COLLEGE VIEW
ELEMENTARY
SCHOOL

A Master Plan for Elementary School
Campus Improvement

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Finding Common Ground
Exploring The Urban Experience

FALL SEMESTER 1999
LA 6686 Section 001
University of Colorado at Denver
COLLEGE VIEW ELEMENTARY SCHOOL

Introduction

The objective of this report is to conduct a landscape site analysis of an elementary school, the College View Elementary School. The analysis result will be based for the eventual development of a master plan for the school. The College view elementary school is one of eight-six elementary schools in Denver Public School (DPS) system located in college View neighborhood at southwest Denver area. The address is 2675 South Decatur Street, Denver, CO, near the intersection of the S. Federal and College View Avenue.

The school primarily serves the neighborhood of college view. According to the 1990 Denver MSA census, the neighborhood had a total population of 12,938 residents. The neighborhood that College View Elementary School served is considered a poor neighborhood with 86% of the students in school is getting free lunch.

Student profile

According to the information provides by DPS, the school currently enrolls 459 students through ECE to fifth grade with the attendance rate 93.4%. The ethnic composition of these students is as follows:

Hispanic 68.4%
White 17%
American Indian 7.8%
Asian 4.1%
Black 2.6%

Basic on the Iowa Basic Skills Test Scores of 1997 (the Iowa test of basic skills is a nationally standardized assessment), the College View elementary school students are considered below the national average. In 1997-1998 school year, the Colorado Student Assessment Program (CSAP) shows 2% and 16% of the students are been considered at or about proficiency in the fourth grade writing and reading.
College View school currently has several special programs like English Language Accusation - Spanish, American Indian Focus School, Literacy Block, etc.

**Future Improvement of the School**

At the present time, DPS plans to add two new classrooms for the school that will be completed by 2001. However, the design of these two classrooms addition has not yet begun, and the schedule for design and construction has not been finalized. The DPS also suggests the location for those two new classrooms will be on the main level off the west end of the school building. These two new classrooms will take about 3,000 square feet of lot to construct. In order not to reduce the open space area for the school, it would seem reasonable to build these two classrooms on the second level of the existing structure.

In the new master plan of the College View elementary school, there will be an addition of a large grass field and more planting on the school ground. It is clear that, with the additional sod and plants, the current school irrigation system will need to be carefully upgraded and redesigned.

**Site Analysis**

The College View Elementary School site is examined in terms of layout, entrance, service area, parking lots, open space, playground, drainage and the area around the school.

**Layout**

College View Elementary School owns a four-acre school property. The site slope is about 3% to the north. The one-story school building takes 43,650 sq. ft, occupying approximately 25% of the school area. About 45,500-sq. ft of asphalt and 61,400-sq. ft of gravel cover most of the outdoor area of the school ground. Together, 87% of the school ground is covered by hard surface.

**Entrance**

The main entrance of the school is at the northeast corner of the school building. However the students do not use this entrance in the morning. All the students must line up at the West Side of the building when they arriving school every morning, and then enter the building through a side entrance.
Service area

There are 19 large classrooms and 5 small classrooms in the building. A gymnasium and a cafeteria are located at the south end of the building, and all the classrooms can avoid the directly southern exposure from the sun. The food service area is located at the southeast corner of the school building and the service area for all the vehicles and trucks are outside it.

Parking lots

There are three parking lots in the school. The main parking is in front of the main entrance on the building. An additional parking lot is located at the west side of the school. At the southeast corner of the building is the service parking lot. According to DPS regulations, the school has to have a minimum of 34 parking spaces, and those three lots provide totally about 45 parking spaces.

Open spaces

The major open space is at the south side of the school building. There are several playground equipment that stand above the gravel paving. Unfortunately, all the equipment are over twenty years and some of them are not in a good shape. All the equipment with bad conditions should be replaced because of safety reason. There are also a basketball court, a tetherball court and a four square field on the asphalt cover. The open space is all covered by hard surface, and is extremely hot in the summer. There are several small trees standing near the fence. However, they hardly provide enough shade for the students and the faculties in the school.
Playground

There is a new pre-fabric combined playing equipment, eight swings and one climber in the ECE's playground and only for ECE use. Other students do not use these equipment. What they have is some old equipment located at the south side of the school building. In the primary playground, there are a swing set with nine swings, one slide and one jungle doom. In the secondary playground, there are a swing set with eight swings, a climber, a slide, a climb bar and a rings. All these equipment are old and some of they should be replaced.

Drainage

On the school ground, water drains down slope to the street and into the street drainage system, with the exception of a huge water inlet at the center of the gravel area. The location and size of this drainage inlet presents danger to the school children, and is visually unpleasant.

Areas around the school

Adjacent to the west side of the school property is a parking lot that belongs to Shamrock, a gasoline service station. At the present time, this parking lot is hazardous to the school because usually a great deal of trash is found here, and a few of drunk people often stay in the lot. The community has asked the landowner of the station to donate half of this parking to school, but the negotiation is still in the process. In case the school can get this lot, it would have positive impact upon the future expansion of the elementary school. The north, east and south sides of the school are generally residential use.
Constituent Groups of Users

There are several major constituent groups may influence in this project. Their opinions are important and valuable for us while the design is processing.

The Children

The first constituent group is the school children. It is reasonable to believe that children appreciate a place with grass and trees. They can have a place to sit, rest and talk under the tree canopy. A place for them to jump around is also a popular idea and they think that would be a great place to play with a group of friends. Also, children may enjoy having a field for soccer and football. They like the idea of baseball field as well. Children also like the equipment with ropes and tires so they can play on it. Additional, plants and flowers should enhance the landscape for children and others.

The Teachers

The second constituent group is the teachers in the school. The principal, Mr. Angelo Spataro, indicates that it would be nice to have a sod land instead of the existing gravel field at the south side of the school. Also, he considers biking to school is dangerous for small school kids and does not encourage them to do so.

A number of teachers in the school would like the landscape in front of the school main entrance be improved. The unpleasant view adjacent to the west side of the school is also needed to be blocked. Also, those teachers are interested in having outdoor classrooms and thinking an outdoor learning environment is beneficial to the school children. Finally, the physical education teacher Mr. Avery Kock, suggests that the playground blind spots be eliminated in order to improve children supervision.

PTA/Community

The third constituent group is the PTA and the College View Community Association. College View Community has a strong community association. Some members of this organization are enthusiastic about the neighborhood affairs. Dan Rigeway, the vice president of the neighborhood association, challenges the school policy - children are not encouraged to ride their bike to school. He thinks that the school should provide bike racks in front of school to show active attitude about the biking. Overall, the community association is excited about the improvement of the school playground, and is willing to provide labor to the construction.

The PTA's attitude about the biking is passive. All the members in PTA meeting on Nov, 14th, 99, thought that it is dangerous to the kids. On the other hand, they are really interested in the idea of outdoor classrooms and the new playground equipment.

Both the PTA and the community agree that for the long-term development of the school, the school must acquire the parking lot adjacent to the west side of the school. They will press on negotiating with the city government and the landowner and try to extend the school boundary. Furthermore, both associations have expressed willing to raise funds for the new construction on the school ground or buy the extra land for school.
Goals and Objectives for the Master Plan

The goals and objectives will be the guideline for the master plan development. It also shows what we want to achieve in this project.

Educational Goal

Learning is gaining experience, it's more active instead of reading, you go out and look… Learning is assimilating a body of data and being able to use it as part of your experience.

-Robert sommer, University of California, Davis

Learning should not been thought of an indoor activity. Students can gain variety experiences from both indoor and outdoor studies. Outdoor learning allow students assimilating the data they got by their own experience but reading does not. Textbook just can not teach students everything. Outdoor learning would be a really efficient way to help our children easier and faster. To attain our intent, we are going to following these objectives:

Interaction with the environment

For example, students may learn about the nature and ecosystem from their surrounding in the neighborhood and the school ground. They will have more opportunities to see, smell, listen, touch and feel the insects and plants in the school and learn to cherish the environment. This will give them the good attitude about the environmental protection during their childhood.

Incorporating curricula

Teachers can adapt the curricula to acquire more benefit by learning outdoors. Some curricula can combine the outdoor resources, as the teaching material and help students feel interesting during the studying process. For example, geography, botany and ecology will become easier when the students can learn it outdoors. Even a reading class will become more interesting when sometimes it is in the outdoor classroom.

Outdoor study

Some research mentioned about that the value of outdoor study, which is very helpful for children to learn how the built and natural environment reveal the ideas, laws and principles which we presently are trying to teach children form the textbook. An outdoor classroom will make the learning environment an active, not passive, set of space.

Recreational Goal

Johnson's study (1935) indicates that expensively equipped playgrounds led to more exercise and few social contacts. Our results suggest the same pattern.

-Carol S. Weinstein, Rutgers Graduate School of Education, New Brunswick
The DPS lists one of their goals in the DPS annual report 1999 "use schools as neighborhood resources to support social, educational, vocational and health needs of the community". The school ground may provide an appropriate place for the students and the community for recreational uses. As we mentioned before, fancy equipment may let more physical activities but reduce the communication between children. Furthermore, the budget for this project is really tight and the school can not afford expensive equipment. All the new construction should be creatively designed to match the recreational need and minimize the budget. Besides, use the labor from community to construct may be a good way to save money. To achieve this goal, we have following objectives:

Developing neighborhood participation

In turns of recreational goals, the development of the school playground may be benefited by involving the neighborhood residents. Such an involvement may help to create a positive attitude on the part of the local residents and to prevent vandalism.

Improve recreational opportunities

Community and students can use playground and sod land for outdoors activities after the school day. The open spaces in school should afford various activities for different people for recreational uses. Once the recreational opportunities been improved, the school ground will attract more users. In addition, the school playground may serve as a community meeting place, both for recreational and social activities, for the neighborhood.

Creative play

The new playground equipment should be flexible for various ways to play with. Children are always so creative to develop their own way to utilize the surrounding environment. During the process they creating their own way to play, they will learn about regulations, discussion and compromise. Children will have more social interactions with their classmates and make more friends when they play together.

Aesthetics Goal

The value of a place, or its special character, is not determined by its appearance or aesthetic qualities but by its potential value of affording different activities. -Joost Van Andel, Department of Social Sciences, Eindhoven University of technology

No doubt aesthetic improvement is one of the major goals, but not means we have to sacrifice the opportunities for activities. A valuable space is not only for people to see but also for people to use. In this case we would like to create a graceful space to attract various people and activities. These are the objectives we want to reach:

The greeting of the school

Use landscape to create a wonderful entrance image will not only to improve the visual experience for the neighborhood, but also show the greeting of the school. Every morning,
the first thing that the teachers, parents and students will see once they arriving the school is a beautiful flower garden right in front of the main entrance. That will be a wonderful beginning for their brand new day.

The greening of the school

A huge grass field will appear in College View school instead of existing hard surface. The grass field absorbs less heat than gravel and asphalt pavement so the outdoor temperature will be more comfortable in the summer. More deciduous trees will be planted to create more shade in the summer time. It means more people could enjoy outdoor activities even in the summer because the tree canopies could decline the direct sun exposure. During the wintertime, all the leaves defoliated naturally, so the school ground will get more sunlight. By the way, it will give school ground a more natural look and provide a more comfortable space for people as well. Everyone will enjoy the better visual experience of the school.

Master Plan

The master plan for the school is based on the previous analysis and matched the goals and objectives this report mentioned about. It may be used as the major reference document for the detail design in the future.

Greening the school

87% of the school ground was covered by hard surface and only seven trees barely stood around the major open space at the south side of the school. To provide a grass field and plant more trees will be the first priority. The sod land should be big enough to meet standard size for 8 vs. 8 youth soccer. In addition, more trees should be planted on the school ground to provide more shade.

Adjacent to the west boundary of the school, the dilapidated parking lot does cause the uncomfortable visual experience. Planting vines along the fence will be the best way to solve the problem. Those vines could create a green buffer to block the bad view with a minimum budget.
Learning outdoors

A flower garden in front of the school could not only ameliorate the landscape of the school main entrance but also shows the greeting of the school. Besides, children can learn more about the botany and floriculture from this garden by their own eyes and hands. That will help them to develop their interest to the natural environment surround us.

Located at the southwest corner of the building is the outdoor classroom. Trees will provide shade for this area. This will be the best space for teachers to gather their students and teach under the clear blue sky.

Creative play

Some of the existing play equipment is old, the conditions are bad as well, and should be replaced. Some new equipment will be install on the playground. This new equipment will be carefully designed to achieve the goal of creative play. Children can discover their own way to have fun with the new equipment and they are always so creative to do that. During the process they developing a new way to play, they will have more social interactions between each other, not only the physical exercise.

Physical education

Although a sod field is good for variety of activities, the hard surface area still been consid­ered the best ground cover for most exercises because it works under any weather conditions without too much maintenance. The asphalt area will be kept for multi-function use. The basketball field can be convertible to a volleyball field, so it can afford more different activities happen on it. In the morning, it can be the place for children to line up as well.

Comfortable and Safe place for people

All the space in College View school will be assessable for handicap. Besides, benches will be installed at appropriate locations to provide more sitting place.

For safety reason, the open space in the school has to be easy to supervise. Any blind spot should be avoided. Whole area should be monitored even there is only one supervisor in the school playground.

To avoid the conflict between the playground and parking lot, two gates will be placed to separate the playground and parking.

All the equipment appears in the school have to follow the regulations, codes and other stand­ard, and locate at suitable place to avoid any possible dangerous. The species of the plants must be carefully select to avert of any potential harassment.

Easy to maintain

A new automatic irrigation system will be installed to water the lawn, flowers, shrubs, and trees. It takes less labor and water to take care of the plants in school.
All the equipment should be made by enduring materials and not take too much labor and money to maintain it.

**Cost Estimation**

**Phase 1 - School yard greening**

Creating the grass field and planting more trees

The greening of the school will go first priority. Instead of existing gravel paving, a huge grass field will be created. There are also more deciduous trees will be planted right along the fence. To water those plantings, the automatic irrigation system will be installed in this phase.

<table>
<thead>
<tr>
<th>Category</th>
<th>Unit Cost</th>
<th>Unit Type</th>
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<th>Unit Mater</th>
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**Phase 2 - Landscape improvement**

Build the flower garden and plant the vines on the fence

Improve the landscape will be the second priority. The flower garden in front of the school main entrance will not only create a pleasant image for school, but also have educational propose. The vines on the fence will block the bad view for school and green the fence as well.
<table>
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**Phase 3 - Playground construct**

*Replace/relocate the equipment and build the outdoor classroom*

In the final phase, we will install several new playing equipment in the school and some old equipment will be removed or relocated. The outdoor classroom will be build as well during this period.

<table>
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<tr>
<th>Phase</th>
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<th>Unit Type</th>
<th>Unit Labor</th>
<th>Unit Material</th>
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**TOTAL 120,911 DOLLARS**
APPENDIX
GENERAL INFORMATION
College View Elementary School

Address:
2675 S. Decatur St.
Denver, CO
80219-6031

Location:
South Decatur Street
at West College Avenue

Phone:
(303) 934-5689

Fax:
(303) 764-7586

Principal:
Angelo R. Spataro

Iowa Basic Skills Test Scores:
The Iowa Tests of Basic Skills is a nationally standardized assessment. On such tests, a score of 50 is considered the national average.

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<td>Math</td>
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Colorado Student Assessment Program (CSAP) Scores:
The Colorado Student Assessment Program (CSAP) reflects what students should know at each grade level, as defined by state standards. Scores fall into one of four categories - advanced, proficient, partially proficient, and unsatisfactory - in meeting these standards. CSAP is just two years old and grade levels are still being added. During the 1997-1998 school year, it was only used to measure achievement in reading for grade three and reading and writing in grade four. (Grade seven reading and writing is being added during the 1998-1999 school year.)

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<th>Grade</th>
<th>Total number of students at or above proficiency</th>
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<td>Fourth Grade Reading</td>
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Student Membership

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<th>Race</th>
<th>Number of students</th>
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Special Programs and Activities:

College View Elementary School enhances the education of its students by employing the following programs and practices:

Extended Day Kindergarten (three sessions) - students attend in the morning and afternoon (all day)
Reading is taught by using a literature based approach with a strong phonics component
Literacy Block - Each classroom teacher devotes a minimum of three hours per day to reading, writing and language.
Looping - In grades one and two the same teacher remains with the same students; in grades four and five the same students remain with the same teacher
English Language Acquisition - Spanish - There is one ELA-S classroom at each grade level
American Indian Focus School - A program that enhances the educational needs of American Indian students from the Southwest Denver schools
Challenge - An extensive pull out program for gifted students

This school info page was last updated on 8/23/99
COLORADO STUDENT ASSESSMENT PROGRAM
(CSAP)
SCORES
Thursday, September 30, 1999

State Tests: Fourth Grade

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</table>

State Tests Results for September 30, 1999

- Goasnw' Garden
- FallinS (select)
- Bert, Ed, Sor (select)
- Jolliban (select)
- Cowe' 3':
- Casno (select):
- Bran V, eves (select)
SURVEY OF SHAMROCK’S PARKING LOT
PLAYGROUND OBSERVATION CHECK LIST
PLAYGROUND OBSERVATION CHECKLIST

1. School District ___________________ # __________________
2. School District ___________________ # __________________

3. Health District ___________________ # __________________
   Name of Observer __________________

4. Date: __________________________
   Day: (1) Mon (2) Tue (3) Wed (4) Thu (5) Fri

5. Start Time: ____________
6. Finish Time: ____________
   Duration: ____________ minutes

During the observation:

9. Number of children at play: ______
   Grade levels of children at play: K_ 1_ 2_ 3_ 4_ 5_ 6_

11. Number of adult supervisors: ______
   Total student enrollment: ______

GENERAL HAZARDS

13. Supervision inadequate.
14. Play permitted when play area or equipment is icy, wet, or unsafe.
15. Running or playing too close to equipment.
16. Jumping off equipment or from one piece of equipment to another.
17. Playing with sports equipment in an inappropriate way.
18. Other (specify in remarks).

CLIMBING EQUIPMENT

20. Standing on top of equipment.
21. Climbing ladders or rungs more than one step at a time.

SLIDES

22. Running or crawling up or down the slide.
23. Sliding backwards down the slide.
24. Sliding before other children are off the slide.
25. More than one child sliding at the same time.

SWINGS

27. Kneeling or standing while swinging.
28. More than one child on a swing.
29. Swinging too high.

MERRY-GO-ROUNDS

30. Standing while riding.
31. Not holding on.
32. Jumping off while merry-go-round is turning.
33. Riding with head, arms, or legs protruding over side.

OTHER

34. Play activities or equipment not listed above. (specify in remarks).

REMARKS:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
PLAYGROUND SAFETY SITE ASSESSMENT
Copyright (c) 1990 Jay Beckwith

SITE: ______________________ INSPECTOR: ______________________
_________________________ DATE: ______________________
_________________________ TIME REQUIRED: ______________________

YES NO

A. GENERAL CONCERNS

1. Can the playground be viewed from the street?
2. Are street, open water, ditches, etc. fenced?
3. Is wheelchair access provided?
4. Are drinking fountains operational and clean?
5. Does the size of the equipment match the users?
6. Is adequate drainage provided?
7. Is equipment free of vandalism?
8. Is shade provided by approved structures or trees?

B. GROUND COVER

1. Is fall protection provided under all ply equipment?
2. Is the loose fall material 12" deep?
3. Does fall material extend at least 8' from equipment?
4. Is the fall material non-compacted?
5. Is rubber mat one inch thick for every four foot of equipment height?
6. Does the fall material extend twice swing beam height?
7. Is there provision for keeping the swing area free of conflicting traffic?

C. C.P.S.C. COMPLIANCE

1. No openings between 4" and 7"?
2. No "V" entrapments present?
3. Are there 38" high non-climbable rails on all decks?
4. No protrusions which extend more than their diameter?
D. RISK MANAGEMENT

1. Are spin arounds and see-saws removed?  
2. Decks lower than 66" high or equipment less than 104"?  
3. Is grass area free of holes and protruding sprinkler heads?  
4. Are walks and ball courts free of trip hazards?  
5. Trash dumpsters "child proofed"?  
6. Soccer goals firmly anchored and in good condition?  
7. All chain link fencing and backstops sound and free of barbed edges?  
8. Are metal slides shaded?  
9. Are Merry-go-rounds, pivot type see-saws, concrete pipe, and glider type swings removed?  
10. Are basketball goals of the non-climbable "gooseneck" type?

E. MAINTENANCE

1. Are swing bearings and chains in good order?  
2. Are "S" hooks closed and swing seats intact?  
3. All equipment anchored according to specification?  
4. Is wood sound, smooth, free of splinters and excessive checks?  
5. Trees properly pruned and in good condition?  
6. Benches sound, smooth, and free of sharp corners?  
7. Are there holes or protruding irrigation heads in grass area?

F. SUPERVISION

1. Is play equipment centralized for easy supervision?  
2. Are separate areas provided for younger kids?  
3. Are chain nets on basketball rims removed?  
4. Is the equipment used for Physical Education?  
5. Is scheduling between recess and P.E. free of conflict?  
6. Is "Safety Awareness" part of every child's curriculum?  
7. Is the list of Playground Rules fewer than ten?  
8. Is record kept of parent concerns about the playground?  
9. Is the student/staff ratio adequate?  
10. Is there a safety training program for yard supervisors?

If NO is checked in any of the above please provide detail on additional sheets.