

# 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



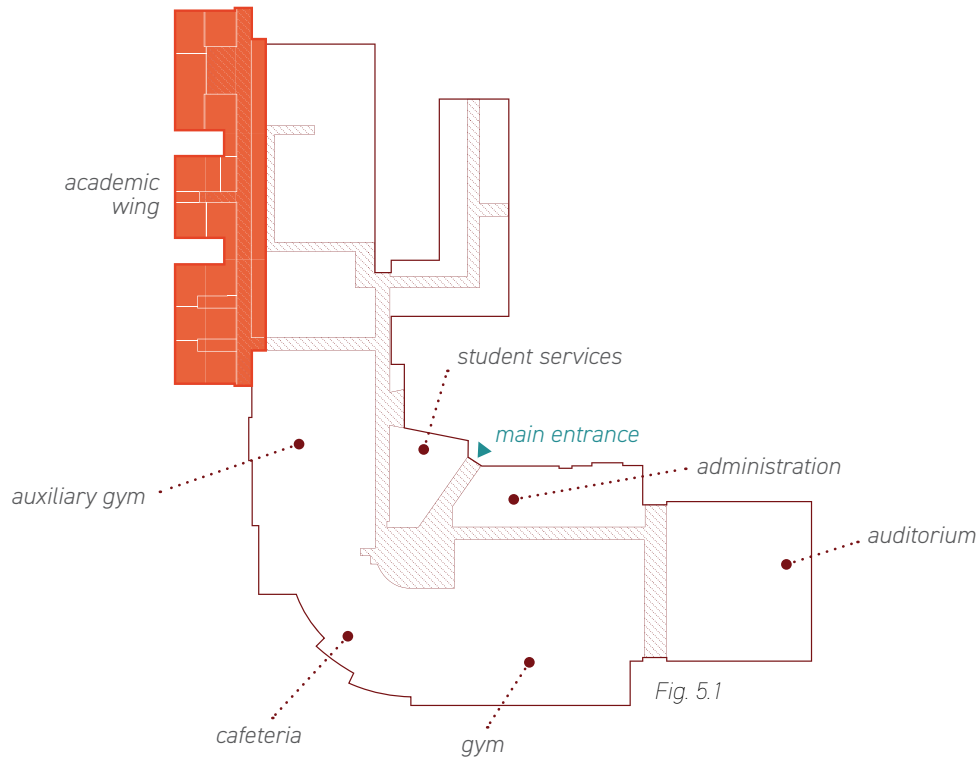
Forest Edge  
Elementary School

54



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# port washington **high school**



**TOTAL TRANSFORMATION.** Spanning several years and totaling almost 300,000 square feet of addition and renovation, this extensive project transformed Port Washington High School into a like-new school. The main objective was to modernize learning environments throughout, while honoring and preserving the rich history of the school and community. Attention to detail helped bridge important themes of the school across all 300,000 square feet. Interior design elements paired energizing colors and patterns with warm wood tones to unite the natural site and context with the dynamic, social learning experience.

Care was taken to distribute informal learning areas around the whole building—in both academic and non-academic areas. The intention was to build a collegiate culture where students are encouraged to utilize all parts of the building while developing independence. Just inside the front door, the commons, shown in the image to the right, serves as one of those informal gathering areas. Adjacent to the cafeteria and gym, it serves a social function during lunch periods and outside of school hours. During the school day, however, students gather here for group work, independent study, or one-on-one instruction.

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*The intention was to build a collegiate culture where students are encouraged to utilize all parts of the building while developing independence.*

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## PROJECT DATA

### TYPE

High School (9-12), Addition + Renovation

### CLIENT

Port Washington-Sauville School District

### LOCATION

427 W. Jackson Street, Port Washington, WI

### MAX PROJECTED ENROLLMENT

850 students

### SQUARE FOOTAGE

298,550

### COMPLETION DATE

May 2019





### DYNAMIC EDUCATION<sup>7</sup>

PASSIVE	5% lecture
	10% reading
	20% audio + visual
	30% demonstration
<hr/>	
ACTIVE	50% discussion
	75% practice doing
	90% teach others

Fig. 5.2

*Learning retention rates show the need for flexible learning environments, as education today is characterized by constant change and activity to promote progress.*



### DYNAMIC LEARNING ENVIRONMENTS.

The style and organization of the classrooms and collaboration areas at Port Washington High School attempt to respond to research linking dynamic, flexible learning environments to higher learning retention rates (Fig. 5.2).

Figure 5.3 shows a diagrammatic floor plan where the three classroom “pods” vary significantly. This is because the school is organized by department, grouping subject types together. The architecture responds to the unique learning and collaboration needs for each subject.

The pod at the top of Fig. 5.3 is designed for collaborative subjects like math and foreign language, with four or five classrooms linked by a central resource space. These classrooms benefit from sliding glass doors that open onto the collaboration space, effectively expanding the environment of a single classroom, or allowing for multiple classrooms to work together in a fluid environment.

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7 REFERENCE | Kimball. “Evolution of the Learning Environment.” Kimball Learning - White Paper, n.d., 1-5.

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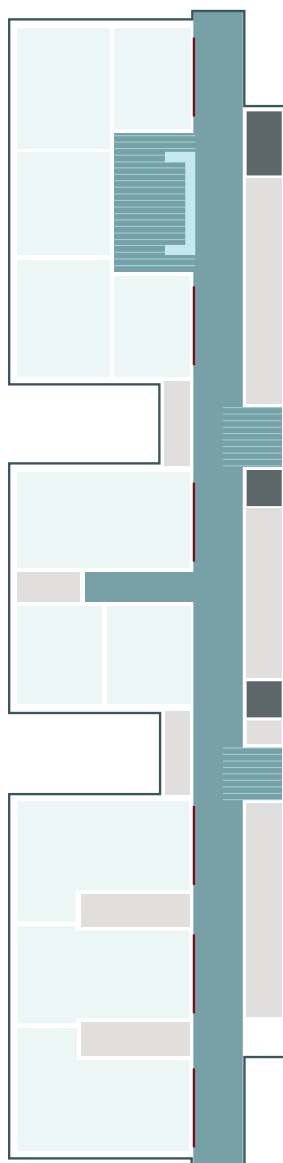


Fig. 5.3

The main academic corridor acts as a zipper, connecting the various learning environments together while also offering a variety of supplemental learning spaces separate from any one subject area.

Along the corridor, alcoves for informal gathering are carved out—complete with flexible furniture and technology where appropriate. Access to small group instruction rooms is also offered from the corridor. At the ends of the corridor, exterior views break up the length of this narrow and tightly sited three-story academic wing.

Fig 5.3 Key

- Classroom
- Corridor
- Collaboration Space
- Small Group Instruction
- Lockers

● Student  
○ Teacher

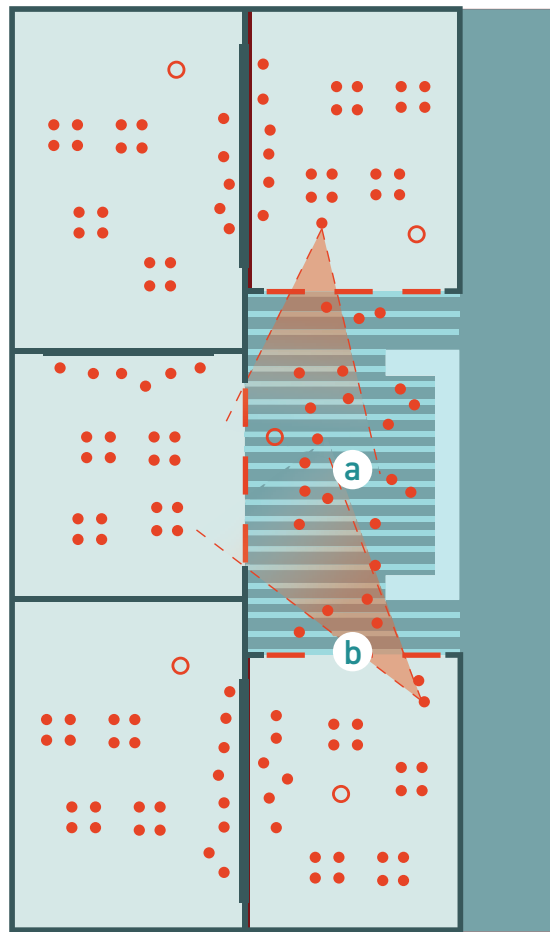




Fig. 5.5

## Key Learning Unit Elements

- a**  Collaboration Space shared by classrooms
- b**  Sliding glass doors between classroom and corridor

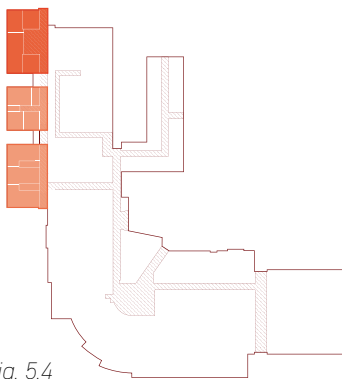


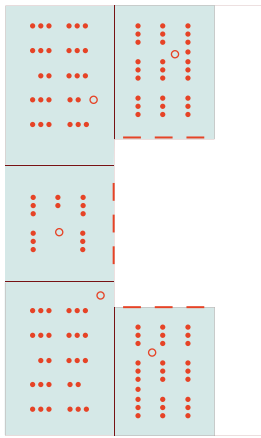
Fig. 5.4

**ACTIVATION.** Organizing a grouping of classrooms around a central collaboration area builds community and fosters the development of relationships between and among students and teachers. The grouping of five classrooms diagrammed in Fig. 5.5 offers many possibilities of activation to accommodate various modes and models of teaching and learning as illustrated in Column A to the right.

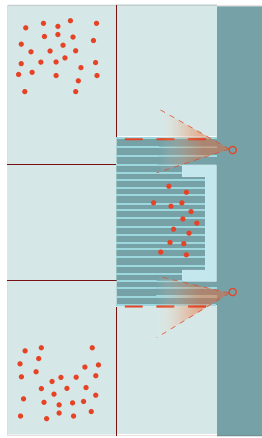
Three of the five classrooms have sliding glass doors, and Column B illustrates how much visibility is afforded with this treatment. Columns C and D explore the ways in which the classroom and collaboration environments adapt and flex. Large groups are accommodated with ease, offering many teaching surfaces and resources while students are

supported on flexible furniture. Diagram C4 illustrates an example of how this environment can successfully support individual classroom needs while other classes share the collaboration space.

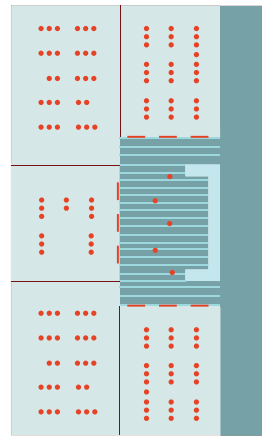
*Creating a grouping of classrooms around a central collaboration area builds community and fosters the development of relationships between and among students and teachers.*



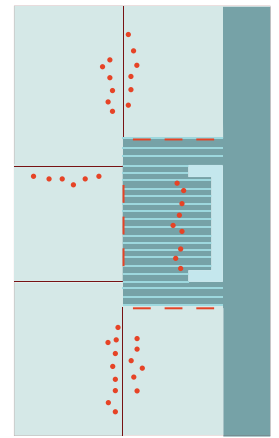
A1



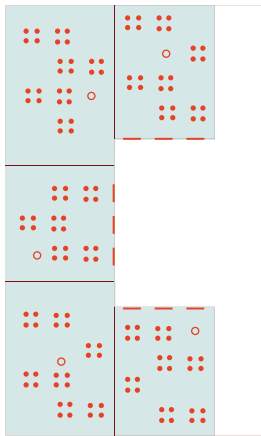
B1



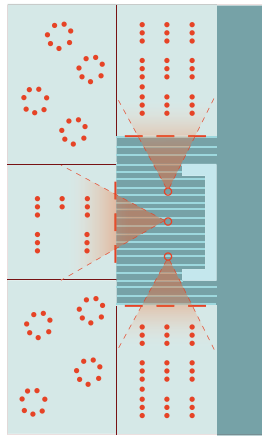
C1



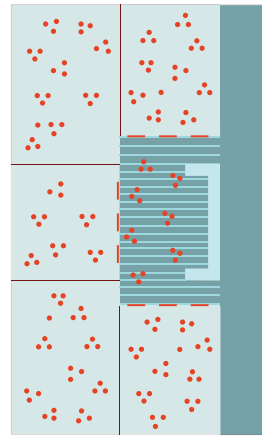
D1



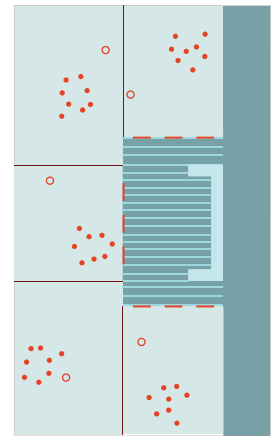
A2



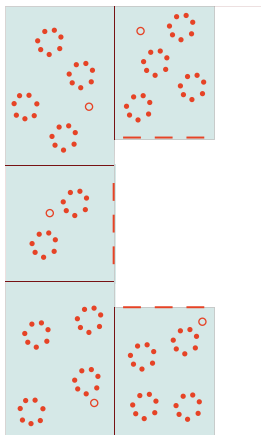
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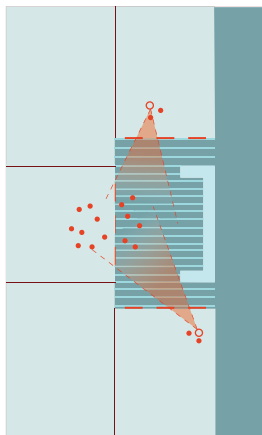
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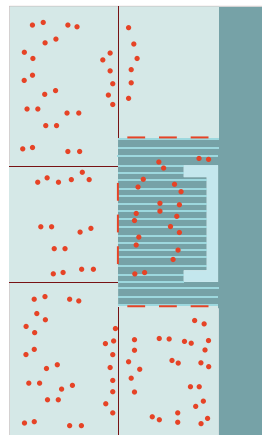
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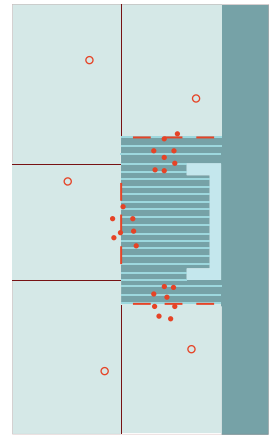
A3



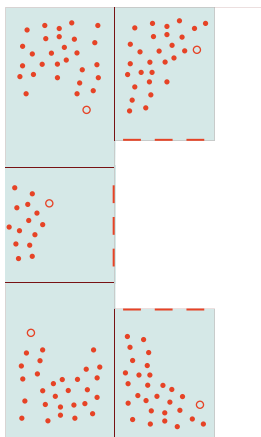
B3



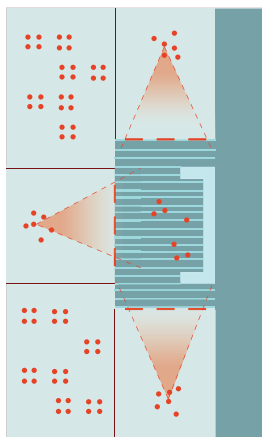
C3



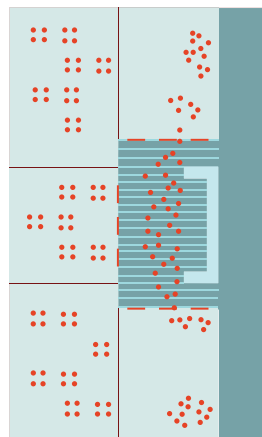
D3



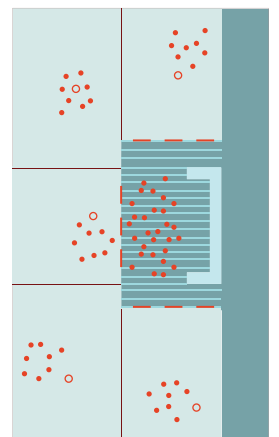
A4



B4



C4



D4



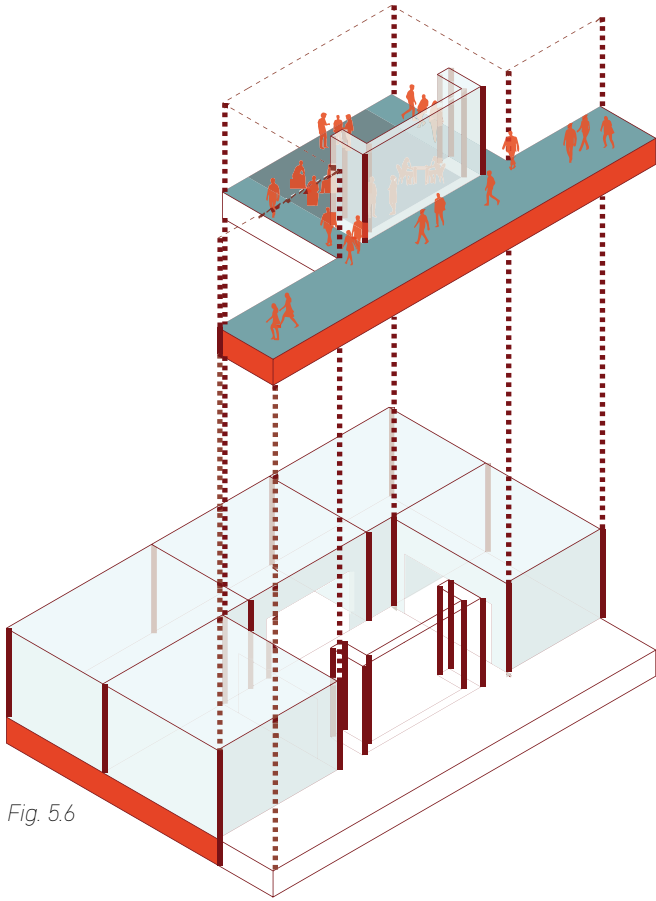


Fig. 5.6

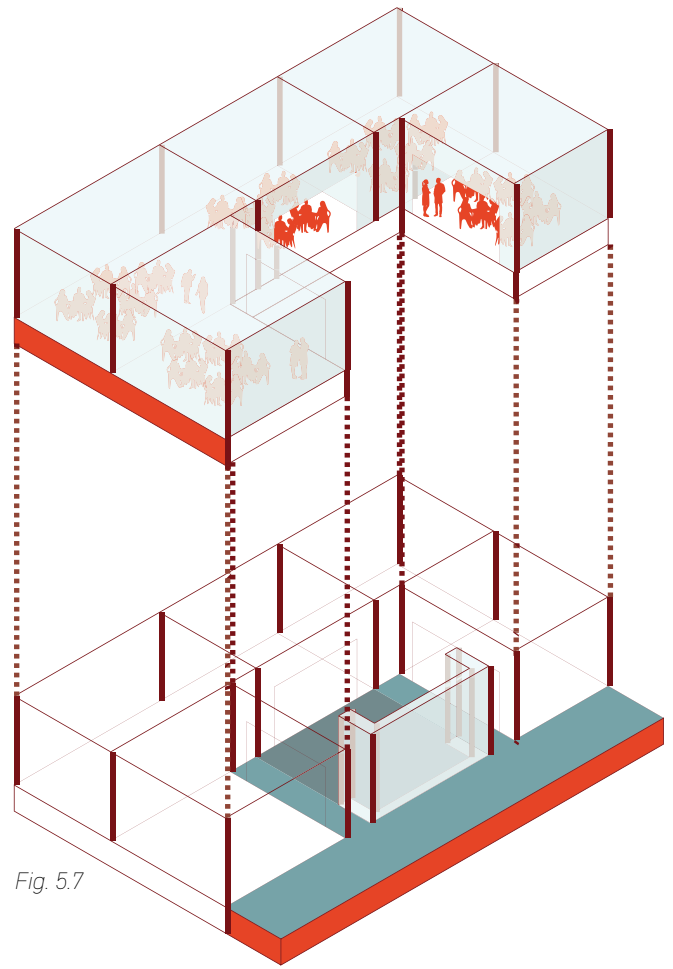


Fig. 5.7



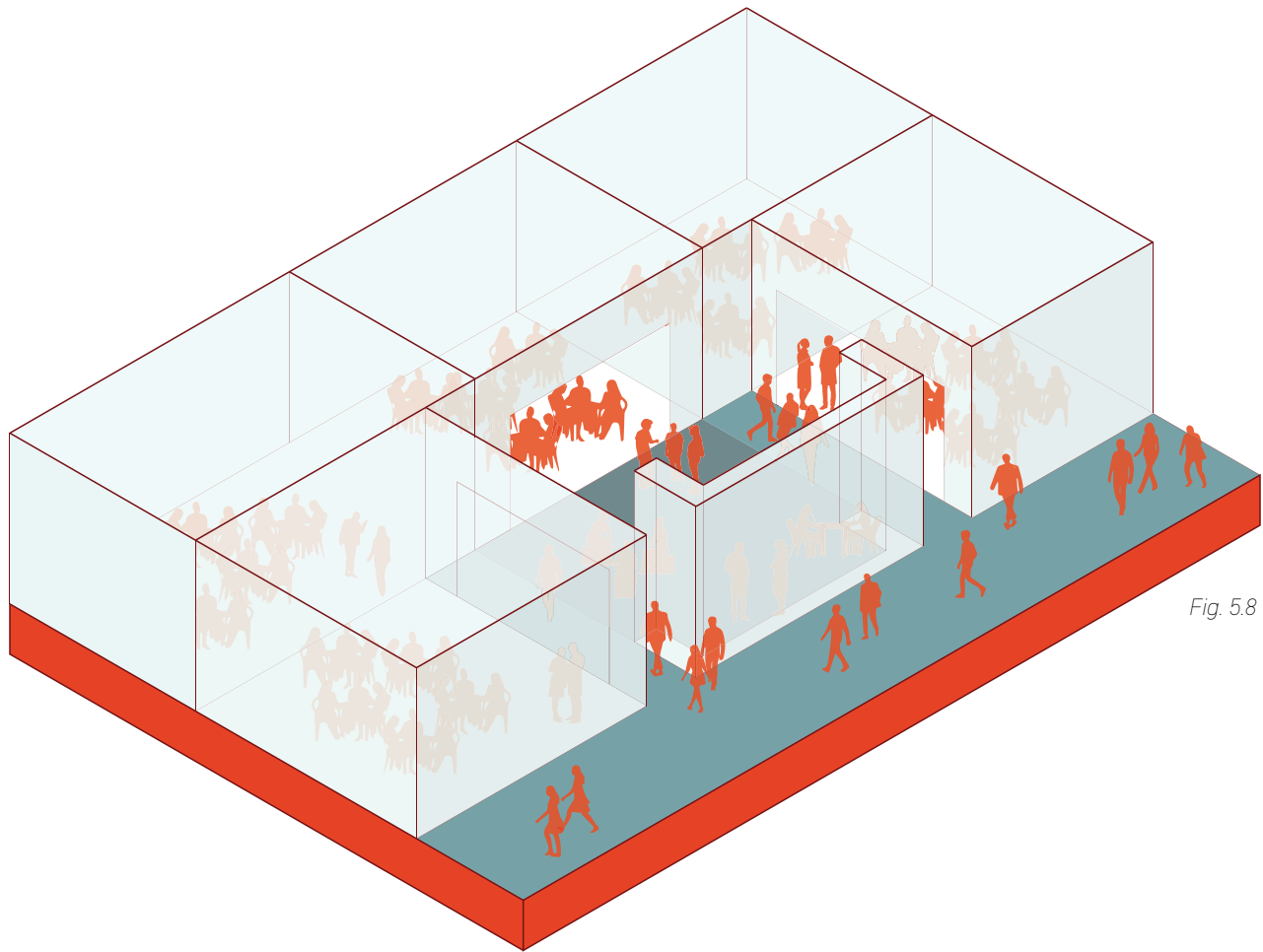


Fig. 5.8

**CONTRACT AND EXPAND.** Organizing spaces around a central collaboration provides the ability to easily contract and expand without obstruction. The ability to expand allows multiple full classrooms to learn together. Contraction allows a classroom to break into small groups, spreading throughout the collaboration area and even into the adjacent corridor. Because so many different learning environments exist throughout the building, students have autonomy and choice when finding a functional learning environment that meets their needs.

Just as the classroom environments contract and expand, so too does the main corridor diagrammed in Fig. 5.9. The corridor becomes a dynamic environment for teaching and learning when students and teachers feel comfortable, welcome, and have the resources they need to jump in and get to work.

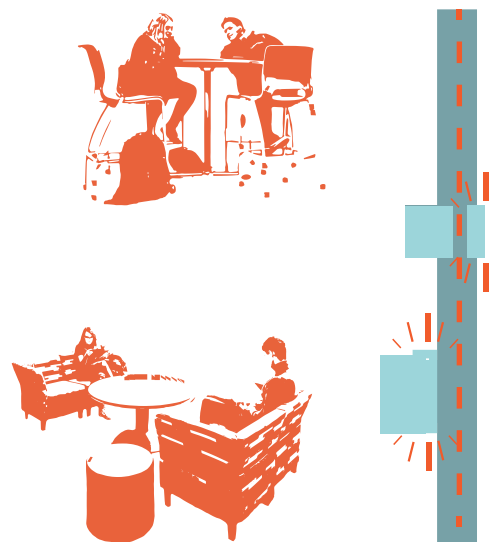


Fig. 5.9













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