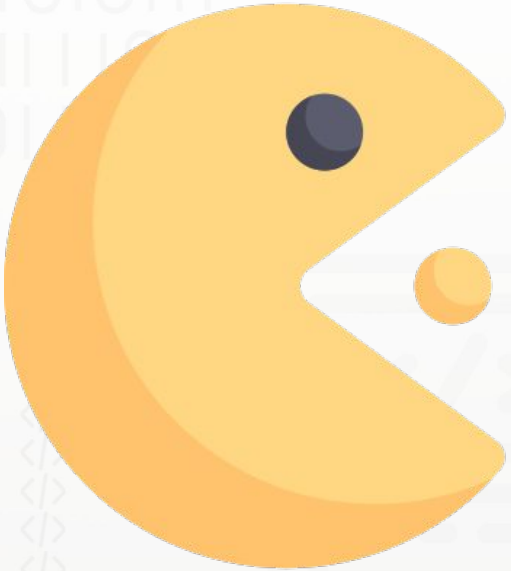
BREAKING DOWN WALLS

Crystal Deaver, Principal, GDDS, Burleson ISD

Randi Woolsey, Assistant Principal, GDDS, Burleson ISD

April Chiarelli, Chief Academic Officer, Burleson ISD

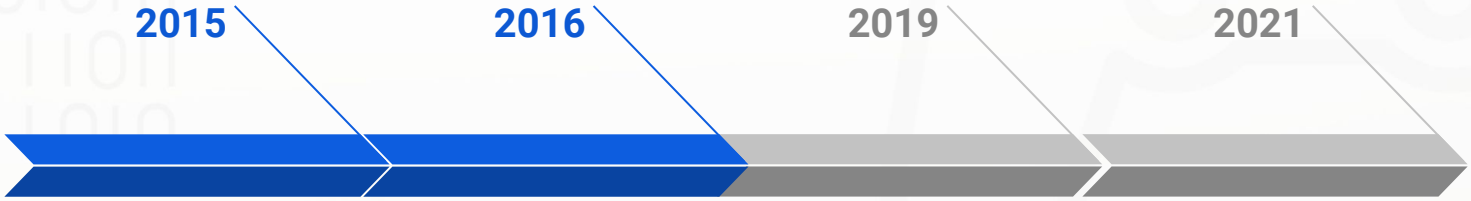
Terry Hoyle, CEO, Pfluger Architects



Level 1

Let's start with fundamentals.

Find how a video game programming school engages an unreached segment of the student population.



REALM Begins

- Rigorous Educational Arcade Learning Model

REALM Opens

- School within a School
- Grades 6-8

REALM Stands Alone

- REALM expands 6-12

Breaking Down Walls

- REALM moves into a state-of-the-art space and changed its name to ***Game Development Design School*** at Burleson ISD

Mission & Vision

VISION:

GDDS exists to promote academic and social-emotional growth, in a technology-infused world, by challenging and changing the status quo through a blended learning model.

MISSION:

GDDS equips all learners to become well-rounded, critical thinkers of tomorrow and multifaceted leaders of an ever-evolving technological society.

Student Profile

- Motivated by a different way of learning
- Thrives on trial and error
- Appreciates and engages in immediate feedback
- Social when highly engaged
- Wants to be with others with similar interests

The Stats

The incoming 6th graders:

- 11% Gifted & Talented
- 26% Economically Disadvantaged
- 3% Learning English Proficient
- 30% Special Ed or 504
- Historically outscore other campuses on state assessments by around 10%

The Stats

Incoming 9th grade students:

- 19% Gifted & Talented
- 27% Economically Disadvantaged
- 14% Special Ed
- 22% 504
- 3% Limited English Proficient

Student Perspective

Level 2

Learn how blended and self-paced learning can be successfully integrated through professional development and systematic processes.

How We Learn

- In the beginning
  - Self-paced
  - Game-design approach
- Current -
  - Modern Classrooms Project
  - Game Development and Design Approach to Curriculum

Teacher Profile

- Energetic
- “Out of the box”
- Modern Classrooms approach
- Loves our students

Long Term Goals

- Elementary to High School
- Certifications
- Partnerships

Level 3

To complete the game, you will learn about the critical importance of designing the physical environment to reinforce the unique vision of the school and support the instructional method.

eSports

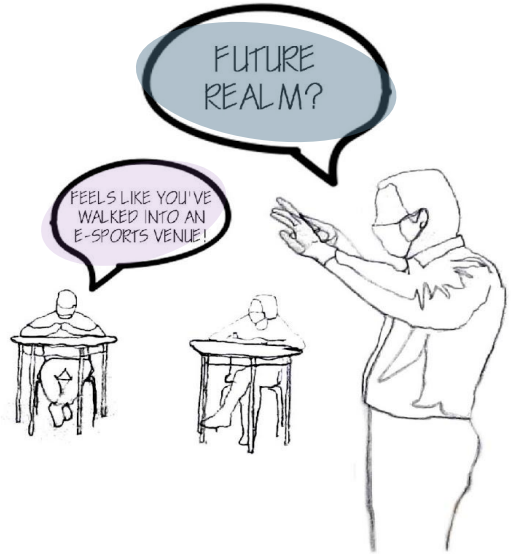
Burleson ISD
Grapevine-Colleyville
4:14
39%
114%
CORSAIR

NEW LOCATION – VENUE 510

EVENTH DAY
MBER

DESIGN PROCESS: BISD Leadership, GDDS Staff & GDDS Students

- GDDS looks like :***Warehouse/Industrial***, ***Simple***, **Edgy**, ***Vibrant*** (but not too colorful)
- GDDS feels like: ***Inviting, Open*** (intentional)**,** ***Collaborative & Inclusive, Comfortable*** (setting and sitting choices)**,** ***Upbeat***
- GDDS branding is about: ***Creating a 'Real' Gaming Academy, Coding, E-Sports, Promoting a different way of teaching-learning and thinking***,
- GDDS supports our needs by: ***Accommodating 600 students, Providing flexible spaces & furniture*** (independent vs group work; quiet vs active learning environments), ***Showcasing student work, Providing adjustable lighting levels***



GUIDING PRINCIPLES

FUNCTION

- supports **students owning** their **learning** and being responsible for managing their schedule.
- provides **choices** to every student of where they will perform their work **based on** their **individual learning styles**.
- **allows students to** feel at ease working and **interacting freely** within a protected environment.
- affords students **immediate access to teachers** throughout all learning spaces.

FORM

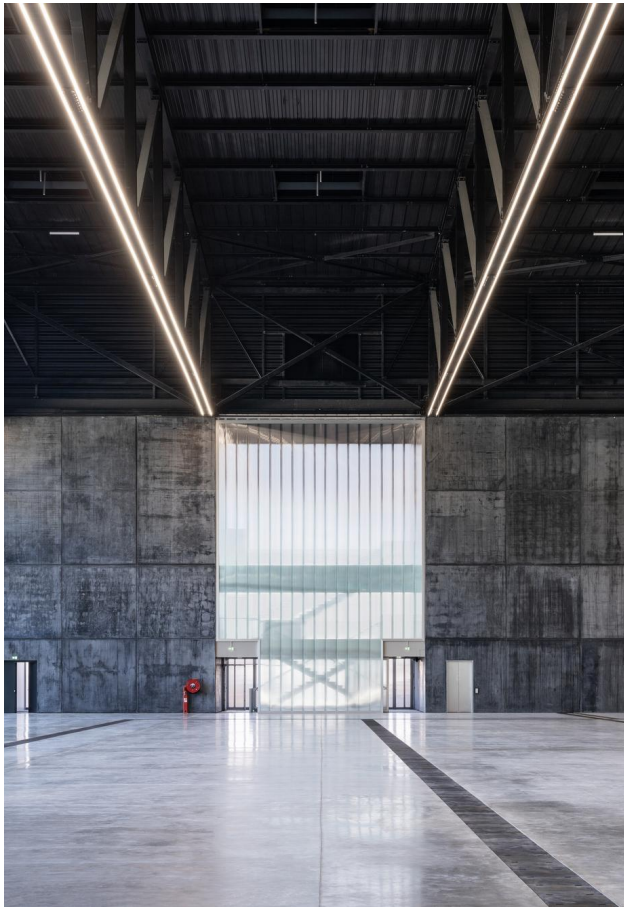
- places student **learning on display**.
- **emulates** the **professional environments** of the careers to which their education will likely lead them.
- **provides students choices** in furnishings for working alone and for varied group sizes.
- is dynamic to **promote flexibility** in use and purpose.
- **engages the senses, raises the spirit, and inspires the mind**.

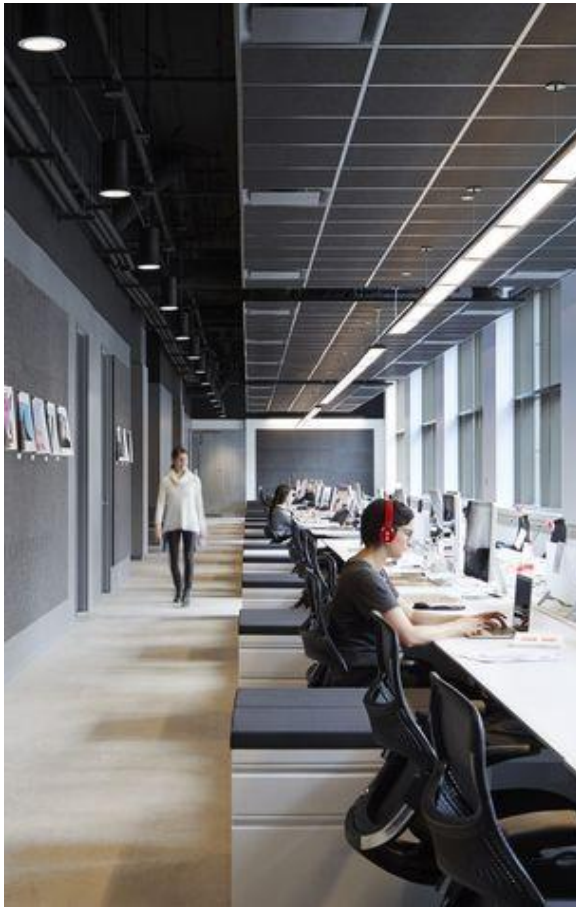
ECONOMY

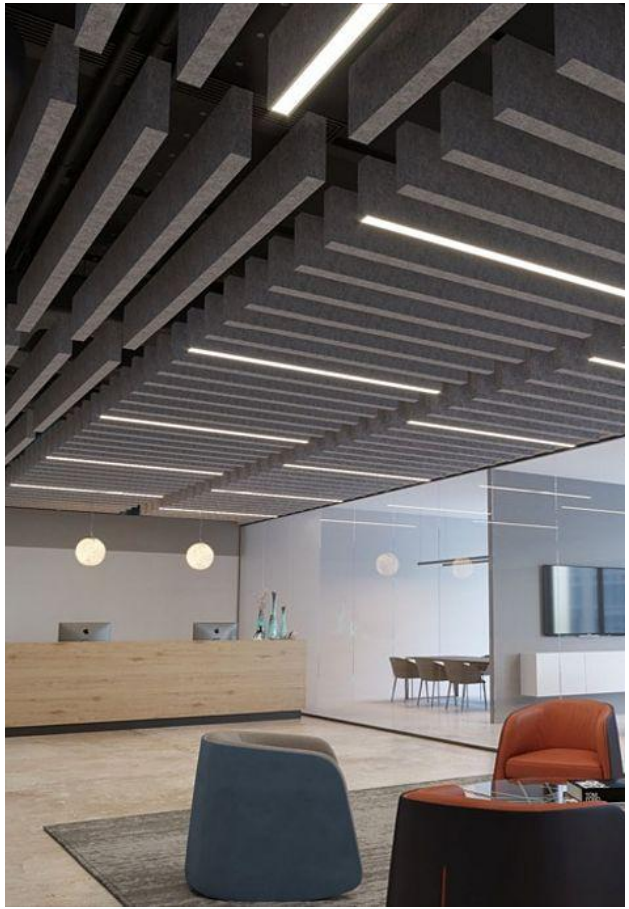
- will accommodate **450 middle schoolers and 150 high school students**.
- is able to be phased to meet the **immediate needs of 400** students yet grow to serve **600 in the future**.
- will **provide a variety of media options** for students to develop and showcase work.
- can be realized within a conservative cost approach.
- shall be constructed with materials that are **cost effective** for the intended life of the program.

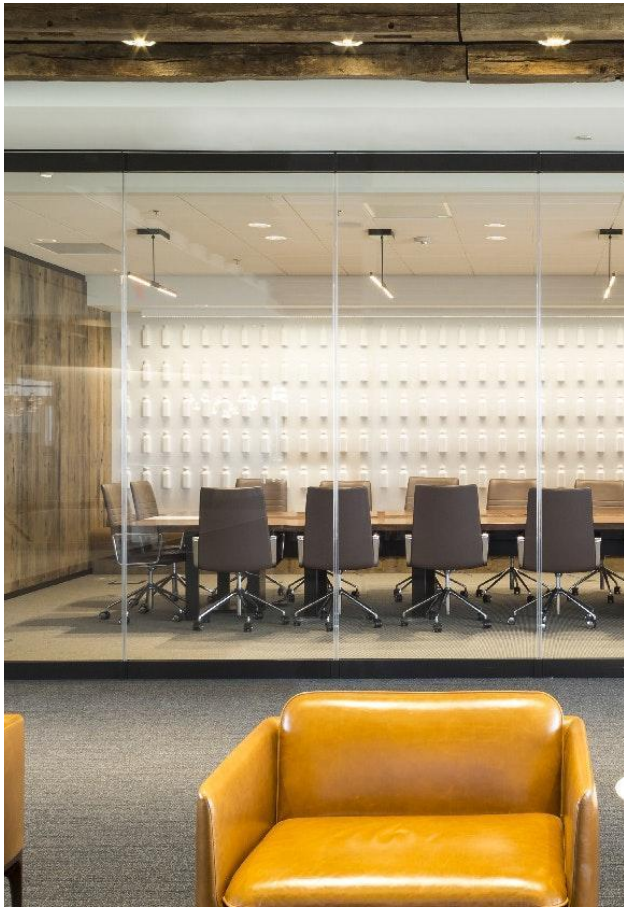
TIME

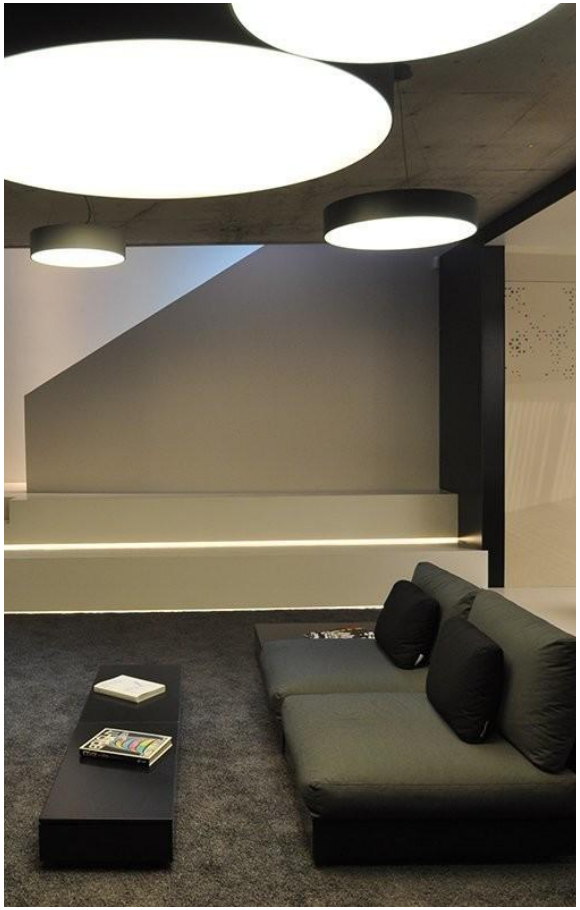
- shall be **constructed** to support its intended purpose **for the next twenty years**.
- **must accommodate the project schedule** that has already been defined.
- will provide food service to all students in **(2)** 50-60 minute **lunch periods**.











NIKE
GARAGE

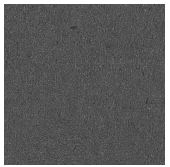
KX
CAFE

3LUE

E-3LUE
COMMANDING
E-3LUE
PRO GAMING GEAR
3LUE

active

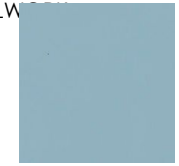
INTERIOR FINISH PALETTE



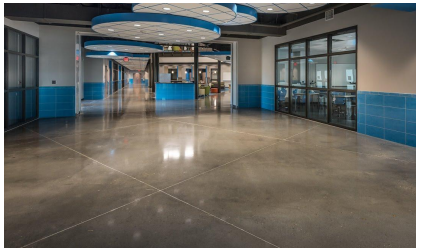
LAMINATE

MILLWORK

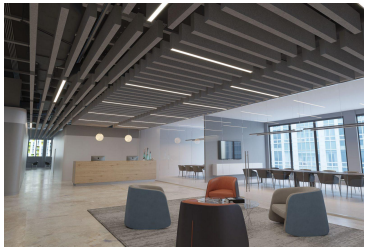
PAINT



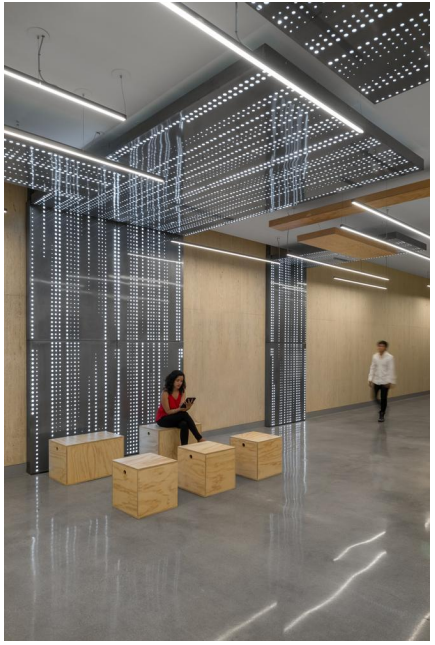
RESTROOM TILE OPTIONS



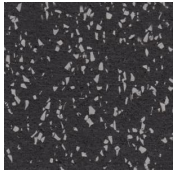
CONCRETE FLOORING WITH SCORING



CEILING OPTIONS

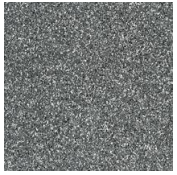


CONCRETE FLOORING



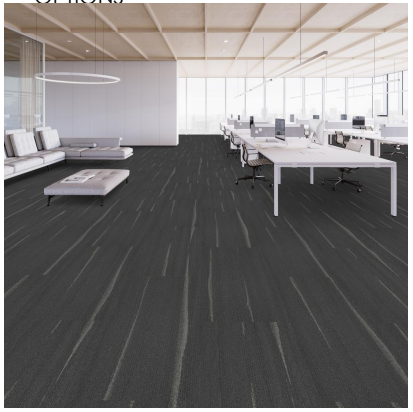
PE RUBBER FLOOR

RUBBER BASE



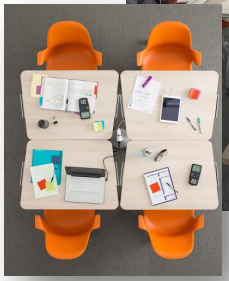
GTI MAX CONNECT VINYL FLOORING

CARPET TILE OPTION A

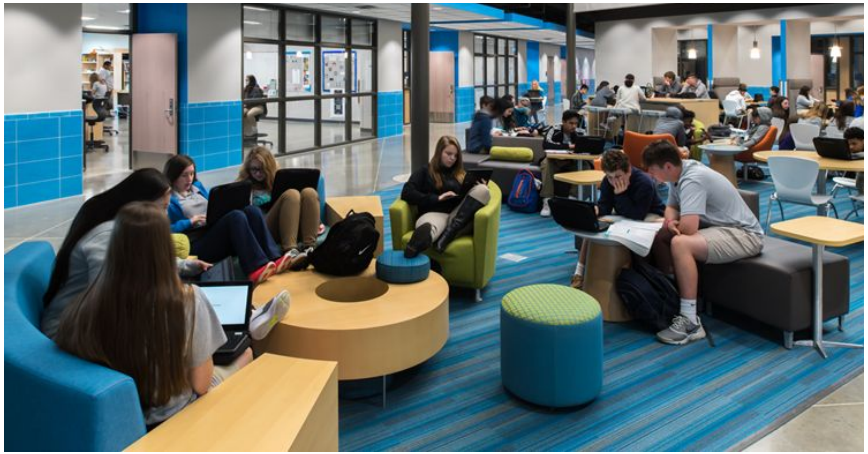


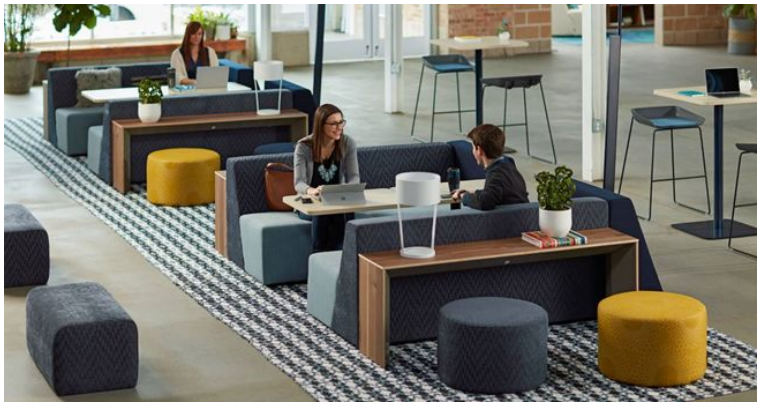
CARPET TILE OPTION B

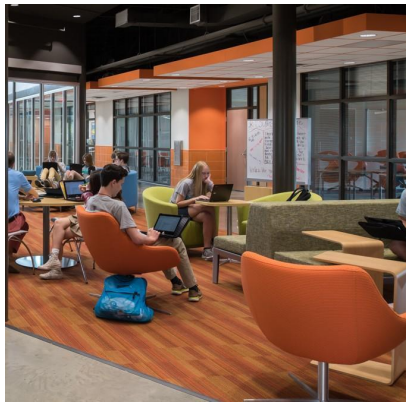
CORE ACADEMICS



CORE ACADEMICS SUPPORT SPACES





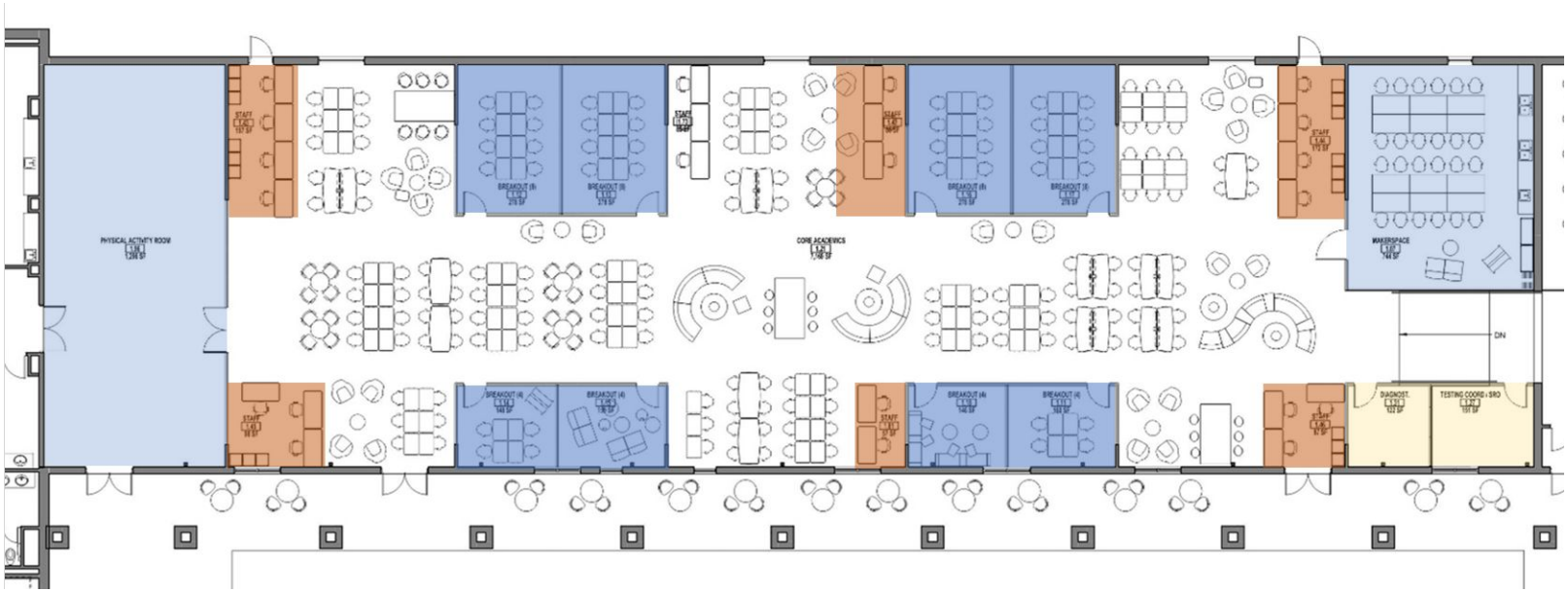


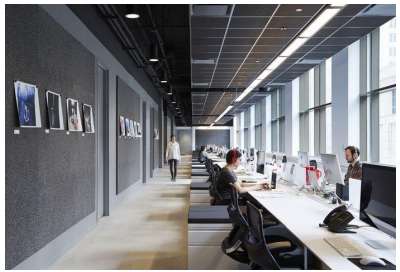
SITE/BUILDING DIAGRAM (1ST FLOOR & PARKING LOTS)

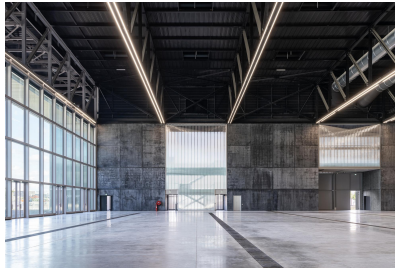
SITE/BUILDING DIAGRAM (2ND FLOOR)

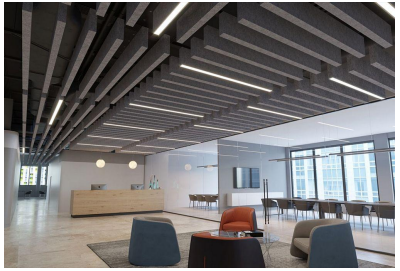
FIRST FLOOR PLAN - MIDDLE SCHOOL AND CAMPUS SUPPORT

FIRST FLOOR PLAN - "COMMUNITY" - MIDDLE SCHOOL AND PHYSICAL EDUCATION

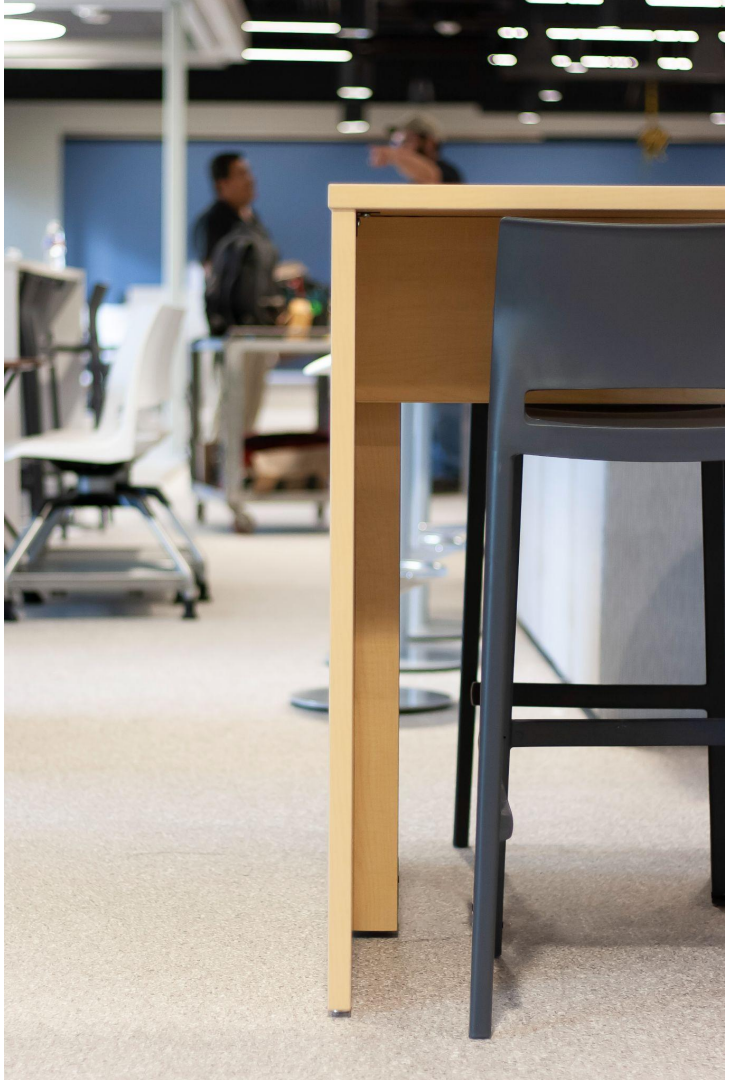




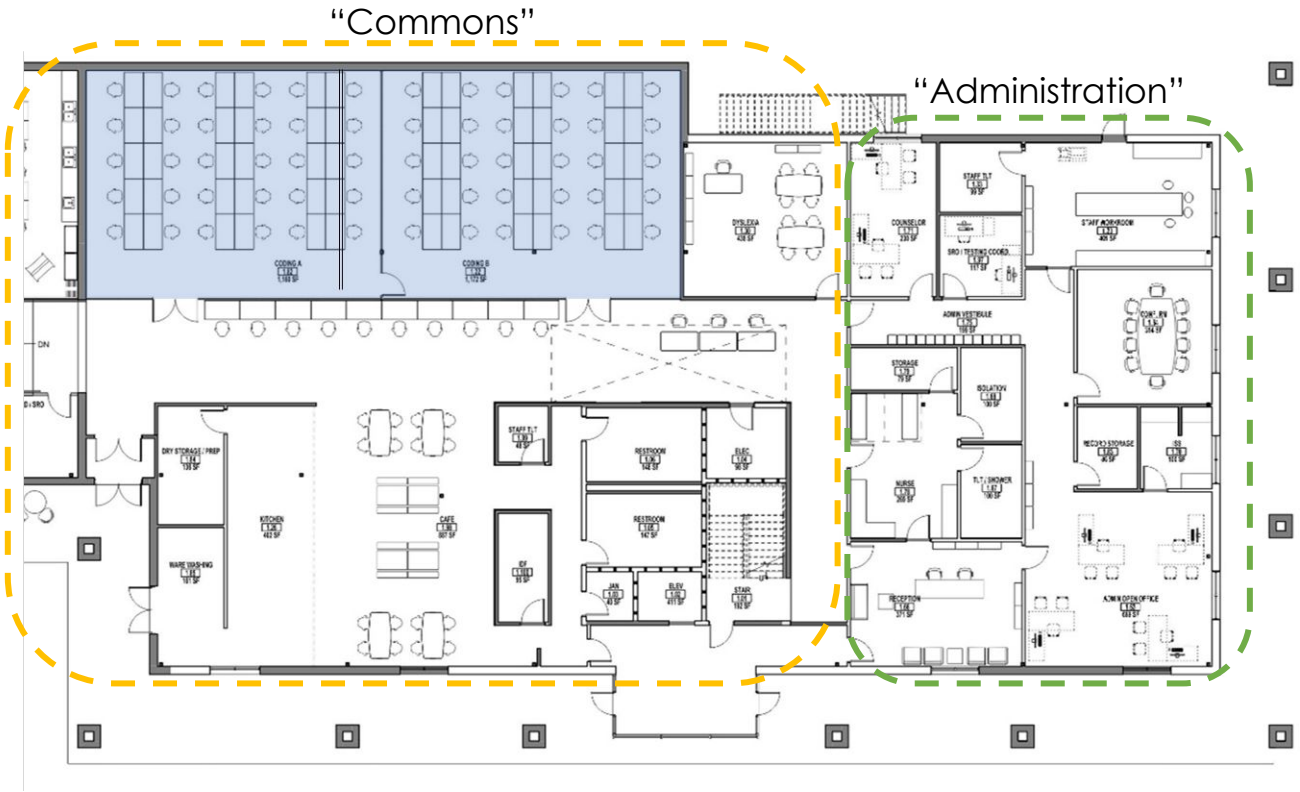


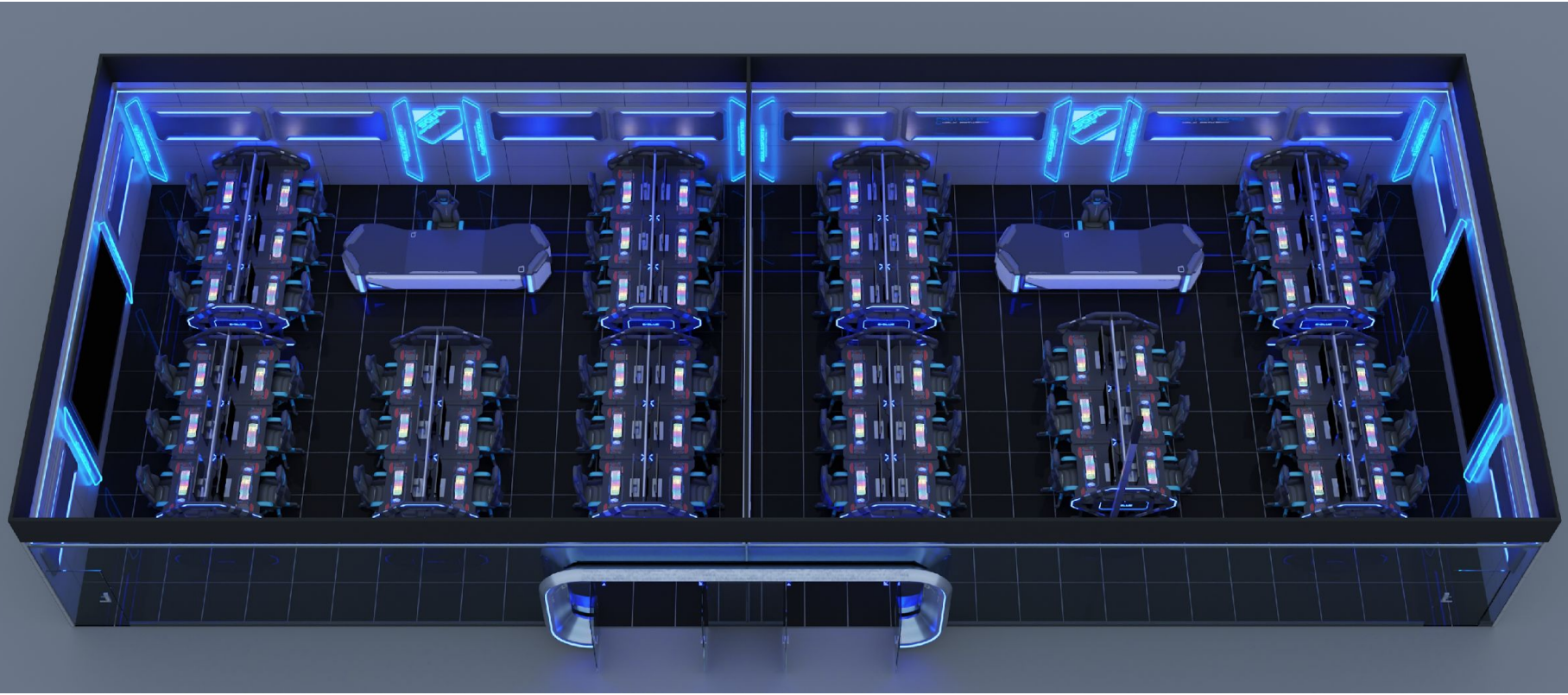


pfluger

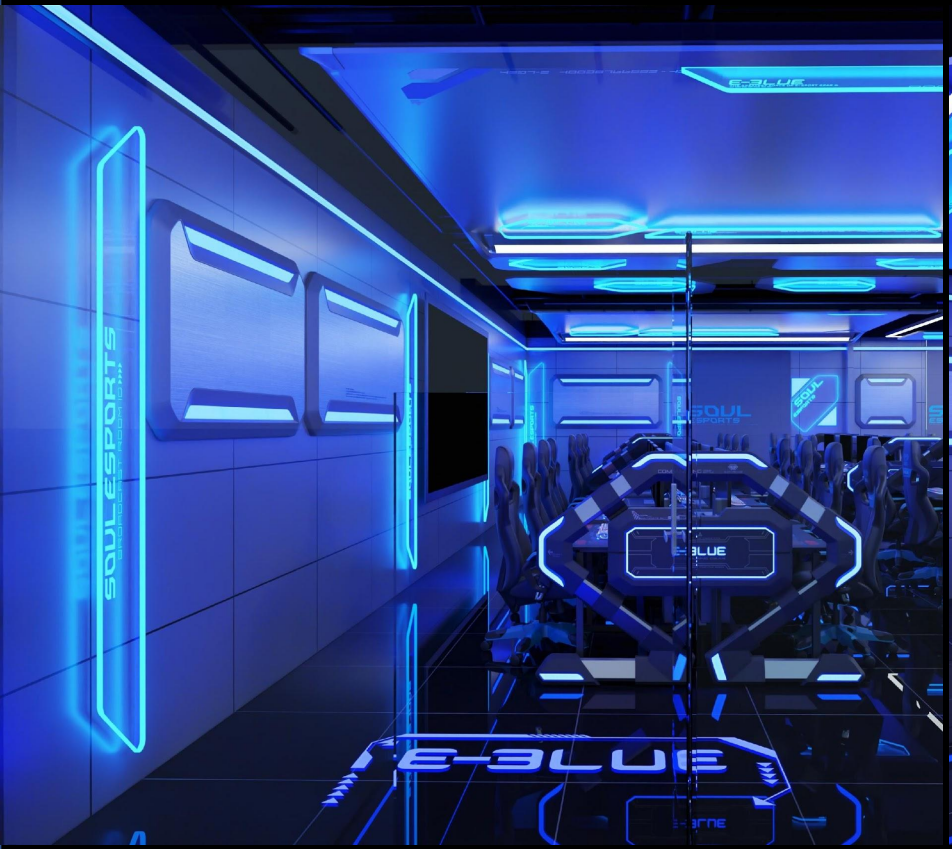


FIRST FLOOR PLAN - “COMMONS” AND “ADMINISTRATION”





SOULESPORTS
E-3LUE
E-3LUE
PROTECT BOARD


SOUL eSPORTS
E-BLUE

SOUL
E-BLUE

FIRST FLOOR PLAN - “COMMONS” AND “ADMINISTRATION”

EXIT

FIRST FLOOR PLAN - “COMMONS” AND “ADMINISTRATION”

SECOND FLOOR PLAN - HIGH SCHOOL

SCHEDULE & BUDGET

Design > Contract Documents
November 2020 – March 2021

Construction
April 2021 – September 2021

$ 7 million

BREAKING DOWN WALLS