
Conference Room	US	0	1	0	250	1	250						
Dean's Office	US	139	1	139	150	1	150						
Admin Asst. Office (mail)	US	108	1	108	100	2	200						
Office	US	121	1	121									
Office suite (reception)	US	550	1	550									
Tech. Coord. Office				0	200	1	200						
College Counselor				0	200	1	200						
College Resource area				0	300	1	300						
Counselors				0	200	2	400						

LEARNING COMMONS

DIVISION SPACE	EXISTING				PROPOSED			DIFFERENCE		
	BLDG.	SIZE (SF)	QUANT.	TOTAL	AREA TOT. SIZE (SF)	QUANT.	TOTAL	AREA TOT.	SF	%-AGE
LEARNING COMMONS/TECH CTR (US)					7,737			7,737	0	0.0%
LEARNING COMMONS					6,649			6,649	0	
Reference / Stacks	ADM	2,418	1	2,418		2,418	1	2,418		
Reading	ADM	2,320	1	2,320		2,320	1	2,320		
Circulation Desk	ADM	351	1	351		351	1	351		
Work Rm	ADM	110	1	110		110	1	110		
Processing	ADM	214	1	214		214	1	214		
Periodical Stor.	ADM	158	1	158		158	1	158		
Computer Room	ADM	257	1	257		257	1	257		
Group Study	ADM	118	1	118		118	1	118		
Group Study	ADM	118	1	118		118	1	118		
Office	ADM	118	1	118		118	1	118		
Office	ADM	119	1	119		119	1	119		
Office	ADM	119	1	119		119	1	119		
AV	ADM	128	1	128		128	1	128		
Equipment	ADM	101	1	101		101	1	101		
TECHNOLOGY CENTER					1,088			1,088	0	
Main Area	ADM	516	1	516		516	1	516		
Repairs	ADM	333	1	333		333	1	333		
Storage	ADM	239	1	239		239	1	239		

DETAILED SPACES NEEDS PROGRAM

MIDDLE SCHOOL

DIVISION SPACE	EXISTING				PROPOSED			DIFFERENCE			
	BLDG.	SIZE (SF)	QUANT.	TOTAL	AREA TOT.	SIZE (SF)	QUANT.	TOTAL	AREA TOT.	SF	%-AGE
MIDDLE SCHOOL (Gr. 5 - 8)					17,880				24,820	6,940	28.0%
INSTRUCTIONAL					14,574				17,600	3,026	
8th Gr English	MS	591	1	591		600	1	600			
8th Gr History	MS	591	1	591		600	1	600			
8th Gr Literature	MS	594	1	594		600	1	600			
8th Gr Math	MS	594	1	594		600	1	600			
8th Gr Science						1,000	1	1,000			
7th Gr Social Studies	MS	591	1	591		600	1	600			
7th Gr English	MS	593	1	593		600	1	600			
7th Gr Literature	MS	591	1	591		600	1	600			
7th Gr Math	MS	596	1	596		600	1	600			
7th Gr Science						1,000	1	1,000			
7/8 Science	ADM	638	1	638				0			
7/8 STEM	ADM	718	1	718				0			
7/8 Art	ACT	701	1	701				0			
6th Gr English	LMS	751	1	751		600	1	600			
6th Gr Literature	LMS	742	1	742		600	1	600			
6th Gr Social Studies	LMS	756	1	756		600	1	600			
6th Gr Math	LMS	724	1	724		600	1	600			
6th Gr Science	LMS	636	1	636		800	1	800			
5th Gr English	LMS	587	1	587		600	1	600			
5th Gr Reading	LMS	563	1	563		600	1	600			
5th Gr Social Studies	LMS	610	1	610		600	1	600			
5th Gr Math	LMS	587	1	587		600	1	600			
5th Gr Science	LMS	583	1	583		800	1	800			
5/6 For. Language	LMS	590	1	590				0			
5/6 STEM	LMS	647	1	647				0			
Art						1,000	1	1,000			
Art Storage						200	1	200			
Music						1,000	1	1,000			
Music Storage						200	1	200			
STEM						1,000	2	2,000			
ACADEMIC RESOURCE CENTER					691				1,220	529	
Main Area	LMS	691	1	691		600	1	600			
Tutoring Room - Small						80	4	320			
Tutoring Room - Medium						150	2	300			
READING/ LEARNING COMMONS					0				1,000	1,000	
Reading Area				0		400	1	400			
Stacks				0		300	1	300			
Office/Workroom				0		200	1	200			
Storage				0		100	1	100			
SHARED					0				3,100	3,100	
Multi-purpose Room				0		1,500	1	1,500			
Seminar Room				0		100	4	400			
Locker Areas (4-1 each/grade)				0		300	4	1,200			
ADMINISTRATION/SUPPORT					2,615				1,900	-715	
MS Office/Recep	ACT	641	1	641		200	1	200			
Faculty Offices (5/6)	LMS	530	1	530				0			
Faculty Lounge (7/8)	MS	284	1	284				0			
Faculty Lounge (5/6)	LMS	882	1	882				0			
MS Counselor	MS	139	1	139		150	1	150			
Conference Room	MS	139	1	139		250	1	250			
Dean						150	1	150			
Lounge						500	1	500			
Workroom						300	1	300			
Outdoor Ed. Coord.						150	1	150			
Storage						200	1	200			

LOWER SCHOOL

DIVISION SPACE	EXISTING				PROPOSED			DIFFERENCE		
	BLDG.	SIZE (SF)	QUANT.	TOTAL	AREA TOT.	QUANT.	TOTAL	AREA TOT.	SF	%-AGE
LOWER SCHOOL (Gr. 1 - 4)					16,901			23,590	6,689	28.4%
INSTRUCTIONAL					13,591			17,150	3,559	
4th Gr CR	LMS	527	1	527		650	5	3,250		
4th Gr CR	LMS	531	1	531				0		
4th Gr CR	LMS	528	1	528				0		
4th Gr CR	LMS	524	1	524				0		
4th Gr CR	LMS	740	1	740				0		
3rd Gr CR	LMS	534	1	534		650	5	3,250		
3rd Gr CR	LMS	534	1	534				0		
3rd Gr CR	LMS	490	1	490				0		
3rd Gr CR	LMS	538	1	538				0		
3rd Gr CR	LMS	604	1	604				0		
2nd Gr CR	LS	500	1	500		700	5	3,500		
2nd Gr CR	LS	499	1	499				0		
2nd Gr CR	LS	499	1	499				0		
2nd Gr CR	LS	499	1	499				0		
1st Gr CR	LS	500	1	500		700	5	3,500		
1st Gr CR	LS	500	1	500				0		
1st Gr CR	LS	500	1	500				0		
1st Gr CR	LS	497	1	497				0		
Spanish	LS	502	1	502		650	1	650		
Art/Resource (1/2)	LS	499	1	499				0		
LS STEM	LMS	840	1	840		800	1	800		
Speech	LMS	316	1	316				0		
Music	ACT	705	1	705		1,000	1	1,000		
Arts (Gr 1-6)	LMS	1,185	1	1,185		1,200	1	1,200		
SHARED					1,614			3,500	1,886	
Multi-purpose Room				0		1,500	1	1,500		
Tutoring Room				0		200	2	400		
Library (Gr 1-6)	LMS	1,614	1	1,614		1,600	1	1,600		
ACADEMIC RESOURCE CENTER					0			690	690	
Main Area				0		300	1	300		
Tutoring Room - Small						80	3	240		
Office						150	1	150		
ADMINISTRATION/SUPPORT					1,696			2,250	554	
Faculty Lounge (3/4)	LMS	279	1	279		300	1	300		
Office (1/2)	LS	175	1	175				0		
PE Office	ACT	300	1	300				0		
Dean				0		150	1	150		
Counselor				0		150	1	150		
Office / Recep	K3	326	1	326		300	1	300		
Conference Rm	K3	374	1	374		250	1	250		
Nurse	K3	Incl.		Incl.		500	1	500		
Work Room	K3	242	1	242		300	1	300		
Storage				0		300	1	300		

DETAILED SPACES NEEDS PROGRAM

PRE-SCHOOL

DIVISION SPACE	EXISTING				PROPOSED				DIFFERENCE	
	BLDG.	SIZE (SF)	QUANT.	TOTAL	AREA TOT. SIZE (SF)	QUANT.	TOTAL	AREA TOT.	SF	%-AGE
PRE-SCHOOL (PK3 - K)				15,821				23,500	7,679	32.7%
INSTRUCTIONAL				10,833				15,950	5,117	
KS CR	PS	351	1	351	700	4	2,800			
KS CR	PS	351	1	351			0			
KS CR	PS	351	1	351			0			
KS CR	PS	352	1	352			0			
KS CR	PS	352	1	352			0			
KS CR	PS	347	1	347			0			
PK4 CR	PS	351	1	351	700	4	2,800			
PK4 CR	PS	368	1	368			0			
PK4 CR	PS	368	1	368			0			
PK4 CR	PS	405	1	405			0			
PK3 CR	K3	448	1	448	700	4	2,800			
PK3 CR	K3	432	1	432			0			
PK3 CR	K3	503	1	503			0			
PK3 CR	K3	545	1	545			0			
Arts	PS	373	1	373	700	1	700			
Music	PS	850	1	850	800	1	800			
Centers	PS	356	1	356			0			
ACADEMIC RESOURCE CENTER								690	319	
Main Area	PS	371	1	371	300	1	300			
Tutoring Room - Small				0	80	3	240			
Office				0	150	1	150			
SHARED								5,360	2,001	
Gymnasium	PS	2,560	1	2,560	2,560	1	2,560			
Multi-purpose Room				0	1,500	1	1,500			
Storage	PS	181	1	181	400	1	400			
Pantry/Kitchen				0	200	1	200			
Library	ACT	618	1	618	700	1	700			
ADMINISTRATION/SUPPORT								1,500	242	
Teacher Work Rm	PS	308	1	308	300	1	300			
Lounge	PS	400	1	400	300	1	300			
Dean	PS	142	1	142	150	1	150			
Admissions	PS	81	1	81	150	1	150			
Admin Asst.	PS	98	1	98	100	1	100			
ASP	PS	109	1	109	100	1	100			
ASP	PS	120	1	120	100	1	100			
Storage				0	300	1	300			

DINNER/COMMONS

DIVISION SPACE	EXISTING				PROPOSED				DIFFERENCE		
	BLDG.	SIZE (SF)	QUANT.	TOTAL	AREA TOT.	SIZE (SF)	QUANT.	TOTAL	AREA TOT.	SF	%-AGE
DINING / COMMONS					7,546				10,400	2,854	27.4%
DINING					7,546				10,400	2,854	
Seating	CAFE.	5,829	1	5,829		5,000	1	5,000			
Special Dining				0		1,000	1	1,000			
Kitchen	CAFE.	1,033	1	1,033		2,200	1	2,200			
Servery	CAFE.	Incl		Incl.		800	1	800			
Dry Storage	CAFE.	144	1	144		200	1	200			
Storage	CAFE.	105	1	105		300	2	600			
Storage	CAFE.	139	1	139				0			
Storage	CAFE.	176	1	176				0			
Storage	CAFE.	120	1	120				0			
Faculty Dining				0		600	1	600			
STUDENT COMMONS					1,946				2,200		
Study Hall	ADM	1,400	1	1,400				0			
School Store	PAC	546	1	546							
Club Rooms				0		600	1	600			
Lounge Area				0		600	1	600			
Alumni Room				0		600	1	600			
Archive Room				0		400	1	400			

DETAILED SPACES NEEDS PROGRAM

PERFORMING ARTS

DIVISION SPACE	BLDG.	SIZE (SF)	QUANT.	EXISTING		PROPOSED			DIFFERENCE		
				TOTAL	AREA TOT.	SIZE (SF)	QUANT.	TOTAL	AREA TOT.	SF	%-AGE
PERFORMING ARTS					22,182				26,632	4,450	16.7%
DRAMA - THEATER					17,687				18,887	1,200	
Theater Seating	PAC	8,319	1	8,319		8,319	1	8,319			
Stage	PAC	2,527	1	2,527		2,527	1	2,527			
Lobby	PAC	2,880	1	2,880		2,880	1	2,880			
Black Box Theater	PAC	1,282	1	1,282		1,282	1	1,282			
Scene Shop	PAC	1,684	1	1,684		1,684	1	1,684			
Dressing Rm - M	PAC	262	1	262		262	1	262			
Dressing Rm - F	PAC	262	1	262		262	1	262			
Office	PAC	146	1	146		146	1	146			
Office	PAC	90	1	90		90	1	90			
Office Suite (3 ppl)				0		200	1	200			
Storage	PAC	54	1	54		54	1	54			
Storage	PAC	181	1	181		181	1	181			
Green Room				0		400	1	400			
Set & Costume Storage				0		600	1	600			
MUSIC					3,821				5,021	1,200	
Choral	PAC	1,533	1	1,533		1,533	1	1,533			
Choral				0		1,200	1	1,200			
Instrumental Practice area	BAND	762	1	762		762	1	762			
Dressing	BAND	209	1	209		209	1	209			
Dressing	BAND	255	1	255		255	1	255			
Practice Room	BAND	62	1	62		62	1	62			
Practice room	BAND	67	1	67		67	1	67			
Classroom?	BAND	330	1	330		330	1	330			
Classroom?	BAND	301	1	301		301	1	301			
Storage?	BAND	172	1	172		172	1	172			
Office?	BAND	130	1	130		130	1	130			
INSTRUCTION					674				2,724	2,050	
Drama CR	PAC	674	1	674		674	1	674			
Arts CR				0		650	1	650			
Wood Shop				0		1,400	1	1,400			

ATHLETICS

DIVISION SPACE	EXISTING				PROPOSED			DIFFERENCE		
	BLDG.	SIZE (SF)	QUANT.	TOTAL	AREA TOT. SIZE (SF)	QUANT.	TOTAL	AREA TOT.	SF	%-AGE
ATHLETICS					29,746			40,504	10,758	26.6%
ACTIVITY/PERFORMANCE					20,283			28,041	7,758	
Main Gymnasium	GYM	10,416	1	10,416		10,416	1	10,416		
Weight/Fitness Room	R HALL	1,742	1	1,742		2,500	1	2,500		
LS/MS Gym	ACT	7,545	1	7,545		7,545	1	7,545		
Exer-Gaming	ACT	580	1	580		580	1	580		
Aux. Gym				0		7,000	1	7,000		
LOCKERS/TEAM ROOMS					7,911			9,311	1,400	
Football Team Area	R DEN	3,200	1	3,200		3,200	1	3,200		
Varsity Boys	GYM	1,127	1	1,127		1,127	1	1,127		
Junior High Boys	GYM	1,119	1	1,119		1,119	1	1,119		
7th Gr Football	GYM	686	1	686		686	1	686		
Varsity Girls	GYM	896	1	896		896	1	896		
Girls Team Room				0		600	1	600		
Junior High Girls	GYM	883	1	883		883	1	883		
Staff Lockers/Showers				0		400	2	800		
SUPPORT					1,552			3,152	1,600	
Hall of Fame	R HALL	1,297	1	1,297		1,297	1	1,297		
Office	GYM	255	1	255		255	1	255		
Officials room				0		200	1	200		
Training				0		800	1	800		
Team Meeting Room				0		600	1	600		

ADMINISTRATION

DIVISION SPACE	EXISTING				PROPOSED			DIFFERENCE		
	BLDG.	SIZE (SF)	QUANT.	TOTAL	AREA TOT. SIZE (SF)	QUANT.	TOTAL	AREA TOT.	SF	%-AGE
ADMINISTRATION					4,859			5,859	1,000	17.1%
President	ADM	291	1	291		291	1	291		
Headmaster	ADM	190	1	190		190	1	190		
Admin Asst - Pres	ADM	178	1	178		178	1	178		
Admin Asst - Head	ADM	107	1	107		107	1	107		
Conference Rm	ADM	416	1	416		416	1	416		
Admissions	ADM	221	1	221		221	1	221		
Conference Room - Small	ADM	178	1	178		178	1	178		
Marketing	ADM	163	1	163		163	1	163		
Marketing	ADM	163	1	163		163	1	163		
Marketing	ADM	163	1	163		163	1	163		
Development	ADM	162	1	162		162	1	162		
Development	ADM	172	1	172		172	1	172		
Developemnt	ADM	80	1	80		80	1	80		
Business	ADM	169	1	169		169	1	169		
Business	ADM	229	1	229		229	1	229		
Business	ADM	136	1	136		136	1	136		
Breakroom	ADM	757	1	757		757	1	757		
Storage	ADM	269	1	269		269	1	269		
Storage	ADM	129	1	129		129	1	129		
Maintenance/Receiving				0		1,000	1	1,000		
Asst. Head	ACT	126	1	126		126	1	126		
Office	ACT	126	1	126		126	1	126		
Office	ACT	118	1	118		118	1	118		
Work Area/Open Office	ACT	316	1	316		316	1	316		

