

case study

INTRODUCTION 2



**Cristo Rey Jesuit
High School 4**



**Muskego Lakes
Middle School 14**



**Beloit Turner
Elementary School 24**



**Little Prairie
Primary School 34**



**Port Washington
High School 44**



**Forest Edge
Elementary School 54**



cristo rey jesuit high school



EDUCATING THE WHOLE PERSON.

The culture fostered by Cristo Rey is one steeped in the Jesuit tradition; spiritually, through their dedication to faith, academically, through their commitment to school, and professionally through work experience. The mission of this organization centers around the Jesuit mission and value, *Cura Personalis*, or “care for the whole person.” Cristo Rey employs this mission through their dedication to educating the whole student—mind, body, and spirit.

As a response to this ethos, the building has been organized into three main parts relating to the mind, body, and spirit. The chapel, commons, learning stair, and media center are arranged centrally, relating to the religious and cultural “spirit” of the school. Athletic programs located on one end of the building, and the two-story academic wing on the other end, represent the “body” and “mind,” respectively. Our focus in this section will be on the academic areas.

The Self Determination Theory teaches us that the most conducive ways of fostering motivation are to create conditions of autonomy, competence, and relatedness.¹

1 REFERENCE | “Theory -Self Determination.” Center for Self Determination Theory, n.d. <http://selfdeterminationtheory.org/theory/>.



PROJECT DATA

TYPE

High School (9-12), New Construction

CLIENT

Cristo Rey Jesuit High School

LOCATION

1818 W. National Avenue, Milwaukee, WI

MAX PROJECTED ENROLLMENT

500 students

SQUARE FOOTAGE

106,369

COMPLETION DATE

August 2020

DYNAMIC EDUCATION

CURA PERSONALIS

Taking care of the whole person and caring for the individual needs of yourself and others

EDUCATION

Intellectual
Social
Emotional
Professional

Fig 1.2



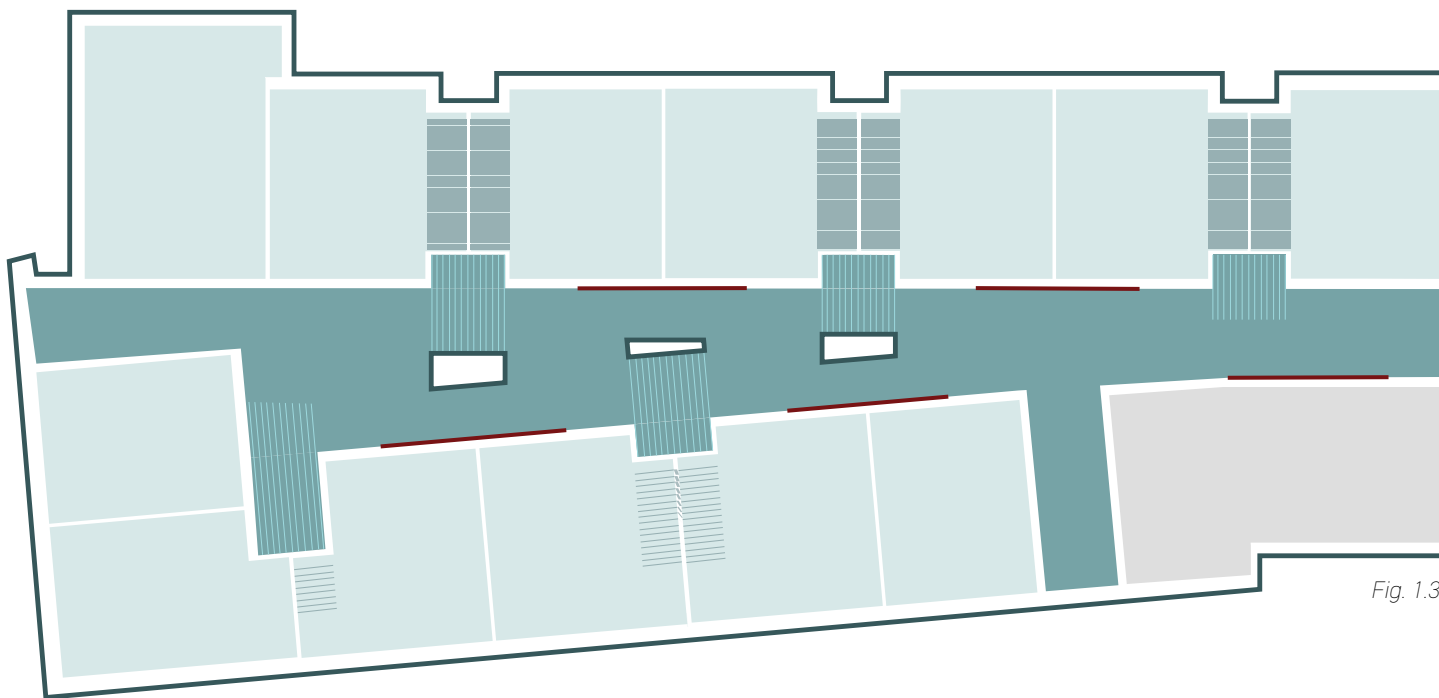


Fig. 1.3

VISIBILITY AND CONNECTEDNESS.

Core classrooms are organized around a corridor shaped like a wedge—wider at one end than the other. This shape allows for the corridor to be not only a connection path between spaces, but also an area where students can collaborate outside of the classroom in academic alcoves.

An area in the back of the classrooms is defined and furnished as a lounge, providing a comfortable space to spread out and work away from one's desk.

The lockers, which line the corridors, are situated below ribbons of borrowed lights and are strategically placed to allow for passive supervision to occur.

Fig. 1.3 Key

	Classroom
	Classroom Lounge
	Corridor + Resource Space
	Academic Alcove
	Lockers

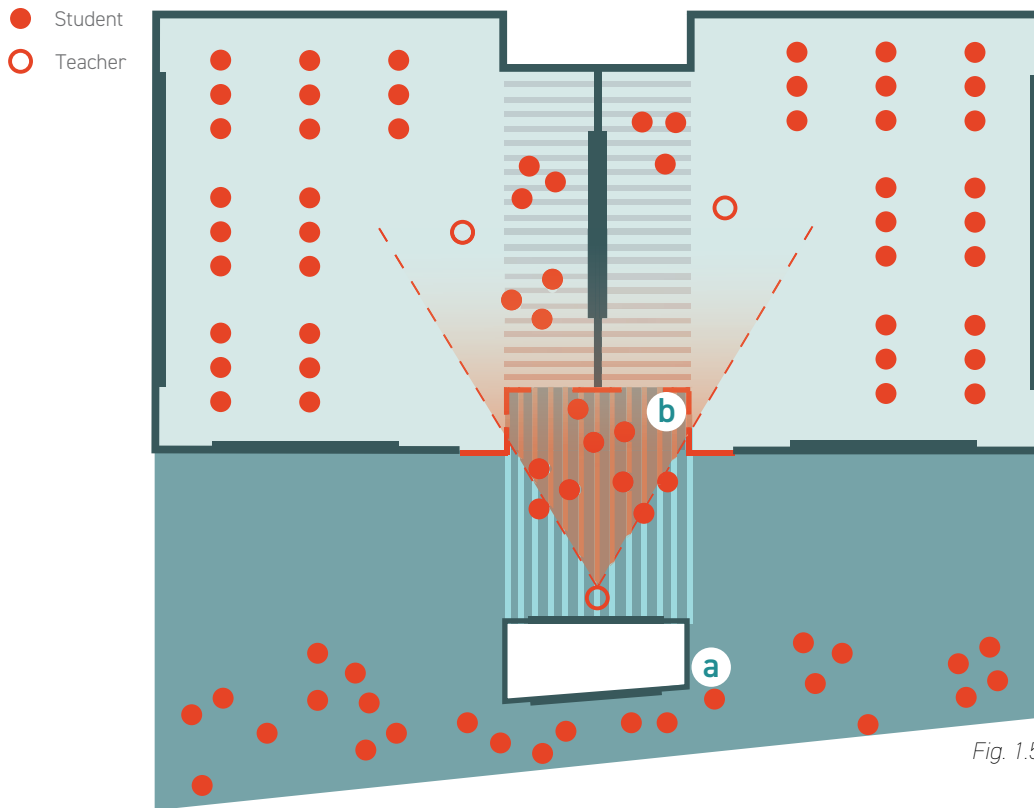


Fig. 1.5

Pushing the limits of the traditional four-wall classroom means implicitly and explicitly defining zones to support various uses and users, without any barriers.

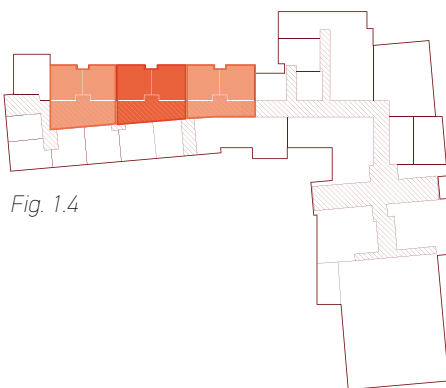


Fig. 1.4

PAIRED LEARNING ENVIRONMENTS.

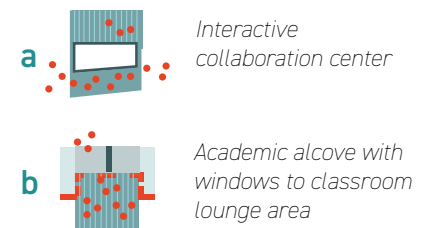
Taking a closer look at a pair of classrooms reveals the flexibility that two simple learning environments can provide with a few key interventions.

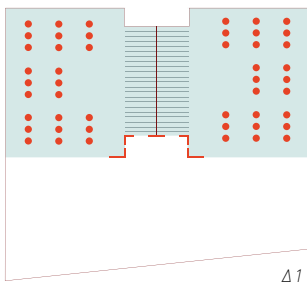
Figure 1.3 above depicts a hypothetical behavior and usage map of teaching and learning. This example pushes the limits of a traditional four-wall classroom. By shaping explicit and implied zones outside of and within those four walls, students and teachers have the ability to flex seamlessly between areas as desired to meet various needs.

By providing the appropriate visual connections, embedded resources, and furniture solutions, these learning environments are easy to activate and adapt to multiple modalities of learning while giving students a sense of independence.

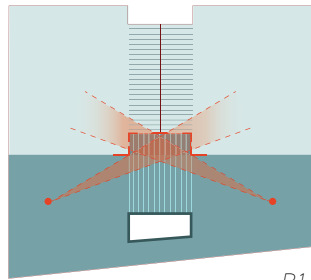
The diagrams on the adjacent page further illustrate the opportunities around these classroom pairs. We can see furniture configurations in Column A, visual connectedness in Column B, zones of activity in Column C, and full activation of the classroom pair and the related support spaces in Column D.

Key Learning Unit Elements

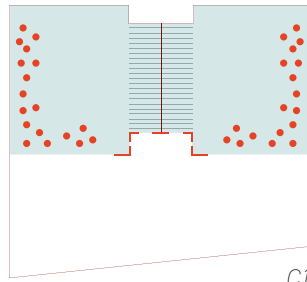




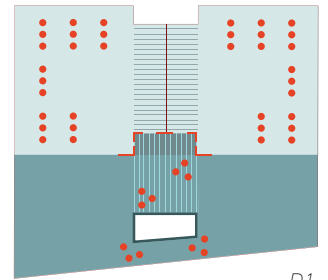
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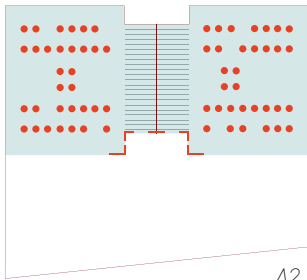
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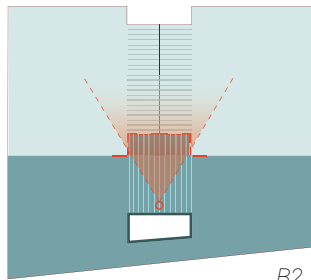
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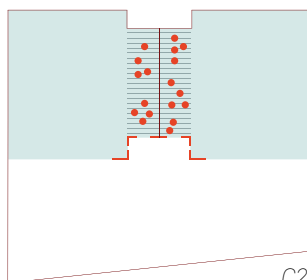
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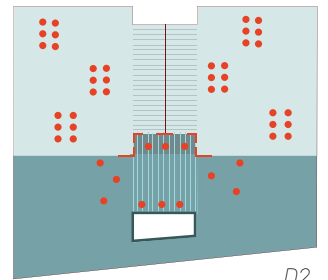
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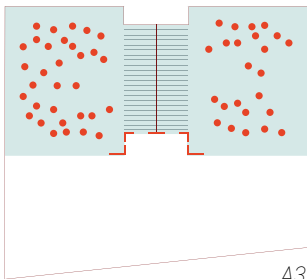
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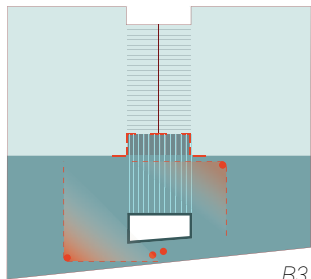
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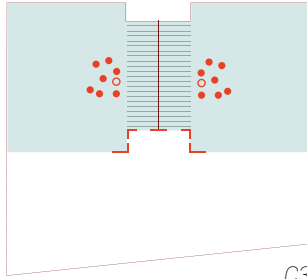
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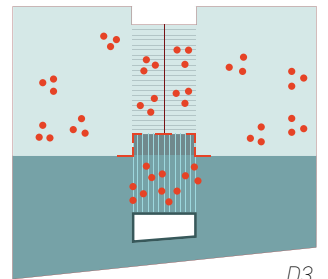
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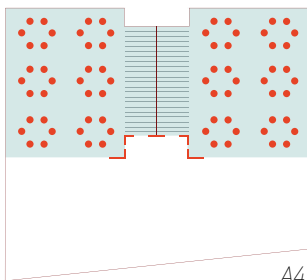
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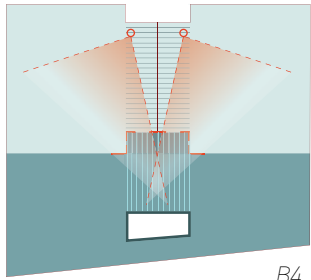
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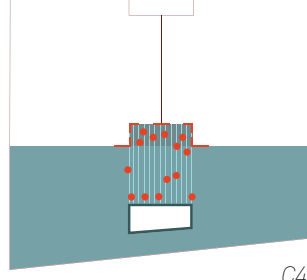
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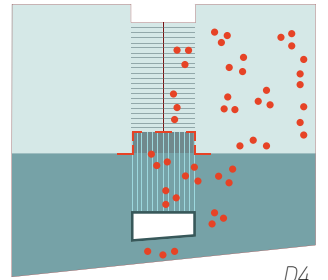
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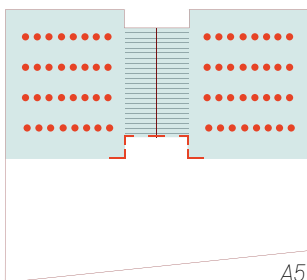
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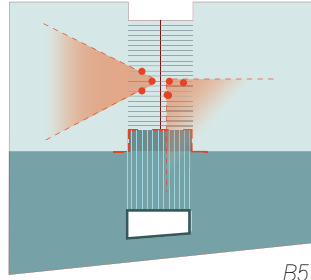
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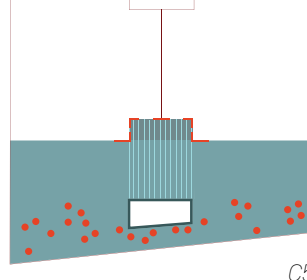
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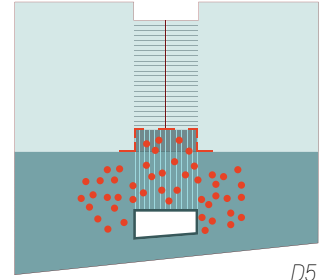
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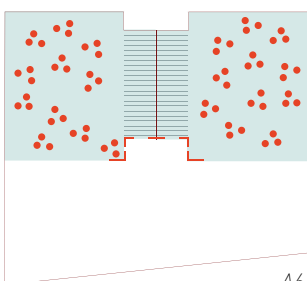
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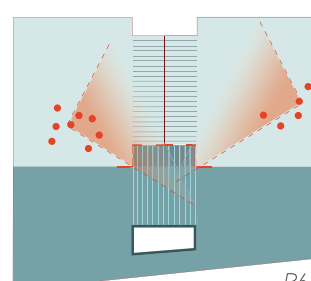
C5



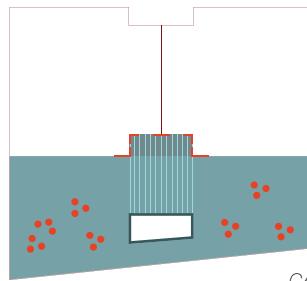
D5



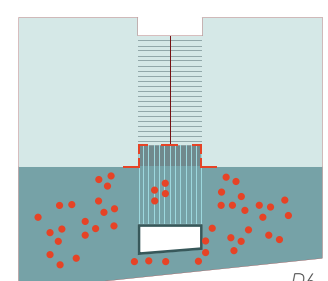
A6



B6



C6



D6

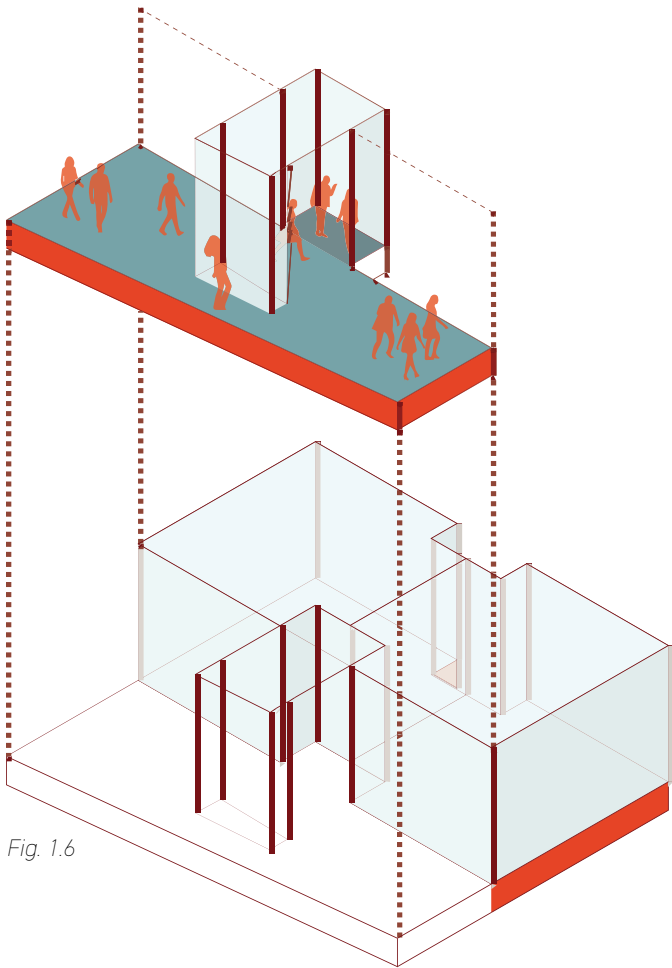


Fig. 1.6

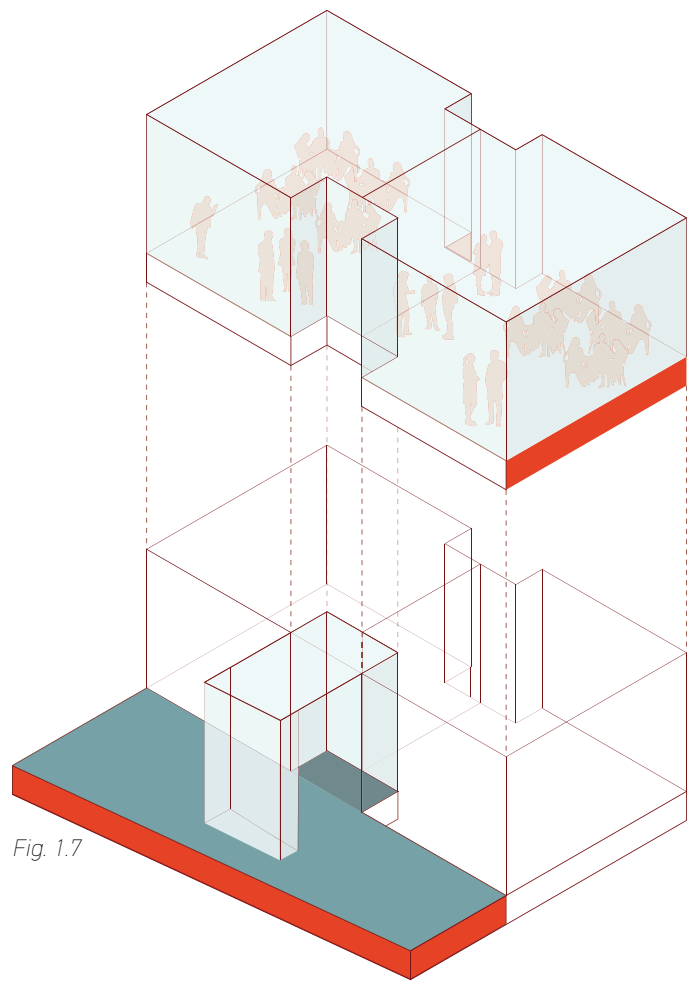


Fig. 1.7



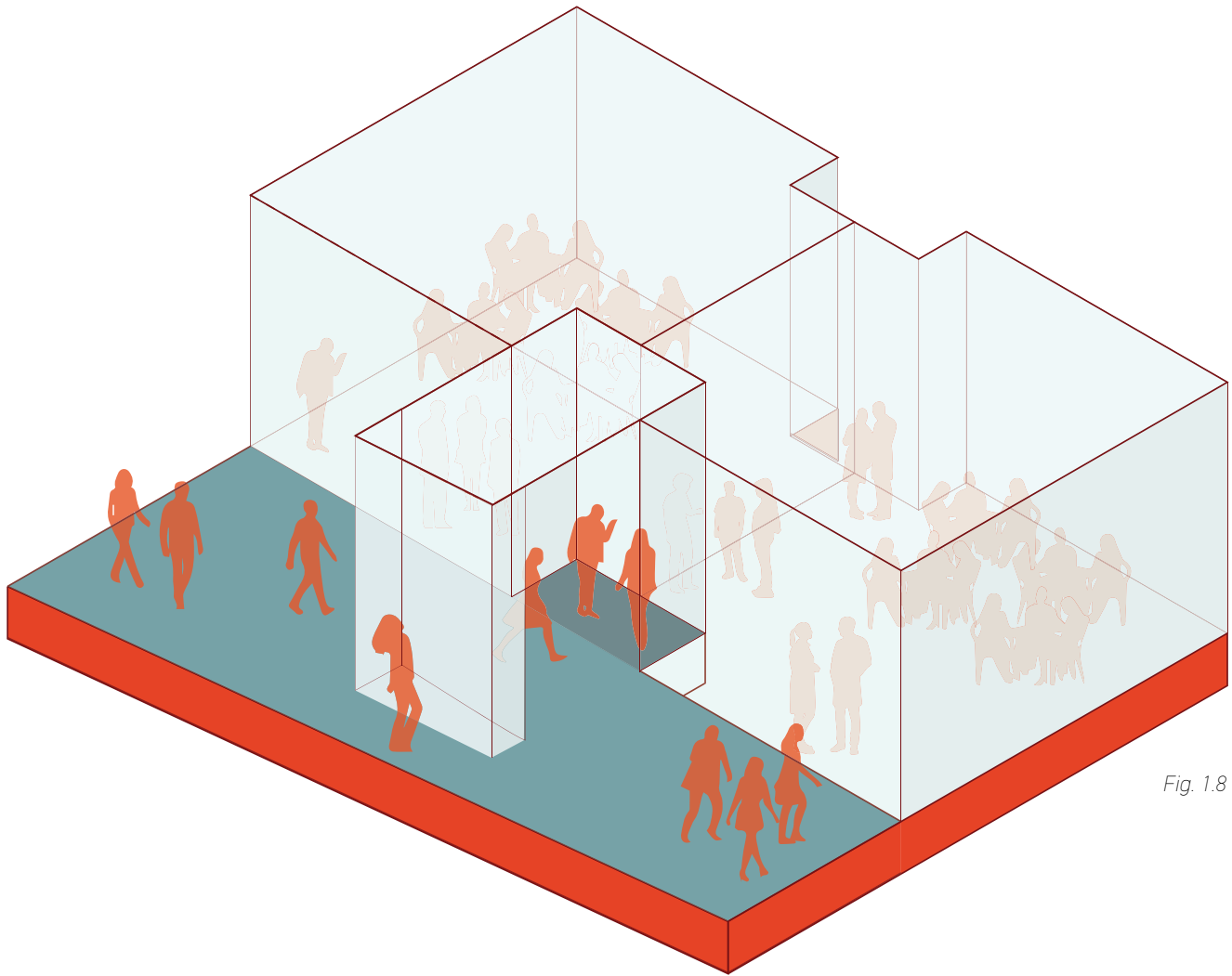


Fig. 1.8

CLASSROOM AND BREAKOUT. One of the key components to the classroom and corridor environments is how they intersect and overlap. This relationship is illustrated in Fig. 1.6, Fig. 1.7, and Fig. 1.8 above. At the intersection of the academic alcove and the classroom pair – the classroom lounge is defined. This in turn, helps the academic alcove read more naturally as an extension of the classroom, and therefore helps imply its utility to those not accustomed to doing work outside of a classroom. The overlap point also provides the critical visual connection previously mentioned.

At Cristo Rey, teacher desks are set up in the back of the classroom. This practice helped to inform and define the classroom lounge. This desk set up allows students to comfortably receive one-on-one support or informally meet and build an academic relationship with their instructor.

From the back of the room, the teacher has sightlines to the classroom and academic alcove. Whether moving about the classroom during instruction or supervising from the desk during group-work, the teacher can easily see all students in the locations that are best suited to their studying needs.

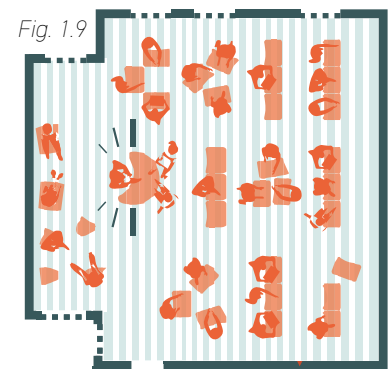


Fig. 1.9

The selection of furniture and the ways it can be arranged in a space is critically important to understand and respond to architecturally.





Contrast Differences

- Life in College
- 1) Not a class all day
 - 2) Lots of assignments (less free)
 - 3) No parental restrictions
 - 4) Different daily schedule
 - 5) New friends
 - 6) Don't need to be home fast
 - 7) Changing habits
 - 8) Money spending habits change
 - 9) Not the same routine
 - 10) Transitions without friends



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