

Welcome

*Let's begin exploring the future of learning for
The Globe Academy.*



The GLOBE Academy Visioning Session

1. Facilities Planning Committee Overview and History
2. Heat Map – Location Search
3. Budget and Timeline
4. Questions
5. Planning Process Overview
6. What we heard 2013 / Aspirational Object-Image
7. Program Review
8. Trends in Education
9. Future Thinking
10. Next Steps

Facilities Planning Committee Overview and History

1

Facilities Planning Committee Overview and History

GLOBE Facilities Planning Committee 2016-17

Jason Bitar
Doreen DeFlavis
Christi Elliott-Earby
Darren Fagan
Danny Glusman
Jill Goldberg
Gil Hearn
Brad Jones
James Minderhout
Elizabeth Oliver
Denise Procida
Chip White
Mira Williams
Anna Witte
Delilah Wynn-Brown

Year One (2013-14)

MORNING CARPOOL



MAIN DROP OFF 7:00am-8:00am
 CIRCLE DROP OFF 7:30am-8:00am
 All traffic **MUST TURN RIGHT** after dropping off.

- PARKING 8am-3pm ONLY
- NO PARKING BETWEEN 8am-3pm ONLY
- NO PARKING ANYTIME
- PARKING IS ALLOWED

WHEN DOT IS SHOWN IN CENTER OF ROAD IT APPLIES TO BOTH SIDES OF THE STREET

AFTERNOON CARPOOL



MAIN PICK UP
 KINDERGARTEN ONLY 2:30pm
 Traffic must que down Heritage (towards Briarcliff)
 All traffic **MUST EXIT TO THE RIGHT** when leaving carpool.

CIRCLE PICK UP
 1ST, 2ND & 3RD GRADES 3:00pm
 Traffic must que down Heritage (towards Charles McDaniel Park). All traffic **MUST EXIT TO THE RIGHT** when leaving carpool.

If you are picking up a Kindergartener and another grade child, please exit right, and take a left onto Briarcliffe, right onto Briarcliff, right onto Oakwawa, right onto meadowdale to que for CIRCLE pick up.

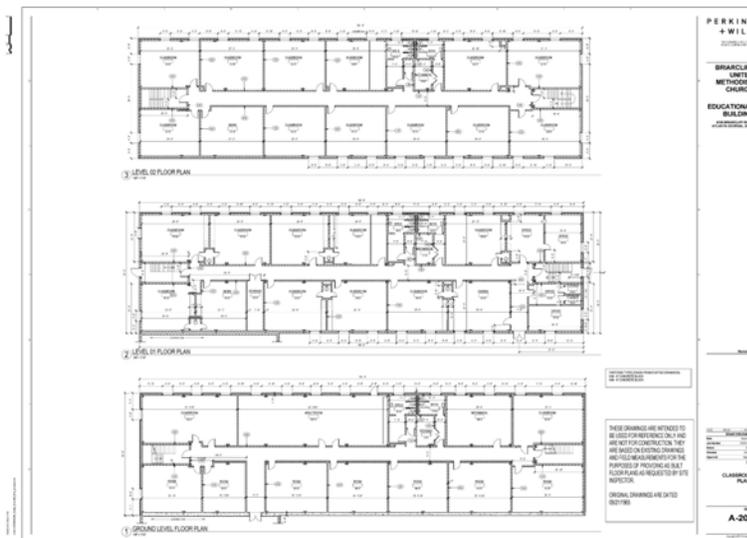
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Year Two (2014-15)



The GLOBE Academy
 Facilities Planning Committee Report



Year Three (2015-16)

Year Three (2015-16)



Year Three (2015-16) continued



2015-2018
Strategic Plan
September 28, 2015

Vision
To develop globally minded citizens who have the knowledge, skills and attitudes to effect positive change in

Mission
To foster global learning opportunities through balanced education for children of all backgrounds through a challenging and engaging world class language immersion education. The GLOBE Academy students will demonstrate advanced critical thinking skills through:

- Global competency and understanding.
- Advanced second language fluency.
- Academic performance equal to students in the highest performing schools in the world, and
- Positive impact in the community.

Initiative I: Stakeholder Expectations

- Goal 1: Define The GLOBE Academy as a learning institution.
- Goal 2: Communicate The GLOBE Academy's branding message consistently to all stakeholders.
- Goal 3: Develop and maintain a communications plan to support stakeholder expectations.

Initiative II: Teaching & Learning

- Goal 1: Ensure accountability in terms of classroom environment, instruction and student achievement across grade levels and subjects.
- Goal 2: Establish and maintain uninterrupted and consistent common planning time for teachers with shared curricular goals to effectively design instruction.
- Goal 3: Develop and maintain a mission aligned professional development plan for all instructional staff.
- Goal 4: Develop articulation plan to ensure that the K-8 program prepares students for secondary and post-secondary success.

Initiative III: Recruitment & Retention

- Goal 1: Recruit and retain effective teachers.
- Goal 2: Establish a pipeline of language immersion teachers.
- Goal 3: Retain The GLOBE Academy families.
- Goal 4: Increase percentage of student applicants representing diverse populations.
- Goal 5: Enhance the school community's awareness of and appreciation for the broad spectrum of diversity that The GLOBE Academy represents and aspires to achieve.

Initiative IV: Governance

- Goal 1: Develop systems and structures that ensure effective governance.
- Goal 2: Establish effective committees and accountability plans for all contractual obligations.

Initiative V: Facilities

- Goal 1: Develop a short-term plan for facility maintenance and improvements for The GLOBE Academy's two current sites.
- Goal 2: Develop a plan for a long-term, single-body solution that fosters a unified school identity.

Initiative VI: Fiscal Sustainability

- Goal 1: Develop and maintain an effective budget planning process and policy.
- Goal 2: Establish clear structure and coordination among the Foundation, Parent-Teacher-Community Council, governing board, and staff and fund-raisers.
- Goal 3: Develop and maintain a cash reserve of three months operating expenses.
- Goal 4: Develop and maintain partnerships to strengthen the organization and bring resources to the school.

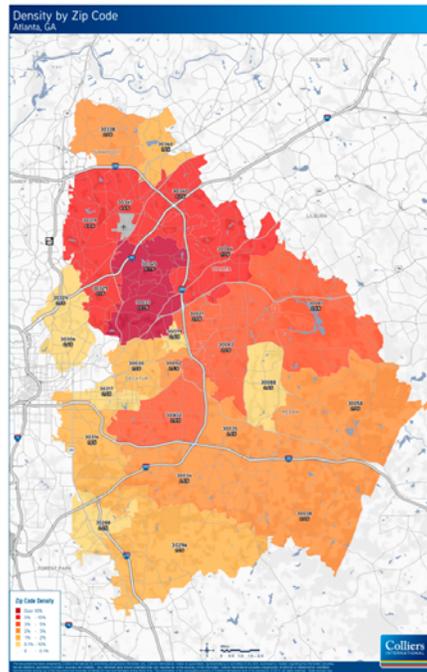
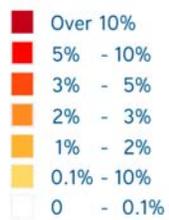
http://www.theglobeacademy.org/apps/pages/index.jsp?uREC_ID=381720&type=d&pREC_ID=865669

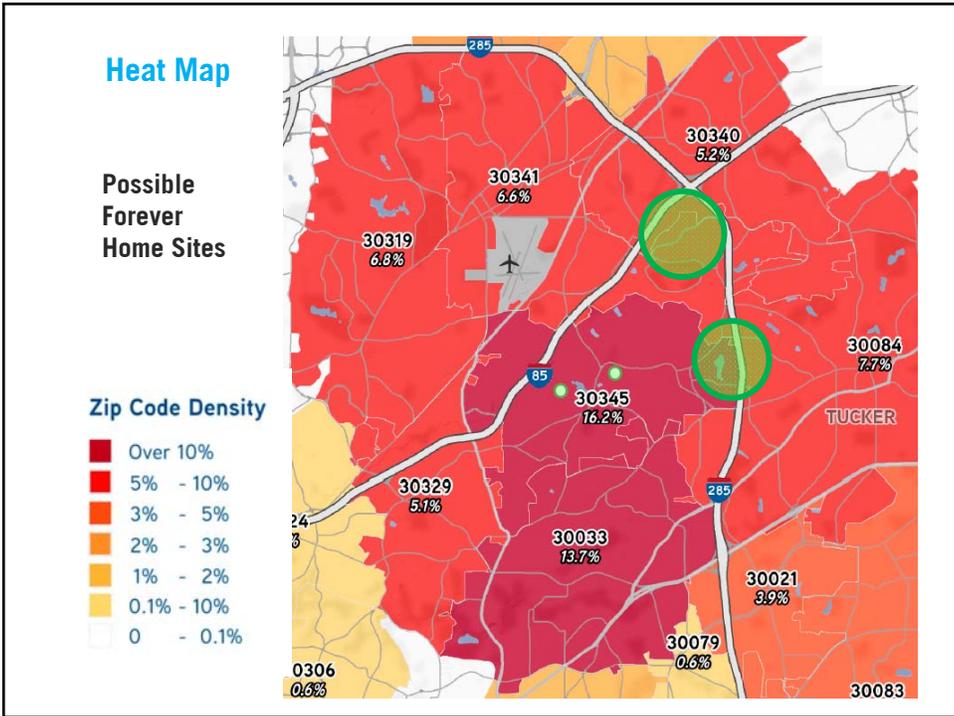
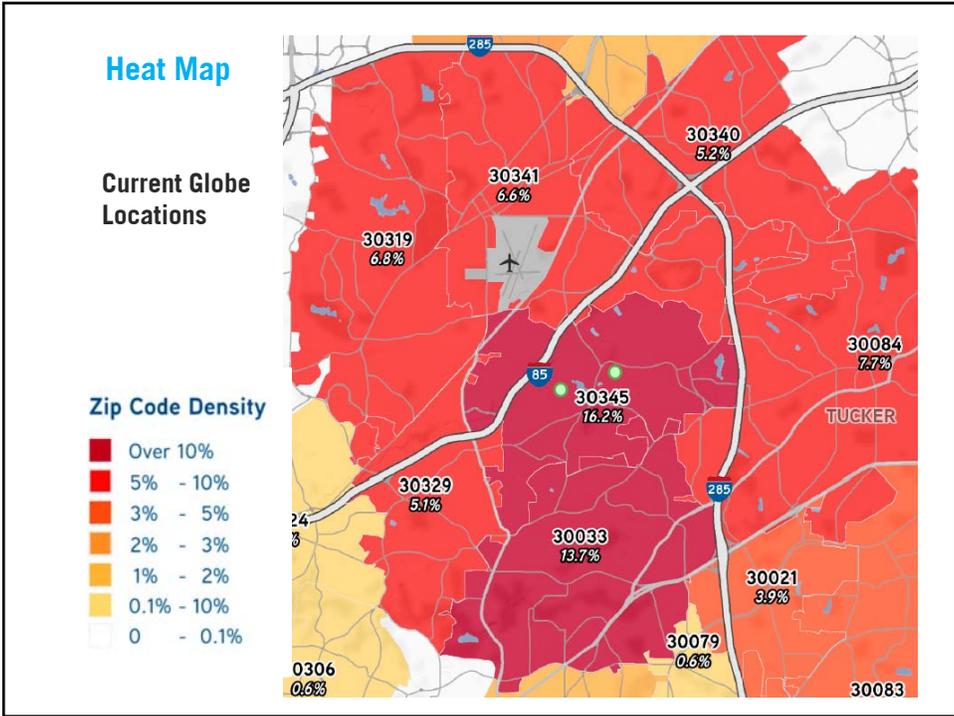
Journey Towards Our Forever Home

2

Heat Map

Zip Code Density





**Number of Classrooms Needed:
6 Kindergarten Classes**

EXHIBIT B

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	6	6							
1	4	6	6	6	6	6	6	6	6
2	5	4	6	6	6	6	6	6	6
3	5	5	4	6	6	6	6	6	6
4	4	5	5	4	6	6	6	6	6
5	4	4	5	5	4	6	6	6	6
6	-	4	4	5	5	4	6	6	6
7	-	-	4	4	5	5	4	6	6
8	-	-	-	4	4	5	5	4	6
Heritage	20	21	22	24	24	24	24	24	24
Church	8	13	18	22	24	26	27	28	30
TOT.	28	34	40	46*	48*	50	51	52	54

(28) (34) (40) (46*) (48*) (50) (51) (52) (54)

Notes:

- Number of classrooms available:
Heritage: 22 (18 in building, 4 modulars) + 2 specials
Church: 22 (1st and 2nd floors only) + 2 specials?
TOTAL: 44
 - Existing rooms at Heritage used for specials are excluded from calculation
 - Windowless and ground floor classrooms at church are excluded and may be used for specials or as resource rooms.
 - In this scenario, existing modulars would stay.
- * Additional modulars would be needed as follows:**
Year 4: Two additional modulars to be placed at Heritage
Year 5: Two additional modulars to be placed at the church and lease renewed on two additional modulars at Heritage
By 2023-24 (when all grades have 6 classes), the total classroom need is 54 *PER HIGH SCHOOL CLASSROOMS*

Budget and Timeline

3

Questions

4

Planning Process Overview

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When we teach a child to make good decisions, we benefit from a lifetime of good decisions.

-Seth Godin – from the book **Stop Stealing Dreams**

Slide about SRI

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P+W – Who are we?

PERKINS
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Each Fall, more than 600,000 students enter a school designed by PERKINS+WILL



RIDGEVIEW HS + MS Virginia

Planning Process Overview

From workshops to learning spaces

VISIONING 1
November 7, 2013

PROGRAMMING
Updated October, 2016

VISIONING 2
December 6, 2016

PLANNING

Visioning / Programming

- 21st Century Skills and Learning Spaces
- Future Thinking
- Planning Areas - Prioritize
- Summary

Visioning Session 1 – Aspirational Objects

BAMBOO PLANT - In a sleek modern container, has everything it needs, efficient use of space, soil roots and water are contained. All the different shapes work well together - water, leaves, stalks, container. Cohesive.

CELL PHONE - Technology, no matter what we build, we need to be connected. The kids are already connected. With technology getting smaller and smaller, we need to work with the kids and the new technologies. TED talk - "The future is built in the past in the 1600s and 1700s - people had to communicate in a way without technology. They built in flat row and we're learning in different ways. Use technology wisely without depending on it. Makes children critical thinkers and epaesthetic souls.

SAFETY GOGGLES - Safety is important. We are scientists trying things for the first time. Bold, ready to change. But use protection, not to be reckless. Need to create the perfect laboratory.

IMAGE OF AN INDIVIDUAL - Global citizens expanding, bringing learning to their homes and everywhere they go

PHOTO OF A LIBRARY SPACE - Openness natural light, use architecture to direct light into the whole room. Represents what we want. Students have the light inside them - just need to direct it. Take their openness to the world and share it.

MIRROR - New learning model. Everything is a reflection of us - the school and values.

PUZZLE BALL - Represents all our children and they are intertwined. Represents the school and its values - all global computing, arts, science, love, peace. They're all carefully intertwined, and you can't take any piece out because it's all fall apart - and very hard to put together.

CHILDREN'S VIDEO of children doing a project where they chose the project they wanted to do - Globe is about the power of choice.

LEGO WHEEL - Symbolizes moving forward. The children as well the school and people. Spokes of the wheel connect everything - languages, cultures, math art, and construction. It's for the children but they're also part of the decision making process.

JUMP ROPE that is made by children - intertwined, woven and strong.

"BURST THE BOX" - Getting the kids to think outside the box. "Burst it out of the box."

FLAG IMAGE - International school, how color could play a role in the architecture and represent the different cultures. Earth reminds everyone about sustainability. Image of international school - used bands of color - forward thinking way. A more contemporary architecture would be great.

COKE - Represents relaxation and enjoyment. Without the structured and regimented homework - they get to work on things they want to work on. Homework DON'T feel like work.

WOOD SAMPLE - Tree - ecosystem, wood - soft, strong. Flooring and wood is a material in a building. Wood can take a lot of abuse - colors. Can manipulate to show the history and a story. Regional materials.

PICTURES OF ART ROOM - Openness. Natural light. Modern without being stuffy and sterile. Warm and inviting. Why can't elementary art room be like an art studio?

WENGER PLANNING GUIDE - State of the art facilities for our students

PHOTOS: Pictures of kids with laptops and tablets. Technology

DINOSAUR & BIRD - Evolutionary process.

PAINTING - COLLAGE OF VISION TREE - Roots are improving weaknesses, availability of facilities, improving linguistic skills - the things that keep the foundation strong are dialogue and technology. Social skills, problem solvers, rational thinkers. Transform souls with caring. Interpersonal skills.

FRENCH PRESS - Need coffee, need globe. Happy that it isn't tied to technology. An old fashioned way of doing something. Easy to maintain. Doesn't require a lot of upkeep. The positive things that make globe unique do take time, but it's worth it in the end.

BLANK CANVAS - The school started as a blank canvas and turned into something beautiful like one of the classrooms that has transformed over time.



Program Review Student Learning Spaces

Globe Academy

Dekalb County Charter School

updated 10/22/16 with 24 students per class - DOE requires 77.8/s

Atlanta, Georgia

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SPACE DESCRIPTION	SPACES		STUDENTS		NET SQUARE FEET		notes
	teaching	total	each	total	each	total	
1 STUDENT LEARNING SPACES							
A. Standard Classroom							
1. Pre-K							
2. Kindergarten	6	6	24	144	750	4,500	Kindergarten DOE MIN 750 SF
3. 1st Grade	6	6	24	144	750	4,500	
4. 2nd Grade	6	6	24	144	750	4,500	
5. 3rd Grade	6	6	24	144	750	4,500	Intermediate 3-6
6. 4th Grade	6	6	24	144	750	4,500	
7. 5th Grade	6	6	24	144	750	4,500	
8. 6th Grade	5	5	24	120	700	3,500	(science B2 (3) homerooms) Middle 6-8 DOE MIN 660 SF
9. 7th Grade	5	5	24	120	700	3,500	
9. 8th Grade	5	5	24	120	700	3,500	
Sub-Total:	51	51		1,224		37,500	
B. Specialty Classrooms							
1. Science Labs (elem)	1	1	24	24	1,000	1,000	DOE MIN 1000 SF
2. Science Labs (MS)	3	3	24	72	1,000	3,000	DOE MIN 1000 SF
3. Computer Lab							use media
Sub-Total:	4			96		4,000	
C. Small Group Learning							
1. Resource Rooms		4			240	960	could include area in classroom
Sub-Total:						960	
D. Discovery Education							
1. Business:							
Tinker/Exploration Lab	1	1	24	24	1,200	1,200	middle school - could use media
Technology Education:							
Tinker /Exploration Lab	1	1	24	24	1,200	1,200	middle school - could use media
Sub-Total:	2			48		2,400	
F. Special Education							
1. General purposed classroom	3	3	24	72	750	2,250	3 special ed full size classrooms
Sub-Total:	3			72		2,250	
Total student learning spaces:	60			1,440		47,110	

Program Review Administration

2 ADMINISTRATION AND STAFF SPACES

A. Central Administrative Suite

1. Executive Director	1				175	175
2. Head of School - Lower	1				175	175
3. Head of School - Middle	1				175	175
4. Director of Operations	1				175	175
5. Secretarial Space	1				100	100
6. Admin. Reception	1				400	400
7. Admin Workroom	1				200	200
8. Conference Rooms	2				300	600
9. After School Program Office	1				100	100
10. Guidance Suite	2				300	600
11. Office - IEP	1				150	150
12. Clinic	1				300	300
13. Admin. Storage	1				200	200
14. Records/Vault	1				250	250
15. Bookkeeper	1				150	150
16. Registrar	1				150	150
17. Toilets, Staff (M&F)	4				60	240
18. Teacher Planning	2				400	800
Sub-Total:						4,940
Total admin. and staff spaces:						4,940

Program Review Cafeteria and Media

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3 COMMUNITY AND STAKEHOLDER SPACES								
A. Cafeteria								
1.	Dining	1	1	-	4,364	4,364	DOE ELEM= FTE (864) X 3,174 =2719	
2.	Parent Center		1	-	400	400	DOE MS=FTE (432) X 3,809=1645	
3.	Stage		1	-	900	900	TOTAL =4364	
	Stage Left & Right		2	-	100	200		
	Storage		1	-	200	200		
	Dressing (M&F)			-				
	Control Booth			-				
4.	Table and chair storage			-		100		
Sub-Total:			1	-		6,164		
B. Kitchen								
1.	Preparation Kitchen		1	-	1,000	1,000	1296 students - DOE requirement 3000	
2.	Serving area		1	-	300	300		
3.	Dry Storage		1	-	300	300		
4.	Refrigerator		1	-	300	300		
5.	Freezer		1	-	200	200		
6.	Office		1	-	100	100		
7.	Employee Lounge		1	-	100	100		
8.	Chemical supply		1	-	30	30		
9.	Mop		1	-	8	8		
10.	Can Wash Room		1	-	24	24		
11.	Dish Room		1	-	150	150		
Sub-Total:				-		3,012		
Total community spaces:			1	-		9,176		
4 MEDIA CENTER SPACES								
A. Library / Media Center								
1.	Reading Room/Stacks	1	1	24	24	5,100	5,100	DOE requirement 5100 SF
2.	Office		2	-		300	600	Based on an FTE of 1296
3.	Professional Library		1	-		750	750	
4.	Storage		1	-				
5.	Computer Lab Area	1	1	24	24	750	750	
6.	Conference Room		1	-				
Sub-Total:			2		48		5,850	
Total media center spaces:			2		48		5,850	

Program Review Fitness and Wellness

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5 FITNESS AND WELLNESS SPACES								
A. Gymnasiums								
1.	Gymnasium Floor	1	1	24	24	8,000	8,000	DOE requirements:
2.	Dressing Room / lockers		2	-		300	600	ELEM 5,000-8,000 sf
3.	Restrooms		2	-		150	300	MS 16,000 sf
4.	Teacher Office/Teacher shower		2	-		150	300	elem court 74x42 = 3,108
5.	Multipurpose (could be part of gym)	1	1	24	24	900	900	MS court 84 x 50 =4,200
Sub-Total:			2		48		12,040	
H Exterior Facilities								
1.	Field w/ Track		1	-				desired
2.	Outdoor Play Area		1	-				yes
3.	Basketball Courts		1	-				yes
4.	Carpool parking / queuing		1	-				yes
5.	Faculty parking		1	-				teachers
6.	Visitor Parking		1	-				
Sub-Total:				-				
Total fitness and wellness spaces:			2		48		12,040	

Program Review Performing and Visual Arts

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6 PERFORMING AND VISUAL ART SPACES								
A. Art								
1.	Elementary Art	2	2	48	-48	1,000	2,000	1000 doe min
2.	Storage, Materials		1			-	100	
3.	Secondary Art	1	1	24	24	1,640	1,640	1800 total doe min
4.	Kiln		1			60	60	
5.	Storage, Materials		1			-	100	
Sub-Total:		3		72			3,900	
B. Music								
1.	Band / Orchestra Classroom	2	2	24	-48	1,400	2,800	MS DOE MIN 1400
2.	Ensemble		1			150	150	
3.	Practice Room(s)		2			70	140	
4.	Storage, Instrument		1			-	200	
5.	Storage, Sheet Music (Office)		1			-	150	
6.	Storage, Large Equipment		1			-	200	
7.	Vocal Classroom (Elem music)	1	1	24	24	1,000	1,000	elem doe min 1000
8.	Storage, Sheet Music (Office)		1			-	150	
Sub-Total:		3		72			4,790	
Total arts spaces:		6		144			8,690	

Program Review Support and Summary

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7 FACILITY MANAGEMENT AND SUPPORT SPACES								
A. Mechanical and Custodial								
1.	Central mechanical room							included in gross factor
2.	Custodial workroom and office		1			200	200	receiving /with sink and clean up area
3.	Custodial storage		1			200	200	includes tool storage
4.	Custodial closets							included in gross factor
5.	Student Toilets		9					included in gross factor
6.	Public toilets		4					included in gross factor
Sub-Total:							400	
B. Property Control								
1.	Shipping and receiving							provide dock /receiving /dumpster yard
2.	Texbook Storage		2			200	400	
SPACE DESCRIPTION								
1296	Grades K-8							
			SPACES	STUDENTS		NET SQUARE FEET		
			teaching	each	total	each	total	notes
3.	Flammable Storage		1			100	100	
4.	General Storage		1			250	250	
Sub-Total:							750	
Total facility management and support spaces:							1,150	
TOTAL NSF			71		1,632		88,956	
TOTAL GSF: 1.40 grossing factor							124,538	
Student Stations								
Utilization = 90%					1,469			
Student Occupancy Planned					1,296			
SF/Student					96			

Trends in Education

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A little quiz.

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QUESTION #1

Which leading technology company is this?



QUESTION #2

Most millennials indicate this as most important in their lives.



QUESTION #3

What triggers the attention of the bull in a bullfight?



AND THE ANSWER IS...

- #1 IBM
- #2 Relationships
- #3 The movement of the cape, bulls are color blind and cannot distinguish red from other colors

ASSUMPTIONS ARE THE BARRIERS TO INNOVATION.

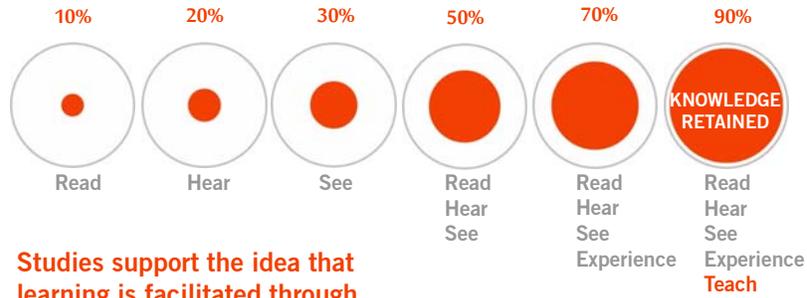
Thomas Edison had a very simple way of conducting job interviews. He'd invite prospective employees to join him for soup in the company cafeteria. If they salted their soup before tasting it, the interview was over.



Let's get ready to think openly about our children's future learning environment.

Trends in Education - Where we are going..... Research

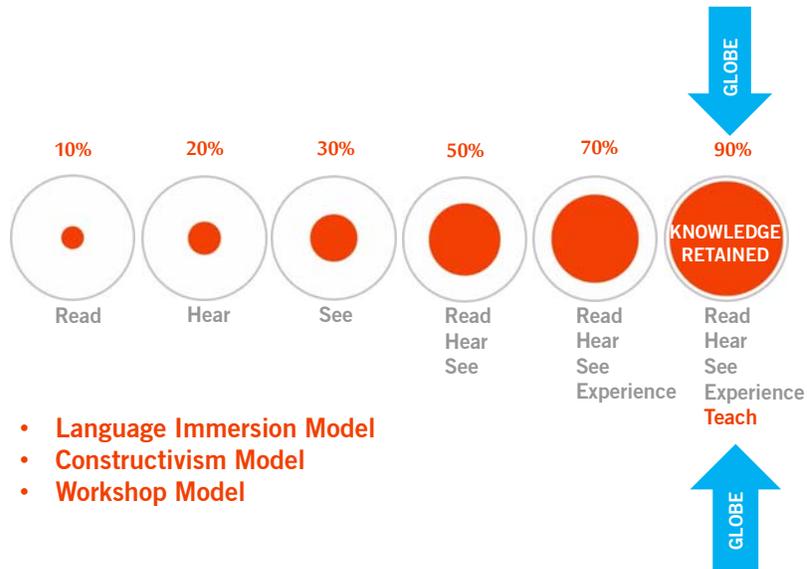
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Studies support the idea that learning is facilitated through hands-on and experiential projects.

GLOBE's Educational Model We are here!

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- Language Immersion Model
- Constructivism Model
- Workshop Model

How to Build a 21st Century Student

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Why collaboration?

Trends in Contemporary Policy

- 21st century skills stress curiosity, creativity, critical thinking, and **collaboration** (Partnership for 21st Century Skills, 2002).

Trends in Educational Research

- **Group learning** approaches lead to increased student learning outcomes of academic achievement, conceptual understanding, and pro-social behaviors (Cohen, 1994; Slavin, 2010).
- **Informal learning** is the basis for 70% of professional knowledge. (Leslie et al, 1998).

Elementary School Experience

Similar Educational Models that work

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Vittra Schools in Stockholm, Sweden “The School with No Limits”

- Progressive in curriculum and planning
- Technology supports learning styles
- Students work in groups based on skill levels
- No division made by age, but by assessment
- Learning spaces are unique in design and title:
 - The Cave – private concentration
 - The Camp Fire – groups
 - The Watering Hole - encounters
 - The Showoff – presentations

<http://www.youtube.com/watch?v=f8wBiQrW0p4>



Elementary School Experience

Similar Educational Models that work

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Hellerup Skole – Denmark “Learning by Doing”

- Progressive in curriculum and planning
- Students responsible for planning work and checking back with the teacher
- Open plan has variety of spaces and movable areas for creating special rooms for small groups
- Flexible schedules are kitchens throughout so students eat when they are hungry

<http://www.youtube.com/watch?v=1zj8LQDJFGM>



Innovative Ideas

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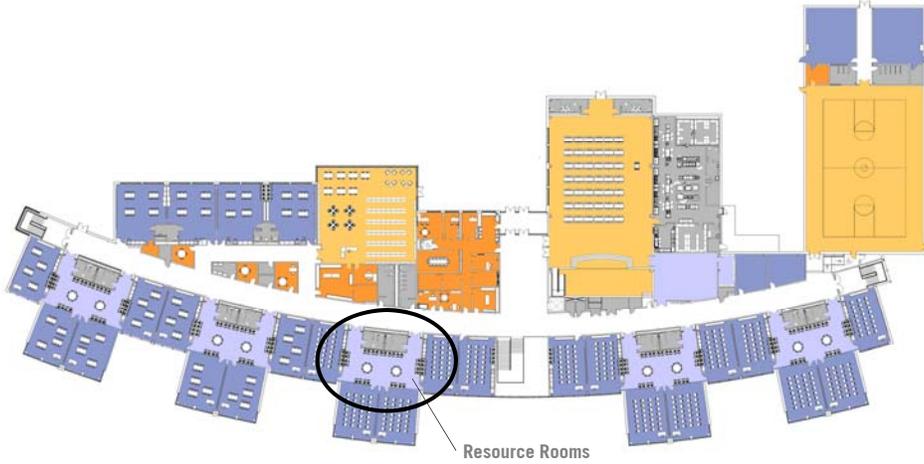


Distributed Media

Experience

Mattie Lively Elementary, Statesboro, GA

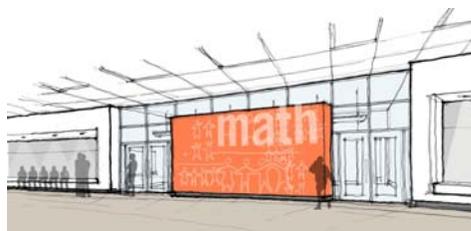
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Experience

Mattie Lively Elementary, Statesboro, GA

PERKINS
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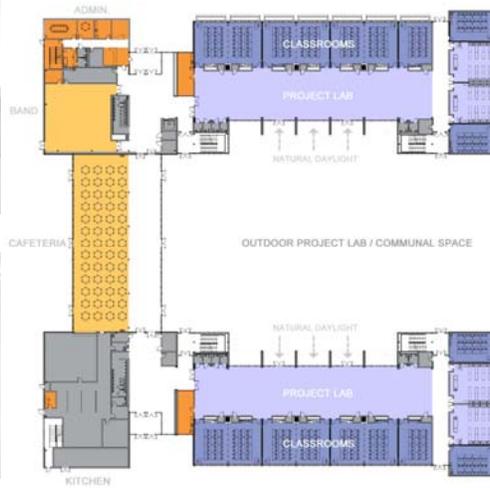
Experience

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Design of the Educational Environment – Project Based Learning in MIDDLE SCHOOL



EASTBROOK MS DALTON, GA



Experience

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Design of the Educational Environment – Project Based Learning in HIGH SCHOOL



COAHULLA CREEK HIGH SCHOOL DALTON, GA



Design of the Educational Environment

PERKINS
+WILL

INQUIRY-BASED



Design of the Educational Environment

PERKINS
+WILL

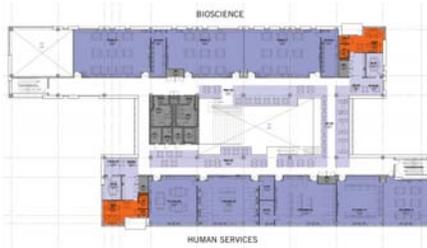
PEER TEACHING



Design of the Educational Environment

PERKINS
+ WILL

PRESENTATIONS



Second Floor Plan



CENTER FOR ADVANCED PROFESSIONAL STUDIES
OVERLAND PARK, KS

Design of the Educational Environment

PERKINS
+ WILL

FLEXIBILITY



ALPHARETTA HIGH SCHOOL ATLANTA, GA



Design of the Educational Environment

PERKINS
+ WILL

FLEXIBILITY



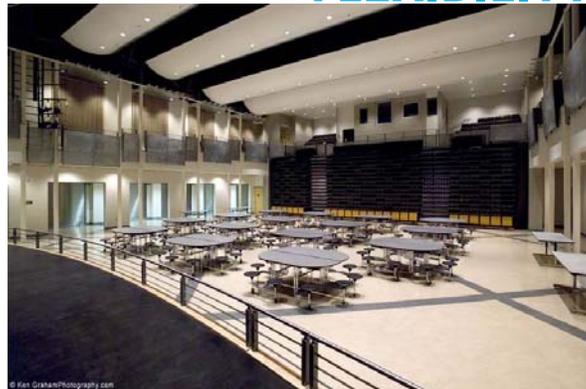
CEDAR RIDGE HIGH SCHOOL, ROUND ROCK, TX



Design of the Educational Environment

PERKINS
+ WILL

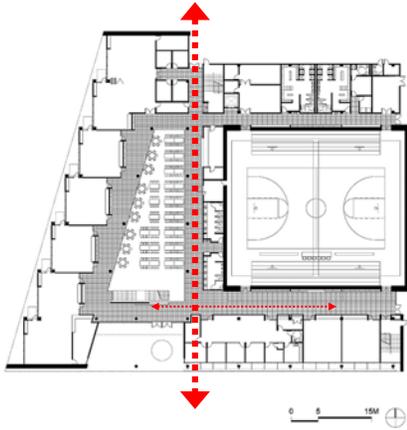
FLEXIBILITY



Design of the Educational Environment

PERKINS
+ WILL

MULTI -FUNCTION



Concordia School, Shanghai, China

Design of the Educational Environment

PERKINS
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MULTI -FUNCTION

- DINING
- ASSEMBLIES
- PERFORMANCES
- FUNDRAISERS
- BANQUETS
- PRE-FUNCTION SPACE FOR GYM
- CONFERENCES
- LARGE GROUPS
- BREAK-OUT AREAS FOR CLASSES



Concordia School, Shanghai, China

Design of the Educational Environment

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CONNECTIVITY



Alpharetta High School, Alpharetta, GA

Technology in Today's Schools

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+ WILL

STUDENT COMMONS



HERGET MIDDLE, AURORA, IL



WOODWARD STUDENT ACTIVITIES CENTER, COLLEGE PARK, GA

Design of the Educational Environment

PERKINS
+ WILL

DISPLAY WALLS



Design of the Educational Environment

PERKINS
+ WILL

CAMPUS



Whitefield Academy

Design of the Educational Environment

PERKINS
+ WILL

OUTDOOR SPACE



Coahulla Creek High School, Dalton, GA

Springdale Park Elementary School, Atlanta, GA

Design of the Educational Environment

SPECIALS



Art, Music, Capoeira, Dance, Chess, Athletics, Language, Yoga, Theater

Sustainability

Design of the Educational Environment

PERKINS
+ WILL

SUSTAINABILITY



PERKINS
+ WILL

STRETCH

When we teach a child to deal with a changing world, she will never become obsolete.

And when we give students the desire to make things, even choices, we create a world filled with makers.

-Seth Godin – from the book **Stop Stealing Dreams**

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**“IMAGINATION
is more important than
KNOWLEDGE”**
-Albert Einstein

1. If you had to prioritize, what common program elements would you want included in the first phase of our forever home?
2. What are some things that work well at GLOBE and you want to see in our new forever home?
3. What was your most memorable learning experience?
4. How could the school be used to create and encourage relationships with the outside community?
5. What do you consider to be your top 5 most important characteristics of a school building/environment in order of importance?

Next Steps

PERKINS
+WILL

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**When we teach a child to love to learn,
the amount of learning will become limitless.**

-Seth Godin – from the book **Stop Stealing Dreams**

Planning Process Overview

PERKINS
+WILL

From workshops to learning spaces



VISIONING 1
November 7, 2013



PROGRAMMING
Updated October, 2016



VISIONING 2
December 6, 2016



PLANNING

Visioning / Programming

- 21st Century Skills and Learning Spaces
- Future Thinking
- Planning Areas - Prioritize
- Summary

Planning

- Site Selection
- Refine Programming with New Campus
- Building Planning & Site Design