

# WILLMAR JUNIOR HIGH SCHOOL

## Environment vs. Education

### Why Willmar?

I chose Willmar because of its rapid growth rate, demographic diversity and its need for a new Jr. High School. The current population is nearly 18,500. The median age is 34.2 and 31.3% of the total population is composed of families with children under the age of eighteen. The race of the Willmar area is primarily white at 88.1% while the Hispanic and Latino population makes up about 15.9% of the total population. Having such a diverse population means that there will also be a diverse climate of students with-in the school system requiring different needs to be examined. Another large determining factor for choosing to do a new Jr. High School was the fact that a Willmar Public Schools assessment was done in the summer of 2005 and it determined that the existing Jr. High was in the most need of repair and code updates. The estimate to fix these issues was 3.5 million dollars.



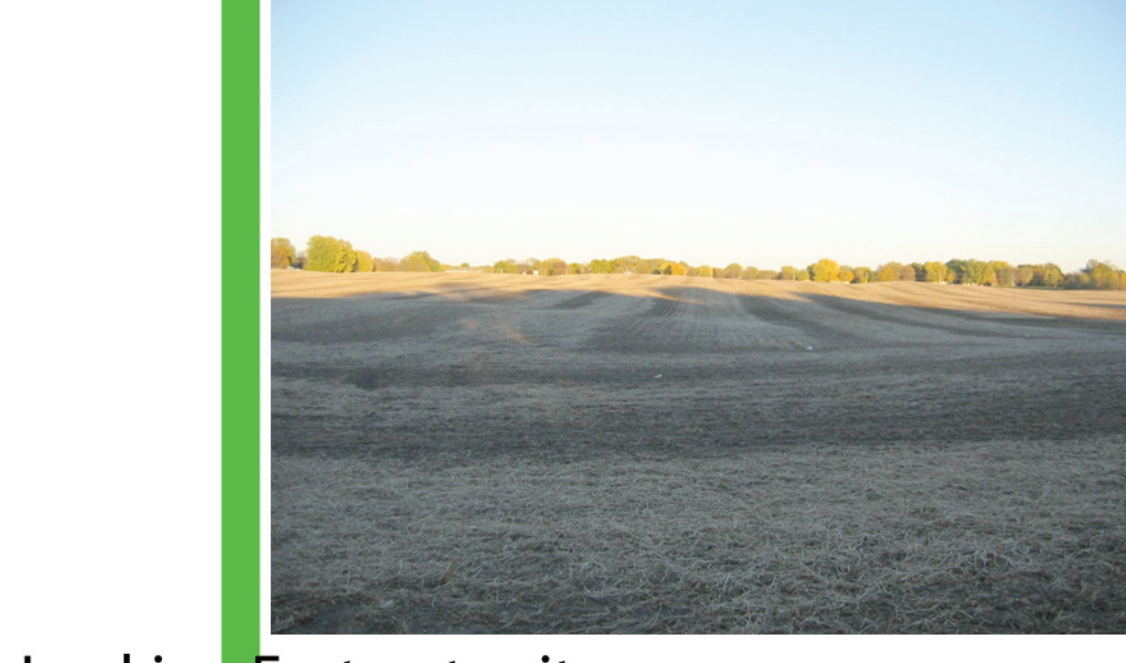
Looking South down Lakeland Drive.



Looking Northwest onto site.



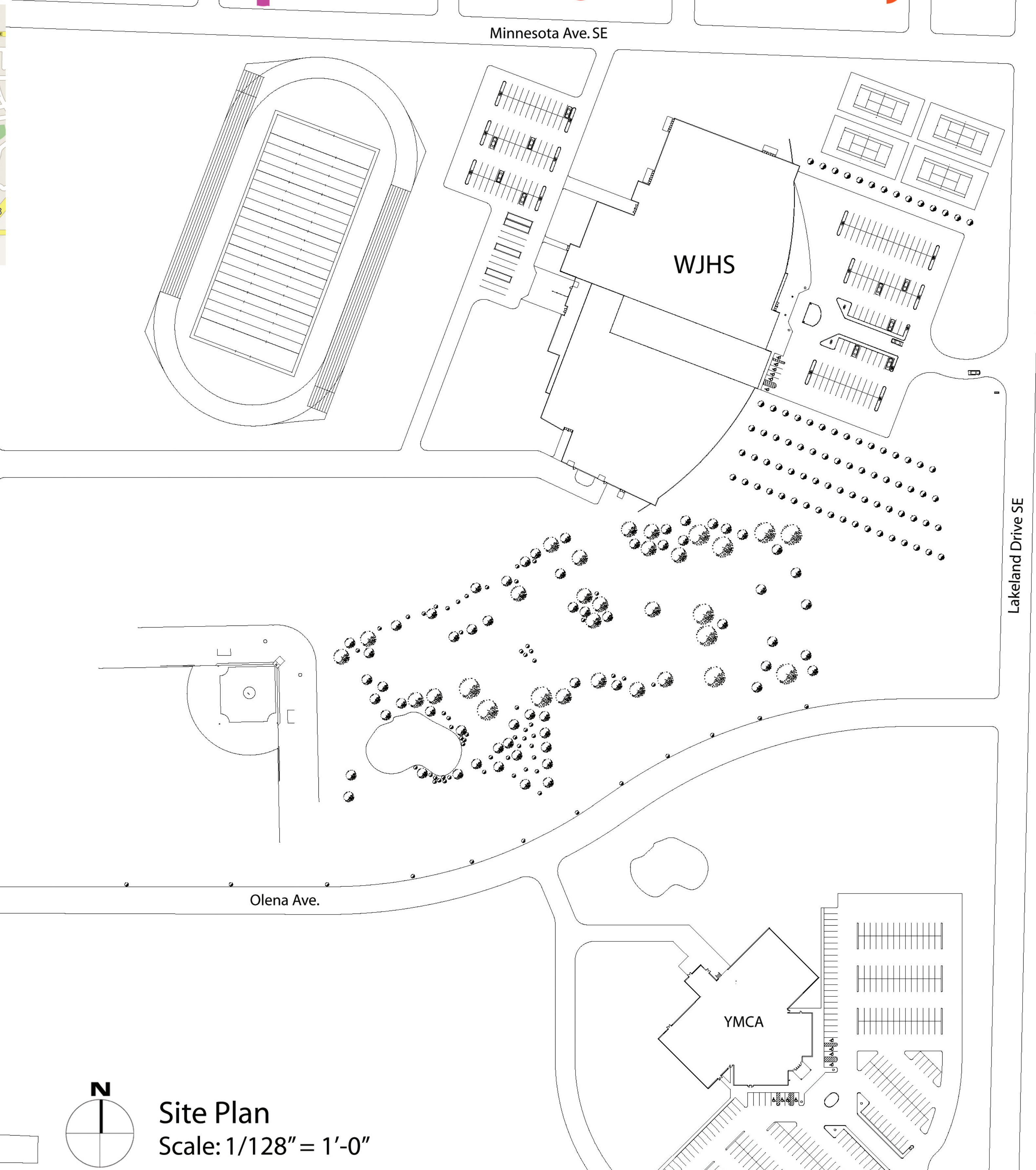
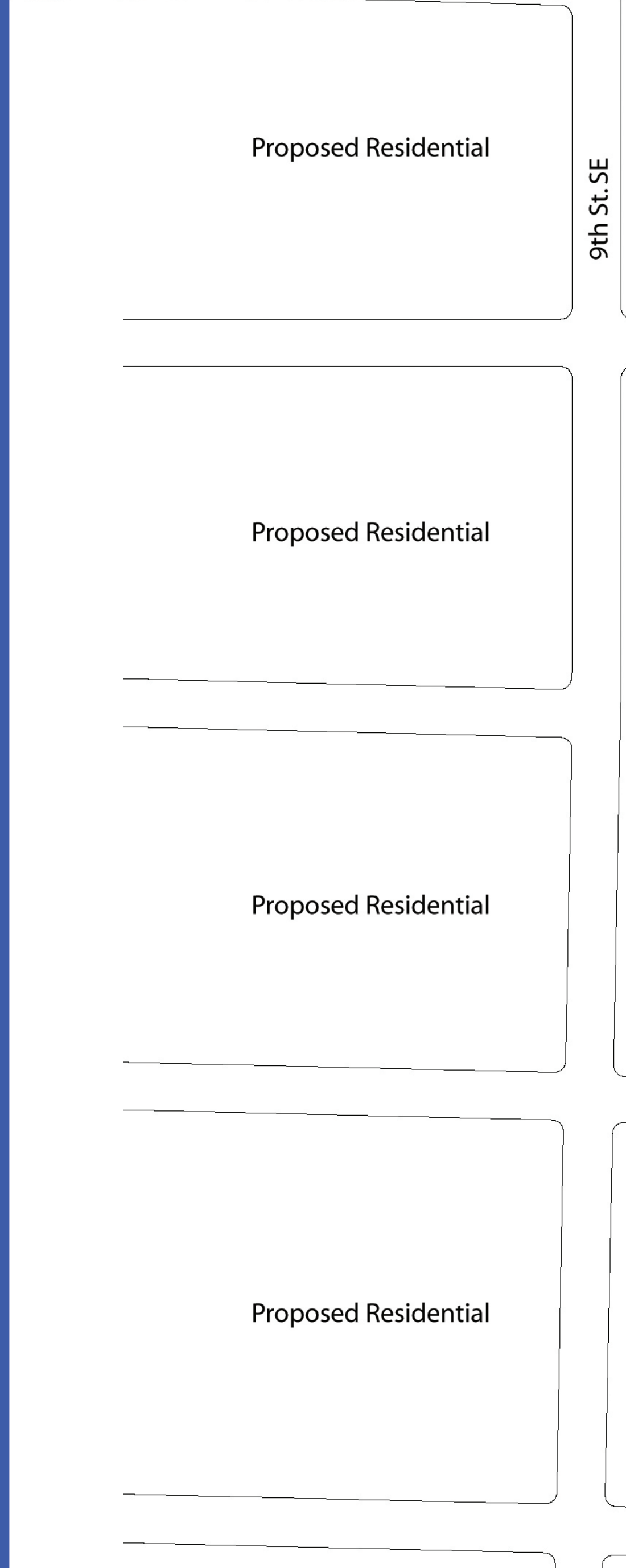
Looking West down Olena Avenue.



Looking East onto site.



Existing YMCA to the south of site.



Site Plan  
Scale: 1/128" = 1'-0"

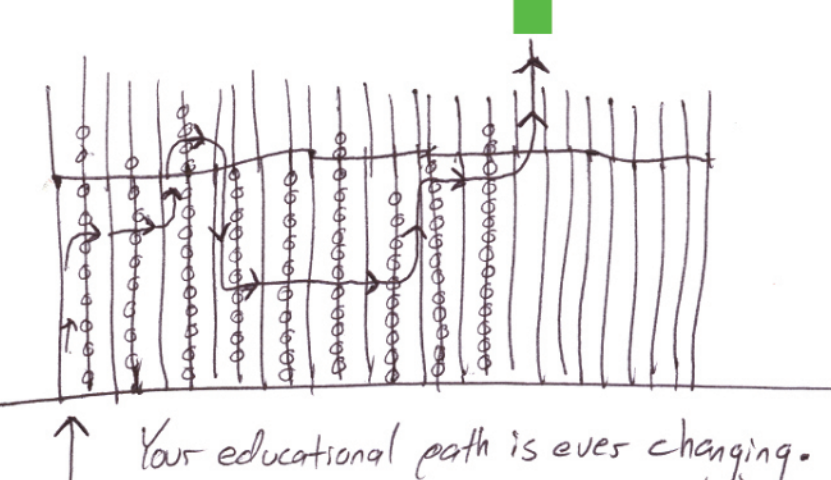
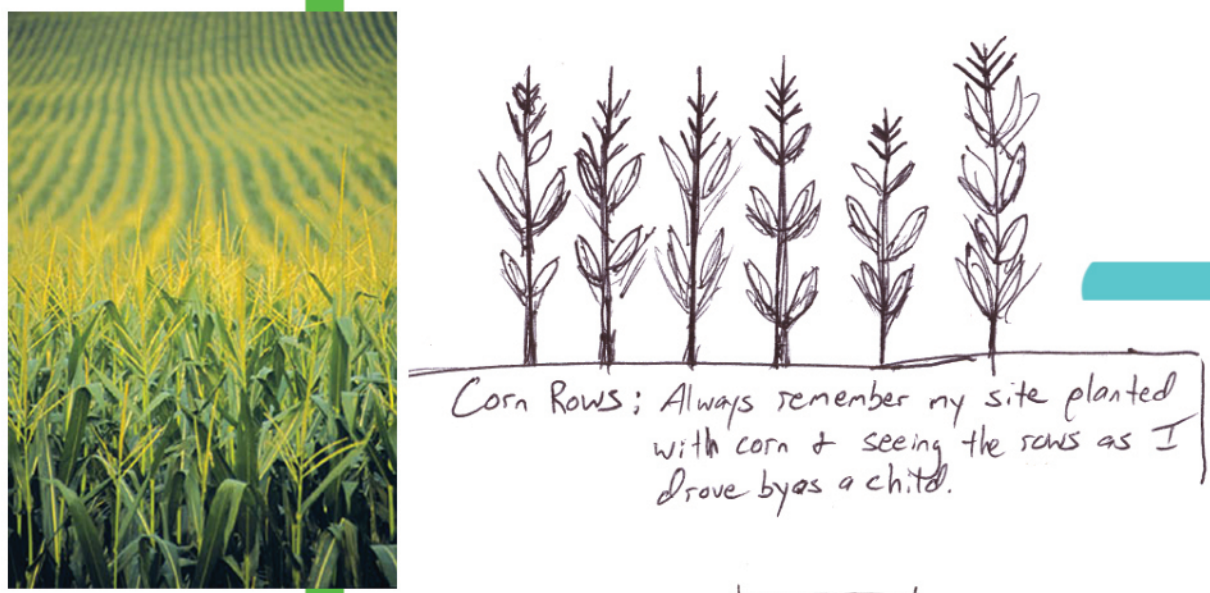
### The Process

I began the process by taking photographs of my site and also by recalling memories of the site from my childhood. For as long as I can remember my site has always been a field and in that field there would always be rows and rows of crops, either beans or corn and I remember vividly seeing those distinct rows as I would drive down Lakeland Drive. I started thinking that the rows that have always been there are representative of a child education. Even though the rows appear to be straight they move slightly from side to side which would represent the changes that occur during your education.

- The Willmar Jr. High School is programmed for the following:
- 700 Students
  - Grades 7 - 8
  - 4 Mathematics Teachers
  - 4 Science Teachers
  - 4 Social Teachers
  - 4 Communications Teachers
  - 2 Art Teachers
  - 2 Industrial Tech. Teachers
  - 3 Health & Wellness Teachers
  - 3 Music Teachers
  - 5 Special Education Staff
  - 3 Media/Library Staff
  - 6 Office Staff
  - 1 Principal
  - 1 Dean of Students
  - 2 Counselors
  - 2 School Nurse
  - 2 Building Maintenance Staff
  - 1 Athletic Director
  - 1 Police Liaison
  - 5 Kitchen Staff

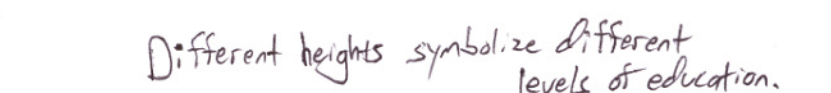


Existing Jr. High floor plan.



Your educational path is ever changing.

Different heights symbolize different levels of education.



Different heights symbolize different levels of education.



Different heights symbolize different levels of education.



Different heights symbolize different levels of education.



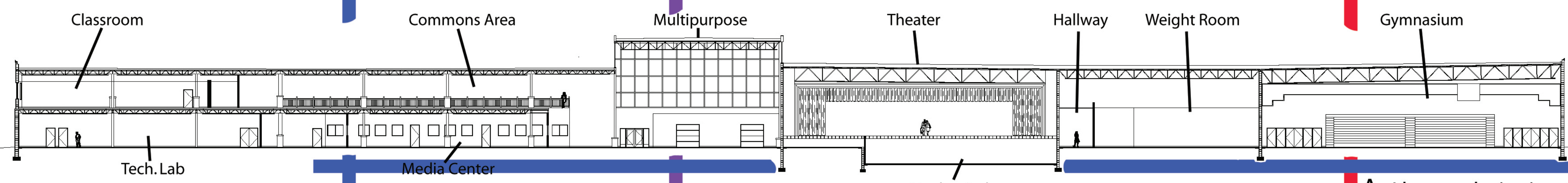
Different heights symbolize different levels of education.



Different heights symbolize different levels of education.



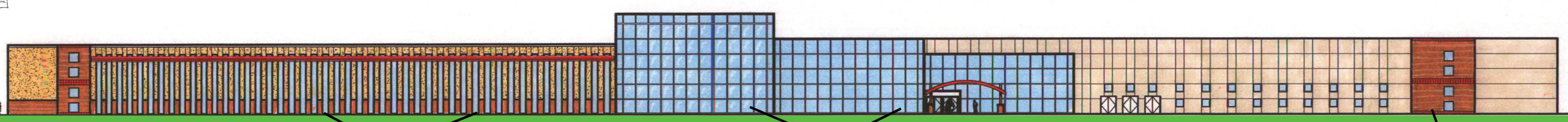
Different heights symbolize different levels of education.



Full Building Section  
Scale: 1/32" = 1'-0"  
(North-South)

As I began designing the new school one of the most important things to me was to create a school environment that is flexible and functional. To achieve this I kept the larger volume spaces (gymnasium, theater and music) further away from the rest of the traditional educational spaces

East Elevation  
Scale: 1/32" = 1'-0"



Large vertical windows to represent the history of the site.

The three different height curtain walls represent the knowledge levels a student will go through.

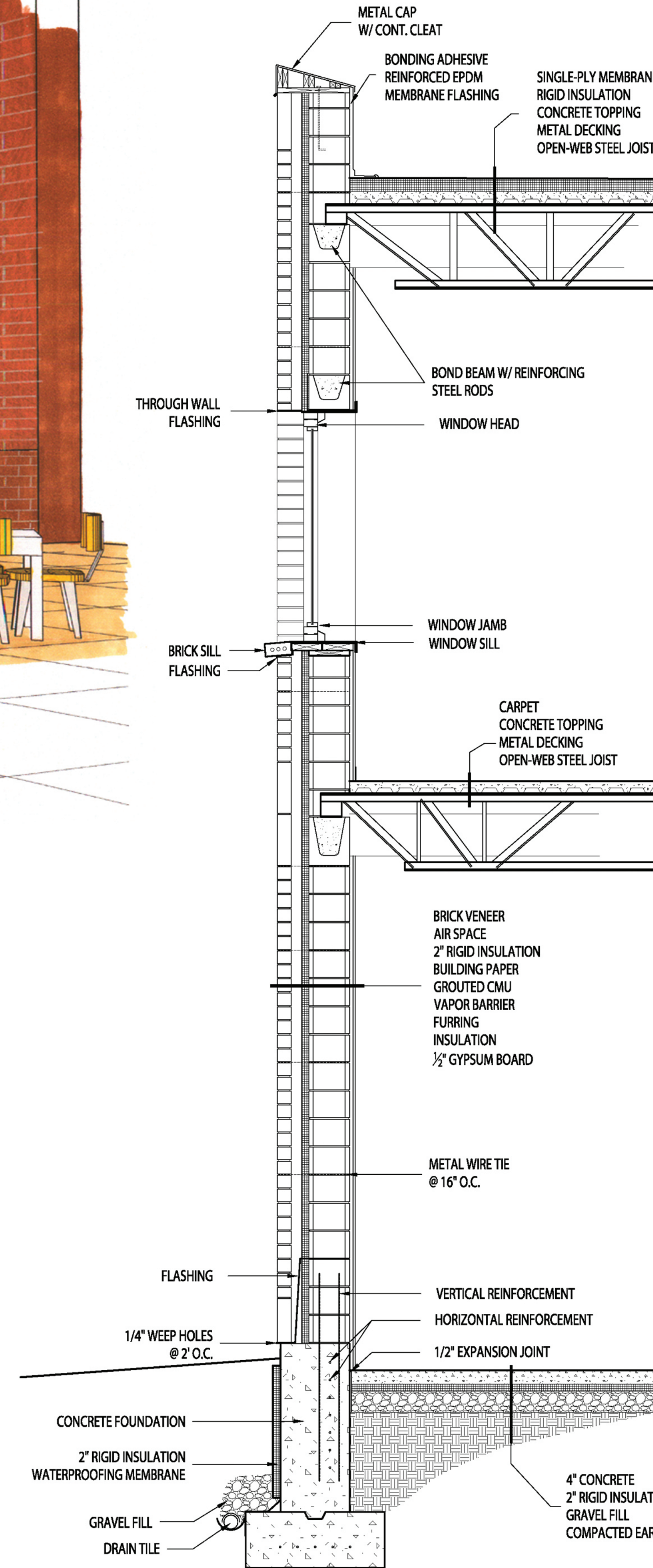
Material change and foot print change represent breaking through educational barriers.



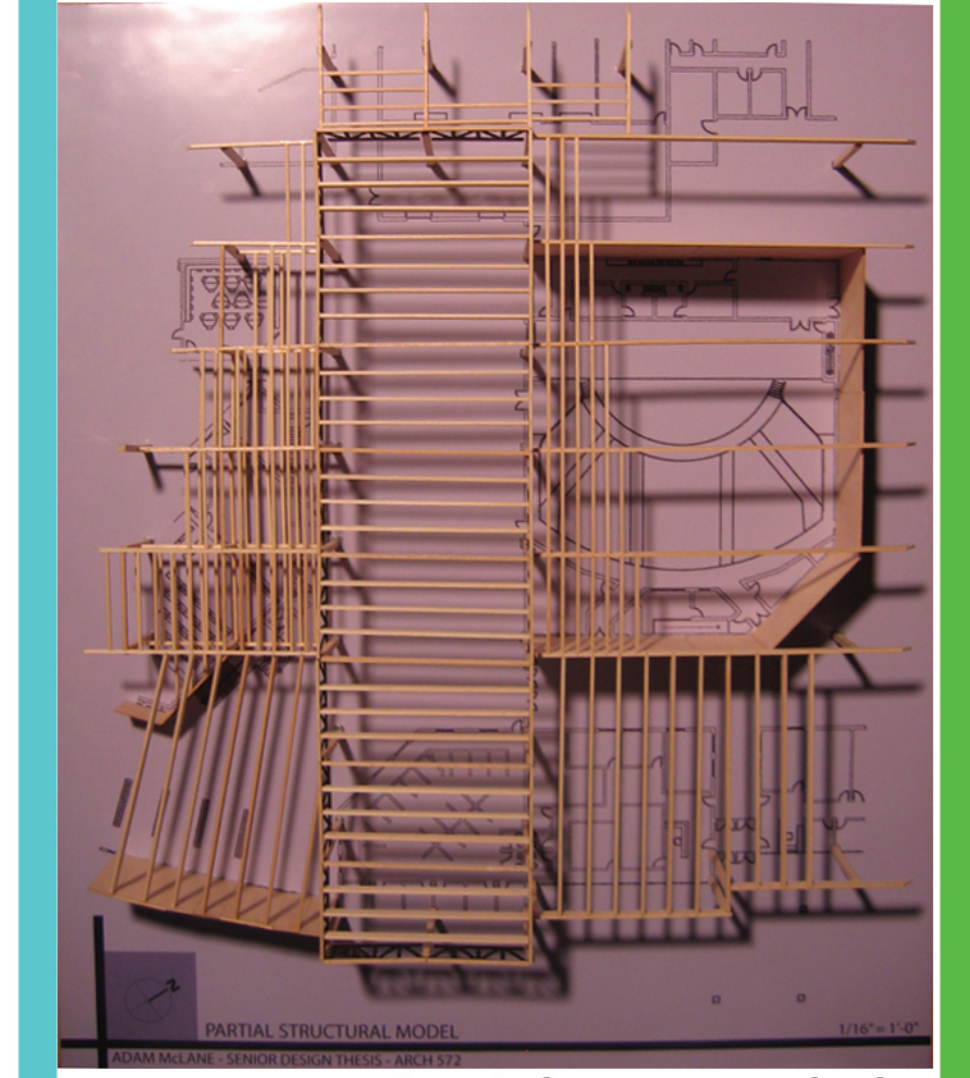


This is a look inside the main commons area. It is meant to be highly flexible for students to use on an individual basis for studying, socializing and eating as well as for classes to congregate for discussion and seminar sessions. Varied locations for classes to be conducted breaks monotonous for both students and teachers.

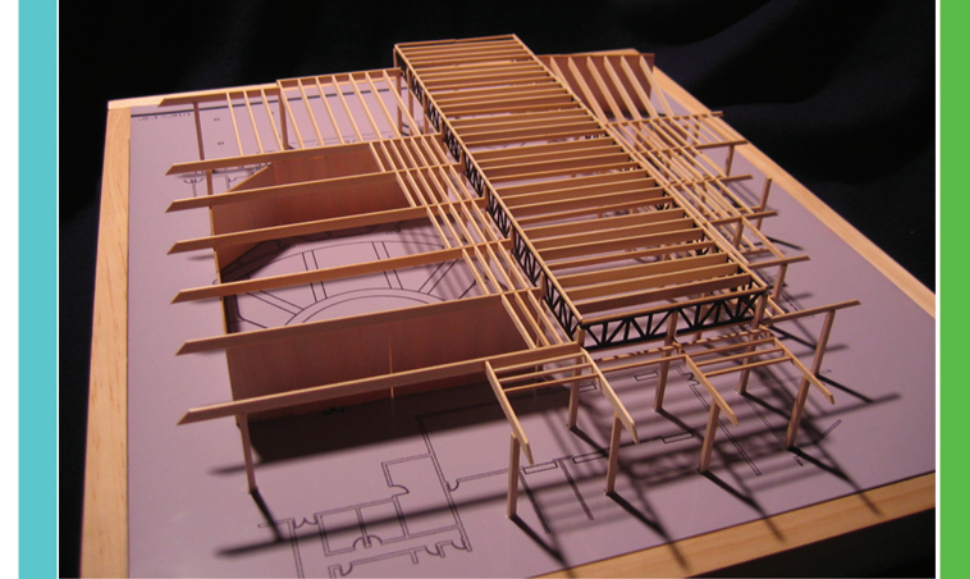
My main objective for Willmar's new Jr. High was to create an environment for students that is conducive to learning with the hopes of raising test scores, attendance and student moral. To do this I created spaces that the students can interact with so they feel like they belong. Research shows that a child's sense of identity and belonging are influenced positively by appropriately scaled and comfortable furnishings, lively colors and a "homey" feel. Students have a much greater "pride of place" in such an environment and believe they are listened to and valued as individuals.



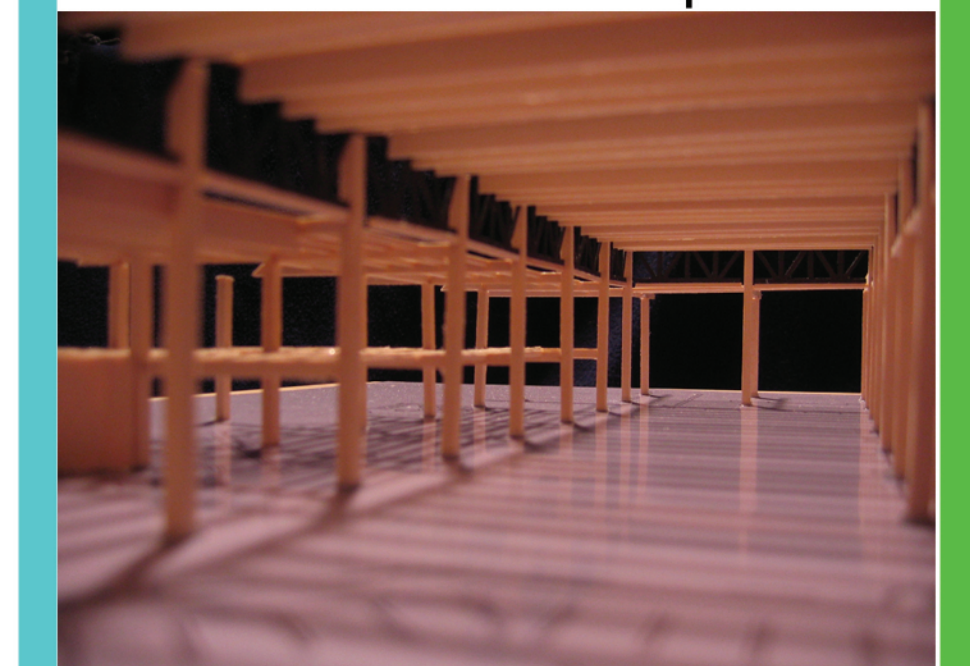
Wall Section  
Scale: 1/2" = 1'-0"



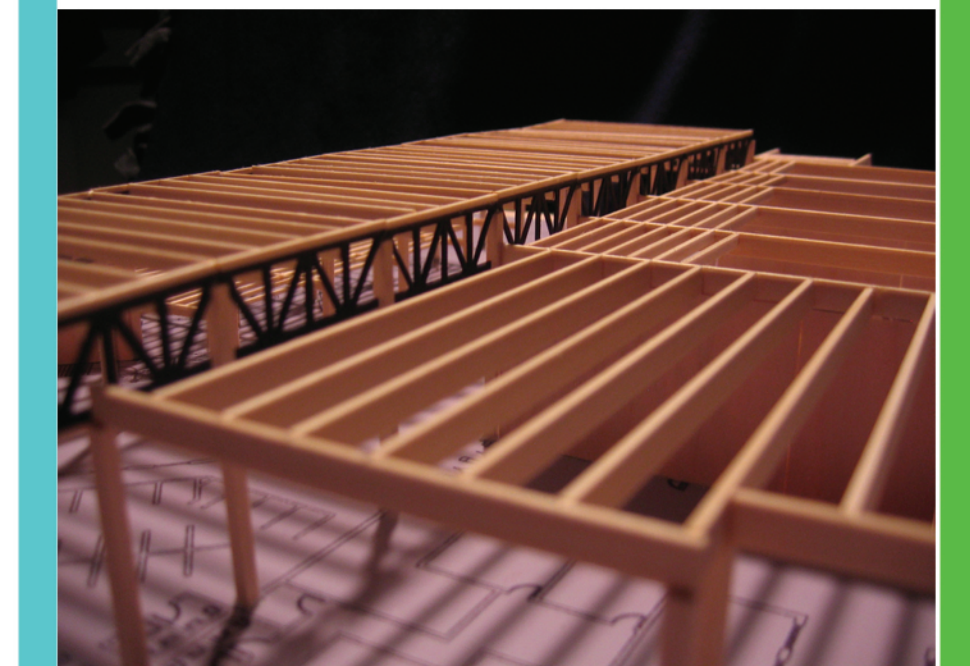
Partial structural plan



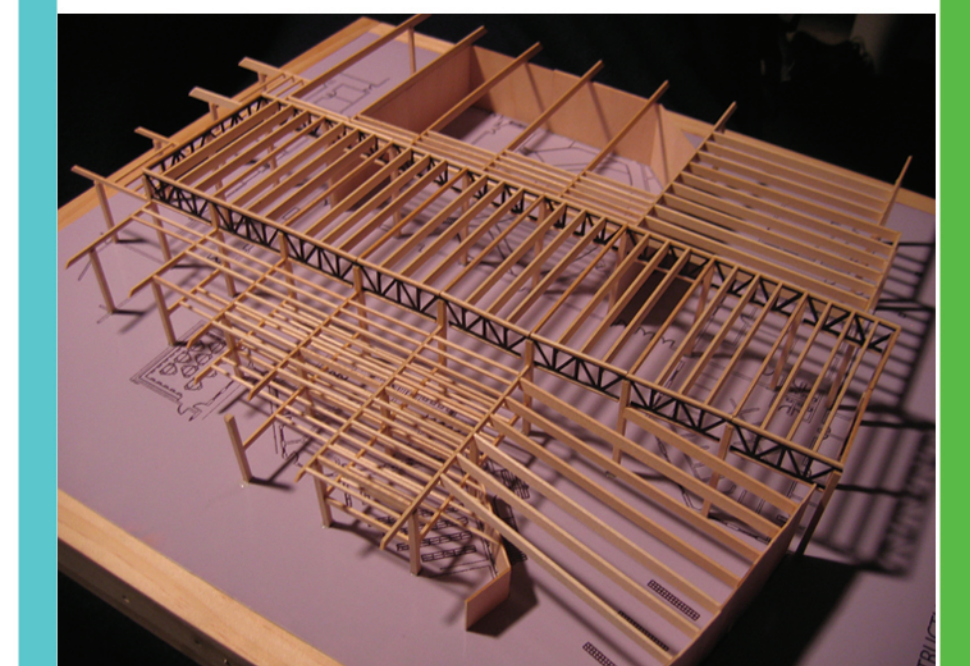
Northwest portion of building



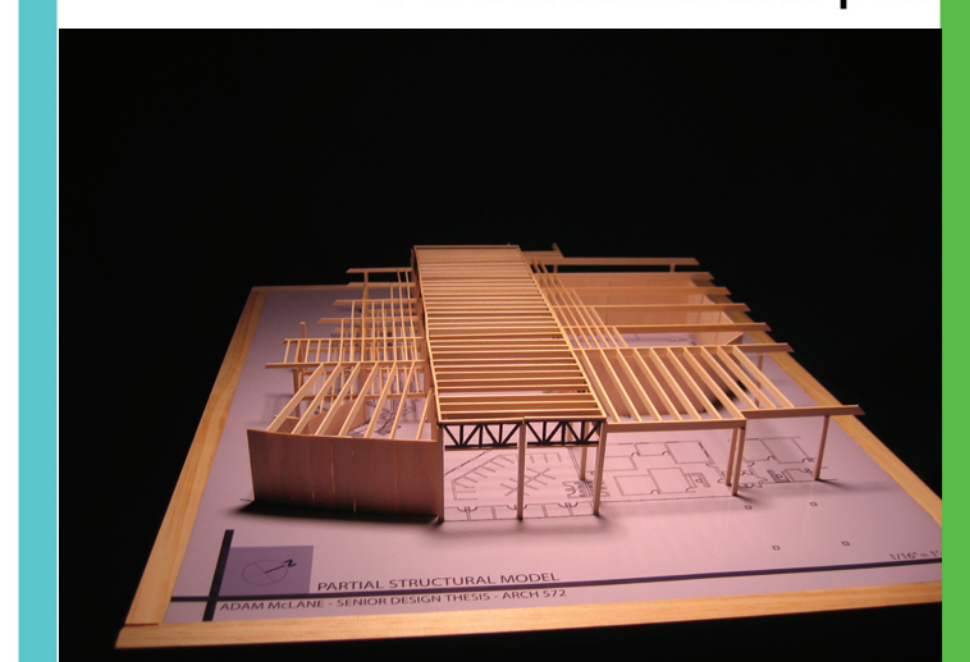
Structure inside clerestory area



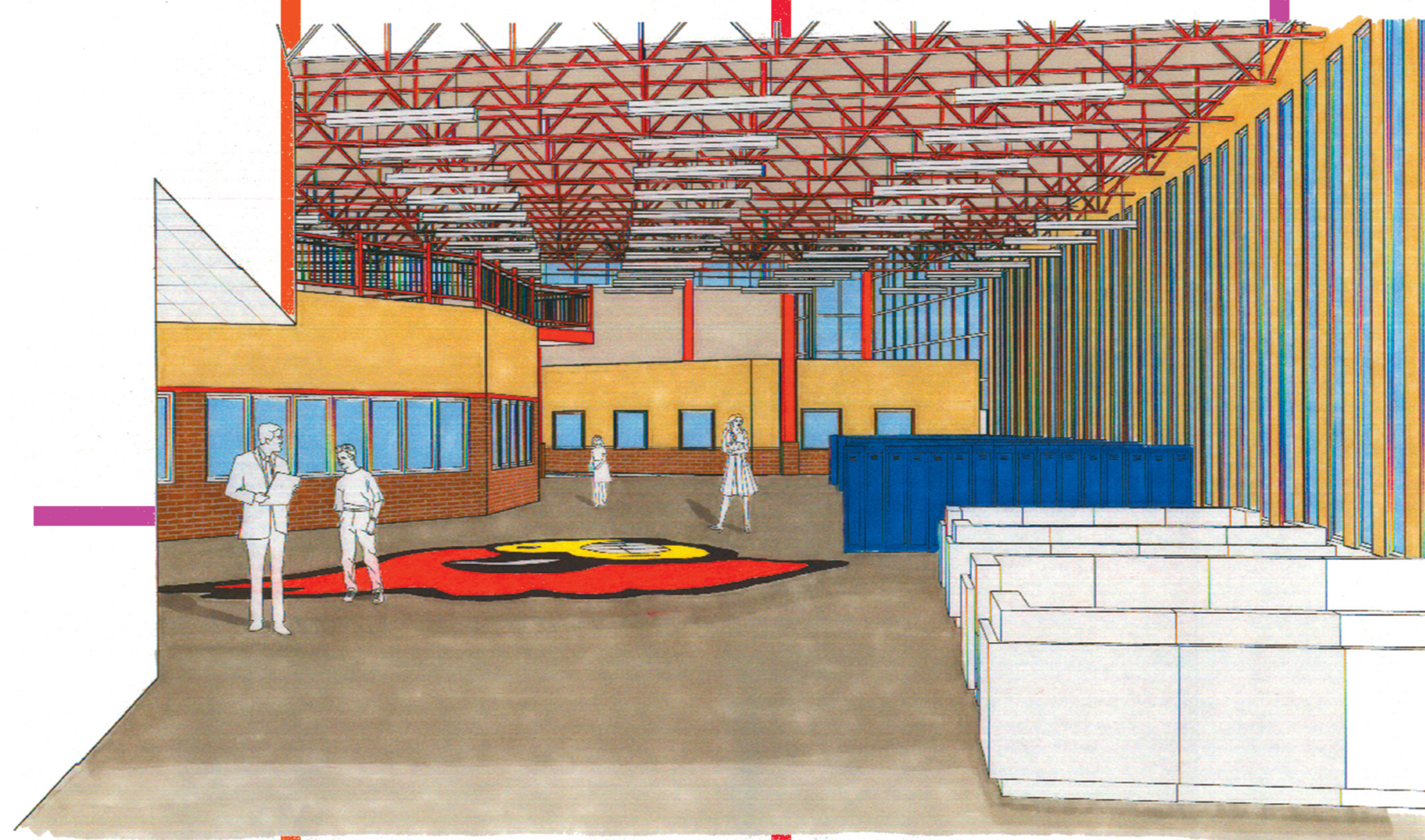
Structure over main office



Partial structural plan



Front facade & structure



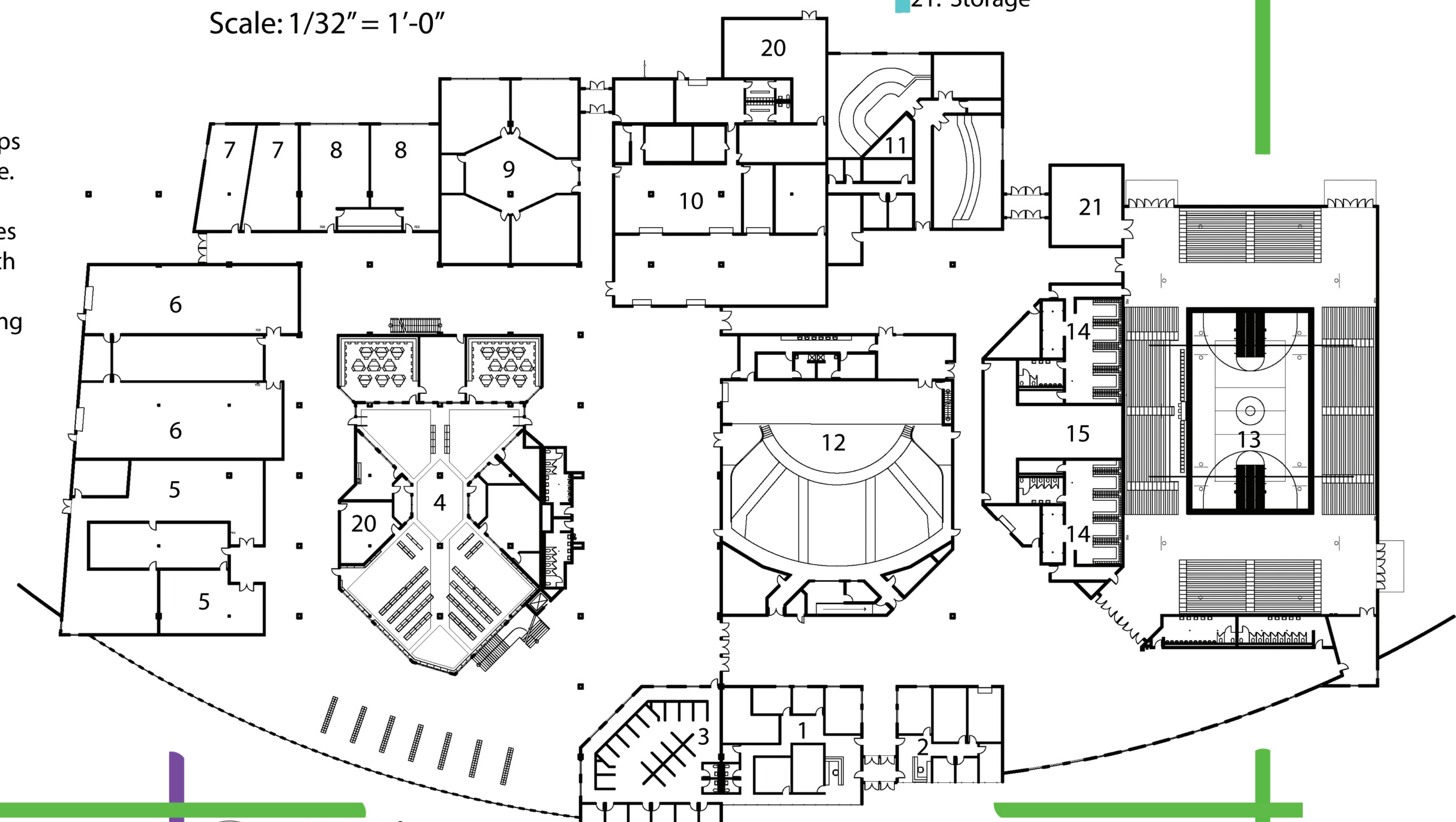
While further desinging the layout of the school I wanted to maintain a certain level of linear relationships to tie back to the corn rows that once occupied the site. I did not intend to design the school around a linear circulation path, instead I wanted to represent the lines in the structure while creating a unique circulation path for the students. This path was designed to represent the many different obstacles one may come upon during there education in the Willmar Public School System.



Second Floor  
Scale: 1/32" = 1'-0"

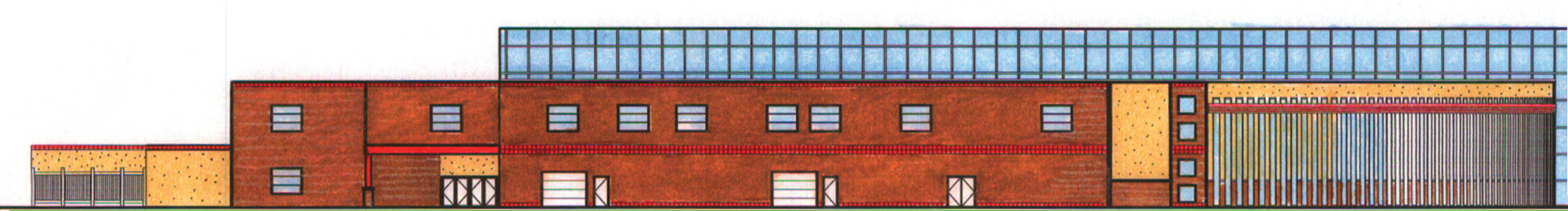
1. Administration
2. Guidance Office
3. Teacher Offices
4. Media Center/Library
5. Art
6. Technical Education
7. Special Ed.
8. Family & Consumer Science
9. English
10. Food Services
11. Music
12. Auditorium
13. Gymnasium

14. Locker Rooms
15. Weight Room
16. Science Labs
17. Social Studies
18. Mathematics
19. World Language
20. Mechanical
21. Storage



First Floor  
Scale: 1/32" = 1'-0"

Having the larger volume spaces away from the rest of the classrooms allows those spaces to be used after the regular school day is over and not have the users of those spaces move into the rest of school.



South Elevation  
Scale: 1/32" = 1'-0"