

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

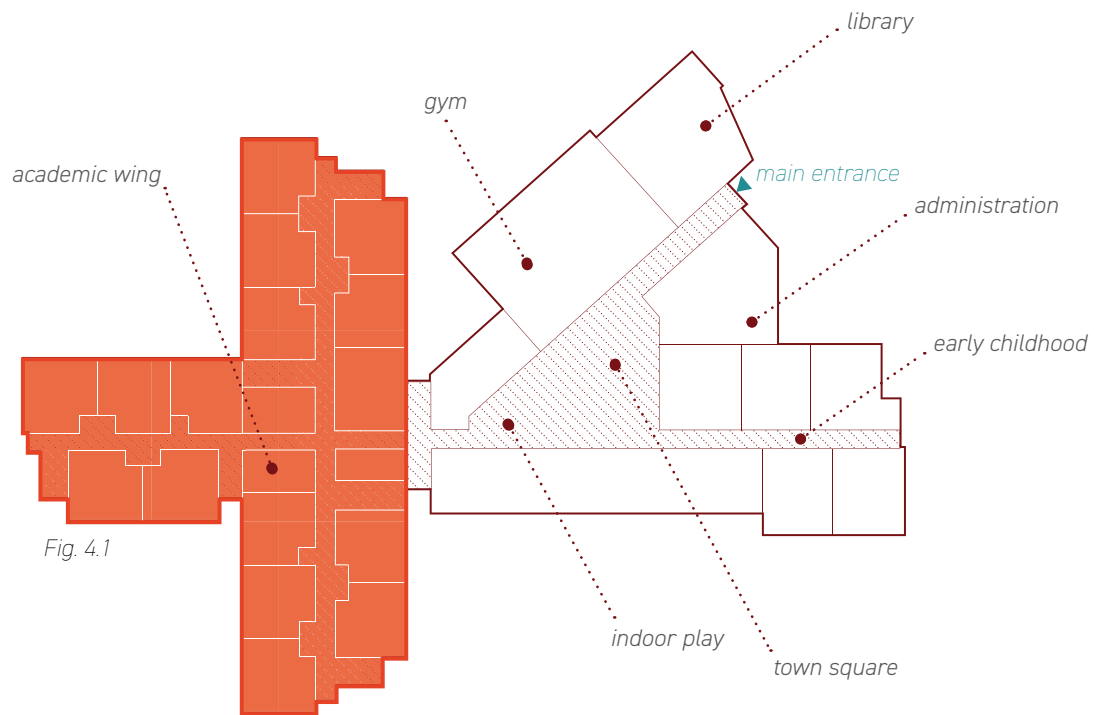


Forest Edge
Elementary School

54



little prairie **primary school**



LINKED TO LOCAL. Many of the design concepts woven throughout the building were inspired by local places or community values.

As a space for Early Childhood – 2nd graders, the goal from the outset was to create a warm, welcoming, playful environment that enriches each student's learning experience. This rich experience begins at the heart of the school: Town Square.

Inspired by the local historic town square a few miles from the site, the school's Town Square serves as a central commons. Students gather

in this space to eat, play, learn, and be social. The non-core classrooms such as music, art, gym, and SmartLab all surround this central space.

A main feature of the Town Square is the "collaboration tree," shown in the image to the right. The canopy of colorful leaves has acoustical properties to help mitigate noise within this large open space. An interactive base or "tree trunk" includes a Lego station, interactive screen, seating area, and meeting table to encourage creativity and exploration for the young learners.

Town Square and its surrounding rooms are all considered the "public zone" of the building, which can be accessed by the community outside of school hours. Figure 4.1 shows the Early Childhood wing of the building and highlights the academic wing, where Kindergarten – 2nd grade are mixed together among the three pods.

These academic areas are easily separated from the public zone for safety and security considerations, as well as clarity in building organization.



PROJECT DATA

TYPE

Primary School (4K-2), New Construction

CLIENT

East Troy Community School District

LOCATION

2109 Townline Road, East Troy, WI

MAX PROJECTED ENROLLMENT

500 students

SQUARE FOOTAGE

73,945

COMPLETION DATE

August 2017

Classrooms +
Breakout



CONNECTEDNESS⁵

School classrooms have the opportunity and obligation to serve as safe environments, facilitating connectedness between students and teachers. Being connected allows students' brains to function, form paths, and most importantly, learn.

It's critically important to create opportunities for connectedness, not just in sanctioned classrooms, but in various spaces throughout school, allowing every space to be an environment ripe for learning and growing.

Academic
Hallway



Fig.4.2

THE GROWTH OF LEARNERS. The environment of a school shouldn't be solely focused on intellectual development. Social and emotional development plays a vital role in the growth of lifelong learners and meaningful contributors to community and society.

Feeling connected to others begins with understanding and appreciating one's own role within a larger system. That ability for self-awareness is rooted in safety and comfort. When a school environment fosters a feeling of safety and connectedness, students' brains can function, form patterns, show empathy, and of course, learn!⁵

Academic environments should be planned with this in mind. In part, security is addressed with the integration of strategic sight lines to aid in passive supervision. Team teaching, which is discussed further on the following pages, was a key driver to the development of learning environments in this example.

By organizing cubbies into alcoves, corridors are free to host teaching, learning, and collaboration as an extension of the classroom.

The images to the left illustrate the way flooring finish changes and shapes of soffits help create suggestions of space without the need for enclosing rooms.

5 REFERENCE | Gorrell, Cheryl A., "Safe Learning Environments." Presentation, DLR Architects, Kansas City, MO, July 10, 2019.

Fig. 4.3 Key

- Classroom
- Corridor
- Resource Alcove
- Cubbies

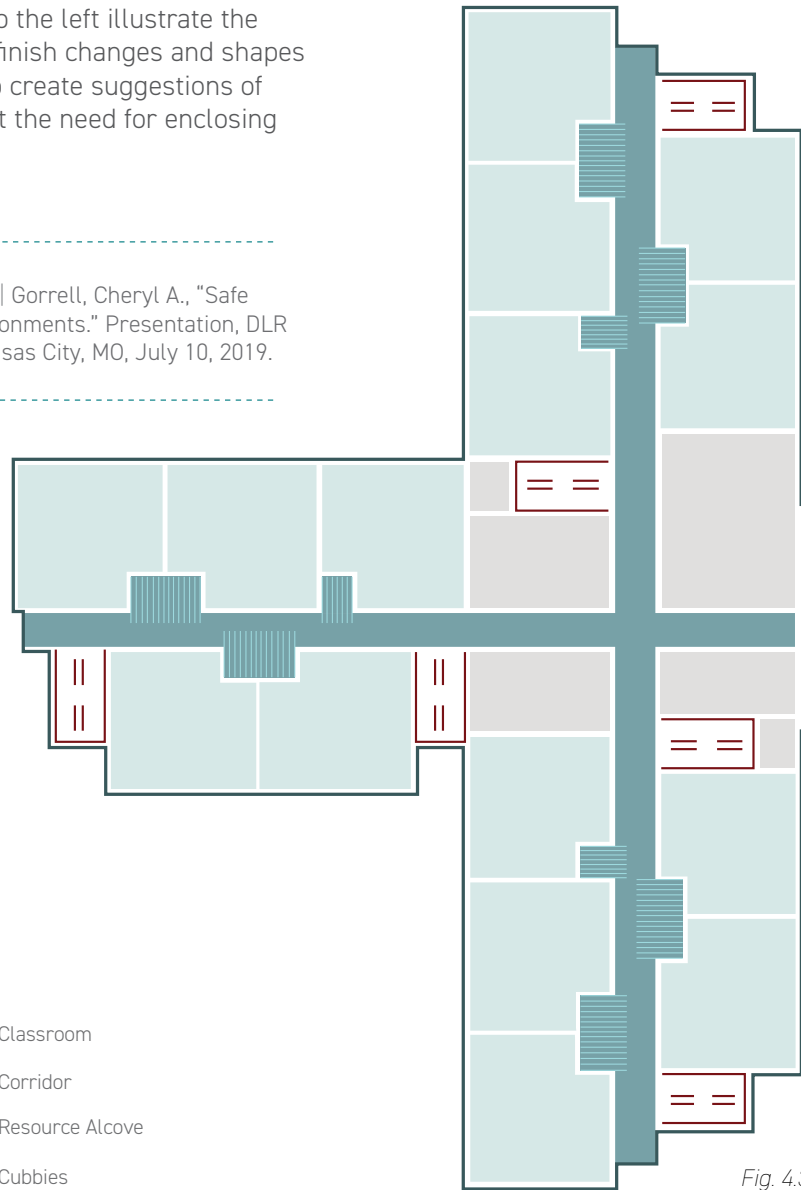


Fig. 4.3

● Student
○ Teacher

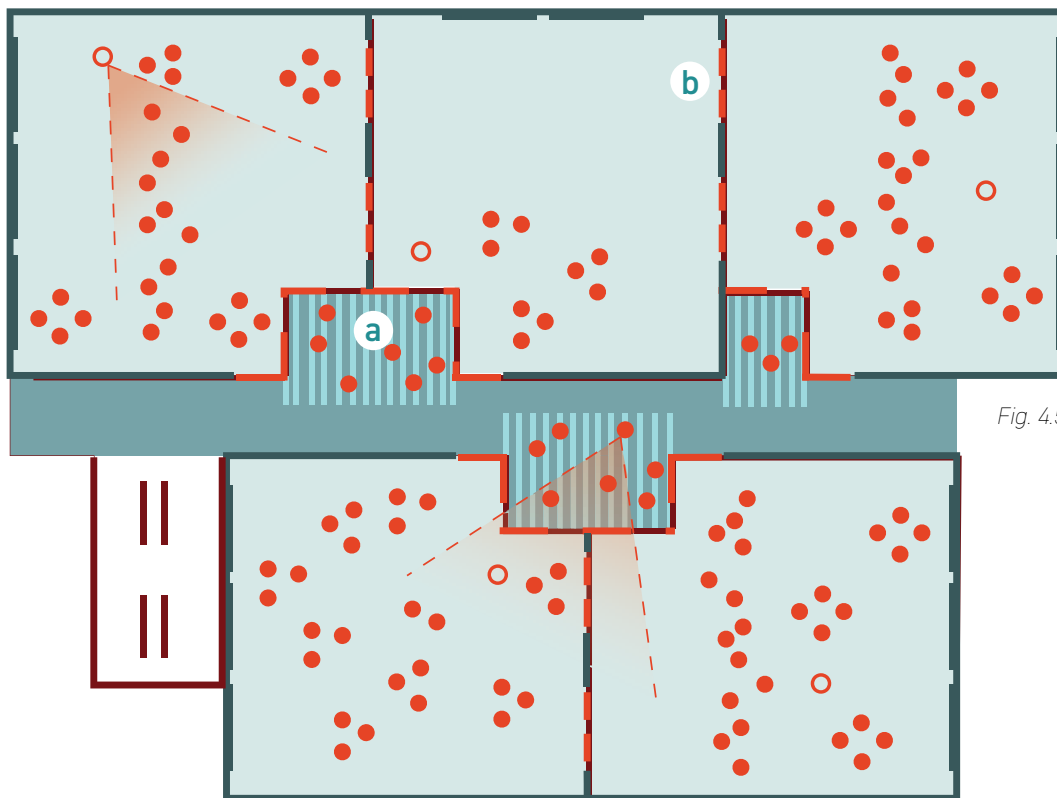


Fig. 4.5

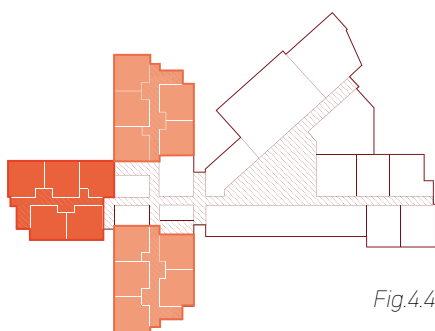
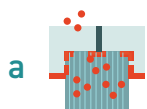


Fig.4.4

Key Learning Unit Elements



Corridor breakout space with windows to classrooms



Glass overhead doors between classrooms

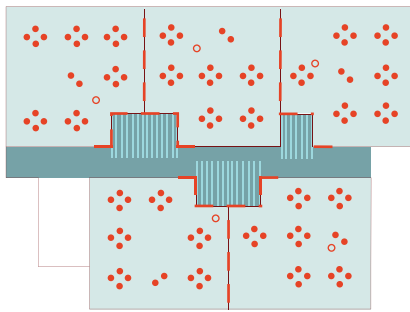
DEVELOPMENT AND PLAY. For younger students, much of their learning is centered around play. As demonstrated in the three columns to the right, organizing students into various group sizes, allows for various connections between classrooms, and ensures visual supervision. It's easy to imagine the breadth of activity that could take place with this type of spacial flexibility. Mobile furniture allows organized rows of desks to be quickly cleared for floor activities, and vice versa.

A learning pod, as shown in Fig. 4.4, includes five classrooms consisting of a mix of grades from Kindergarten – 2nd Grade. Team teaching is encouraged by administrators and is being explored by several staff members. This allows for blurring of subjects, encourages socialization of students, and opens the potential

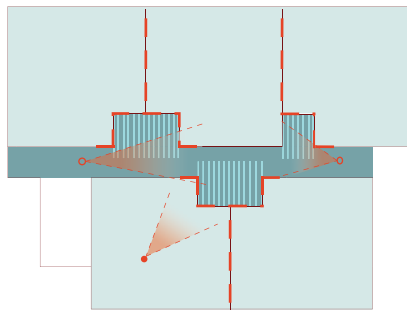
to cross-disciplinary learning at a very young age. Teachers can open the overhead doors between classrooms to facilitate this learning style and connect their classes.

Children's development follows a similar pattern, but age is not always an accurate predictor of each child's actual development. Mixed-age learning environments, in this case with physically connected classrooms, have a positive influence on the social and emotional factors of development.⁶

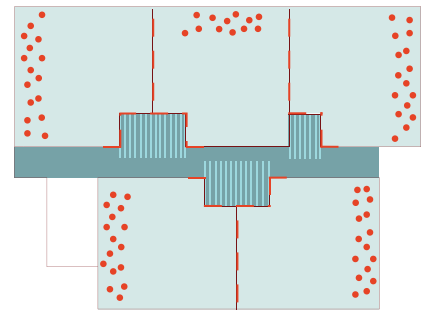
⁶ REFERENCE | Gorrell, Cheryl A., "Safe Learning Environments." Presentation, DLR Architects, Kansas City, MO, July 10, 2019.



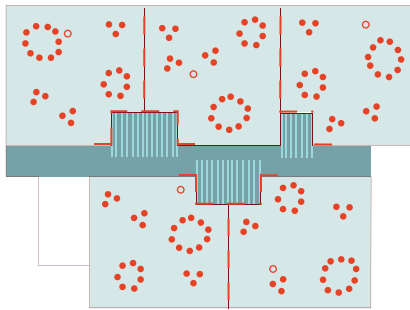
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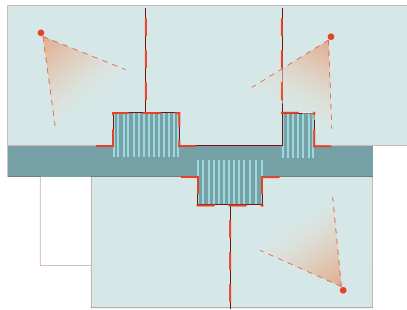
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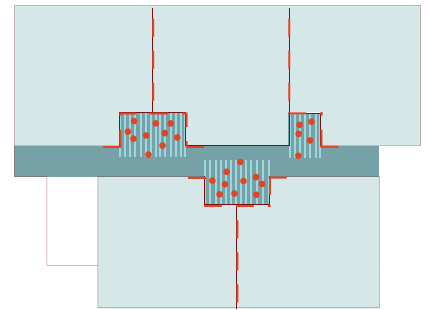
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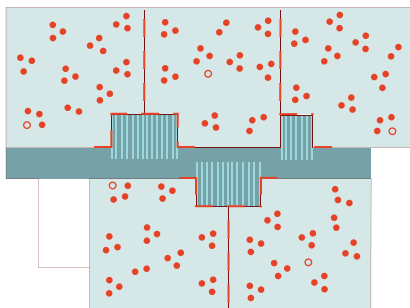
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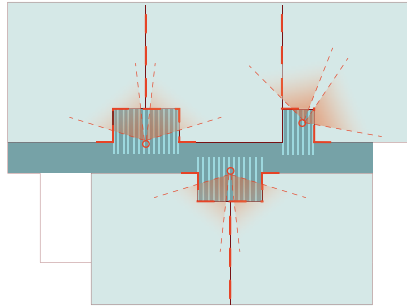
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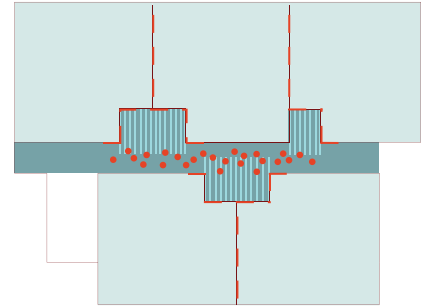
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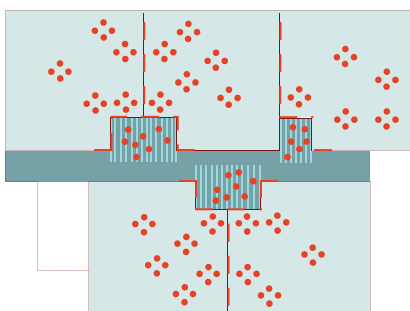
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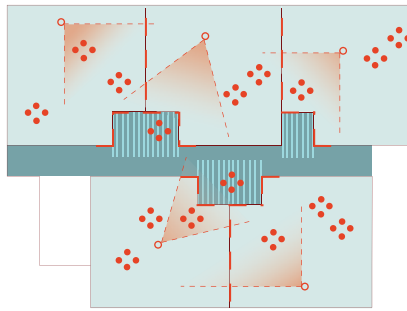
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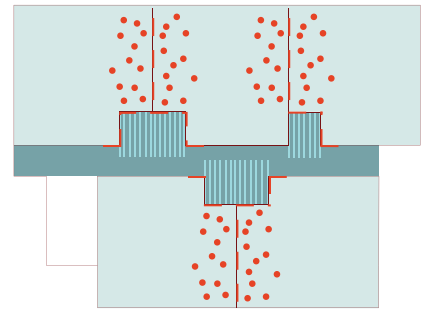
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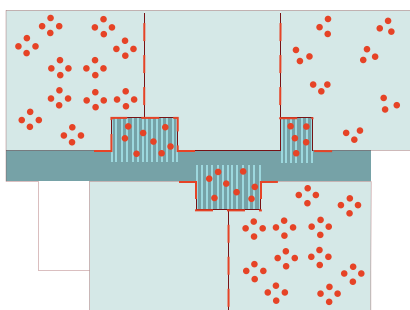
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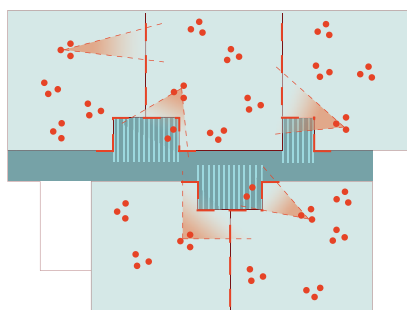
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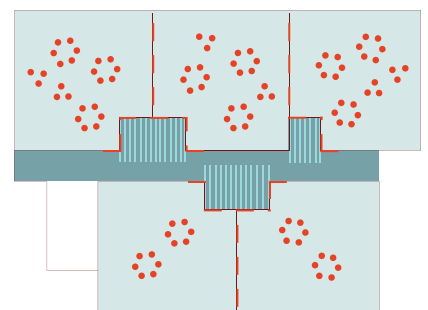
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A5



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C5

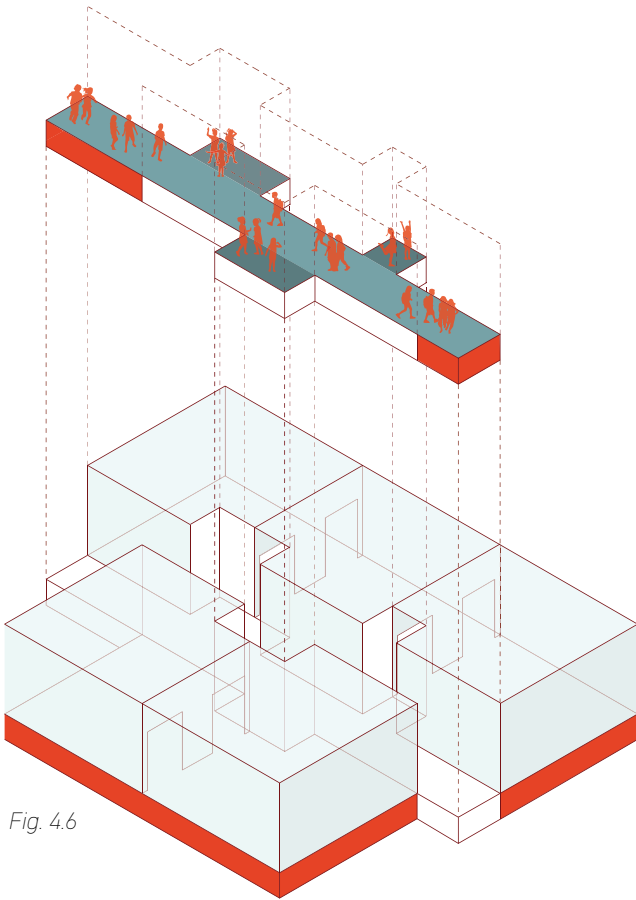


Fig. 4.6

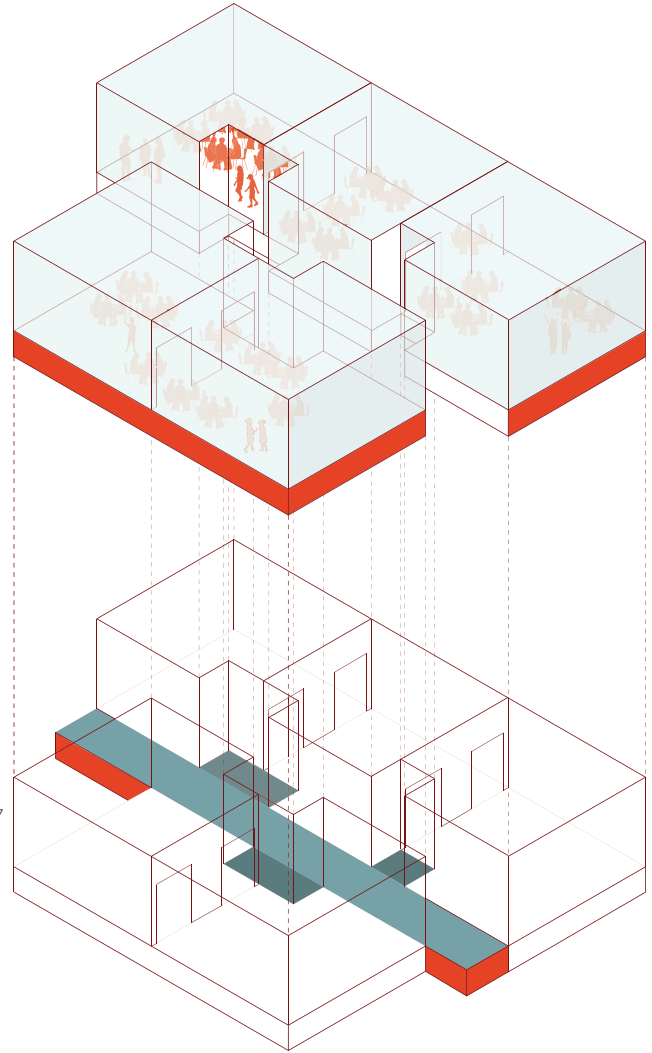


Fig. 4.7



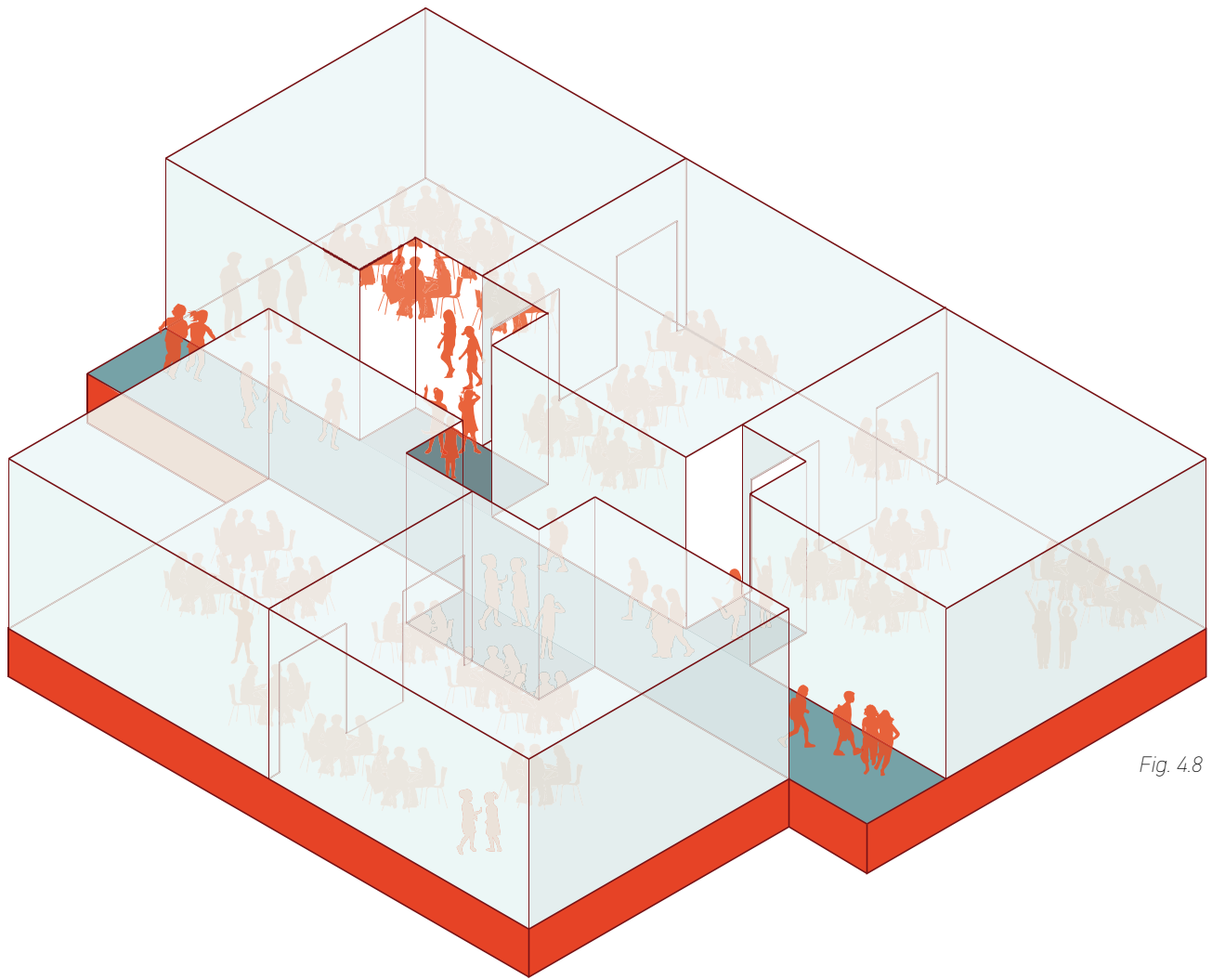


Fig. 4.8

DYNAMIC AND LIVELY. Areas carved out of classrooms create pockets of space, or alcoves, for learning within the corridor. Students earn the privilege to utilize these spaces for quiet reading or small-group work. By allowing even the youngest students some agency in their school day, they develop respect and self-discipline among other personal skills. The images to the left show the amount of physical connection between classrooms and the amount of visual connection between classrooms and corridors.

Rather than serving as just a conduit between rooms, clogged by mass movement during brief chaotic passing periods, corridors with learning alcoves become dynamic and lively spaces filled with activity throughout the school day.

Figure 4.9 illustrates the need for balancing the amount of transparency with the realities of distractibility. The overhead doors, which connect classrooms, have transparent panels at the top and translucent panels at the bottom. This allows a standing teacher to see through and across to other spaces, while distractions beyond the doors are limited for seated students.



Fig. 4.9







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