

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

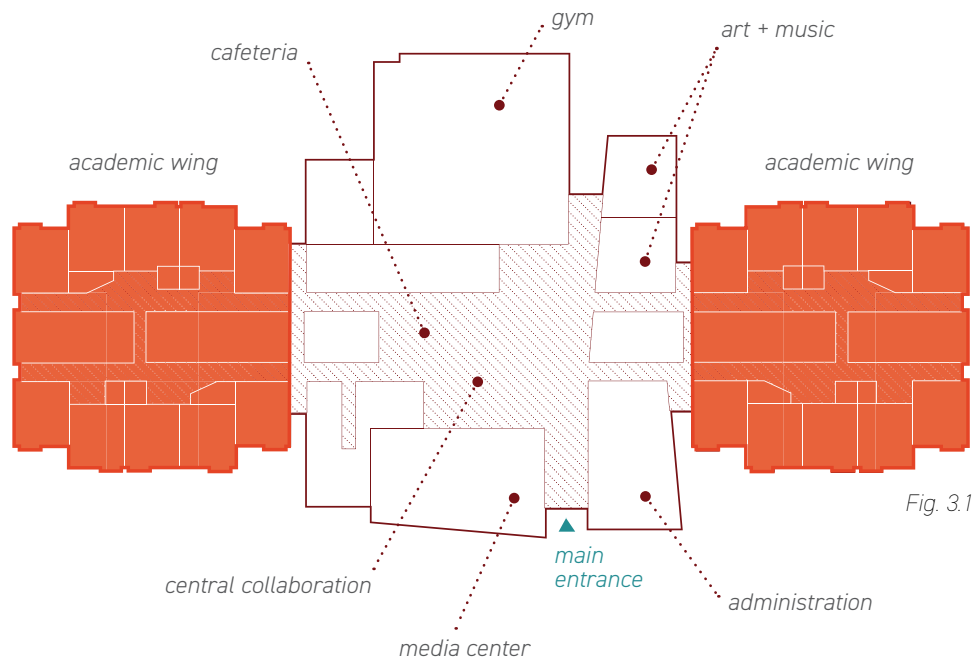


Forest Edge
Elementary School

54



beloit turner elementary school



A SENSE OF PLACE. This single-story elementary building is organized in a very straightforward manner. A central core is seen as the “downtown” where all the commonly accessed amenities such as the gym, cafeteria, and media center are located. The academic wings are located at each end of the building, accommodating 2nd through 5th graders.

Two grades are paired together in each of these wings, and each grade has its own distinct neighborhood with a theme intended to relate to a local or regional place type: Industry, Farmland, Wilderness, or Riverfront.

Especially with younger learners, a physical environment that evokes something familiar can help alleviate anxiety and encourage an implied connection that may serve to break down barriers to learning.

At the central core, the relationship between the media center and cafeteria is intentionally fluid. Instead of defining the zone with walls, transition in flooring type, change in ceiling height and treatment, and flexible furniture help visually separate the space.

A physical environment that evokes something familiar can help alleviate anxiety and encourage an implied connection that may break down barriers to learning.



PROJECT DATA

TYPE

Elementary (2-5), New Construction

CLIENT

School District of Beloit Turner

LOCATION

3245 Bartells Drive, Beloit, WI

MAX PROJECTED ENROLLMENT

500 students

SQUARE FOOTAGE

80,975

COMPLETION DATE

August 2021



KEY ELEMENTS TO CLASSROOM DESIGN⁴

FLEXIBLE FURNITURE

Teachers can accommodate various needs of students while also giving them agency

LIGHT FILLED

Student learning rates increase by up to 26% when they have adequate natural light

INTEGRATED RESOURCES

Having tools at their fingertips motivates activity and allows students to move at their own pace

COLOR

Attributing colors to a grade group creates identity that students gravitate towards

Fig. 3.2

THE NEIGHBORHOOD. Both sets of five classrooms within a neighborhood are organized around a central support core that includes lockers, restrooms, and flexible meeting rooms for small group instruction (SGI).

Each side of the academic wing is designated for a specific grade level. Connection between the two grade levels is supported through the resource space in the core of the wing. This connection not only provides a means to share resources, but also expands opportunities for collaboration and supervision.

Considering the four key elements of classroom design as described by Wierman in Fig. 3.2, we can start to imagine the impact that each element can have on the classrooms and adjacent collaboration space.

By incorporating the corridor into the learning environment, we are able to take advantage of otherwise underutilized square footage and activate that space in a number of ways.

All classrooms have a direct relationship with the collaborative corridor, though the way they connect varies, allowing for different levels of collaborative engagement.

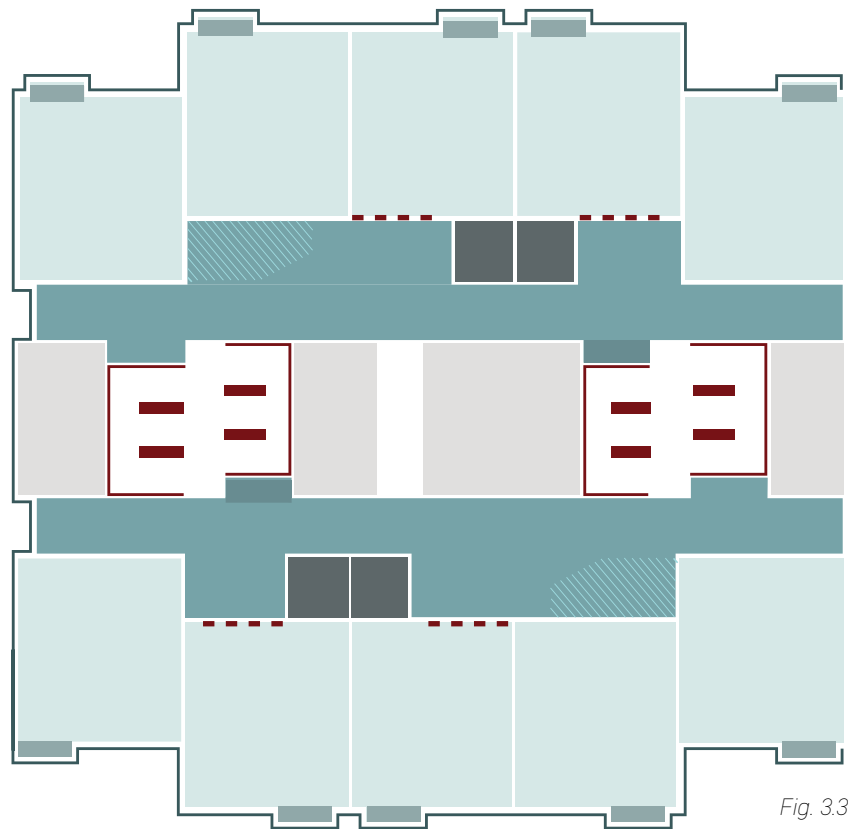


Fig. 3.3

4 REFERENCE | Wierman, McKenna. "4 Key Elements of 21st Century Classroom Design." Getting Smart, January 27, 2017. <https://www.gettingsmart.com/2016/12/21st-century-classroom-design/>.

Fig. 3.3 Key

- Classroom
- Satellite Libraries
- Academic Corridor
- Tiered Reading Corner
- Small Group Instruction
- Sliding Doors
- Cubbies

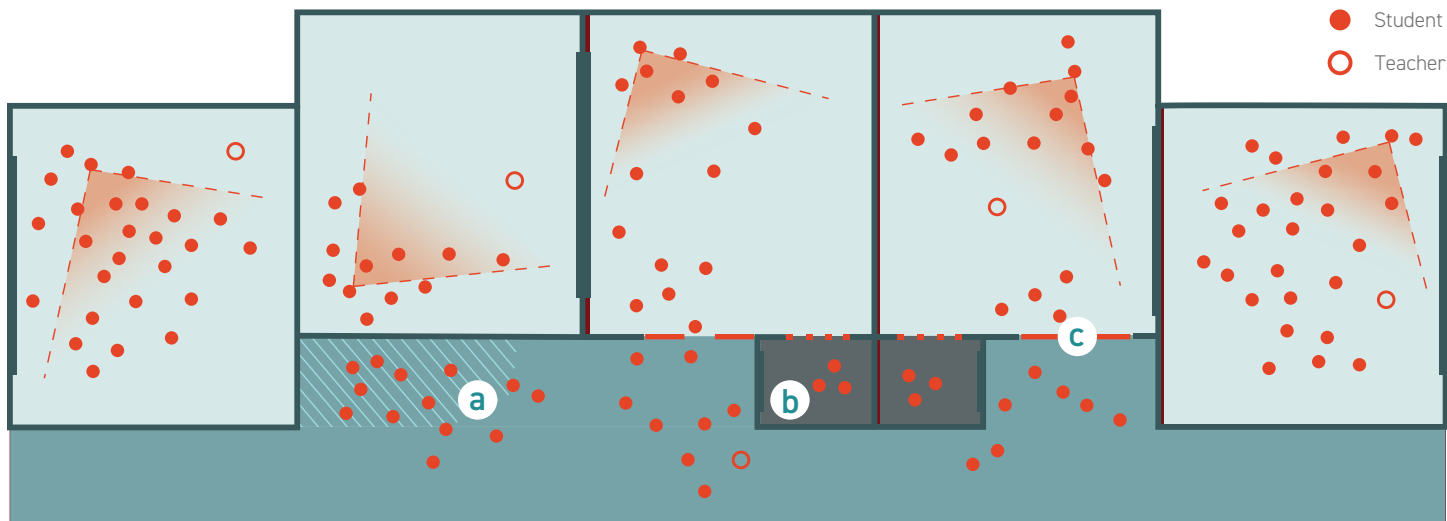


Fig. 3.4

EDGE TREATMENT. The diagrams in the columns to the right show the influence of physical and visual connectedness on an environment. Students and teachers have the opportunity to interact in a variety of rooms and spaces, which are either explicit (enclosed) or implied (open). By allowing for individuals or different group sizes to gather in various spaces, we attempt to ensure that any mode of learning can be accommodated anytime, without barriers.

Resources, such as technology or whiteboards, that help facilitate collaboration should be readily available and easily accessed. Ownership of any space should be defined as loosely as possible, where no single person or group is allowed to overtake a space and make it unavailable or unwelcome to others. Perhaps the most important factor is the treatment of the edges between spaces. In other words, the amount of transparency and openness (which translates to supervision and flexibility) directly relates to how often and well-utilized each space will be.

As illustrated in Fig. 3.4 above, when the classrooms with sliding glass doors spill out into the corridor, the core learning space is expanded. Though more students may gather, one teacher would still be able to oversee a larger group. Similarly, students can gather in the tiered reading corner or be meeting within the SGI rooms—all under the supervision of an aide or teacher.

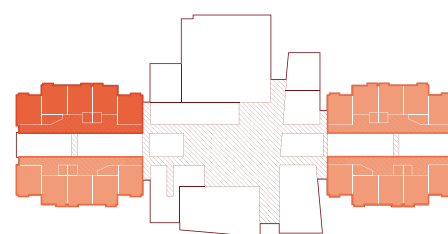
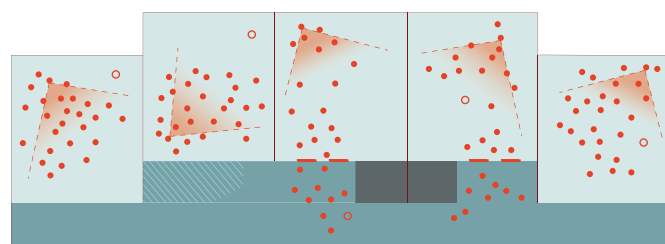
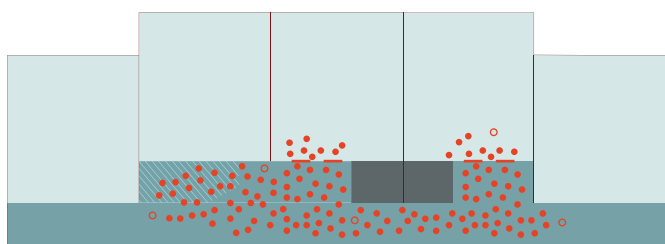
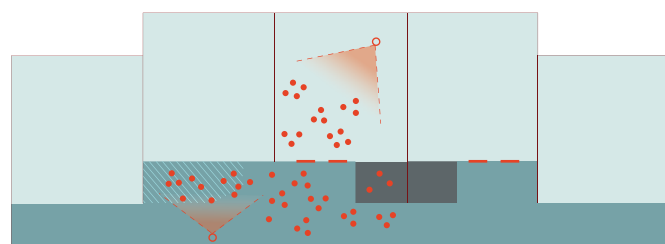
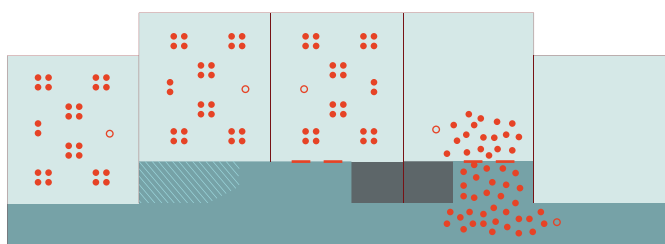
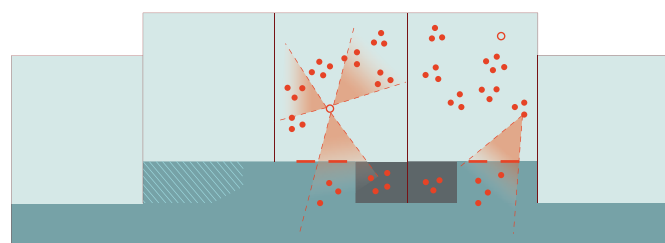
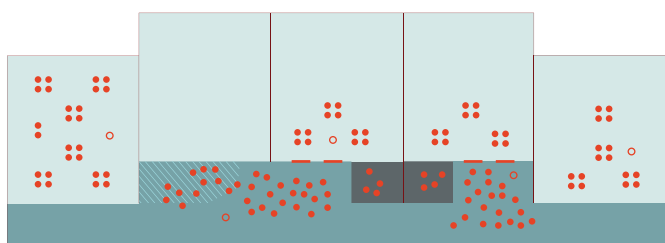
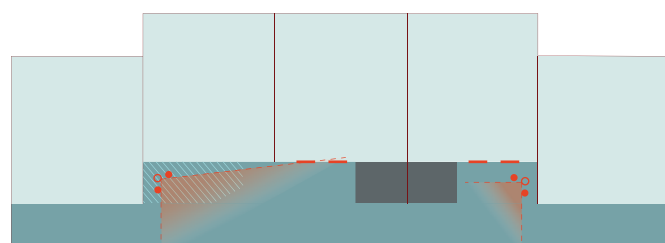
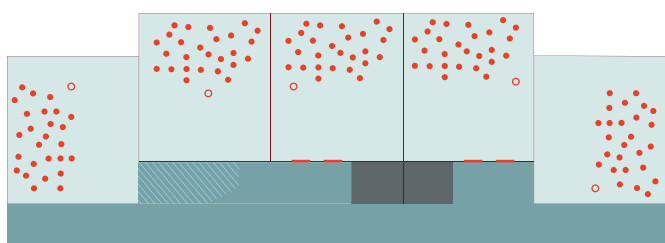
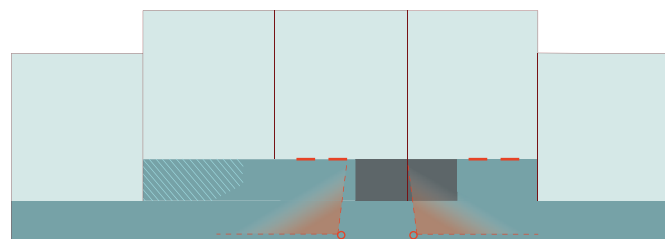
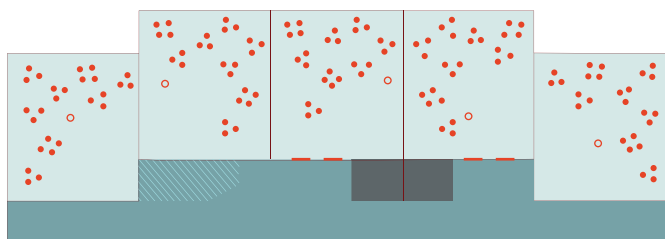
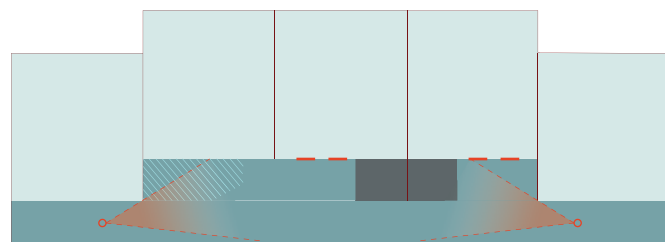
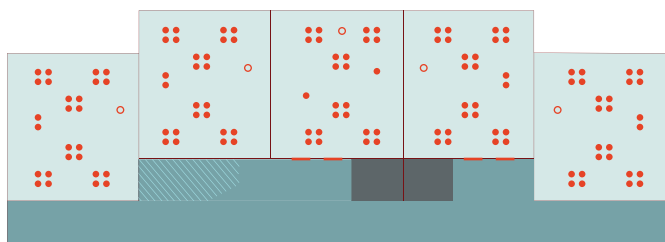


Fig. 3.5

Key Learning Unit Elements

- a** Tiered Reading Corner
- b** SGI with window into classroom
- c** Sliding glass doors between classroom and corridor



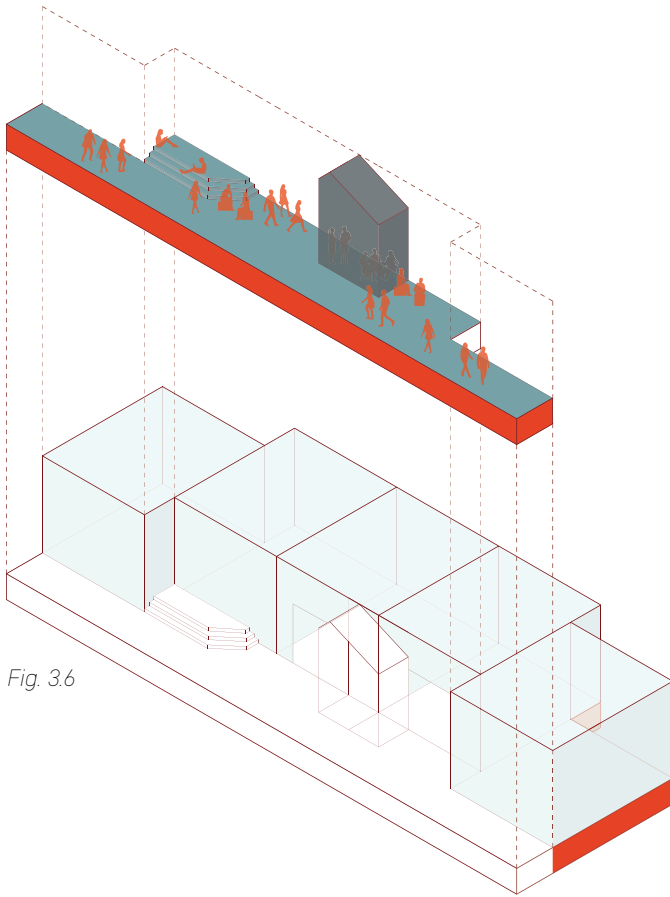


Fig. 3.6

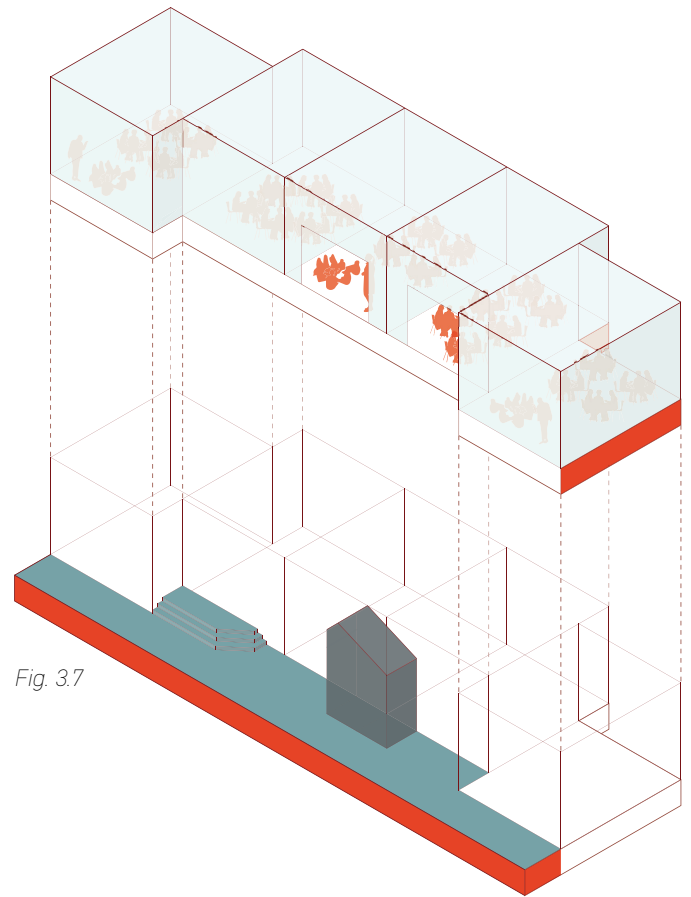


Fig. 3.7



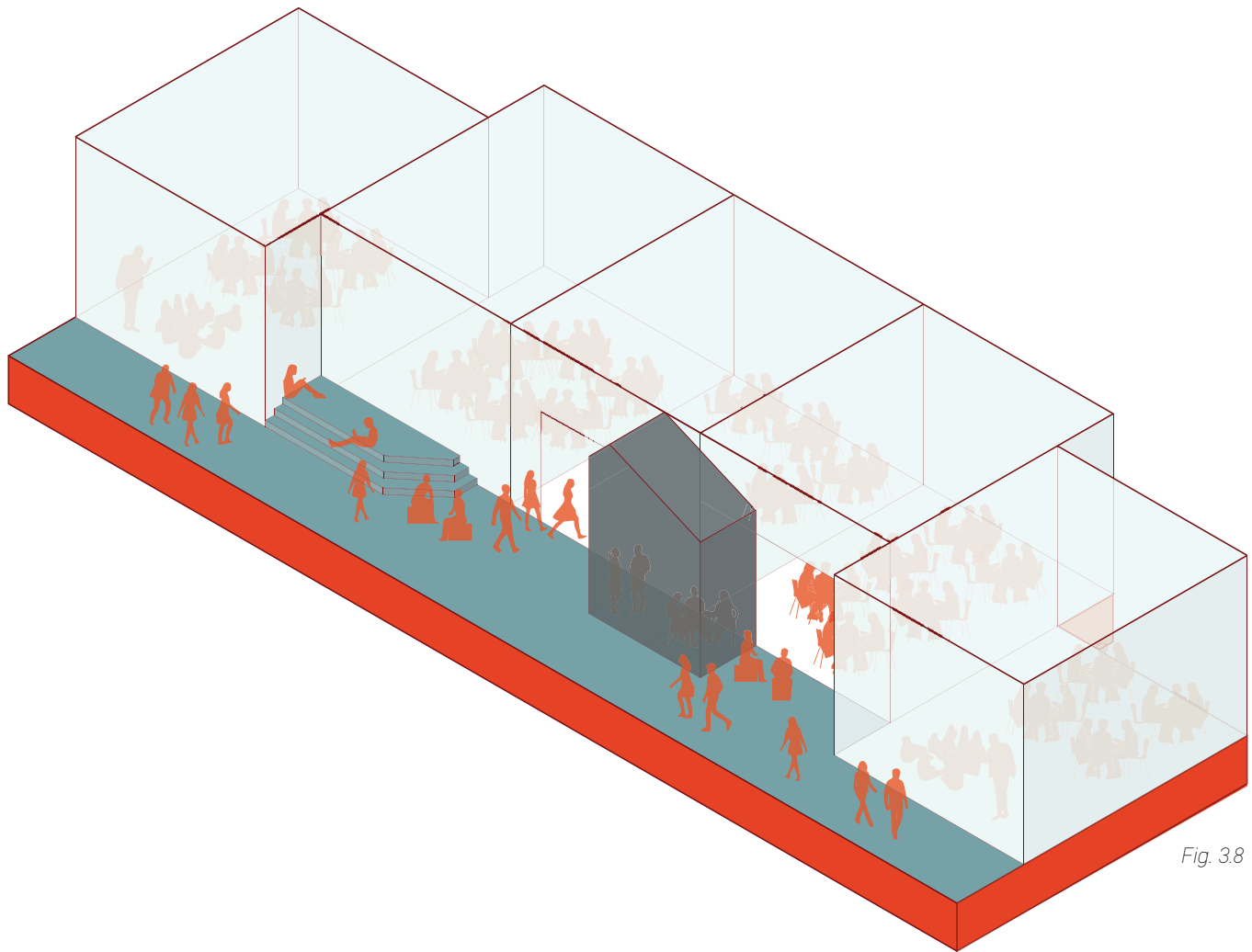


Fig. 3.8

CONNECT TOGETHER. The power within these learning environments reaches full potential where classroom and corridor come together and when the lines between them are blurred. These two components are illustrated separately in Figures 3.6 and 3.7 and are shown interlocked in a way that encourages the most utility, flexibility, and collaboration in Fig. 3.8.

Grade themes encourage students to feel connected to their learning environments by shaping a unique sense of place. Each grade theme is identified to the left.

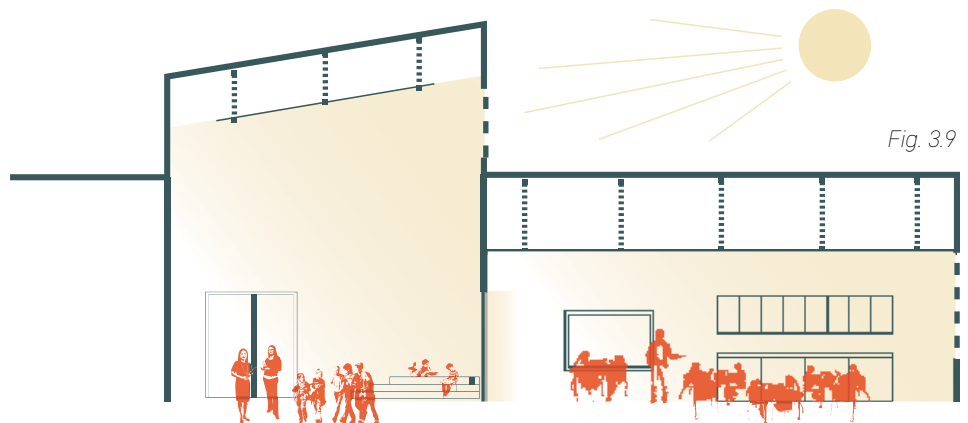


Fig. 3.9

Figure 3.9 illustrates how natural light is welcomed into the building through both typical exterior windows, which have lowered sills to ensure that younger students have a direct outdoor view, and through the use of clerestory light, bringing a diffuse overall natural luminance to the space.







davenport • milwaukee • moline • sheboygan

— www.brayarch.com —