

# 2016 Exhibition of School Planning and Architecture

## Jordan Middle School

Category: Renovation

Jordan Independent School District 717

Jordan, Minnesota

# Jordan Middle School



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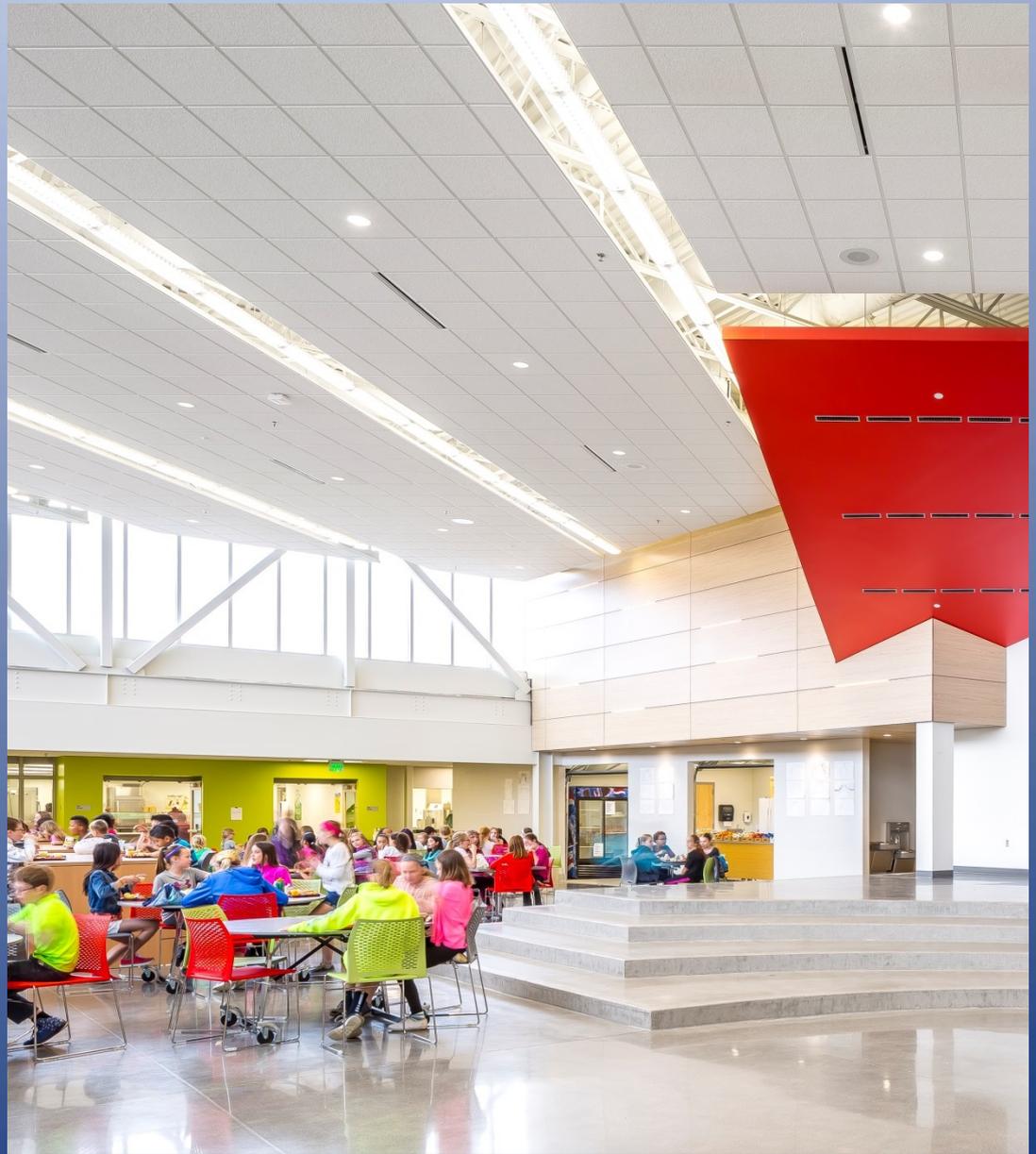
JORDAN MIDDLE SCHOOL SITE PLAN



## Commons Area

### Community Environment:

The project embraces the community and invites use and interaction in numerous ways; business-based expertise is able to mentor young learners throughout the academic clusters in small group spaces; community members, both young and old, exercise and meet in the recreation center; large group gatherings, performances and socialization are supported in the centralized day-lit commons space. The building is designed specifically to grow and adapt to the needs of this vibrant and flourishing suburban community.





## CERC

### **Community Environment:**

The new Community Education and Recreation Center, or CERC, provides fitness, activity and exercise space to all residents. This community-wide asset responds to requests from young people, families, adults, and senior citizens and provides a hub for Jordan's multi-generational community constituents. The 19,500 square foot two-story addition has its own staffed entry and zoned security to limit access to the school, while allowing for simultaneous use of facilities by both students and community members. The CERC's close proximity to the school's central Commons area allows for overflow seating and services in support of popular school functions such as music concerts or school dances.

## 7/8 Grade Break-Out Space

### Learning Environment:

Centered on the idea that a group of students and a group of staff can work together in an area with spatial variety, the academic clusters support the personalized educational needs of each and every learner. Infused technology seamlessly supports integrated project-based learning in order to provide for impactful and effective learning. With the ability to manipulate room configurations and space allocations, teachers and students are encouraged to be creative and explore opportunities for collaboration and inter-disciplinary discovery.



## Maker Spaces

### Learning Environment:

The Maker Space is a critical component of hands-on learning within the cluster. It contains a small lecture space, small-group room, collaborative computer lab, science lab, and hands-on project room with movable tables all divided by glass partitions with layered transparency. The high degree of internal flexibility can be easily manipulated by staff in a few minutes. The variety of spaces and flexibility to change configurations allow for more self-directed learning by each student.



# Main Entry

## Physical Environment

Born from an existing 1960s traditional and dark school building that had heroically served thousands of students, this totally renewed facility floods occupants with natural light and provides a safe, effective and healthy environment for the 21<sup>st</sup> Century. Flexibility, adaptability and functional layering allow for numerous needs to be met in multiple ways throughout the facility. The arrangement of spaces and strategic adjacencies also provides an ability to effectively zone the building while offering controllable access and supervision throughout.



# Commons and Art Gallery

## Physical Environment

The centrally-located Commons serves as the primary community gathering area where students eat lunch, and can be used throughout the school day including an ad hoc “mountain top” teaching environment, or a formal performance area. Additionally, high table nooks built into the perimeter are available to both students in small-group work or teachers in individual or team prep. The Commons is both an extension of the Media center and the Art Studio, providing gallery space and a physical manifestation of arts integration into everything the school does. The roof was raised 15 feet in this section of the building, allowing natural light to fill the space.



## Exterior

### Planning Process:

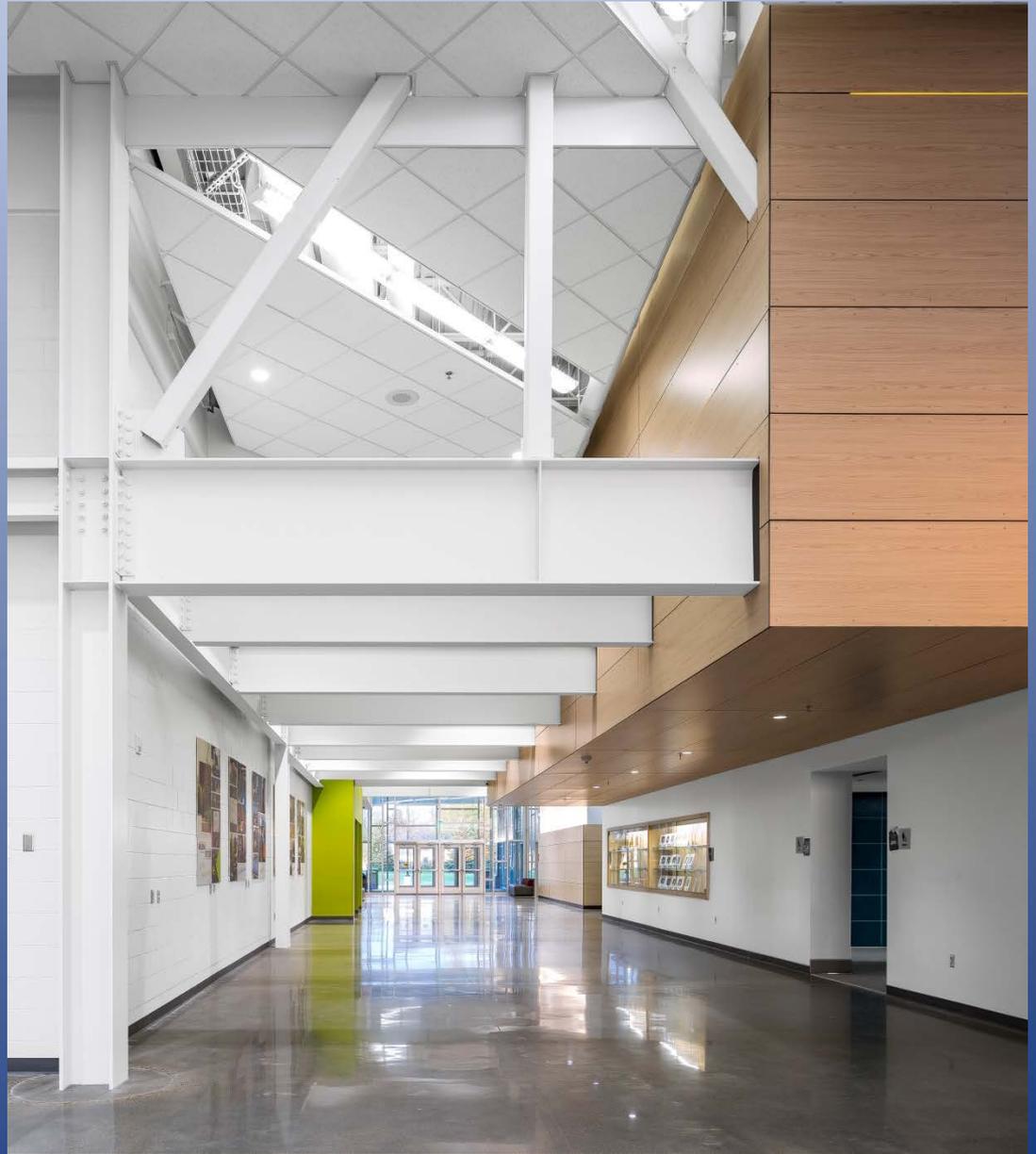
The community-based approach involved all stakeholder groups from the early stages of planning all the way through final design. As the process unfolded, the district staff embraced the opportunity to springboard the design-thinking process into a holistic evaluation of all parts of the school system. A core group of educational leaders from the middle school led an evaluation and re-imagining of curriculum, pedagogy, teaming arrangements, scheduling and even staff recruitment procedures. The product of the entire process is a holistically refreshed 21<sup>st</sup> Century educational system housed in a facility that supports the vision.



## Main Entry, Primary Circulation Corridor

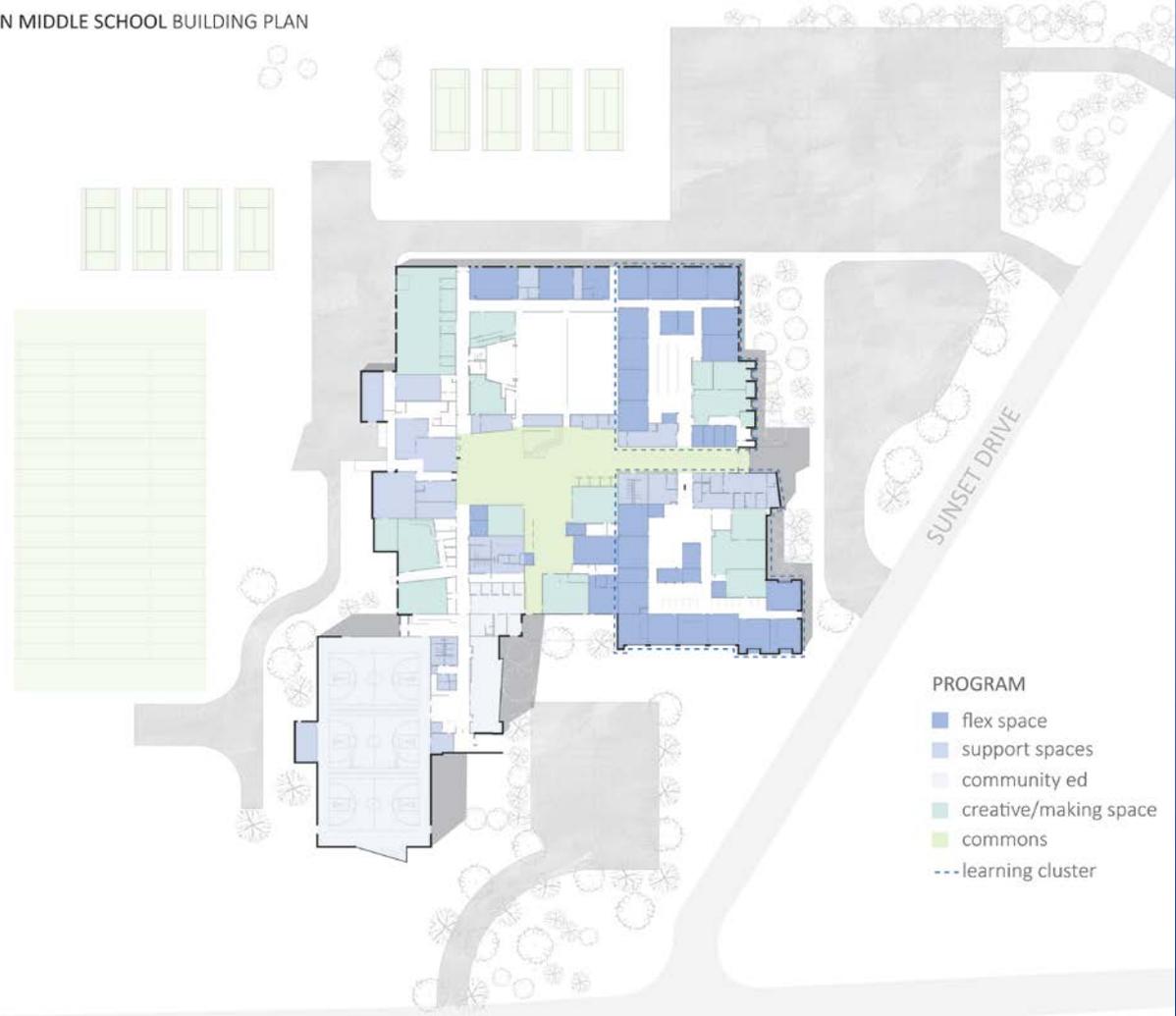
### Planning Process:

After a successful referendum, two different groups contributed to the project design. The community-based group formed during pre-referendum communication and support efforts continued as advisors to the design team. A committee of staff representatives met throughout the six-month design process. Three conceptual options were developed and prioritized before seeking approval from the School Board. After a series of discussions, refinements, and more discussions, a final concept was selected and the design team began its work of fleshing out the details. It was imperative that the project design work in concert with the District's evaluation of curriculum and pedagogy; all decisions were based on the District's vision for a student-focused educational experience.



# Floor plan

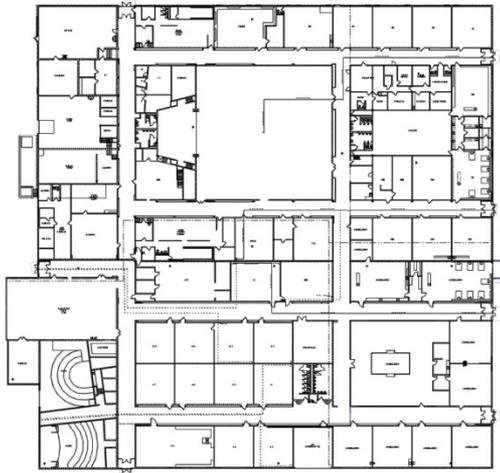
JORDAN MIDDLE SCHOOL BUILDING PLAN



- PROGRAM
- flex space
  - support spaces
  - community ed
  - creative/making space
  - commons
  - learning cluster

HILLSIDE DRIVE

SUNSET DRIVE



**EXISTING**



**RENO**  
**ADD**  
**NEW**

# Exhibition of School Planning and Architecture

## Project Data

Submitting Firm :	DLR Group
Project Role	Prime, Architect of Record
Project Contact	Chris Gibbs, AIA
Title	Principal
Address	520 Nicollet Mall, Suite 200
City, State or Province, Country	Minneapolis, MN
Phone	612/977-3500

Joint Partner Firm:	
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Other Firm:	
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Construction Firm:	Wenck Construction, Inc.
Project Role	Construction Manager
Project Contact	Andy Hoffmann
Title	Vice President, Preconstruction
Address	7500 Olson Memorial Highway, Suite 300
City, State or Province, Country	Golden Valley, MN
Phone	763/252-6800

# Exhibition of School Planning and Architecture

## Project Details

<b>Project Name</b>	Jordan Middle School
<b>City</b>	Jordan
<b>State</b>	Minnesota
<b>District Name</b>	Jordan Independent School District 717
<b>Supt/President</b>	Matt Helgerson
<b>Occupancy Date</b>	December 1, 2015
<b>Grades Housed</b>	5-8
<b>Capacity(Students)</b>	700
<b>Site Size (acres)</b>	12.5 acres with 120 acres available to students
<b>Gross Area (sq. ft.)</b>	181,000
<b>Per Occupant (pupil)</b>	258 SF/student
<b>gross/net please indicate</b>	85%
<b>Design and Build?</b>	No
<b>If yes, Total Cost:</b>	
<b>Includes:</b>	
<b>If no,</b>	
<b>Site Development:</b>	\$1,100,000
<b>Building Construction:</b>	\$27,461,000 (\$18,000,000 new construction, \$9,461,000 remodel/renovation)
<b>Fixed Equipment:</b>	\$400,000
<b>Other (Development costs)</b>	\$5,989,000
<b>Total:</b>	\$34,950,000

# Supporting/Supplemental Images



The building's energy efficiency and thermal comfort are enhanced by a new roof and tightened building envelope. The school's exterior skin and insulation was replaced, including an exchange of all leaky and deteriorated windows and doors for new energy-efficient openings. Both mechanical and electrical systems were updated, along with expanded phone, data, and CCTV systems. The construction was phased such that the major renovation work was carried out over the summer months, allowing the school to remain open and operational during the academic program year.

# Supporting/Supplemental Images



A 13,500 square foot addition provides classroom, lab, flexible learning areas and support spaces to the Grades 5/6 and 7/8 Academic Clusters. Locating the academic clusters in two separate areas allowed for appropriate facility organization and long-term academic flexibility. The strategic location of each addition was critical to obtaining as efficient a layout as possible. The new configuration allows the building to support traditional delivery models, and support growth through flexibility and adaptability of space

# Supporting/Supplemental Images



Rolling “garage” doors separate adjoining classrooms. Staff and students determine how spaces are used throughout the day, and throughout the week, to accommodate particular lesson plans. Teachers are not assigned to a specific room. Rather, they work with their colleagues to determine an allotment of rooms that best support the instruction model and tasks at hand. The overall space allocation and room configuration can be changed over time in response to increased enrollment or redesigned curriculum.

# Supporting/Supplemental Images



The Commons has several built-in structures and furniture areas. High table collaboration stations with LCD monitors ring the Commons - they are available to both students in small-group work or teachers in individual or team prep and allow students to plug in and share presentations with each other.

# Supporting/Supplemental Images



The CERC's lower level accommodates a three station multi-purpose gymnasium, fitness center and locker rooms, the upper level provides an elevated walking track and community meeting room. The gym can be configured for indoor tennis, volleyball, batting cages, basketball, or community events. The multi-purpose room can be used for a wide variety of events and activities including fitness classes, birthday parties, or meetings. Adjacent catering and serving areas are provided to those who use the community room