

Cora Kelly Elementary School

3600 Commonwealth Avenue, Alexandria, Virginia, 22305

At a Glance...			
Year Built	Tax Map	Current Square Feet	Average Educational Adequacy
1955	015.02-09-01	69,516	Satisfactory (72)
Zoning	Lot Size	Floor Area Ratio	Allowed Square Feet
RB	197,673	0.75	148,255
School Site	Building Assessment	Instructional & Support Spaces	Utilization
Satisfactory (87)	Inadequate (49)	Satisfactory (75)	Inadequate (77)

Background

Cora Kelly Elementary School is located in a residential neighborhood in Alexandria. This school is dedicated to preparing its student for the 21st century through science, technology, engineering, and math.



In 2014, Cora Kelly’s enrollment was 341 students with a measured capacity of 429. The enrollment projection indicates the school’s population by year 2020 will be 409 students.

The academic curriculum at Cora Kelly includes reading, language arts, mathematics, social studies, and science. The school also offers:

- Guided Math, personalized instruction to meet individual needs of students
- Core subject matter is integrated within core classes (i.e. art, library, music and physical education)
- Baldrige or Classroom Continuous Improvement is utilized to foster continuous improvement and empower students
- Science labs, computer labs and additional technology are provided for the students to help develop their science and technology literacy

DASHBOARD	
Current Enrollment (2014-2015)	341
School Capacity	429
Projected Enrollment (2020)	409
Projected Primary Instructional Classroom (surplus/deficit)	2020 3
Projected Total Additional Square Feet (surplus/deficit)	2020 7,811
Electric Usage in kilowatt-hour (7/1/2013 – 6/30/2014)	503,500
Number of Maintenance Calls (7/1/2013 – 6/30/2014)	196

Key Findings Summary

Based on the data collected through this assessment, Cora Kelly meets 72 percent of the educational adequacy benchmarks for an ideal 21st century elementary school.

High Priority Items

- Specialty and shared spaces are generally over-sized, while the core classrooms are generally under-sized.
- The core classrooms are also lacking air temperature controls which are required per the educational standards.
- Cora Kelly must provide basic infrastructure such as wireless internet access and ample

supply of electrical outlets for teaching devices.

School Site

Site Data	
<i>Environmental Considerations</i>	<i>Steep slopes to offsite channel around open fields</i>
<i>Number of Playgrounds</i>	3
<i>Recreation Features</i>	<i>Asphalt play areas, basketball courts and open fields</i>
<i>Resource Protection Areas</i>	<i>Adjacent nature area</i>
<i>Number of Parking Spaces</i>	85
<i>Storm Water Management</i>	<i>Bio-retention, multiple storm inlets</i>

Based on the assessment, the school site received a satisfactory rating. The site circulation is the main area of concern for this section. The school’s kiss-and-ride and bus lane are not separated and all vehicles access the same driveway in front of the school.

Additionally, some of the primary pedestrian routes are not separated from vehicular traffic, as required.

Instructional and Support Spaces

While the instructional and support spaces ranked satisfactory due to the majority of spaces meeting or exceed the requirements, core classrooms fail to meet size requirements. This area is of highest concern. The measured average size for pre-kindergarten and kindergarten class is 810 instead of the desired 1,175 square feet. The measured average size for grades one through five is 741 instead of the

desired 900 square feet. Collectively, only three of the twenty-four classrooms, or thirteen percent, meet the recommended size requirement.

The core classrooms do not have individual student desks and therefore do not support diverse learning styles or flexible seating arrangements. Very few of the core classrooms have restrooms within the classroom or even shared with an adjacent room, as specified. These rooms also lack individual temperature controls and occupants deal with major temperature fluctuations from season-to-season.

The specialty classrooms and shared spaces generally have adequate square footage, but they typically lack adequate storage, fixed equipment, and infrastructure. The rooms are missing two teaching walls and sound enhancement equipment. Teacher furnishings are minimal if non-existent and there are very few classrooms with teacher’s desk and personal storage equipment. In general, the student and teacher program furniture, which includes shelving, cabinets, wardrobes, and cubbies, is either not adequate or non-existent in most classrooms.

Building Assessment

The comprehensive building assessment of Cora Kelly revealed an inadequate rating. The technology infrastructure and tools are not capable of serving a 21st century learning environment as defined in the educational specifications. Electrical outlets are not present in multiple locations along classroom and corridor walls. The clocks and PA system throughout the building are not integrated, nor are the clocks digital, as desired. Additionally, there is limited wireless connectivity in the hallways and

corridors. Finally, the school does not provide wireless bandwidth at a one-to-one student-to-device ratio.

The other two sub-sections of the building assessment did not score much higher. Both building organization and accessibility earned a borderline rating. The building organization rating is due to the lack of distinct academic clusters and extended learning areas (ELAs) throughout the building. The building's programmatic spaces are appropriately located, as required, and provide after-hours access

without compromising the school's security. Lastly, the building's accessibility is poor because the only handicapped access to the second floor is by a stair lift.

It should be noted that the school building overlaps the separate/adjacent site that is zoned POS. Before building modifications are made, a consideration should be made to incorporate the square footage of the recreation center into the FAR calculations as they are currently not included in the square footage of the school.

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Recommendations

GROUP 1 – REQUIRED PLANNING

- **Site assessment** to determine whether the drop-off location location for the school can be relocated/reconfigured (based on property boundaries, setbacks, etc.). Assess whether all pedestrian circulation routes can be separated from vehicular traffic as recommended in the education specifics.
- **Explore** the feasibility of installing an elevator near the main entry to address the existing ADA accessibility issue.

GROUP 2 – FIRST PRIORITY

- **Access** opportunities to reconfigure existing instructional classroom spaces to meet the recommended size requirements outlined in the educational specifics.

GROUP 3 – SECOND PRIORITY

- **Assess** the possibility of equipping all classrooms and support spaces with individual climate control.
- **Equip** all core classrooms, corridors and support spaces with additional electrical receptacles as required.
- **Additional** storage for teachers and students should be integrated into the reconfigured classrooms as well as an upgrade to furniture, fixtures and equipment.
- **Equip** all classrooms with two teaching walls.

GROUP 4 – LONG-RANGE RECOMMENDATIONS

