

February 3, 2022 School Board report

# School Reconfiguration

Walker & Buford Re-Design

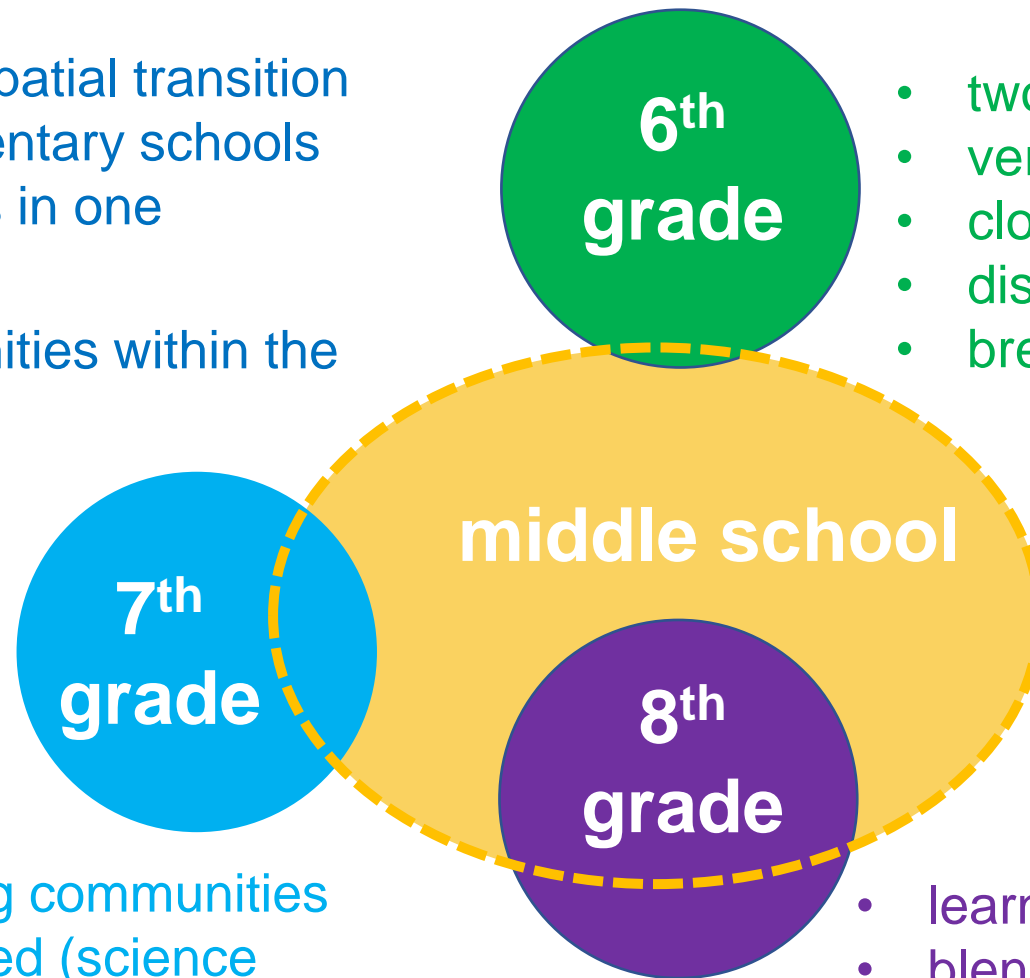
Final Schematic Design Plans



VMDO

What is the appropriate spatial transition from neighborhood elementary schools (where most instruction is in one classroom) to CHS?

Smaller learning communities within the larger, city-wide school.



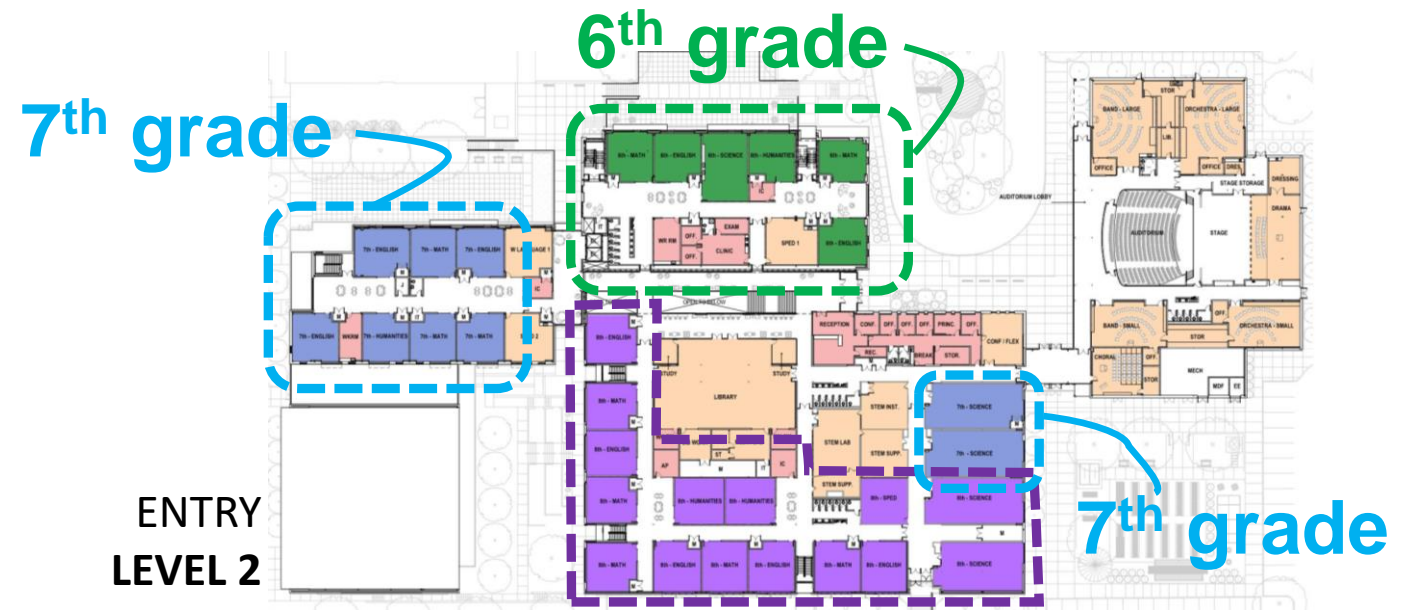
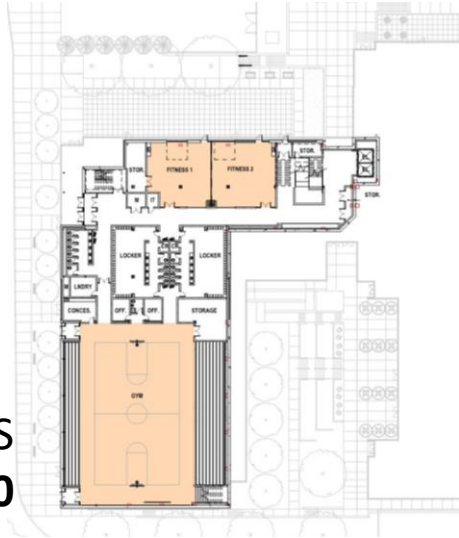
- two distinct learning communities
- very self contained
- closest to front door
- distributed admin offices
- breakout spaces

- two distinct learning communities
- mostly self contained (science classrooms in Building A)
- distributed admin offices
- breakout spaces

- learning community is Building A
- blended
- nice adjacencies to higher level lab / tech spaces, media resources
- breakout spaces in and around library

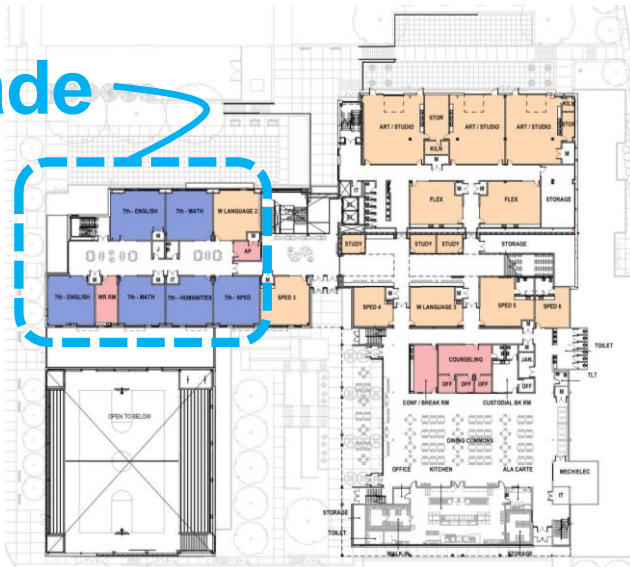


ATHLETICS  
LEVEL 0



ENTRY  
LEVEL 2

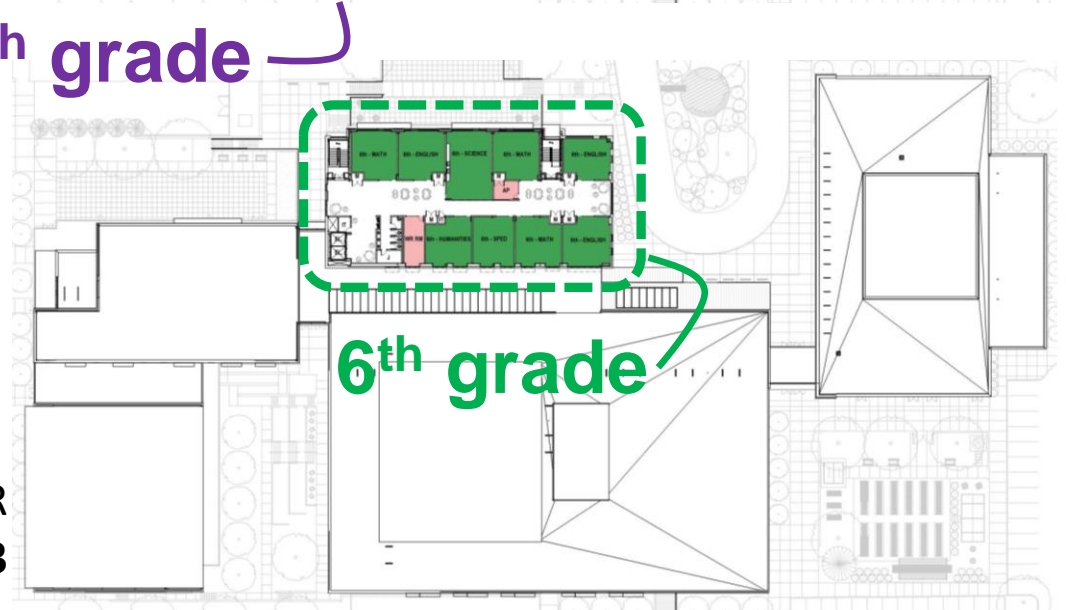
7th grade



DINING  
LEVEL 1

8th grade

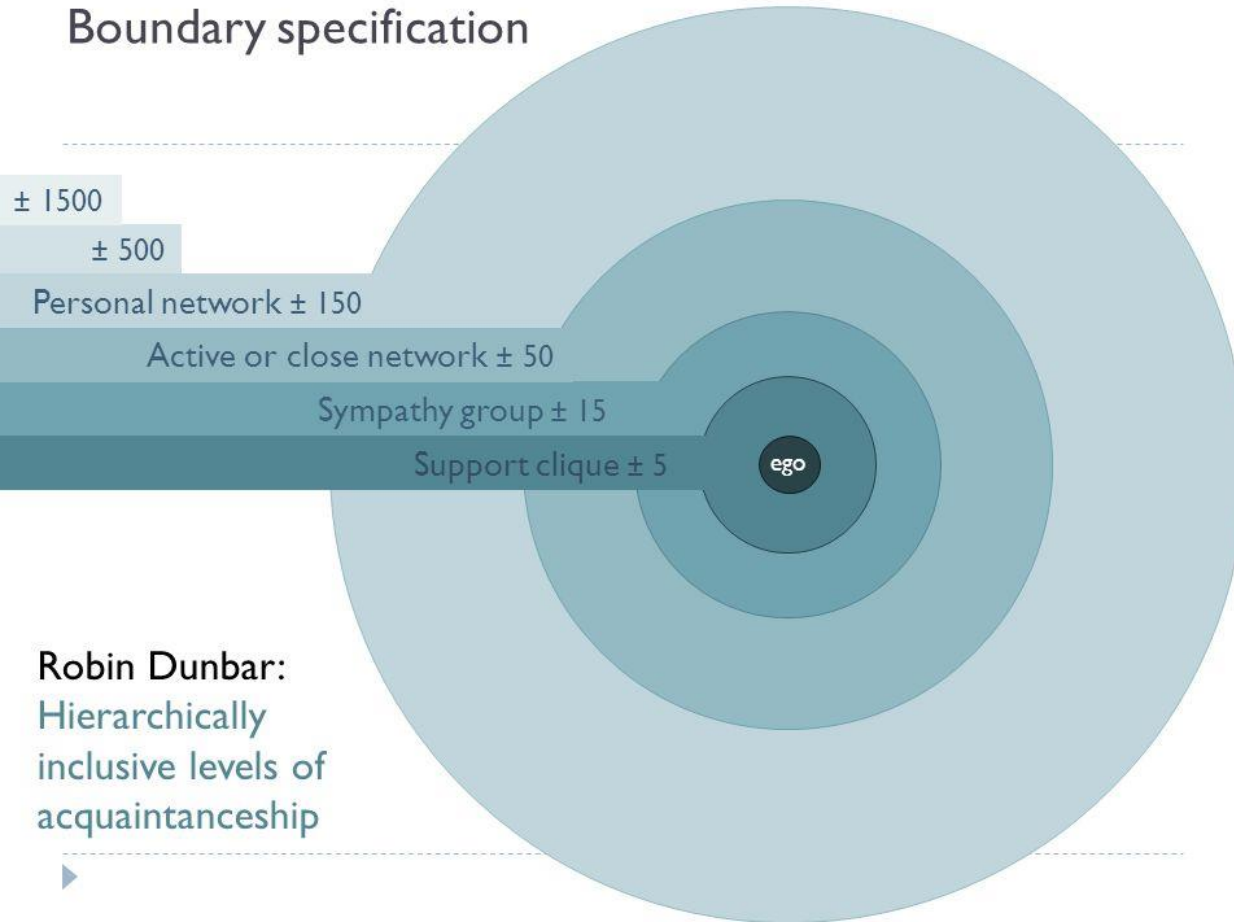
UPPER  
LEVEL 3



Grade level locations. Total capacity = 1,062

## What sized groups should a middle school accommodate and why?

### Boundary specification



## How should space meet the developmental needs of young adolescents?

- Message that students are valued
- Affirm diverse ways of being and knowing
- Provide opportunities for physical movement
- Promote social interaction and collaboration (formal and informal)
- Foster student-centered and self-directed learning:
  - Maker spaces
  - Flexible learning spaces (including moveable furniture of different types)
- Encourage exploration and self-expression
- Allow for focus and reflection
- Integrate technology for learning
- Engage multiple senses



SCHOOL of EDUCATION  
and HUMAN DEVELOPMENT  
YOUTH-NEX



**6<sup>th</sup> grade learning community B**  
 (6) classrooms x 24 = 144 students  
 Teacher workroom, breakout spaces, admin office

**7<sup>th</sup> grade learning community A**  
 (7) classrooms x 24 = 168 students  
 Teacher workroom, breakout spaces, admin office

**Electives**  
 All other spaces in orange except  
 SPED  
 Not considered capacity  
 generating, which provides  
 maximum flexibility in scheduling  
 (2) Band  
 (2) Orchestra  
 (1) Drama  
 (1) Choral  
 (1) World Language  
 (2) STEM  
 (1) Flex classroom  
 (1) Library

**Special programs**  
 (2) classrooms x 5  
 = 10 students

**8<sup>th</sup> grade learning community A**  
 (12) classrooms x 24 = 288 students  
 Grade level SPED classroom = 8 students  
 Teacher workroom, breakout spaces, admin office

**7<sup>th</sup> grade science classrooms**  
 (2) classrooms x 24 = 48 students

**8<sup>th</sup> grade science classrooms**  
 (2) classrooms x 24 = 48 students

### 7<sup>th</sup> grade learning community B

(5) classrooms x 24 = 120 students

Grade level SPED room = 8 students

Teacher workroom, breakout spaces, admin office

### Special programs

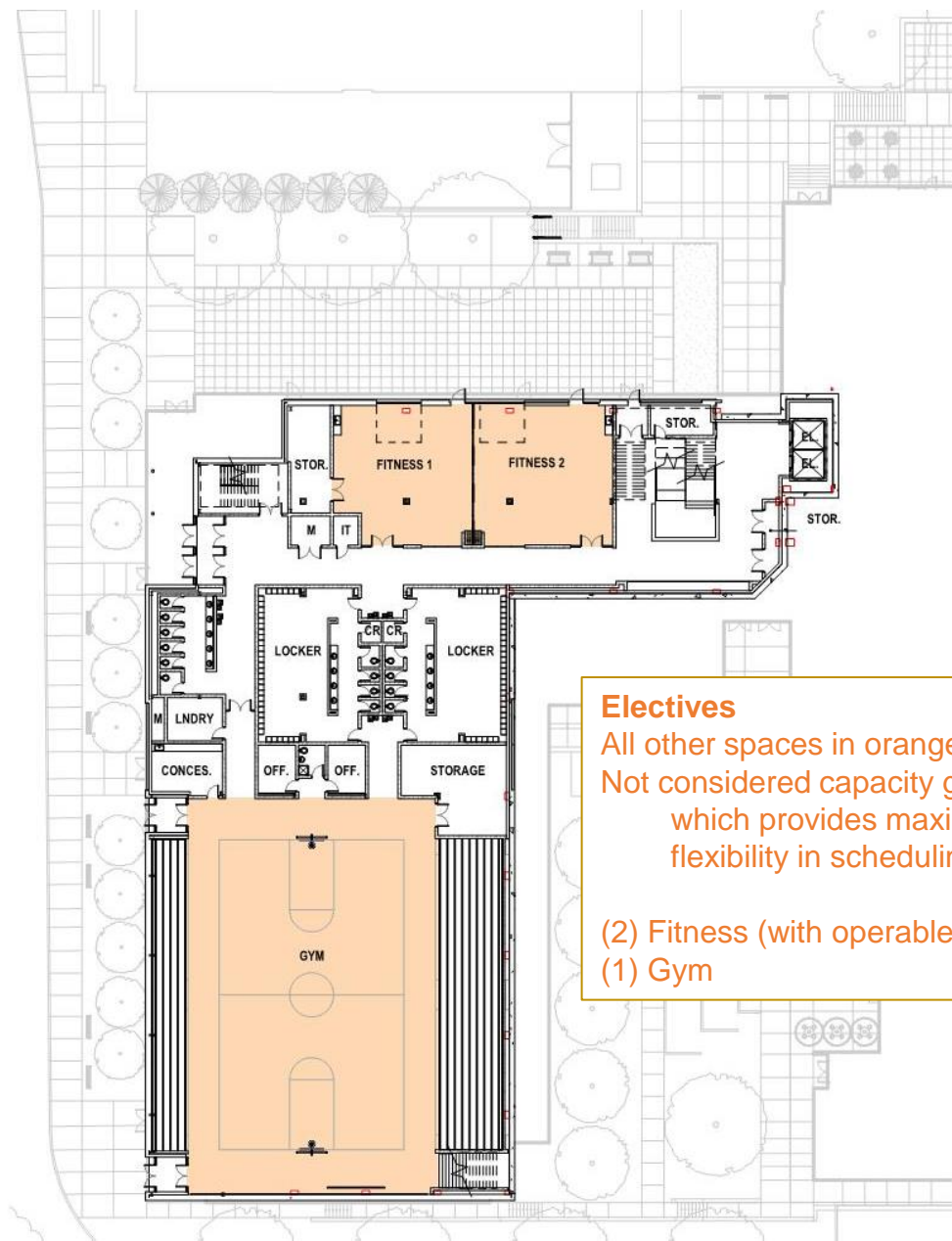
(4) classrooms x 5  
= 20 students

### Electives

All other spaces in orange except SPED  
Not considered capacity generating, which  
provides maximum flexibility in scheduling

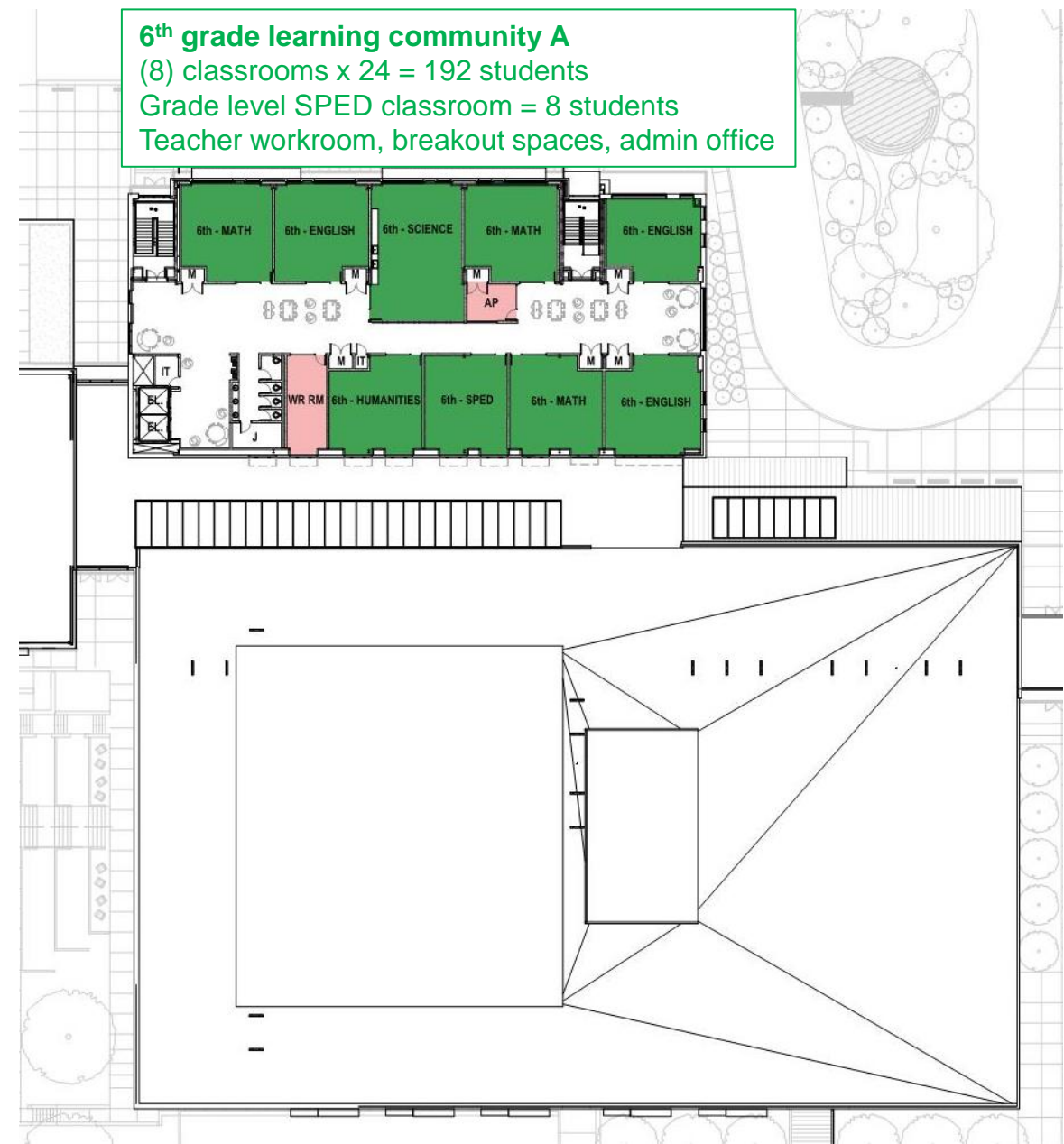
- (3) Art
- (2) World Language
- (2) Flex classrooms
- (3) Small project / study rooms





**Electives**  
 All other spaces in orange  
 Not considered capacity generating,  
 which provides maximum  
 flexibility in scheduling

(2) Fitness (with operable wall)  
 (1) Gym



**6<sup>th</sup> grade learning community A**  
 (8) classrooms x 24 = 192 students  
 Grade level SPED classroom = 8 students  
 Teacher workroom, breakout spaces, admin office

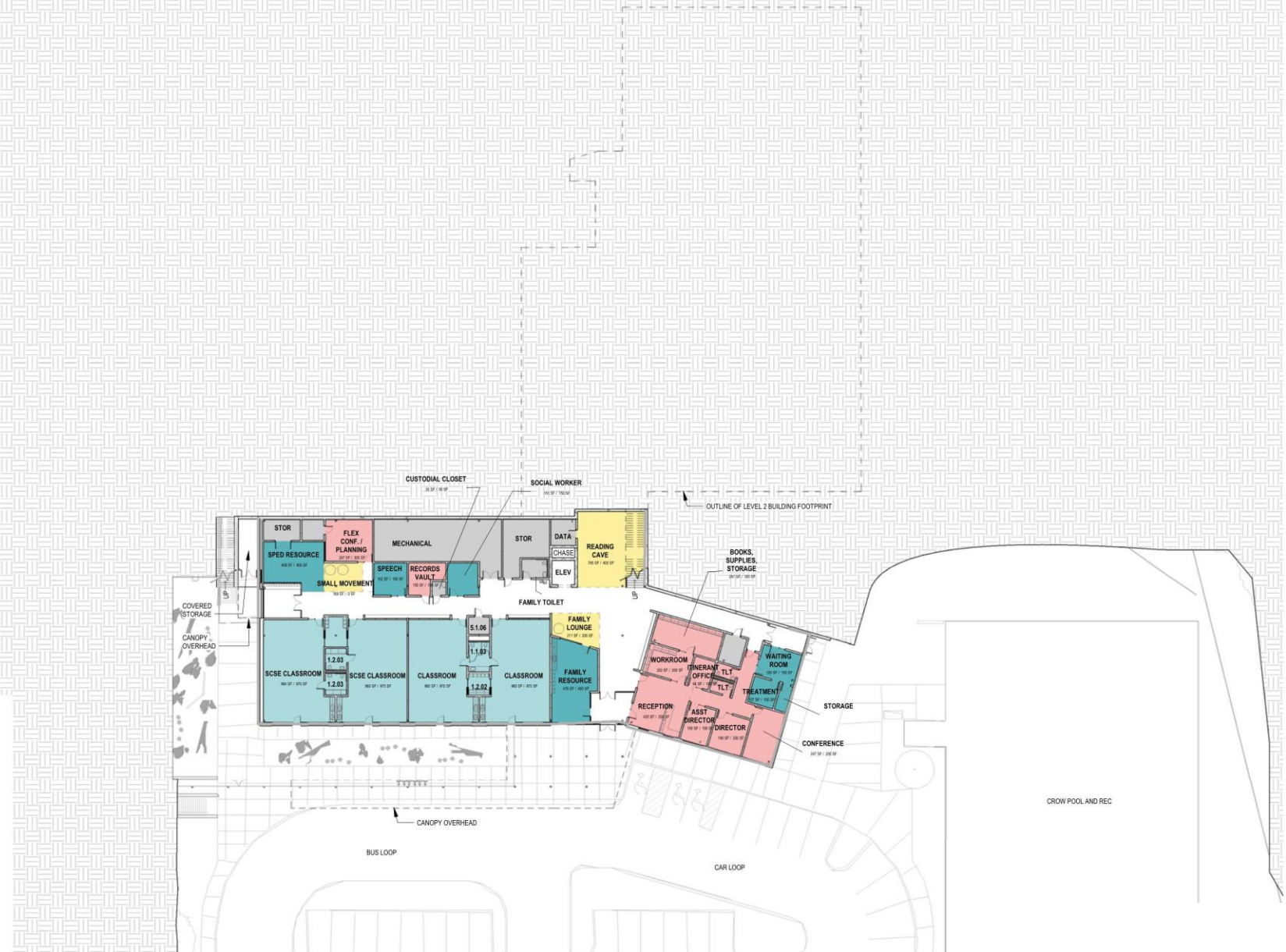


Site masterplan for future Pre-K center at Walker



### DEPARTMENT LEGEND

- 1.0 CHILD DEVELOPMENT- CLASSROOMS
- 2.0 CHILD DEVELOPMENT - SUPPORT
- 3.0 CHILD DEVELOPMENT- SHARED
- 4.0 OFFICE & MEETING
- 5.0 BUILDING SUPPORT
- 6.0 CIRCULATION





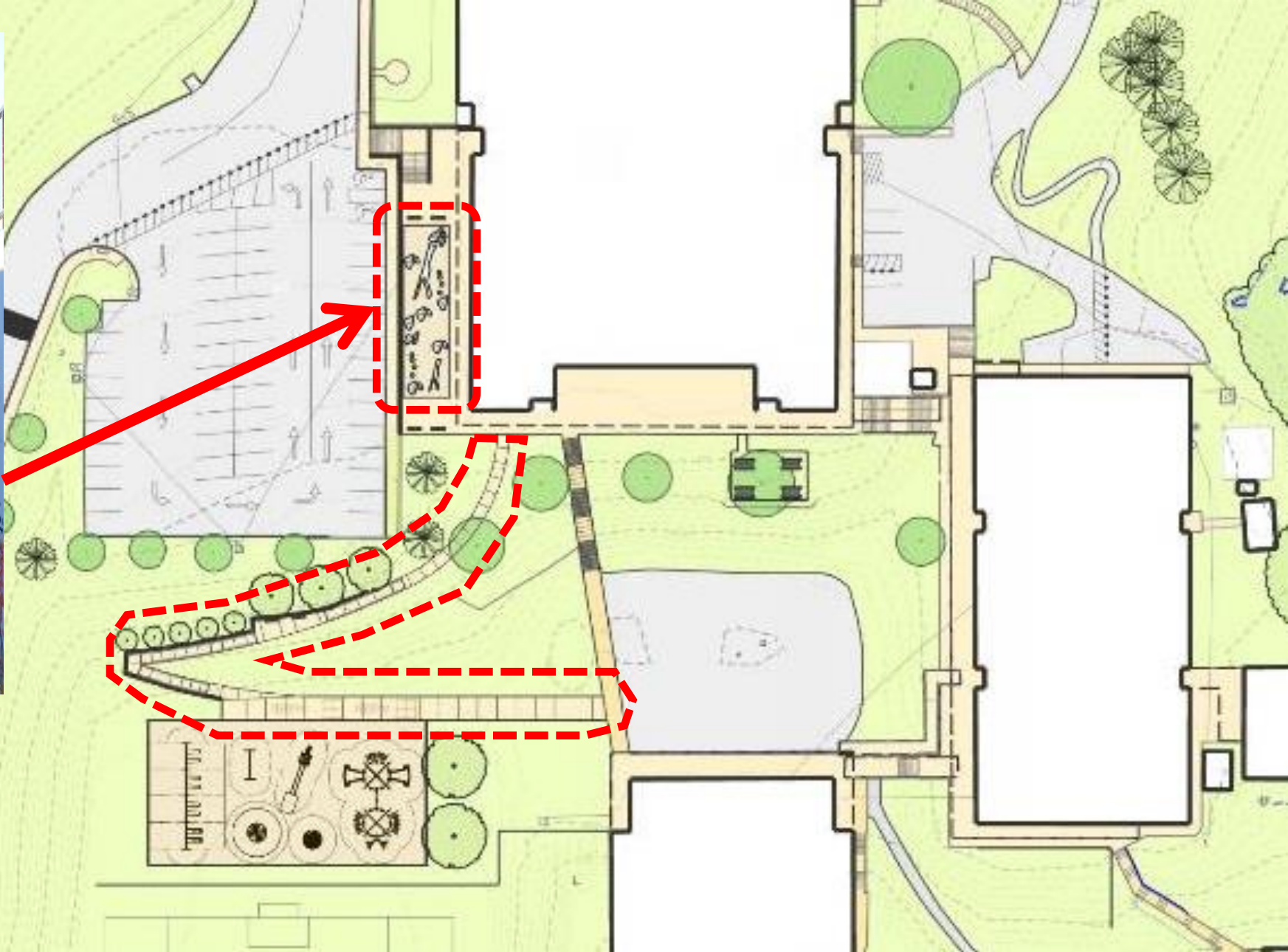
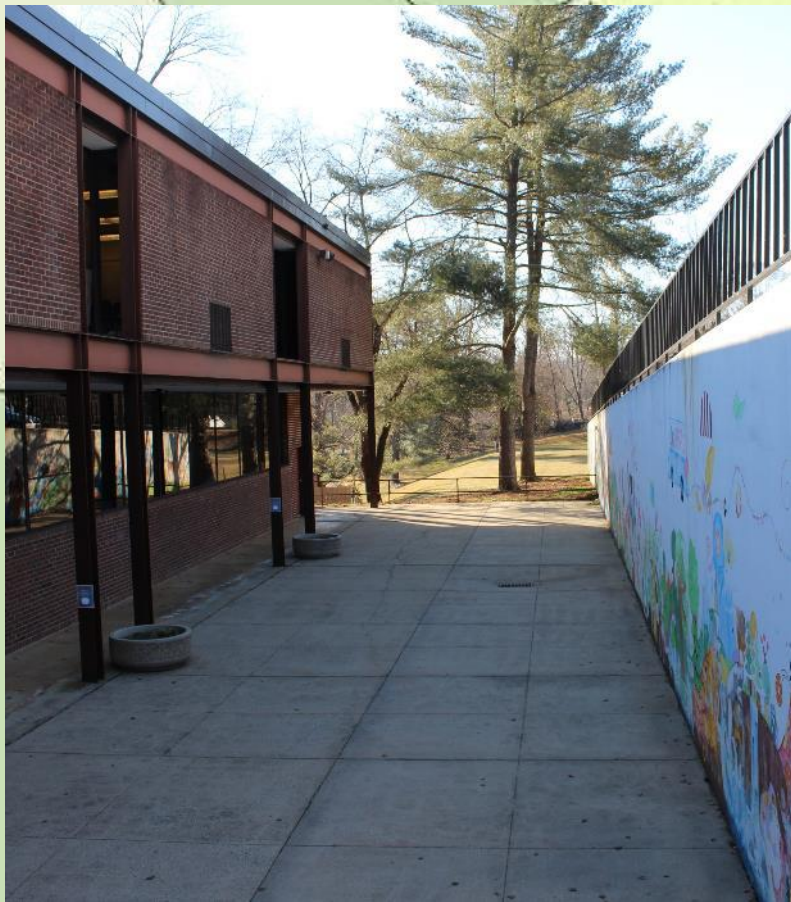




Site adjustments for Walker to accommodate Pre-K now







Site adjustments for Walker to accommodate Pre-K now