



Everyone wants to be an Architect

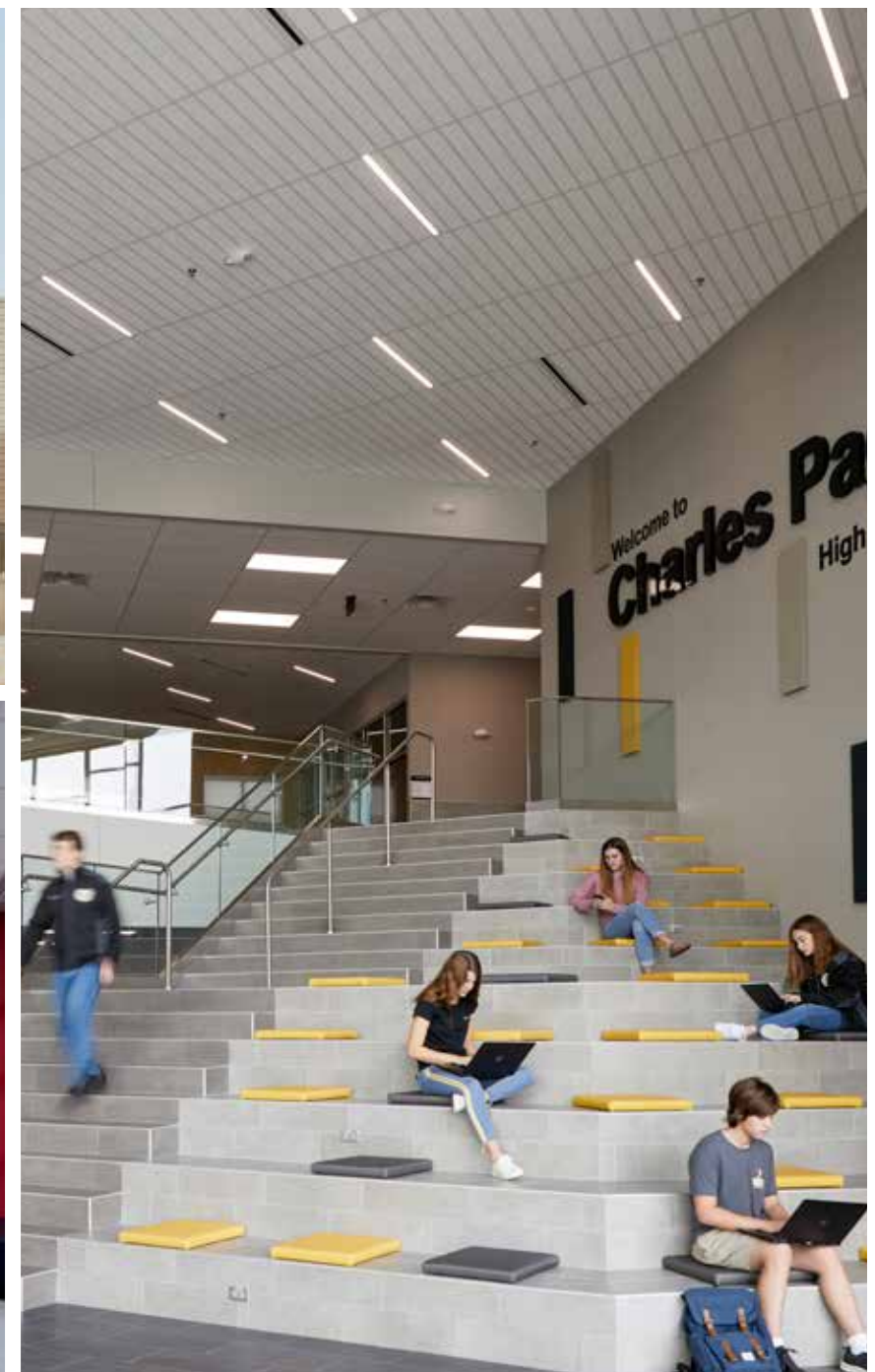


Sarah Gould, AIA, A4LE
Principal in Charge, Owner



Francis Wilmore, AIA, A4LE
Director of Design



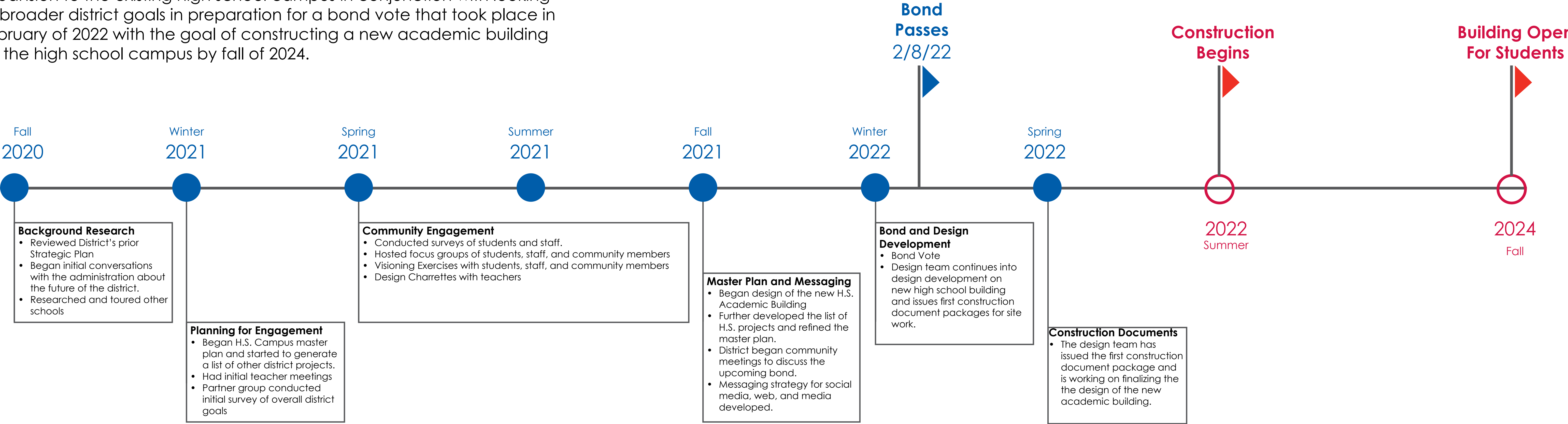




Bixby High School Master Plan and Academic Building

Project Timeline

In late 2020, KKT started working with Bixby Public Schools to plan for an expansion to the existing high school campus in conjunction with looking at broader district goals in preparation for a bond vote that took place in February of 2022 with the goal of constructing a new academic building on the high school campus by fall of 2024.



BIXBY | Building an extraordinary
Public Schools future together



Project Slogan



COLLECTING

Collecting existing data and resources to determine what gaps exist that need to be filled through new research or studies.

COMMUNICATING

Interpreting the collected data and research in a visual way to help find discernible trends or areas of interest.

CREATING

Using the findings to direct and guide design decisions and create consensus amongst the community.



COLLECTING

Collecting existing data and resources to determine what gaps exist that need to be filled through new research or studies.

Existing Data

- Researching Other Schools
- Existing Facility Analysis
- Infrastructure
- Strategic Plan
- Student Growth Rates

Objective Data

- Lunch Surveys
- Community Surveys

Subjective Data

- Figurative Images
- Post-It Note Questions
- Architectural Visioning



History

Early 1900's

- Oil and Natural Gas Discovered
- First Schoolhouse Built
- Bridge built over Arkansas River

(Longest Bridge west of the Mississippi River at the time)

1940's

Earned nickname "The Garden Spot of Oklahoma" for it's rich agrarian heritage and as the regional center for shipping produce by railroad

1960

Population of 1,700

1995 (Approximately)

Population grows to 10,000

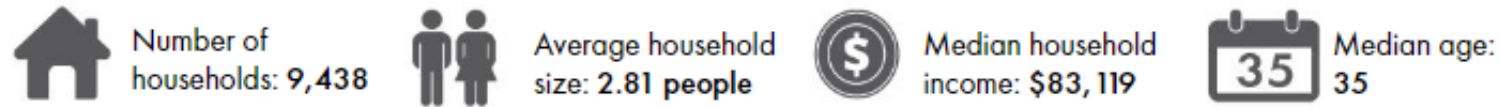


Fast Forward to 2020

BIXBY AT A GLANCE

Source: U.S. Census Bureau & 2019 American Community Survey

HOUSEHOLD INCOME & SIZE



EDUCATIONAL ATTAINMENT

High School or equivalent degree - 19.7%



Some college, no degree - 22.5%



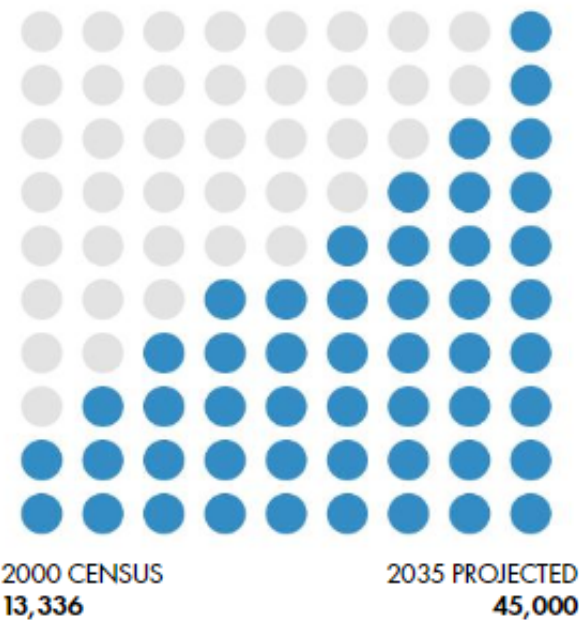
Associates degree - 8.7%



Bachelor's degree or higher - 44.4%



POPULATION GROWTH



BIXBY TOTAL POPULATION: 27,944

2,299

NUMBER OF
COMPANIES

13,353

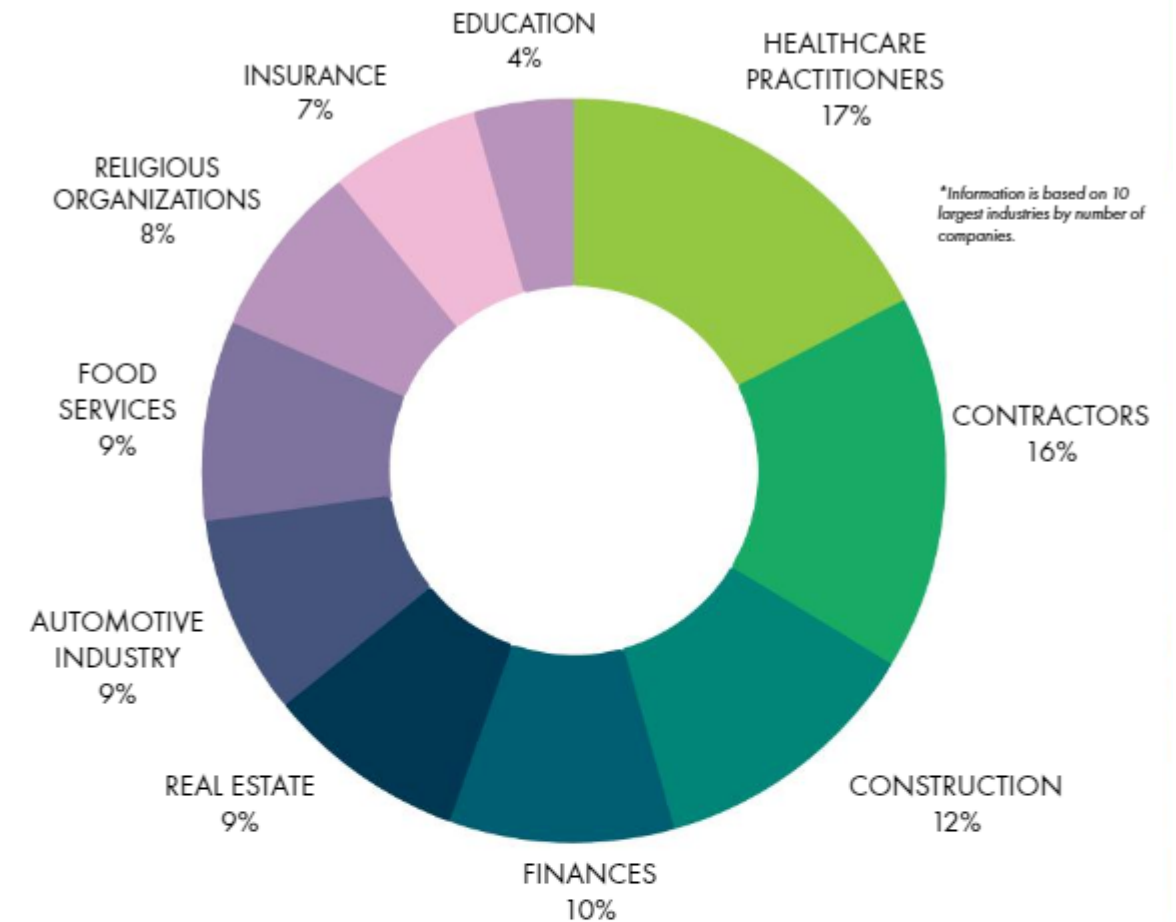
TOTAL
LABOR FORCE

7,208

NUMBER OF
JOBS

COMPANY DISTRIBUTION

Source: Tulsa Regional Chamber



BIXBY'S TOP PRIVATE EMPLOYERS

By number of employees

REASORS **100 EMPLOYEES**

BTC BROADBAND **90 EMPLOYEES**

MABREY BANK **75 EMPLOYEES**

DAILY FAMILY YMCA **73 EMPLOYEES**

TULSA GRASS & SOD FARM **70 EMPLOYEES**

GREEN ACRES SOD FARMS **50 EMPLOYEES**

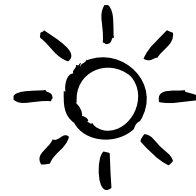
EASTON SOD FARMS **50 EMPLOYEES**

Master Planning Committee



Safe & welcoming Schools

Security
Welcoming environment
Social Emotional wellness
General wellness



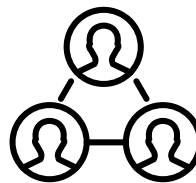
Vibrant teaching and Learning

Digital, blended, distance learning expanded and improved
Teach to the learning attributes- curriculum relevancy
Develop tools to support innovative learning
community partners, innovative spaces, non-standard opportunities



Exemplary Teachers & Staff

Positive culture
Recognized as the leading district and retain employees



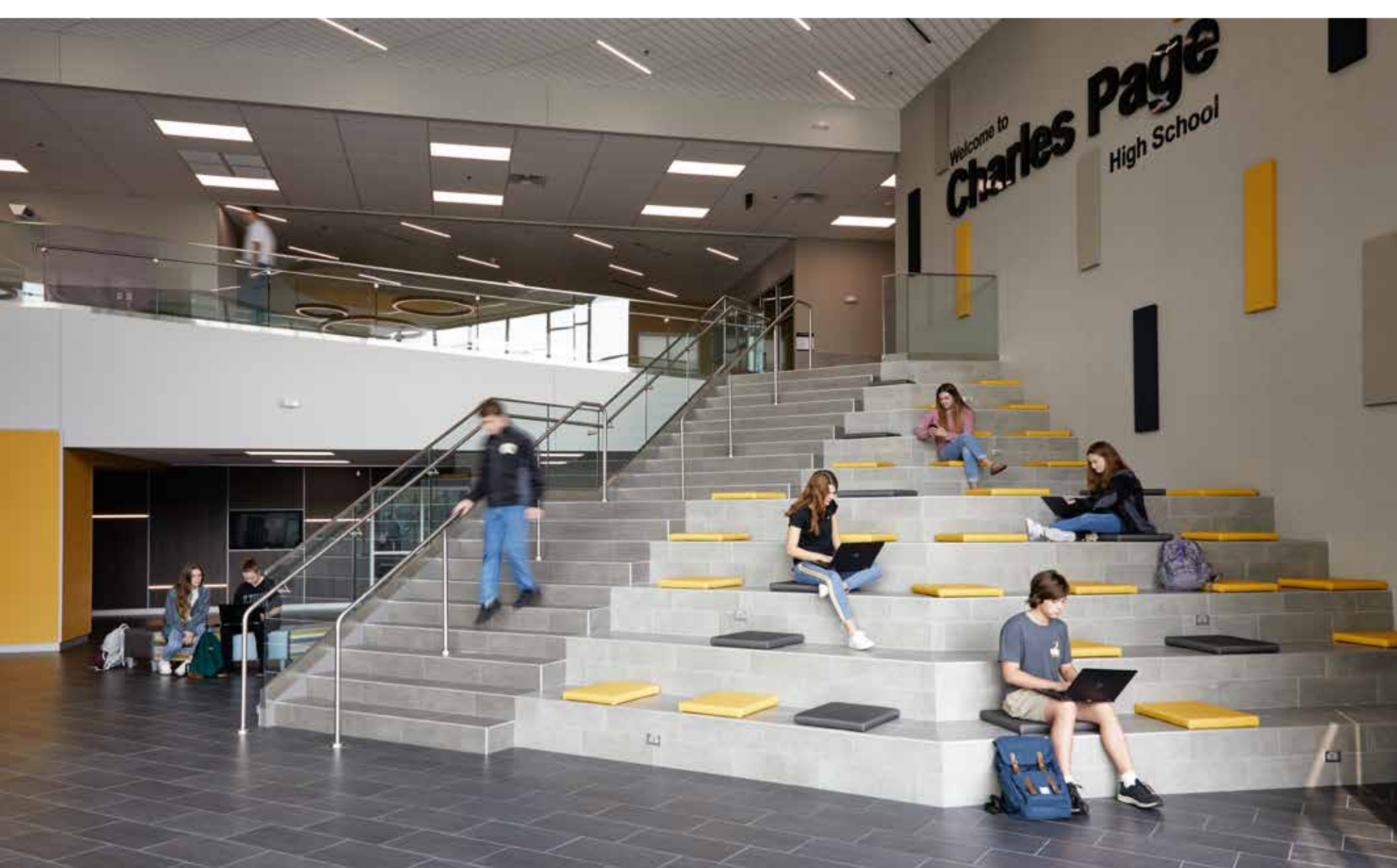
Strong family & community Engagement

Maximize community engagement and stakeholder relationships
BPS Early Childhood Center
Increase extracurricular activities
Community education program
Increase partnerships with community businesses and educational institutions



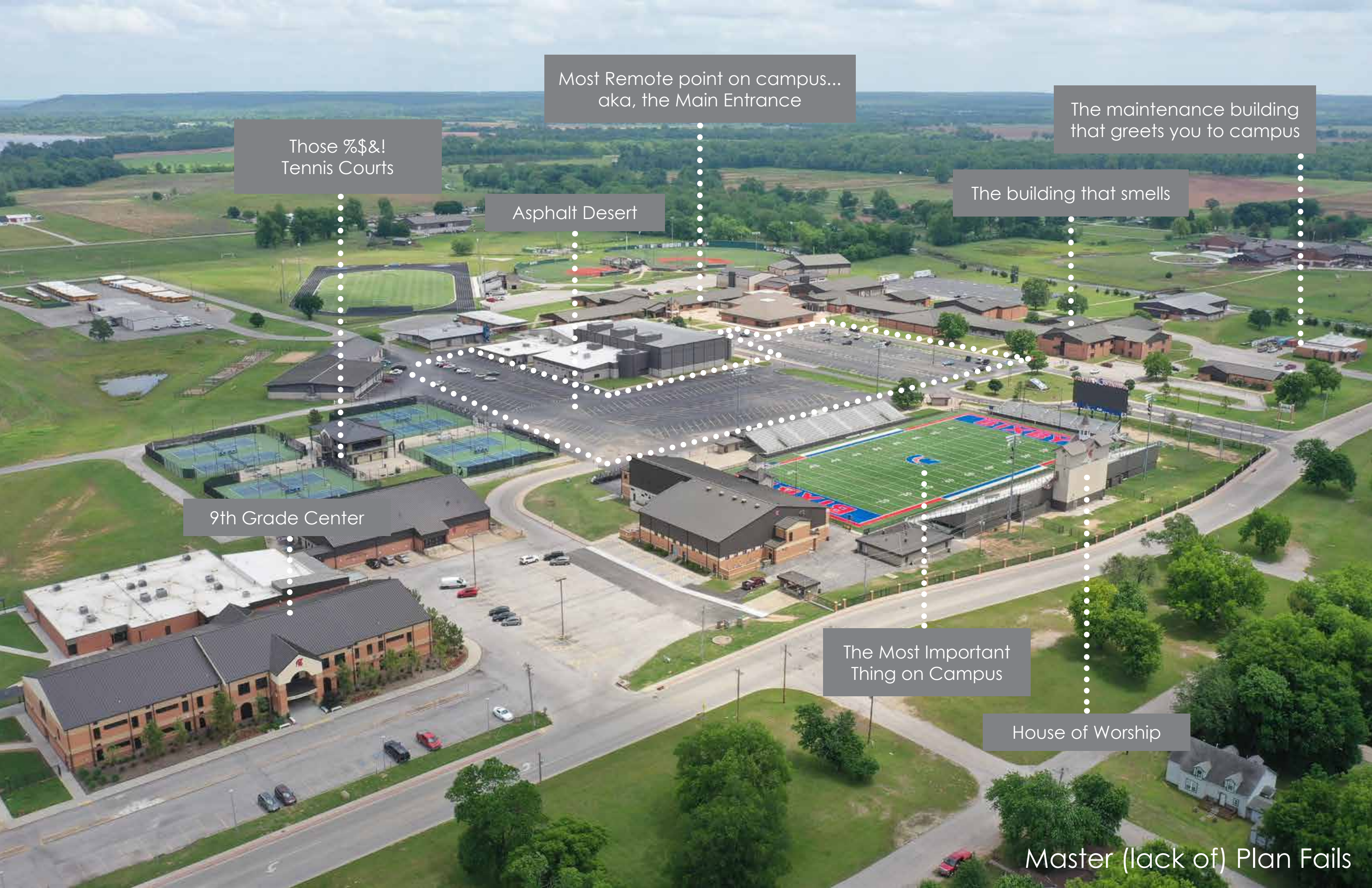
Culture of Innovation

STEAM
Connect students and teachers to the outside world
Evaluate schedule, grading, recognition
Research/implement new teaching methods (the list)



High School Tours





Most Remote point on campus...
aka, the Main Entrance

The maintenance building
that greets you to campus

Those %\$&!
Tennis Courts

The building that smells

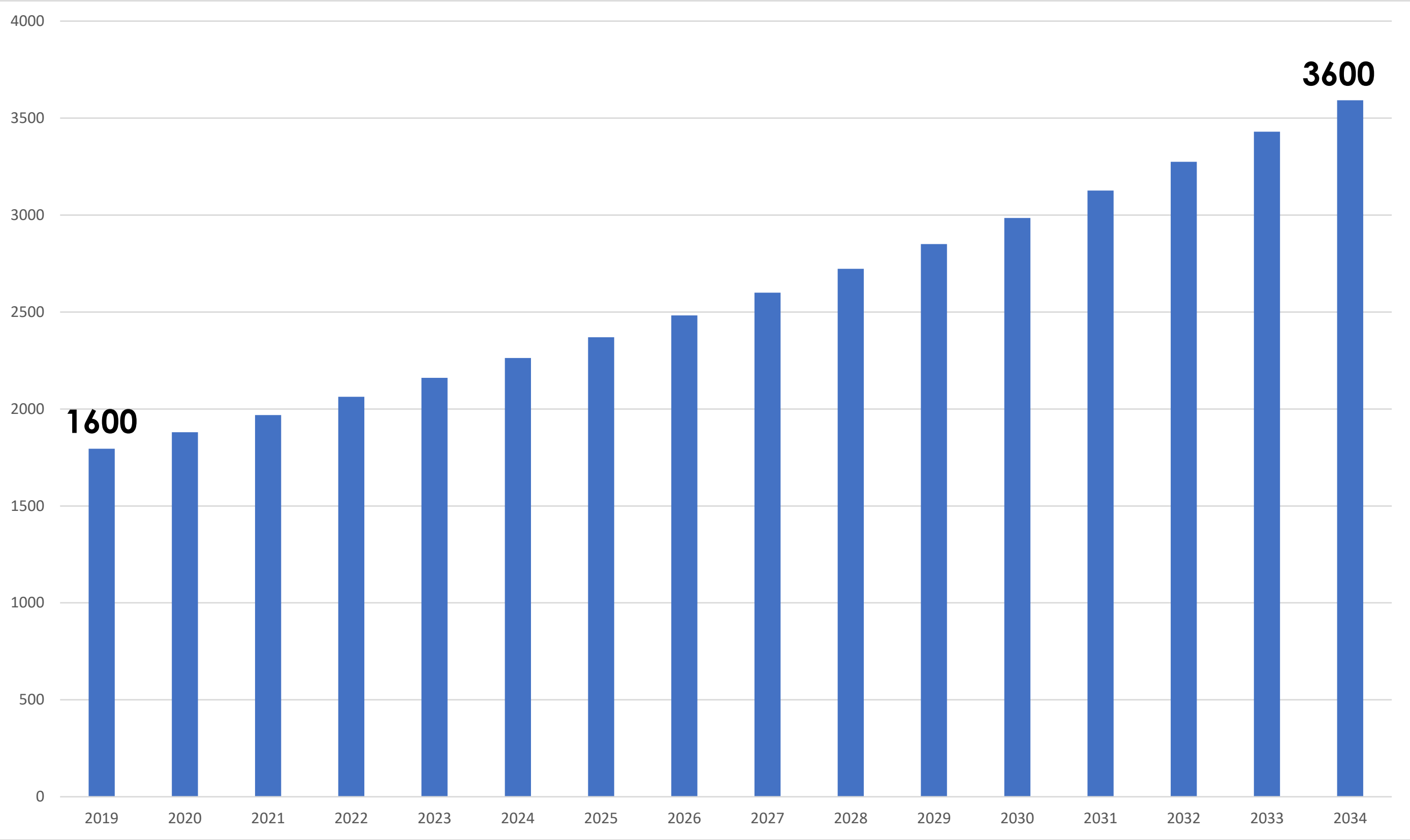
Asphalt Desert

9th Grade Center

The Most Important
Thing on Campus

House of Worship

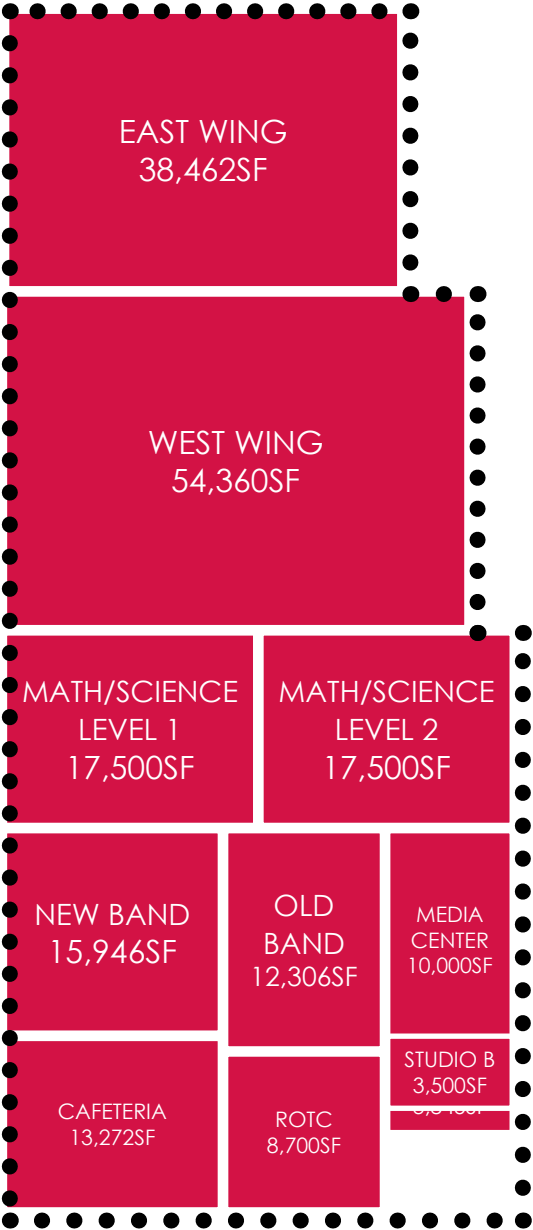
Master (lack of) Plan Fails



High School Population Projections

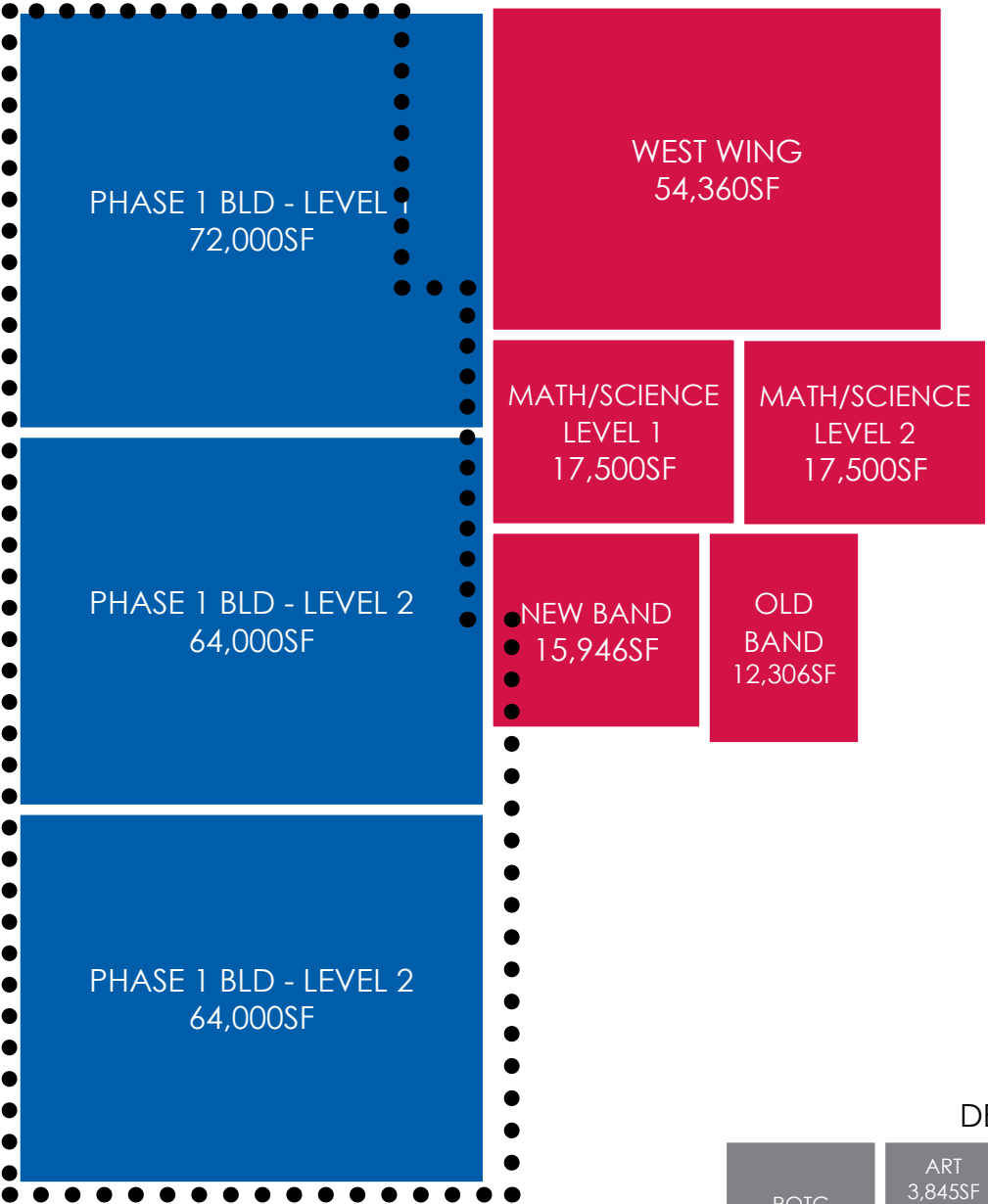
CURRENT SQ. FT. ON CAMPUS

TOTAL SF: 195,391sf
STUDENT POPULATION: 1800

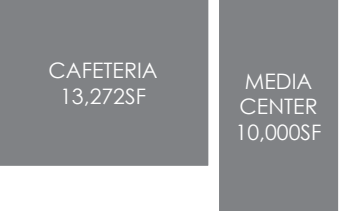


SQ. FT. AFTER PHASE 1

NET GAINED SF: ±122,000
TOTAL SF: 317,612sf
STUDENT POPULATION: 1800

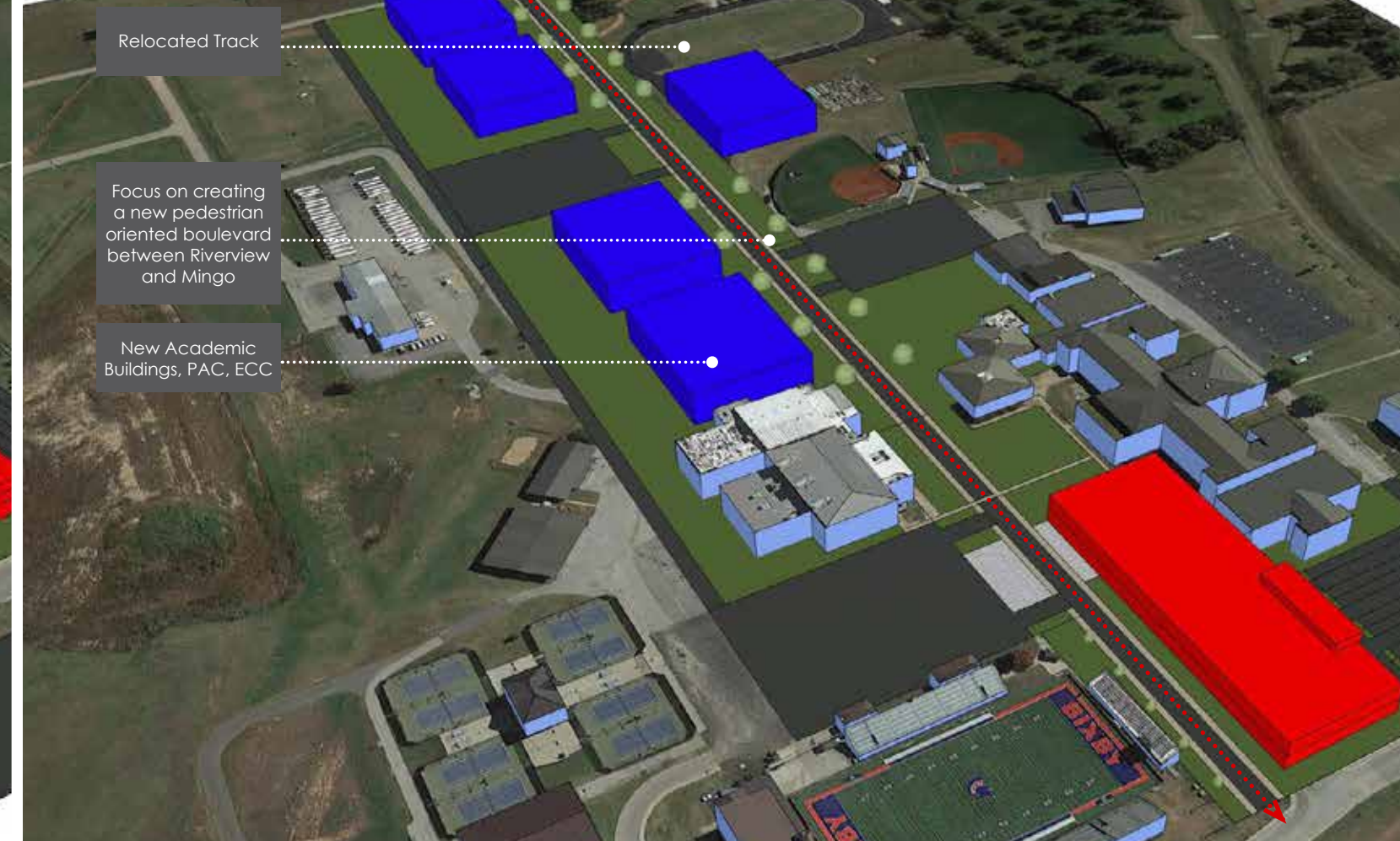
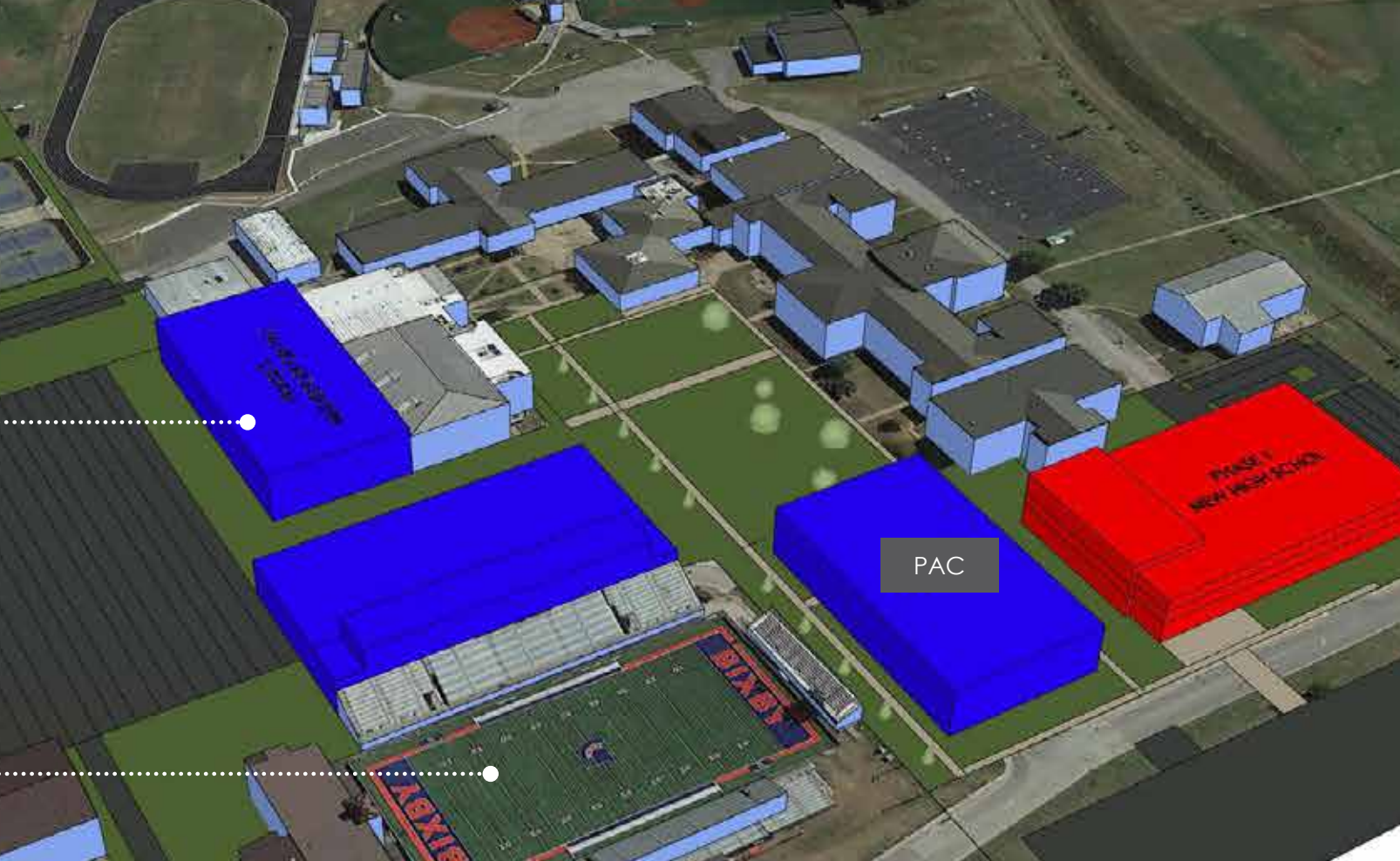


RE-PURPOSE OR DEMO

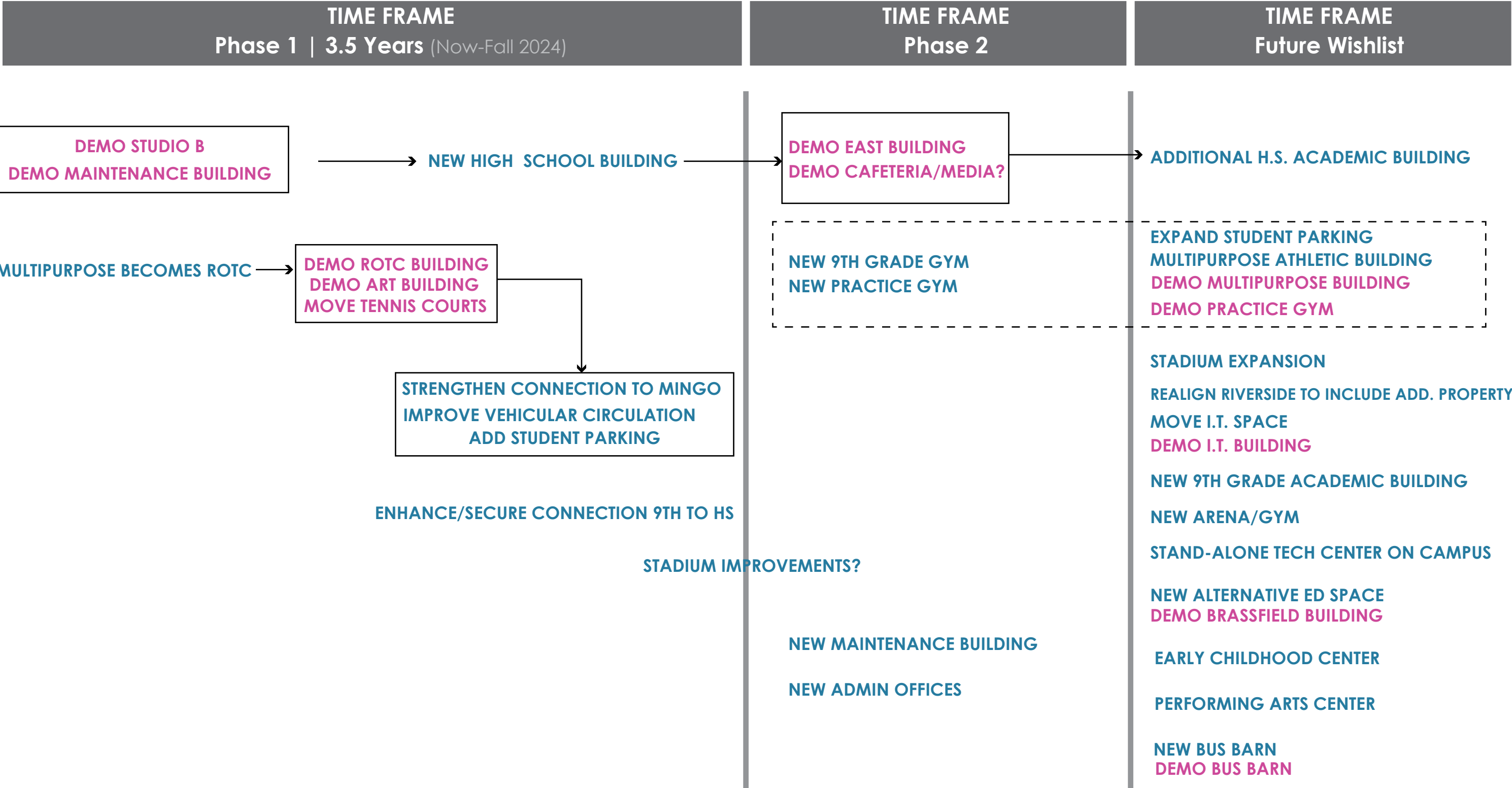


DEMOLISHED





Master Planning Options 1-4





SPARTANS



Presenting the Master Plan



COLLECTING

Collecting existing data and resources to determine what gaps exist that need to be filled through new research or studies.

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Staff Level

Staff Type

Race/Ethnicity

Grade Band

Grade Level

Household Income



School or Building

Respondent Role

Chart Segment:

Summary Table

Clear All Filters

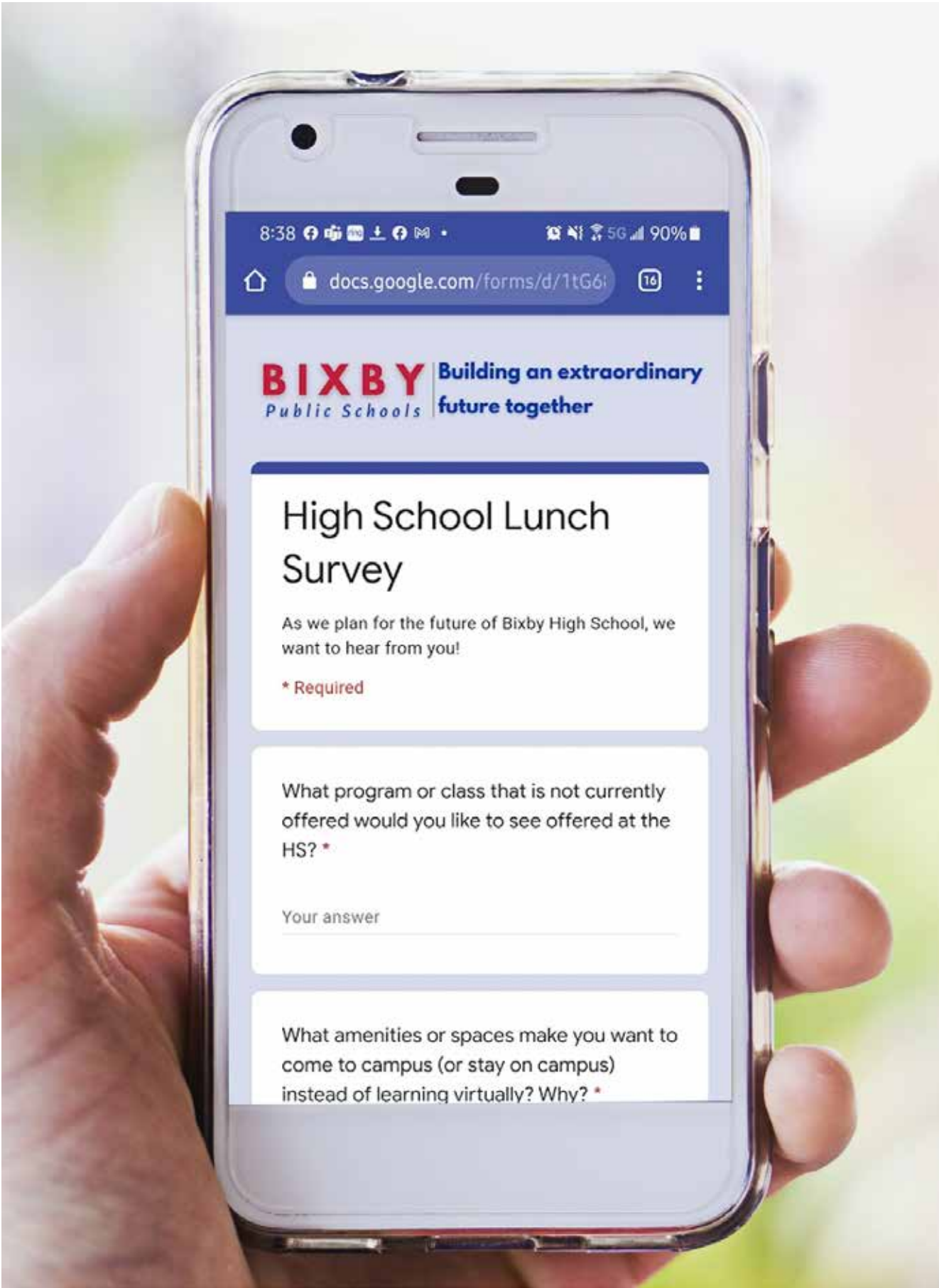
Components

Topics

Sub-topics

View Matrix

Components	Topics	Sub-topics	Group	Importance	Performance
Instructional	Teaching and the curriculum	Preparing students for success in college or a career	All	91%	56%
Instructional	Teaching and the curriculum	Providing real-world learning opportunities for students	All	91%	43%
Instructional	Teaching and the curriculum	Encouraging the learning of 21st-century skills for students (e.g., communication, collaboration, creativity, critical thinking, problem solving)	All	88%	56%
Instructional	Teaching and the curriculum	Providing practical learning experiences to support students' career paths	All	88%	46%
Instructional	Student and staff supports	Supporting growth and progress toward graduation for all students	All	88%	68%
Instructional	Teaching and the curriculum	Offering a relevant curriculum	All	88%	58%
Architectural/ Layout	School building	Robust Wi-Fi and information technology capabilities	All	88%	25%
Instructional	Learning climate	Creating a positive culture and climate where students and staff from all background are welcome	All	87%	72%
Instructional	Teaching and the curriculum	Encouraging problem-solving skills across multiple areas of study	All	86%	55%
Instructional	Student and staff supports	Offering resources to support students' mental health and well-being	All	85%	44%
Instructional	Student and staff supports	Encouraging critical thinking among students	All	84%	59%
Instructional	Learning climate	Providing instructional staff with the resources to effectively implement a learner-driven curriculum	All	83%	56%
Instructional	Learning climate	Promoting a culture that recognizes students' individual needs	All	82%	56%
Architectural/ Layout	School building	Technology and engineering spaces for students (e.g., maker spaces, design labs)	All	82%	32%
Instructional	Teaching and the curriculum	Developing students' social-emotional skills	All	82%	45%
Architectural/ Layout	Classroom layouts	Integration of up-to-date technology (e.g., smartboards, computers for students, clickers)	All	81%	47%
Instructional	Student and staff supports	Providing academic supports for at-risk students	All	81%	53%
Instructional	Learning climate	Encouraging students to become life-long learners	All	81%	61%
Instructional	Teaching and the curriculum	Offering opportunities for students to earn college credit	All	80%	66%
Instructional	Student and staff	Offering resources to support staff's mental health and well-being	All	80%	47%

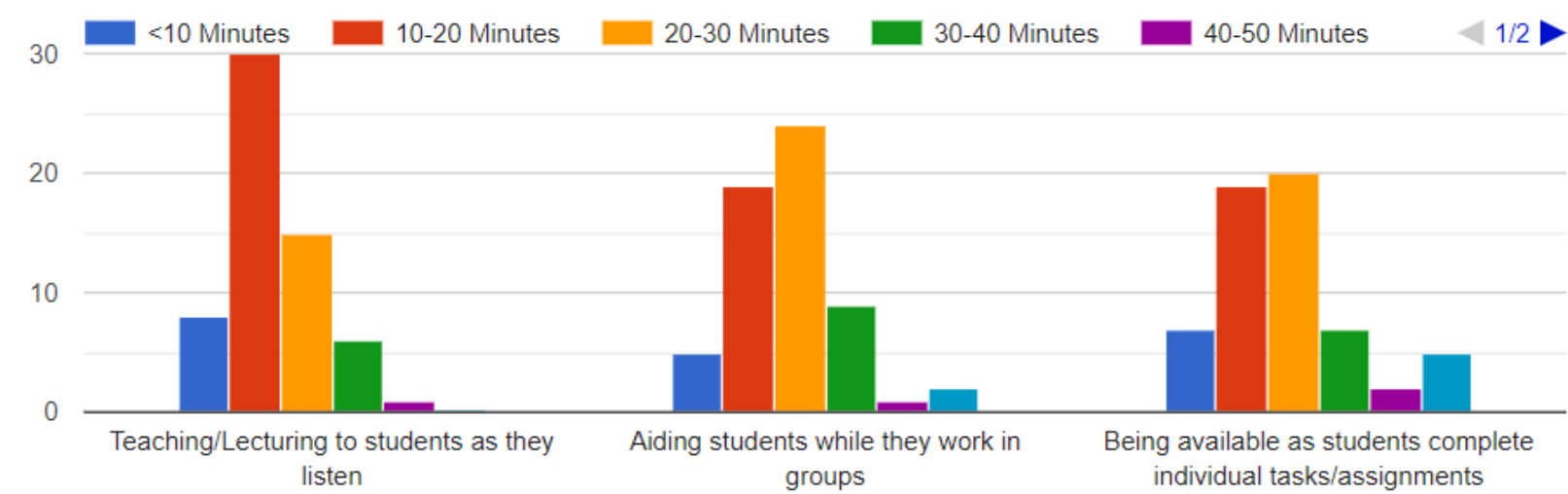


Open Questions

1	How do you think the 9th Grade and High School can be better connected?	What are you looking forward to about being on the High School Campus?	Where is your favorite place to socialize on or off campus?	Where is your favorite place to study?
29	High school lunch	High school lunch	Food and friends	The library is my fav
30	More outdoor space for people taking classes outside	Hopefully the food be better	Art room	I like learning outside
31	In the grade center	Lunch	Cafeteria	I like learning outside
32	Not too far from school	Not having to eat 9th grade food	Cafeteria	On the soccer field
33	Open campus lunch	Open campus lunch	Cafeteria or the football stadium	Outside
34	Bigger building	Bigger building	In the cafeteria	Outside
35	More outdoor space	Going to a lot of different buildings	Lunch	Outside
36	Be closer together because when we have to walk over it takes forever, especially when it is cold and we are going to a lot of different buildings	How much bigger it is and hopefully it will be easier to get around	Lunch	Outside
37	Keep classes together	It's a centralized building	Lunch	Outside
38	Being closer together or being more involved with each other	More room	Lunch	Outside
39	Being closer together or having more walk to the high school	More space to learn	Lunch	Outside
40	Create more of a break up between each of the schools... the 9th grade center is already pretty connected	New classrooms	Lunch	Outside
41	Not being so far away	New and bigger classrooms	Lunch	Outside
42	Not being so far away	Updated school	Lunch	Outside
43	There can be closer	Being able to walk around outside. Being with older kids	Lunch	Outside
44	Being able to walk together	Being around upperclassmen	Lunch	Outside
45	A covered path to each	Being in other grades	Lunch	Outside
46	Better roads over the sidewalks, and make them go all around	Being with all the other grades	Lunch	Outside
47	by building a tunnel under the parking lot that has classes for both high school and 9th grade center	Being with all the upper grades	Lunch	Outside
48	Covered path	Being with the other grades	Lunch	Outside
49	Maybe have designated sidewalks or paths between the two instead of people just walking through the	Having athletics closer and having more of the WHOLE school together	Lunch	Outside
50	Maybe not a parking lot right in the middle	Making new friends	Lunch	Outside
51	Head	Meeting new people	Lunch	Outside
52	Sidewalks	More people to meet	Lunch	Outside
53	Sidewalks and grass	My friends	Lunch	Outside
54	Sidewalks and grass areas	Seeing more people	Lunch	Outside
55	Underground tunnels		Lunch	Outside
56	Better food		Lunch	Outside
57	Better lunch		Lunch	Outside
58	Better lunch		Lunch	Outside
59	Better lunch		Lunch	Outside
60	Some lunch options		Lunch	Outside

Closed Questions

Thinking of your typical class period (pre-covid), how much time is spent:



Student and Teacher Digital Surveys



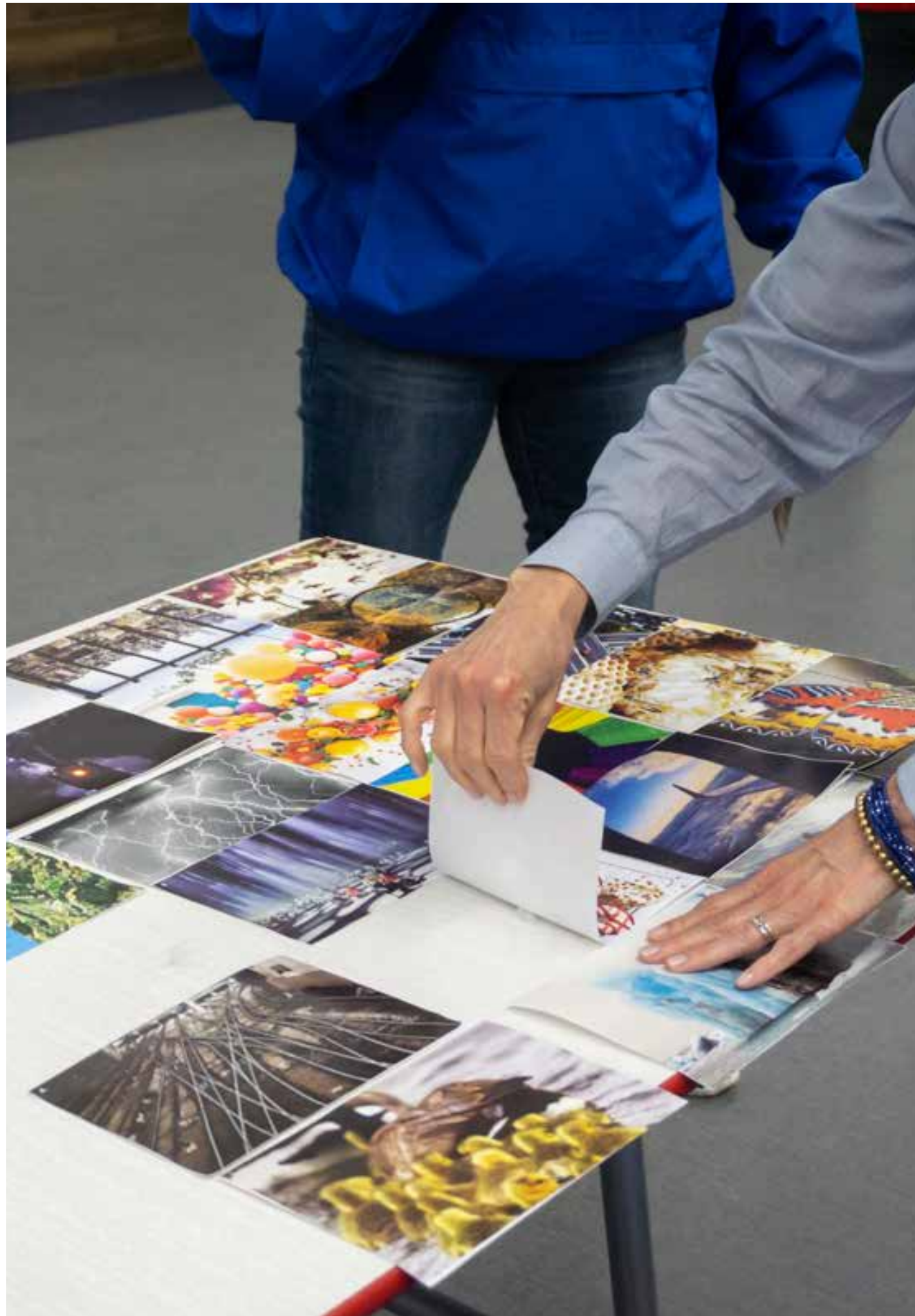
Student Visioning



Teacher Visioning



Community Visioning



The train represents the journey Bixby Schools are on. It's an exciting new adventure. It is a bit in the dark at this moment, but is headed toward something new.



Bees are all aiming for the same goal. There is also an element of agriculture in the idea of producing honey that references Bixby's rural beginnings.

Subjective Data - Post-It Note Questions

Question 1:
What class that is not currently offered would you like see added at the high school? What was a challenge?

Question 2:
What type of activities or projects help you learn or make learning fun?

Question 3:
What additional support could the high school provide to help you succeed?



Subjective Data - Architectural Visioning

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Public Schools future together

ARCHITECTURAL VISIONING INSTRUCTIONS



Put your red dot on the image that best represents a:
**Classroom,
Lecture Space, or
Teacher-Led Environment**



Put your green dot on the image that best represents a space for
**Small Group Work,
1 on 1 Instruction, or
Student-Led Learning**



Put your blue dot on the image that best represents a space for
**Individual Study,
Spending downtime, or
Focused Work**



Put your yellow dot on the image that best represents a
Space for Outdoor Learning

KKT ARCHITECTURE
INTERIORS
ENGINEERING



Architectural Visioning



COMMUNICATING

Interpreting the collected data and research in a visual way to help find discernible trends or areas of interest.

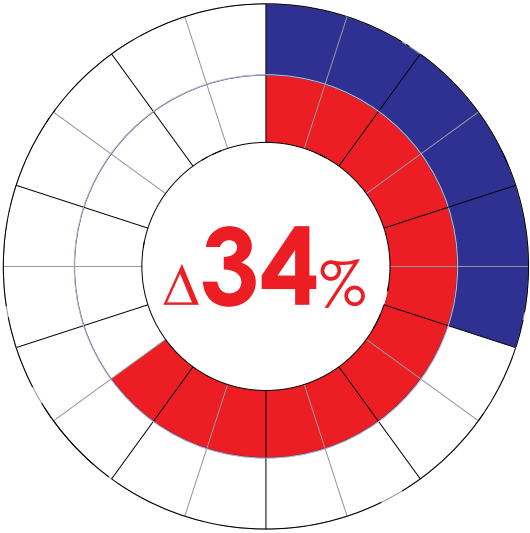
Guiding Principles

What does the **CURRENT** high school encourage?

What should the **NEW** high school building encourage?

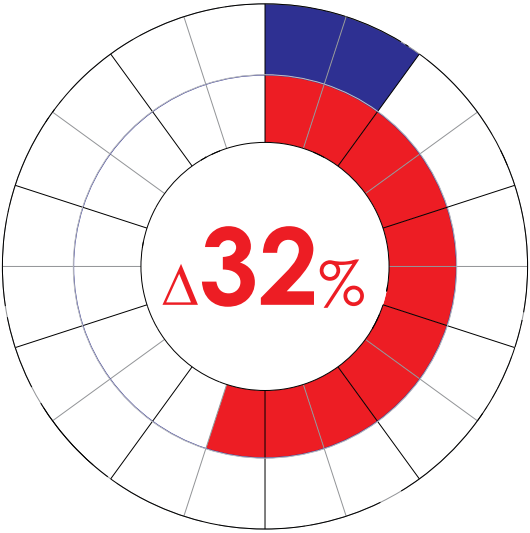
Conformity Mindsets
Individualism
Communication Testing Skills
Socializing Skills
Student Agency
Problem Solving
Global Citizenship
Community Solving
Creativity
Collaboration
Hands-On Work
Positive Learning
Critical Thinking
Real-World Skills
Regularity
Insatiable Curiosity
Metacognitive Skills

● CURRENT PERCEPTION
● FUTURE IMPORTANCE



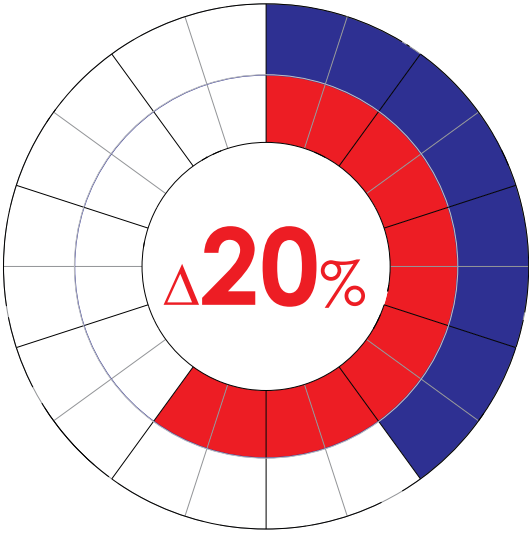
CRITICAL THINKING

30% Current
64% New



CREATIVITY

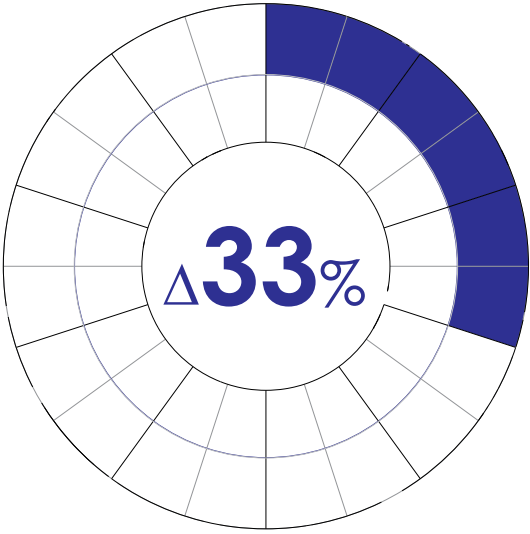
18% Current
50% New



PROBLEM SOLVING

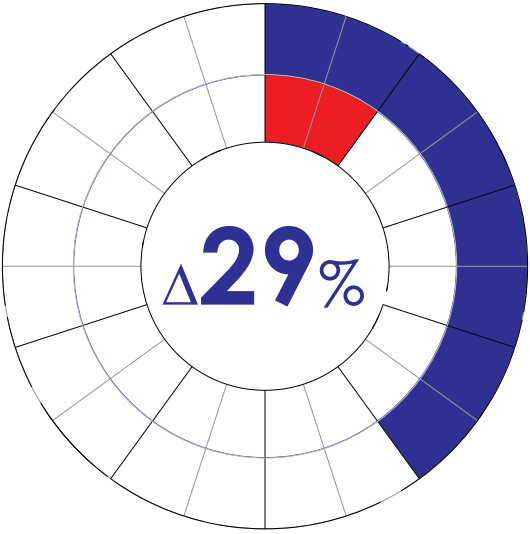
38% Current
58% New

Areas to Improve



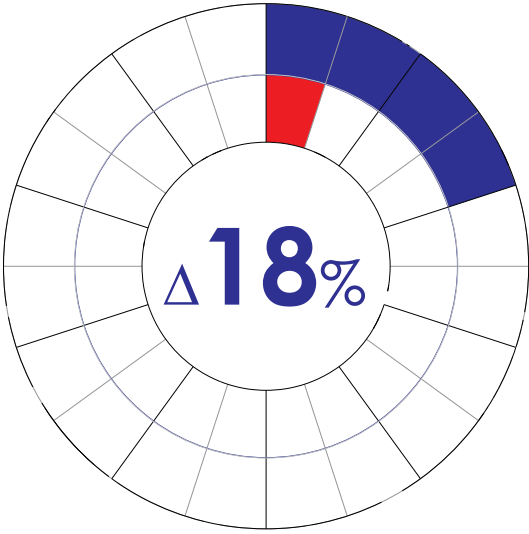
TESTING SKILLS

33% Current
0% New



SOCIALIZING

39% Current
10% New



CONFORMITY

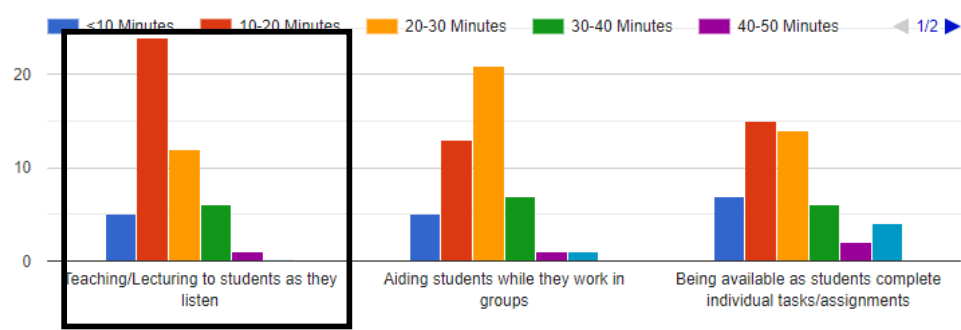
20% Current
2% New

Areas to Downplay

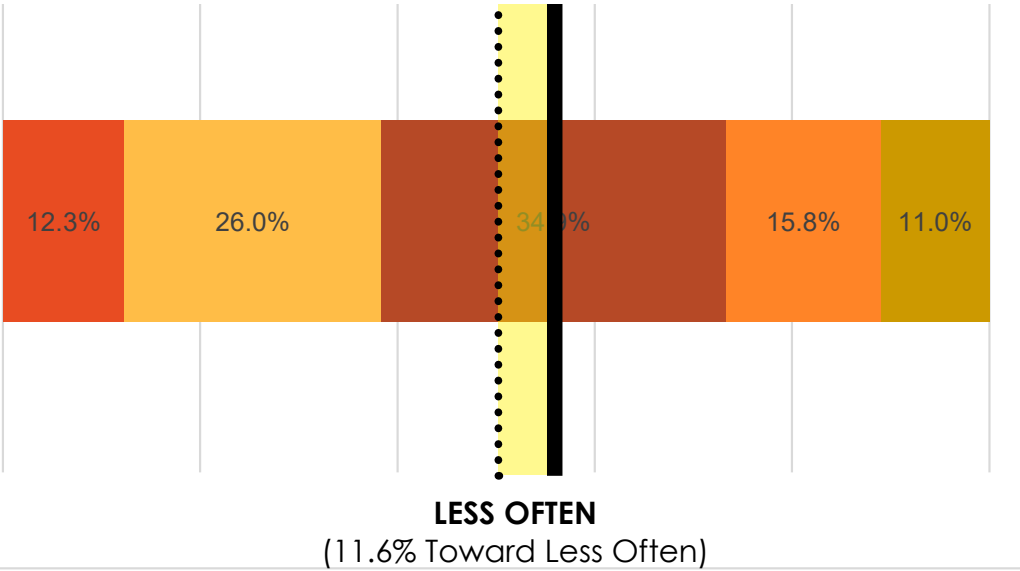
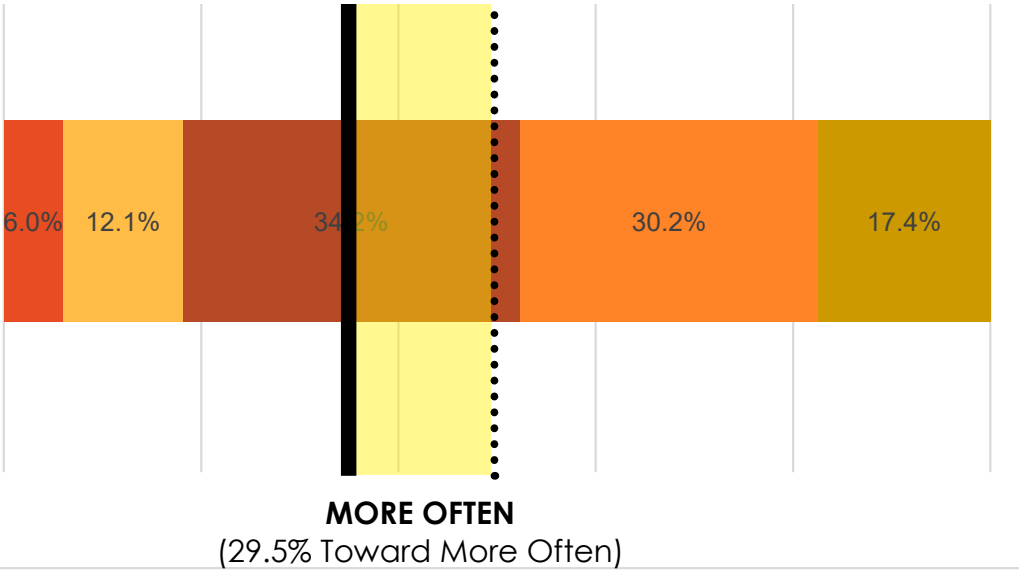
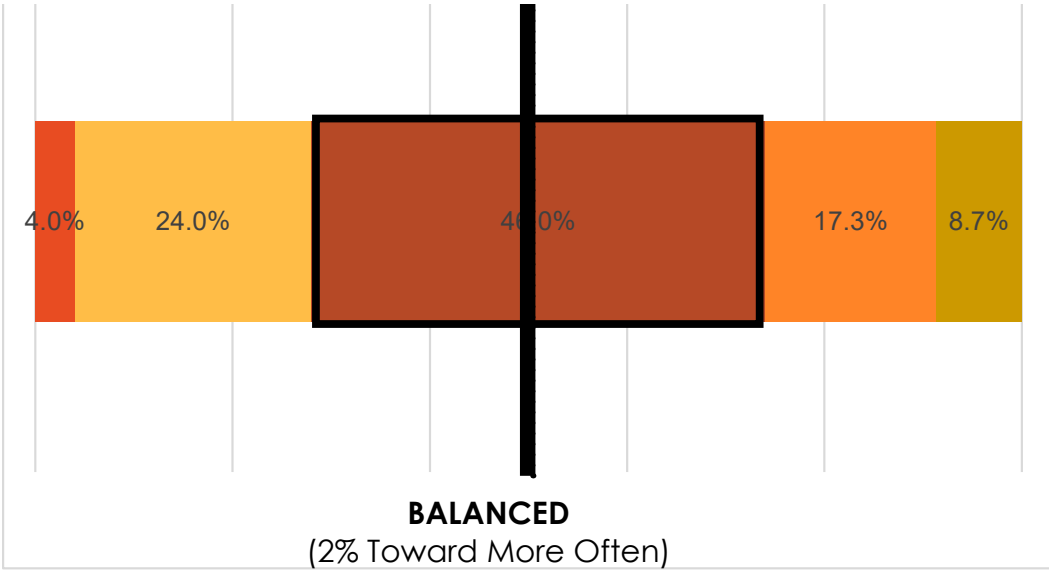
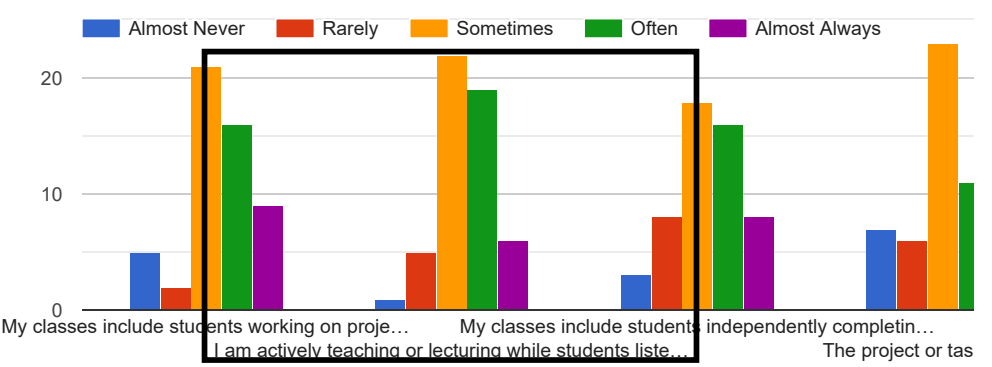
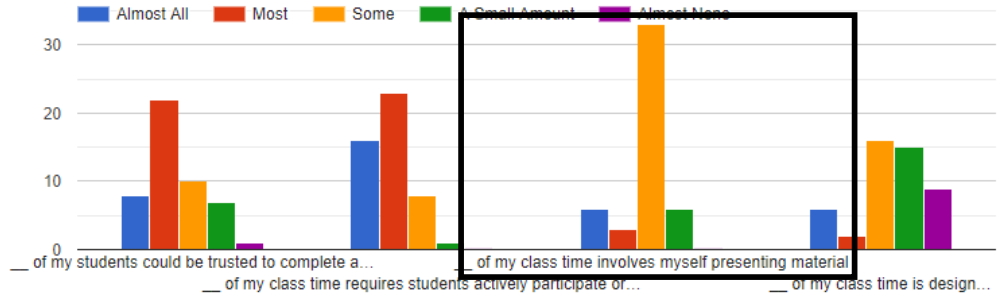
Measuring Change

Current Teaching Methods

Thinking of your typical class period (pre-covid), how much time is spent:



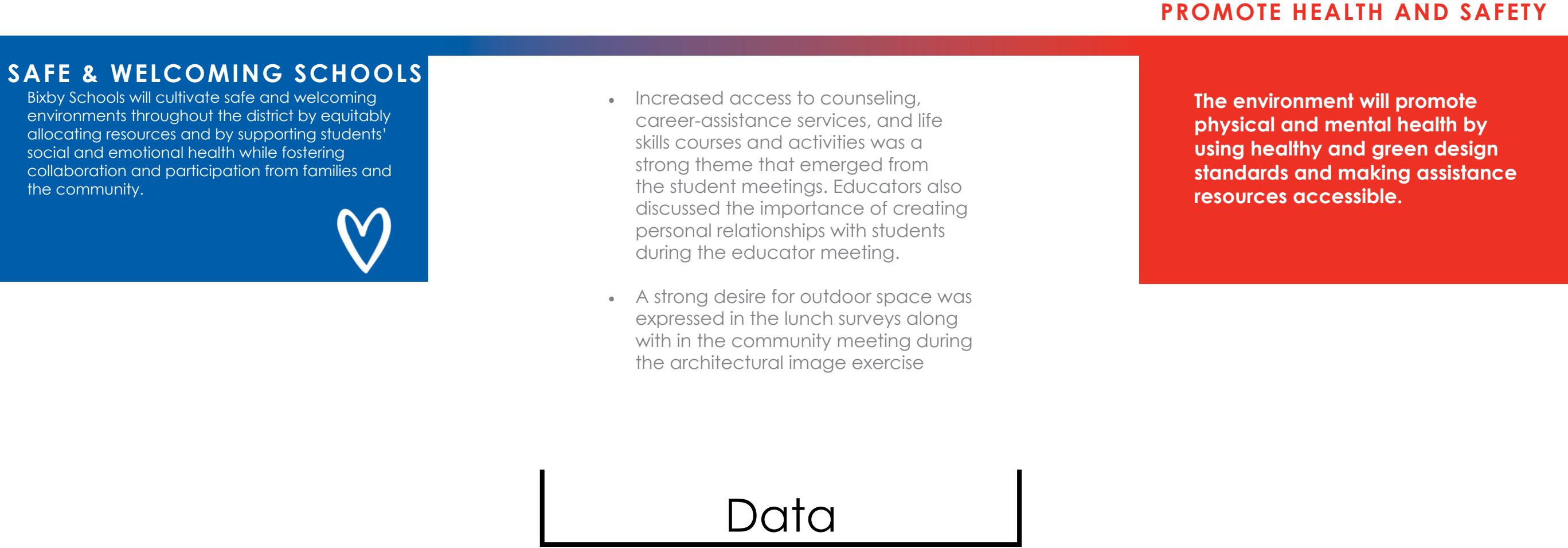
Thinking of your typical class, please fill in the blank:



LESS OFTEN ----- MORE OFTEN



Asking the Same Question in Multiple Ways



PROMOTE HEALTH AND SAFETY

The environment will promote physical and mental health by using healthy and green design standards and making assistance resources accessible.

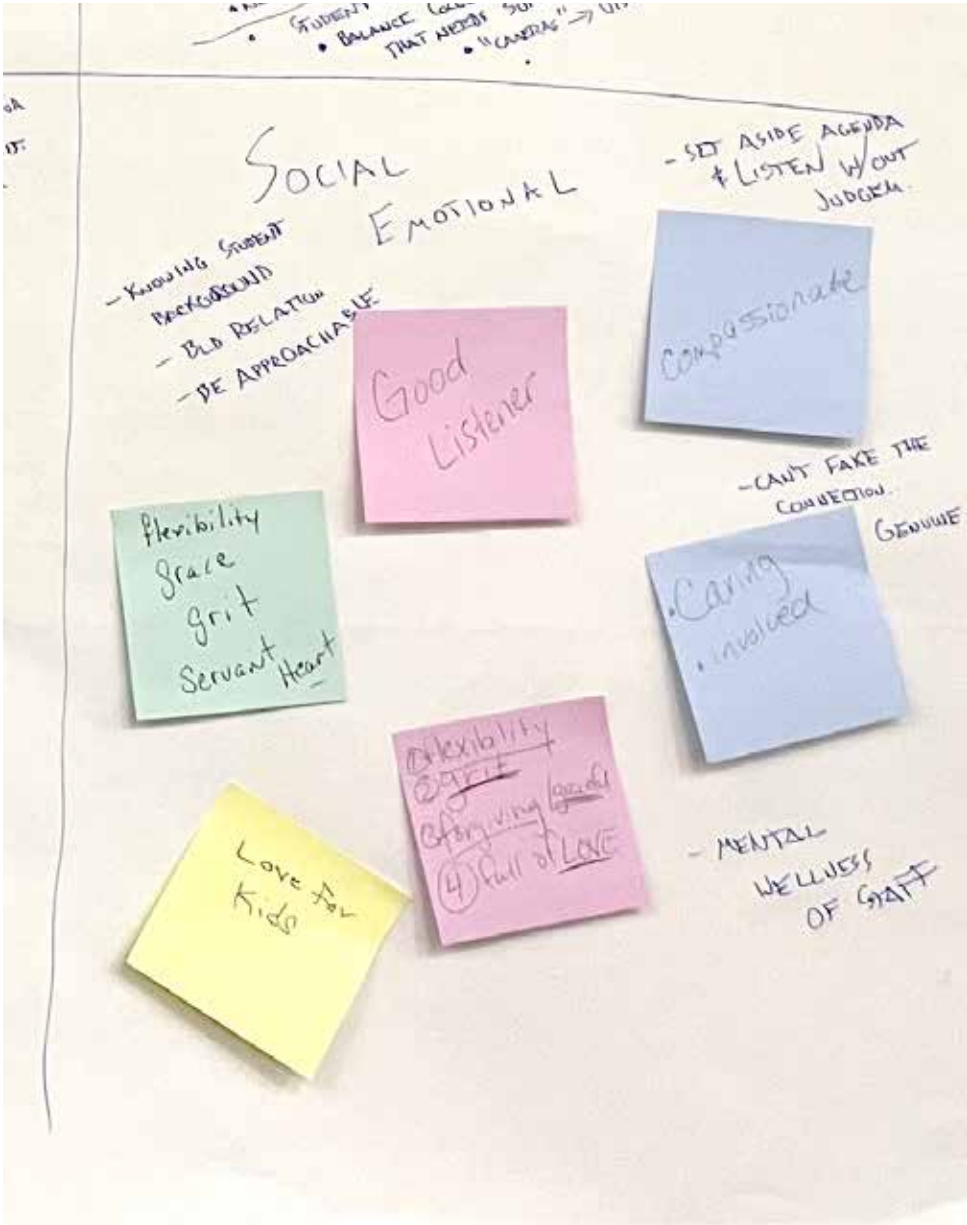
- Increased access to counseling, career-assistance services, and life skills courses and activities was a strong theme that emerged from the student meetings. Educators also discussed the importance of creating personal relationships with students during the educator meeting.
- A strong desire for outdoor space was expressed in the lunch surveys along with in the community meeting during the architectural image exercise

SAFE & WELCOMING SCHOOLS

Bixby Schools will cultivate safe and welcoming environments throughout the district by equitably allocating resources and by supporting students' social and emotional health while fostering collaboration and participation from families and the community.



Teacher Post-It Exercise



Middle School Question 1:

What types of classes do you hope will be at the High School when you get there?

#1 - Life/Finance Skills

9TH GRADE POST-ITS

What could be added to your curriculum to better prepare you for life after high school?

Mental Health

High School Question 3 :

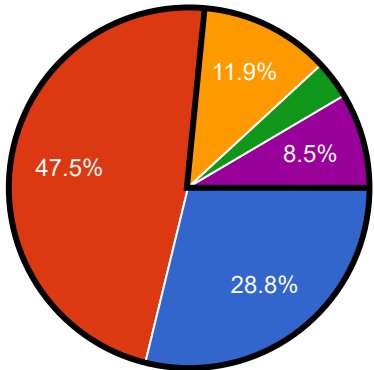
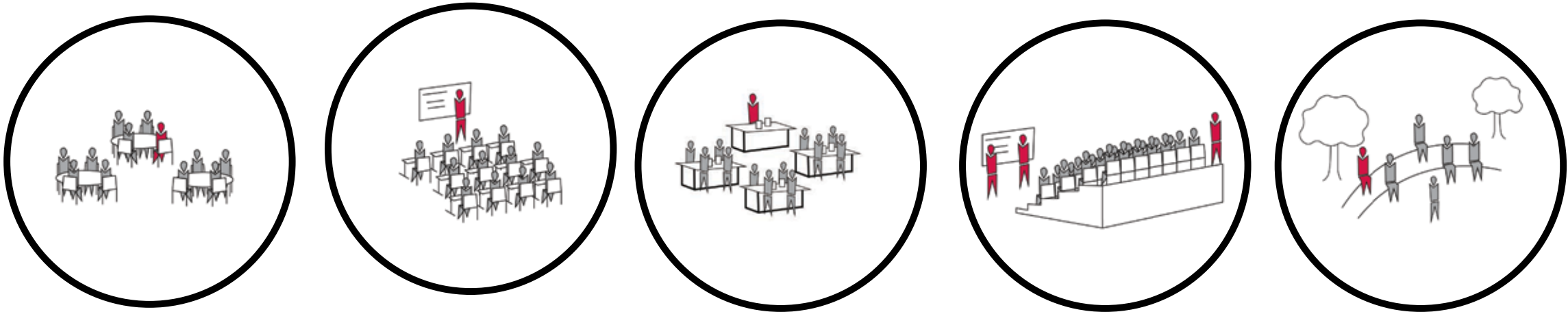
Do you think there enough places to socialize on campus? What's missing?

1 in 4 students made reference to having more access to an outdoor space

Design diverse learning environments that will facilitate activities that promote critical thinking, creativity, curiosity, problem solving, global citizenship, communication and meet the varied needs of learners and staff.

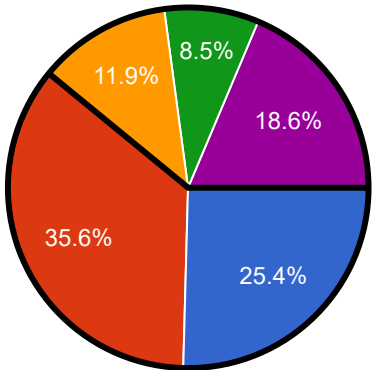
WHAT WE HEARD - FROM THE TEACHER SURVEY

- One of the strongest themes that was clear amongst all groups was the variety of spatial needs that exist for different people, groups, and activities.
- While the variety of spatial needs was evident, it was also clear from the architectural visioning that a singular space could function in many ways. Participants often envisioned vastly different uses for the space shown in a single image.



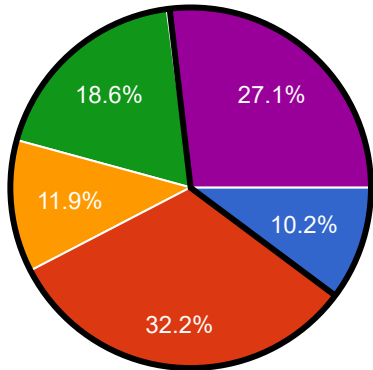
76%

Every or a Few days a Week



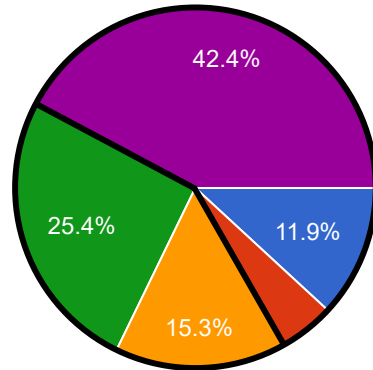
61%

Every or a Few days a Week



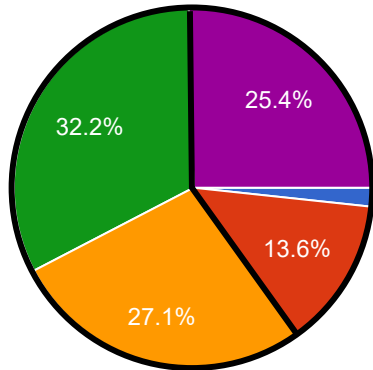
63%

A Few days a Week to Once a Month



45%

Once a Week or Once a Month



59%

Once a Week or Once a Month

- Every day
- A few days a week
- About once a week
- About once a month
- Never

VIBRANT TEACHING & LEARNING

Bixby Schools will sustain a learning environment that is innovative and forward-thinking and which promotes mastery of basic skills while developing student creativity, critical thinking, problem solving, curiosity, ownership of learning, and global awareness.



FOSTER COMMUNITY

The campus will foster and maintain a sense of community between students, teachers, staff, parents, and the larger Bixby community by creating spaces that encourage and strengthen social interaction, community pride & a sense of belonging.

- The single, strongest theme that emerged from the overall engagement process was the idea of how small and closely knit the Bixby community feels even as it continues to grow. This was especially illustrated during the figurative image exercises amongst all groups.
- The lunch surveys reinforced that the social aspect of school and the personal connections are one of the most important reasons why students want to be on campus, but also exposed that there is a sentiment that there are not enough opportunities for fostering community.



Everyone in Bixby is on the same team. The school is big, but small enough that everyone knows one another.

FAMILY & COMMUNITY ENGAGEMENT

Bixby Schools will build on our existing foundation of community and family support through improved communications, cooperation, and collaboration while increasing partnerships with local businesses, universities, career and technology centers, and civic organizations.



Middle School Question 4:

What do you think is unique about Bixby?

#1 People, Friends, Educators

9th Grade Question 2:

What are you looking forward to about being on the High School Campus?

#1 Meeting New People and being part of a larger group

High School Question 3 :

Do you think there enough places to socialize on campus? What’s missing?

1 in 4 would like a centralized space for studying, socializing or dining

CREATE REAL-WORLD CONNECTIONS

Foster a connection between the high school students and the real world by providing a variety of spaces within the school for community partnerships and by removing barriers to accessing community partners off campus.

- Students expressed a desire for a better understanding of “real-world” knowledge ranging from financial skills, opportunities to explore a potential career tract, or better access to college counseling.
- Educators and community members both discussed ideas around providing “real-world” preparedness in the form of job readiness or college preparedness.

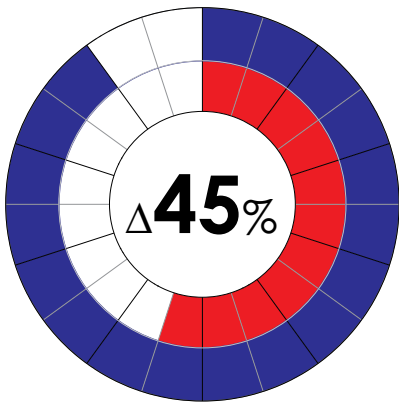
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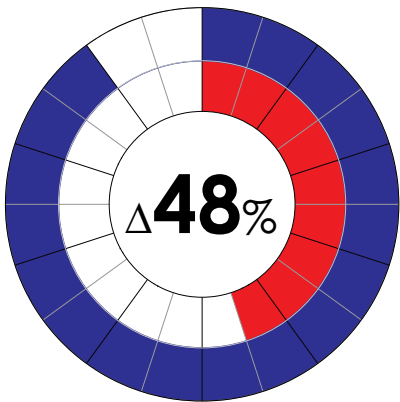
OVERALL OPINIONS

- IMPORTANCE
- PERCEIVED PERFORMANCE



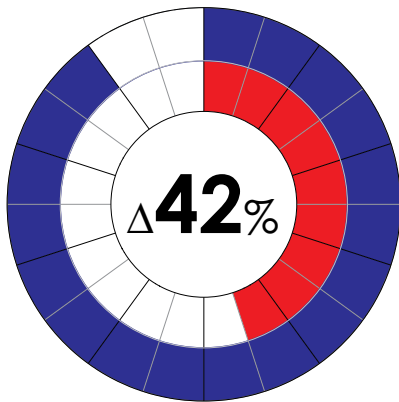
Preparing students for success in college or a career

91% Importance
56% Performance



Providing real-world learning opportunities for students

91% Importance
43% Performance



Providing practical learning experiences to support students' career paths

88% Importance
46% Performance



CREATING

Using the findings to justify
and guide design decisions.

Data driving Change

Our model assumes that 90% of 10-12th graders are on campus with an additional factor of 5% of 9th graders

Our model assumes a linear growth of students to teachers, but adds an additional factor to project which subject areas might grow at a faster rate. We also assume that the utilization rates of teachers remains the same (68% and 4.1 classes/per day)

2019



2024

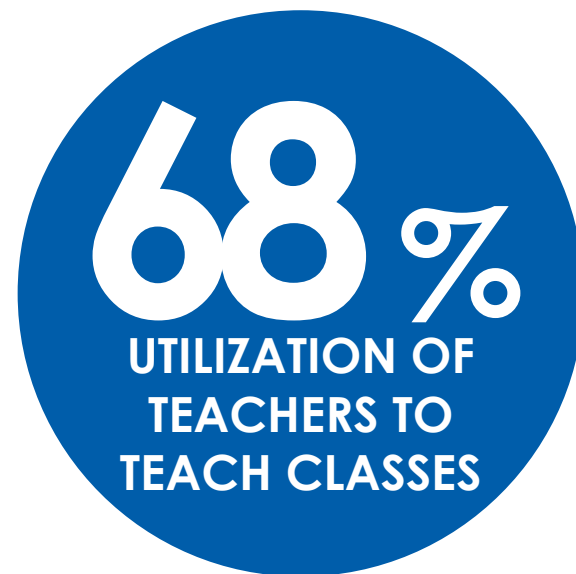


2034

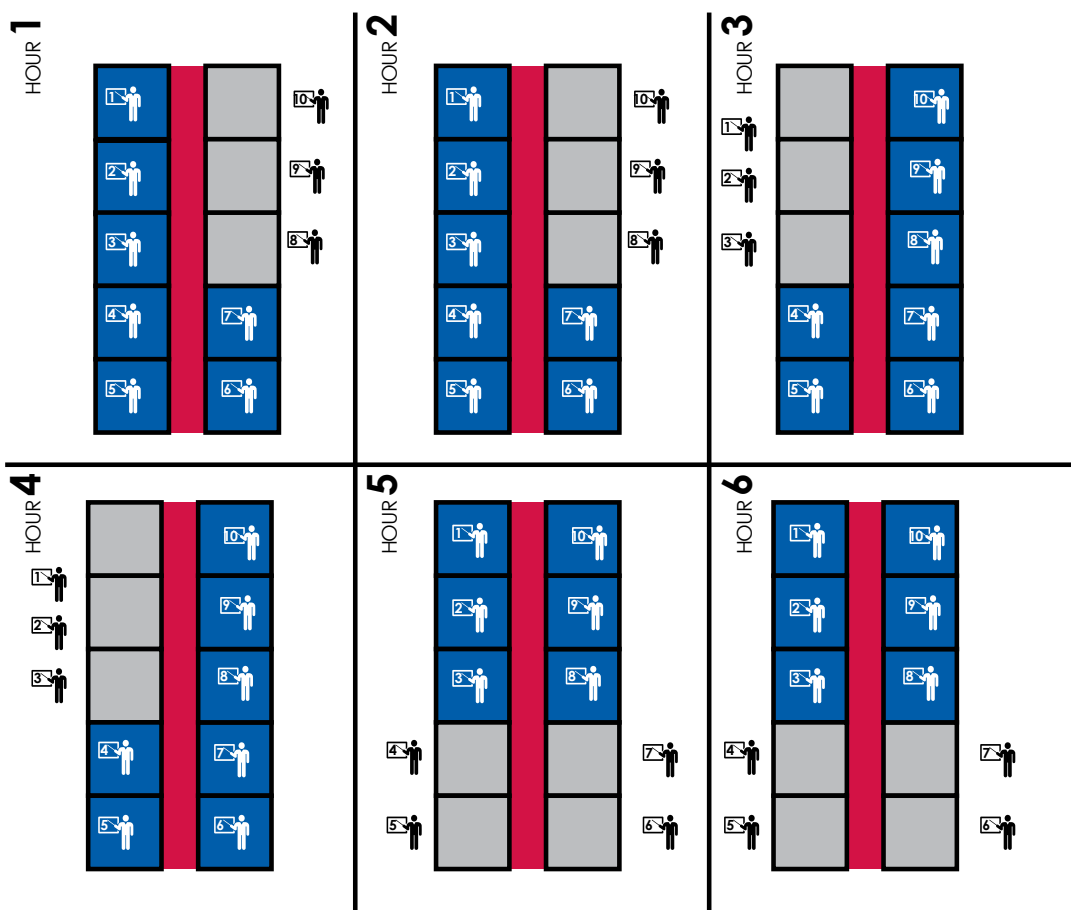




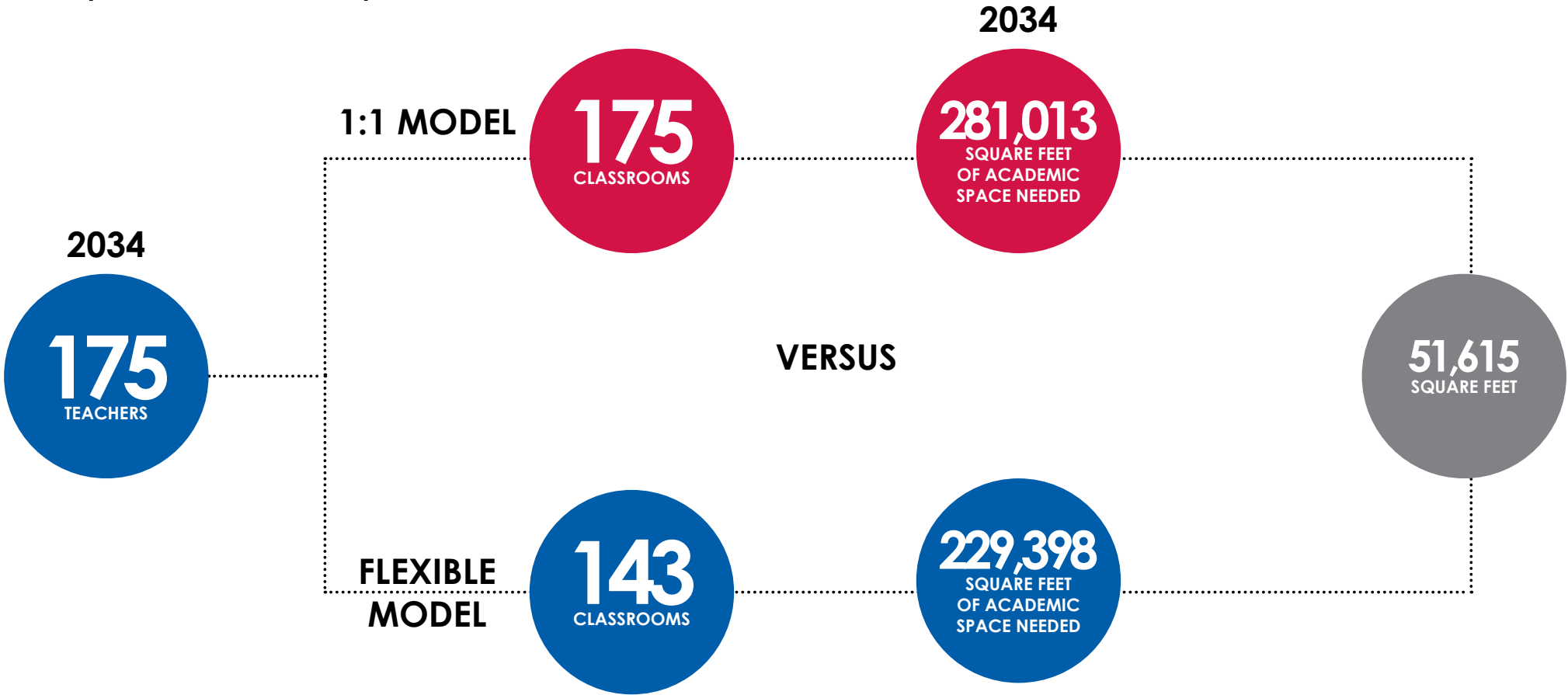
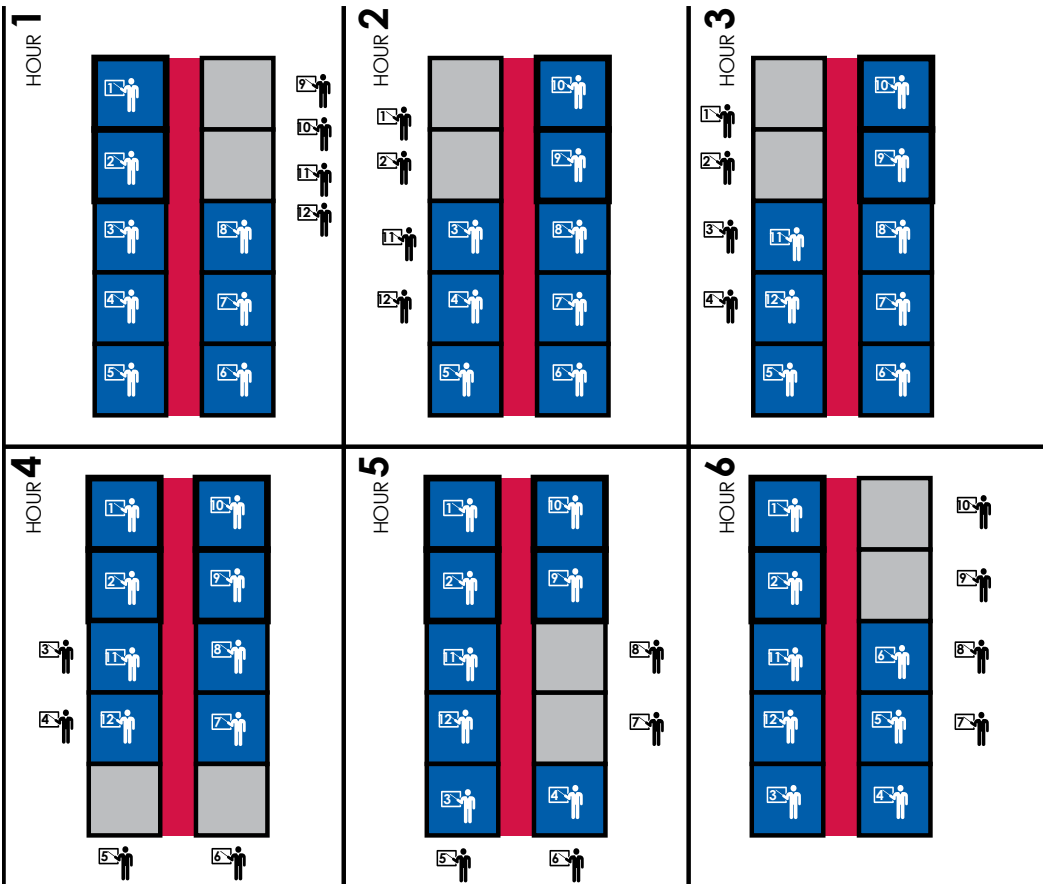
Includes Coaching, Virtual,
Lunch Supervision, etc...



1:1 Model



Flexible Model



Comparing the Scenarios

HOUR 1						HOUR 2						HOUR 3								
Teaching				Co-Teaching	Planning		Teaching				Co-Teaching	Planning		Teaching				Co-Teaching	Planning	
	MATH	HISTORY	FOR LANG	SPED (CO) 1a	MULTI		ENGLISH	MATH	HISTORY	FOR LANG	SPED (CO) 2a	MATH 1		ENGLISH	SPED	HISTORY	FOR LANG	SPED (CO) 3a	HISTORY 1	
	MATH	HISTORY	FOR LANG	SPED (CO) 1b	ELL		ENGLISH	MATH	HISTORY	FOR LANG	SPED (CO) 2b	MATH 2		ENGLISH	SPED	HISTORY	FOR LANG	SPED (CO) 3b	HISTORY 2	
	MATH	HISTORY	FOR LANG	SPED (CO) 1c	SPED 1		ENGLISH	MATH	HISTORY	SPED (CO) g	SPED (CO) 2c	MATH 3		ENGLISH	SPED	HISTORY	FOR LANG	SPED (CO) 3c	HISTORY 3	
ENGLISH	MATH	HISTORY	FOR LANG	SPED (CO) 1d	SPED 2			MATH	HISTORY	SPED (CO) h	SPED (CO) 2d	MATH 4		ENGLISH	SPED	HISTORY	FOR LANG	SPED (CO) 3d	HISTORY 4	
ENGLISH	MATH	HISTORY	FOR LANG	SPED (CO) 1e	SPED 3			MATH	HISTORY	SPED (CO) i	SPED (CO) 2e	MATH 5		ENGLISH	MATH	HISTORY	FOR LANG	SPED (CO) 3e	MATH 7	
ENGLISH	MATH	HISTORY		SPED (CO) 1f	SPED 4			MATH	HISTORY		SPED (CO) 2f	MATH 6		ENGLISH	MATH	HISTORY		SPED (CO) 3f	MATH 8	
ENGLISH	MATH	HISTORY		SPED (CO) 1g			ENGLISH	MATH	HISTORY			FOR LANG 1			MATH	HISTORY		SPED (CO) 2g	MATH 9	
ENGLISH	MATH	HISTORY		SPED (CO) 1h			ENGLISH	MATH	HISTORY			FOR LANG 2			MATH	HISTORY		SPED (CO) 2h		
ENGLISH	MATH	HISTORY		SPED (CO) 1i			ENGLISH	MULTI	HISTORY			FOR LANG 3		ENGLISH	MATH	HISTORY		SPED (CO) 2i		
ENGLISH	MATH	HISTORY					ENGLISH	ELL	HISTORY					ENGLISH	MATH	HISTORY				
ENGLISH	MATH	HISTORY			ENGLISH 1		ENGLISH	SPED	HISTORY			ENGLISH 4		ENGLISH	MATH	HISTORY			ENGLISH 7	
ENGLISH	MATH	HISTORY			ENGLISH 2		ENGLISH	SPED	HISTORY			ENGLISH 5		ENGLISH	MATH	HISTORY			ENGLISH 8	
ENGLISH	MATH	HISTORY			ENGLISH 3		ENGLISH	SPED	HISTORY			ENGLISH 6		ENGLISH	MATH	MULTI				
ENGLISH	MATH	HISTORY					ENGLISH	SPED	HISTORY					ENGLISH	MATH	ELL				
DEBATE	SHOP	HISTORY					DEBATE	SHOP	HISTORY					DEBATE	SHOP	MATH				
ART	FACS	HISTORY					ART	FACS	HISTORY					ART	FACS					
FINE ARTS	FACS	COMPUTER					FINE ARTS	FACS	COMPUTER					FINE ARTS	FACS	COMPUTER				
FINE ARTS	FACS	COMPUTER					FINE ARTS	FACS	COMPUTER					FINE ARTS	FACS	COMPUTER				
BUSINESS	INT ENG	COMPUTER					BUSINESS	INT ENG	COMPUTER					BUSINESS	INT ENG	COMPUTER				
BUSINESS	LEAD	COMPUTER					BUSINESS	LEAD	COMPUTER					BUSINESS	LEAD	COMPUTER				

Teaching 62				Co-Teaching 9		Planning 9		Teaching 62				Co-Teaching 6		Planning 12		Teaching 62				Co-Teaching 9		Planning 5	
HOUR 4								HOUR 5								HOUR 6							
Teaching				Co-Teaching	Planning		Teaching				Co-Teaching	Planning		Teaching				Co-Teaching	Planning				
ENGLISH	MATH	MULTI	FOR LANG	SPED (CO) 3g	MATH 10		ENGLISH	MATH	HISTORY	FOR LANG		SHOP		ENGLISH	MATH	HISTORY	FOR LANG		BUSINESS 1				
ENGLISH	MATH	ELL	FOR LANG	SPED (CO) 3h	MATH 11		ENGLISH	MATH	HISTORY	FOR LANG		FACS		ENGLISH	MATH	HISTORY	FOR LANG		BUSINESS 2				
ENGLISH	MATH	SPED	FOR LANG	SPED (CO) 3i	MATH 12		ENGLISH	MATH	HISTORY	FOR LANG		FACS		ENGLISH	MATH	HISTORY	FOR LANG		DEBATE				
ENGLISH	MATH	SPED	FOR LANG		MATH 13		ENGLISH	MATH	HISTORY	SPED (CO) e		FACS		ENGLISH	MATH	HISTORY	FOR LANG		COMPUTER 1				
ENGLISH	MATH	SPED	FOR LANG		MATH 14		ENGLISH	MATH	HISTORY	SPED (CO) f		FOR LANG 4		ENGLISH	MATH	HISTORY	FOR LANG		COMPUTER 2				
ENGLISH	MATH	SPED					ENGLISH	MATH	HISTORY			FOR LANG 5		ENGLISH	MATH	HISTORY			COMPUTER 3				
ENGLISH	MATH	HISTORY					ENGLISH	MATH	HISTORY			SPED (CO) g		ENGLISH	MATH	HISTORY			COMPUTER 4				
ENGLISH	MATH	HISTORY					ENGLISH	MATH	HISTORY			SPED (CO) h		ENGLISH	MATH	HISTORY			ENGLISH 9				
ENGLISH	MATH	HISTORY			HISTORY 5		ENGLISH	MATH	BUSINESS			SPED (CO) i		SPED (CO) a	MATH	HISTORY			ENGLISH 10				
ENGLISH	HISTORY	HISTORY			HISTORY 6		ENGLISH	MATH	BUSINESS					SPED (CO) b	MATH	HISTORY			ENGLISH 11				
ENGLISH	HISTORY	HISTORY			HISTORY 7		ENGLISH	MATH	DEBATE			ART		SPED (CO) c	MATH	HISTORY			ENGLISH 12				
ENGLISH		HISTORY			HISTORY 8		ENGLISH	MATH				FINE ARTS		SPED (CO) d	MATH	HISTORY			ENGLISH 13				
ENGLISH		HISTORY			SPED (CO) a		ENGLISH	MATH	HISTORY			FINE ARTS		SPED (CO) e	MATH	SPED			ENGLISH 14				
ENGLISH		HISTORY			SPED (CO) b		ENGLISH	MATH	HISTORY			INT ENG		SPED (CO) f	MATH	SPED							
DEBATE	SHOP	HISTORY			SPED (CO) c		COMPUTER	SPED	HISTORY			LEAD		SPED (CO) g	SHOP	SPED			HISTORY 13				
ART	FACS	HISTORY			SPED (CO) d		COMPUTER	SPED	HISTORY			HISTORY 9		ART	FACS	SPED			HISTORY 14				
FINE ARTS	FACS	COMPUTER			SPED (CO) e		COMPUTER	SPED	SPED (CO) a			HISTORY 10		FINE ARTS	FACS	MULTI			HISTORY 15				
FINE ARTS	FACS	COMPUTER			SPED (CO) f		COMPUTER	SPED	SPED (CO) b			HISTORY 11		FINE ARTS	FACS	ELL			HISTORY 16				
BUSINESS	INT ENG	COMPUTER					MULTI		SPED (CO) c			HISTORY 12		SPED (CO) h	INT ENG								
BUSINESS	LEAD	COMPUTER					ELL		SPED (CO) d					SPED (CO) i	LEAD								
Teaching 62				Co-Teaching 3		Planning 15		Teaching 62				Co-Teaching 0		Planning 18		Teaching 63				Co-Teaching 0		Planning 17	



Expressing the Need for Change



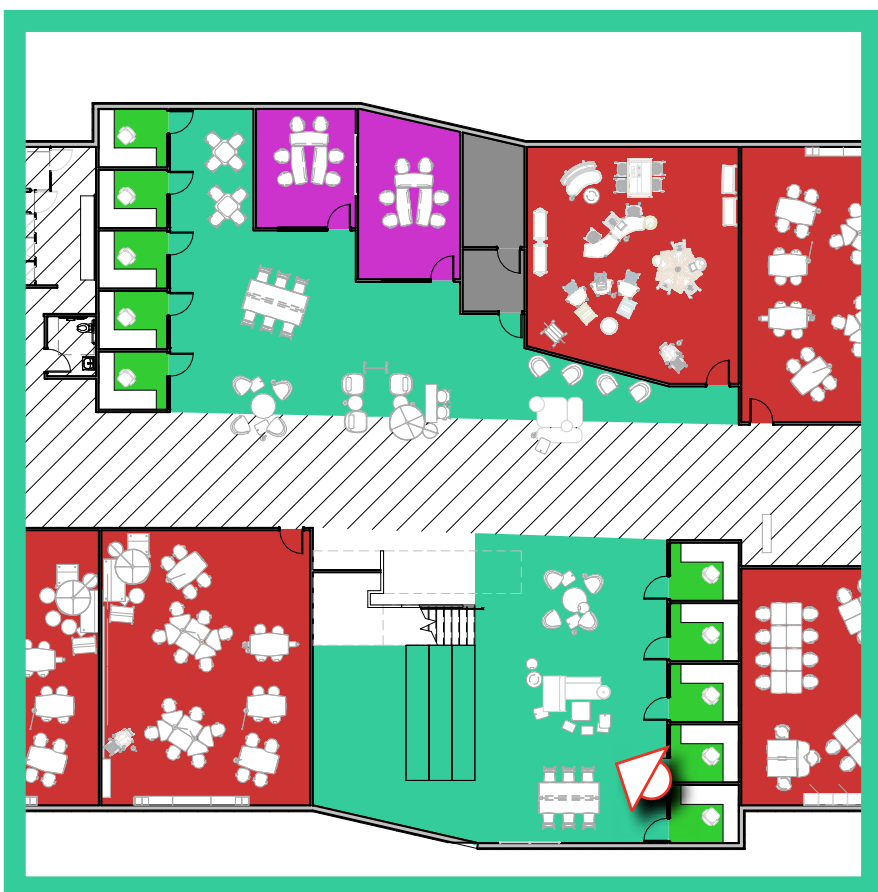
Building Excitement with Potential Opportunity



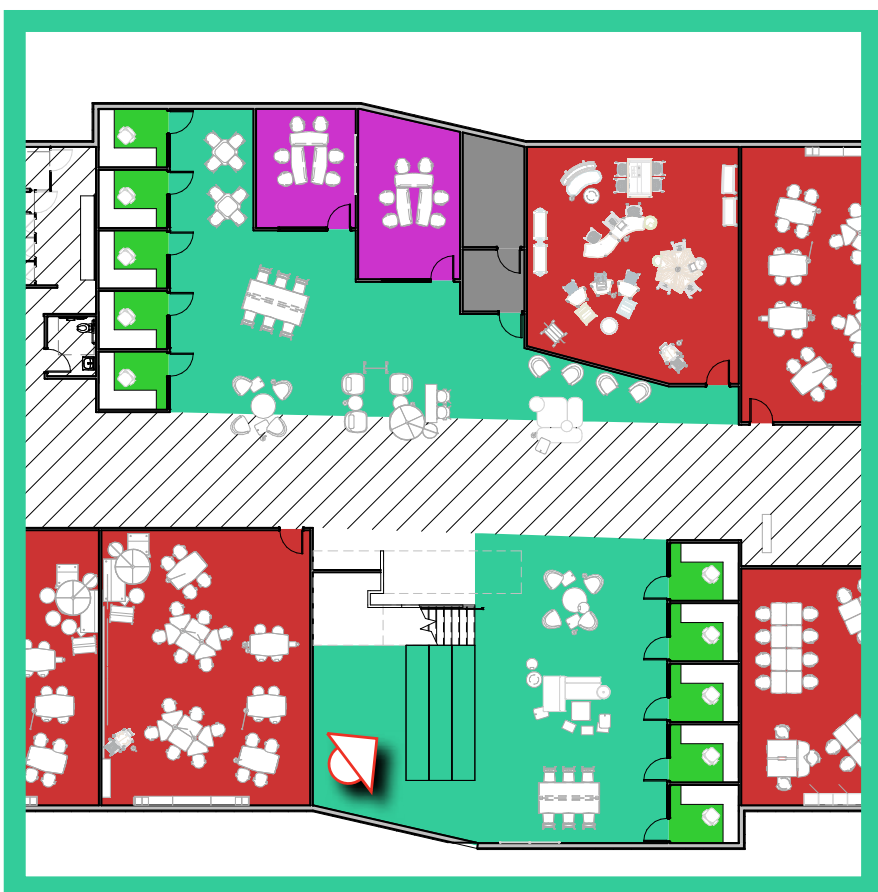


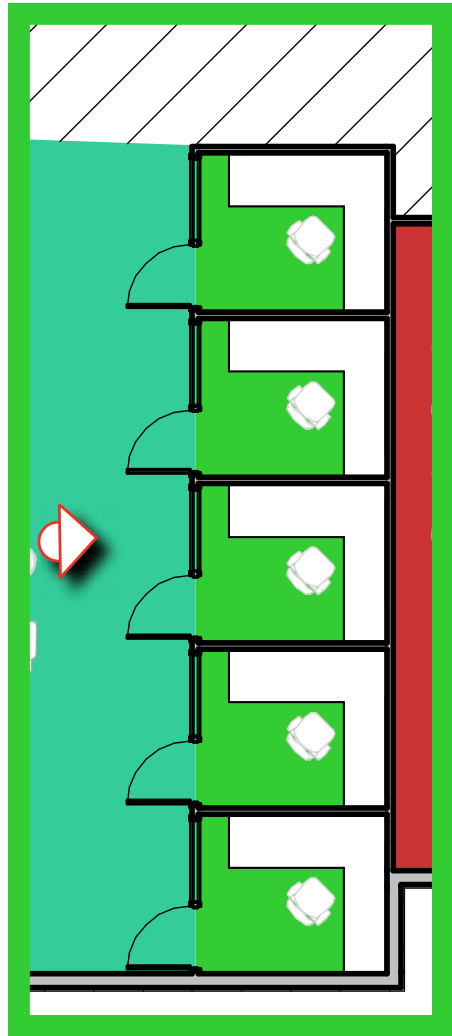


3rd Floor Plan - Learning Communities, Central Hub, and Community Room

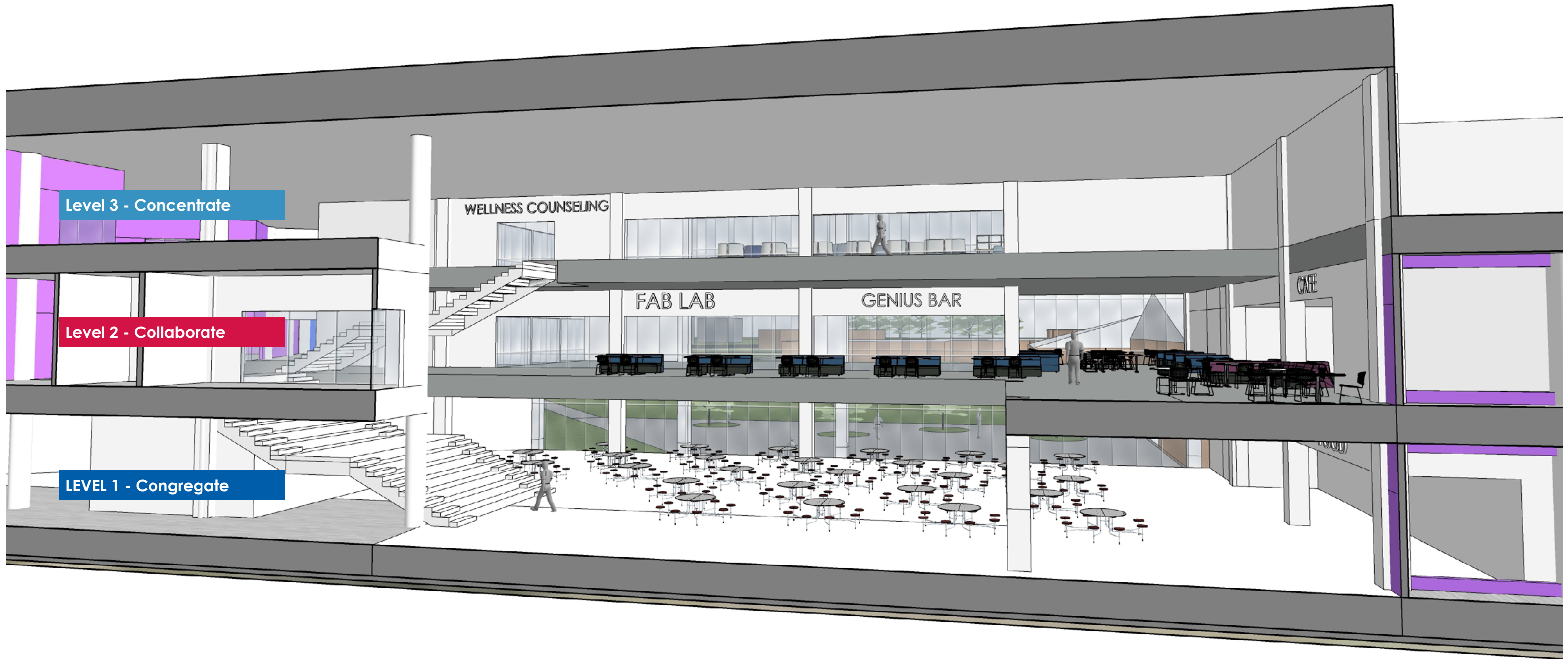


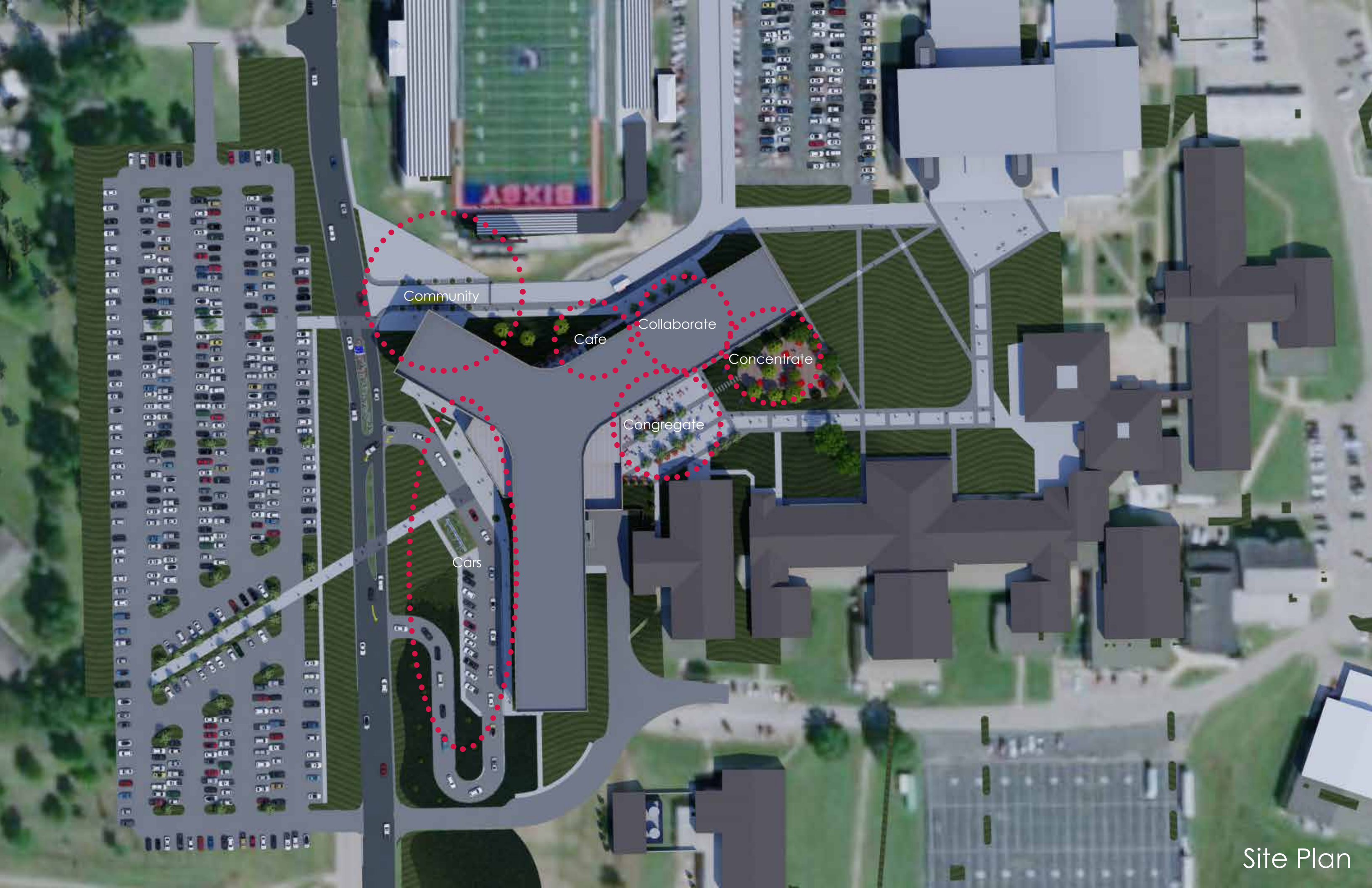
Collaboration Areas





Teacher Offices





Community

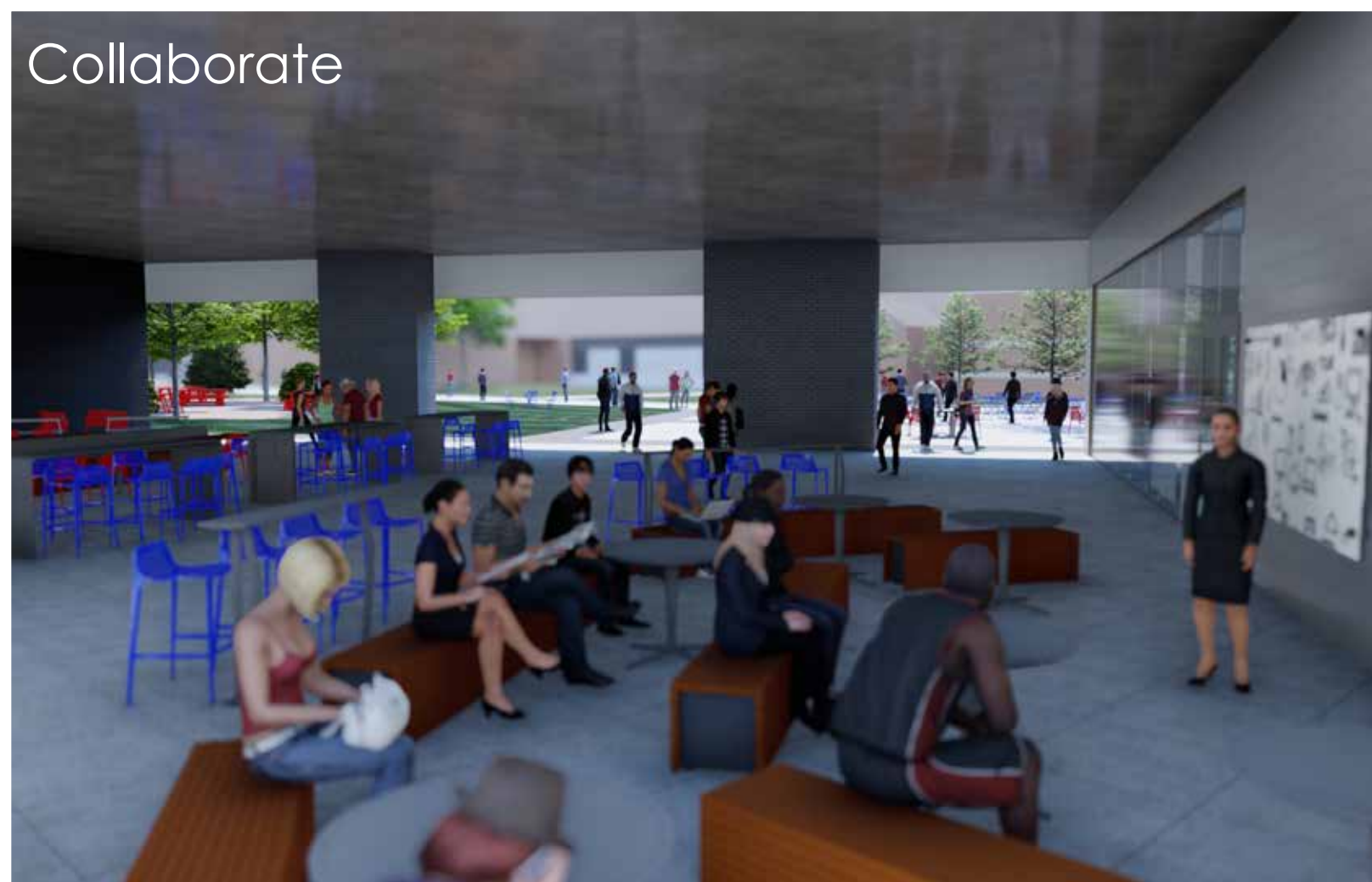
Cafe

Collaborate

Concentrate

Congregate

Cars





Cafe

Pedestrian Boulevard

Covered Cantilever

Future Football Entry Plaza
(Design T.B.D.)

Community Area

