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COLLEGE STATION ISD

CURATION REPORT 2022



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| Purpose

First, we must curate. **VLK | CURATION®** is our thorough process of action research with a client. A variety of conversations takes place to ascertain important aspects of a school district, including academic approaches and district culture, to best understand the current practices of the district, as well as the aspirations. Details associated with the status of the district's belief system, as well as the intentions for growth, improvements, and educational changes influence the Project Vision Statement, which serves as the succinct direction for VLK Architects. Importantly, the outcomes of **VLK | CURATION®** form the foundation that will drive all aspects of design, and are incorporated into the Program of Spaces, allowing VLK Architects to compare the scope of work to the established project budget, and confirm that budget throughout the design process.

District Information

History of College Station ISD

College Station Independent School District has been a consolidated district since 1941 when the public school was moved from the Texas A&M University campus to facilities on Timber Street. The district encompasses approximately 102 square miles in the southern portion of Brazos County, and it is fully accredited by the Texas Education Agency.

The district is currently comprised of:

- Two (2) Comprehensive High Schools (Grades 9-12)
- One (1) Choice High School (Grades 9-12)
- Three (3) Middle Schools (Grades 7-8)
- Three (3) Intermediate Schools (Grades 5-6)
- Ten (10) Elementary Schools (Grades Head Start/Pre-K - 4)



Planning

In November of 2022, the district successfully passed a TRE, which prioritizes the need for a long-range plan to address current demographics, aging facilities, and next generation learning.

Core District Documents

The district has a Community Inspired Strategic Design Framework that outlines the following aspects:

Vision

CSISD learners, teachers, leaders and the community collaborate to foster lifelong relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life...each day...each hour.

CORE BELIEFS AND COMMITMENTS

We believe the purpose of education is to develop productive citizens.

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all

We believe educators and students can be lifelong learners, who are excited to engage in learning together.

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education.

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to learners' success now and in the future.

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences.

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners



OUR LEARNER OUTCOMES

- Develop their own learning path to achieve individual goals
- Establish knowledge and skills to achieve personal success
- Learn how to turn failure into opportunity
- Experience an abundance of diverse learning options
- Be engaged and involved in their school and the community
- Communicate effectively and responsibility on multiple platforms across diverse audiences
- Graduate career, college or military ready

LEARNING FRAMEWORK FOR SUCCESS



PORTRAIT OF A LEARNER

- Communicate and collaborate effectively
- Adapt to change
- Analyze situations and solve problems
- Exhibit a healthy sense of self
- Value diversity
- Utilize technology to enhance learning

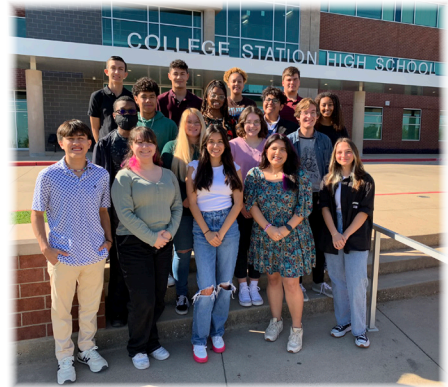
PORTRAIT OF AN EDUCATOR

- Build positive relationships through mutual respect and understanding
- Seek to understand learners and respond to their differences
- Model growth mindset, risk taking, and resilience
- Communicate honestly and effectively with all
- Inspire learners to maximize their strengths and passions



LEADERSHIP DEFINITION

- Achieve Success: Lead With Purpose, Drive Continuous Improvement, Fosters Innovation, Demonstrated Expertise
- Build Community: Promote Belonging, Inspires Engagement, Connects Through Relationships
- Cultivate Growth: Leverages Strengths, Empowers Others, Develops Self and Others



| VLK | CURATION® Meeting

At the helm of Mr. Mike Martindale, the focus is now centered on the vision of addressing next generation learning, and appropriate facilities in order to adequately compete with the growth of surrounding areas, bringing College Station into a tighter connection to areas such as Houston. In order to dialogue district academic programs and facilities, a Curation Team was established in order to capture the thoughts of district leaders, and their ideas as they reflect vision for academic goals, and speak to future educational endeavors. The College Station ISD Curation team met on **Tuesday, November 29, 2022.**

College Station ISD Curation Team Members

- Mike Martindale - Superintendent of Schools
- Molley Perry - Deputy Superintendent/Chief Administrative Officer
- Amy Drozd - Chief Financial Officer
- Jeff Horak - President, Board of Trustees
- Thomas Hall - Secretary, Board of Trustees
- Kimberly McAdams - Board of Trustees
- Jon Hall - Executive Director of Facilities
- Tiffany Parkerson - Executive Director of Secondary Education
- Stormy Hickman - Executive Director of Elementary Education
- Kevin Ross - Director of Career and Technical Education
- Kevin Starnes - Director of Athletics
- Eric Eaks - Director of Fine Arts
- Chrissy Hester - Director of Student Services
- Chuck Glenewinkel - Director of Communications
- Jeff Mann - Director of Leadership Development and Professional Learning
- Dalane Bouillion, Ed.D. - VLK Chief Development Officer
- Melissa Fleming - VLK Principal in Charge
- Chad Davis - VLK Senior Associate | Architect
- Krista Thomas - VLK Project Designer

Curriculum & Instruction Design Planning

VLK's Curriculum and Instruction Design Planning Questionnaire was utilized yielding relevant conversation regarding teaching and learning. VLK Architects sought to understand what is desired within the district's learning environments, and how space might accomplish the intended instructional initiatives currently in use. Mr. Martindale shared the pending long-term potential being discussed with Texas A&M University that may provide partnership in some shared use of facilities. The in-depth discussion that took place with the Curation Team yielded the following summary of findings:

STUDENT NEEDS

- Flexible space within classrooms
- Flexible furniture such as modular desks for teamwork
- Science labs
- Flexible spaces for a variety of uses
- Space for collaboration
- Less CMU to support a positive school culture and access to technology
- Space for student showcasing
- A safe environment
- Areas for special needs students with restrooms when appropriate
- Appropriate placement of special needs areas with less travel
- Space for CTE and flexible space to allow for a variety of instructional needs
- Less built-ins that constrict flexibility
- Some appropriate private space
- Space in general for Athletics including locker rooms and competition areas
- Welcoming environment overall

Collaborative Spaces

- Student areas
- Teacher areas for planning

FACILITY PRIORITIES AND ASPIRATIONS

Athletics

- Stadium – competitive, centrally located and large for Fine Arts support too
- Indoor Practice with turf and a weight room; shared use by Fine Arts
- Third gym at College Station High School
- Turf for baseball and softball fields
- College Station Middle School field needs restrooms and concessions
- A&M Consolidated Middle School needs restrooms and concessions
- Additional seating is needed at all three middle school fields

Note: Significant renovations are needed at each HS stadium if we do not entertain a new stadium. Due to the age of the facilities, A&M Consolidated High School Stadium will require more extensive renovations, and College Station High School Stadium will also require attention.

Note: Caution was suggested that the district also think through the needed staffing, budget implications, and voter approval needed for a stadium

Fine Arts

- Fine Arts Center – large and versatile with professional development space, conference area, appropriate for functions such as prom, and available for community rental

Note: we could tie Athletics and Fine Arts together for one full functioning district facility for all uses mentioned

Career and Technical Education

- Currently experiencing overflowing programs across career pathways with students turned away due to lack of space
- Need master plan for CTE to address all grade levels
- Do we replicate programs and stop the transfer (current 8 minute bus ride)?
- Need to address partnership limitations due to facilities/capacity
- Esports lab - needs space to meet now
- STEM research labs
- Heavy equipment lab
- Facilities Maintenance lab
- Chrissy's Closet should move to CTE
- Drone program needs to be introduced
- Address College View High School
- Cosmetology should move to College View High School
- CTE for 7-12 grade programs need labs in middle schools; a wing is preferred
- Middle schools need 6 flexible labs each

Central Office

- Has been outgrown for many years
- Renovate? Relocate?

Existing Facilities

- Maintenance is needed
- Outdated finishes and materials need to be addressed
- Elementary schools would benefit from a science lab
- College Station High School is over capacity; additions are needed
- Rock Prairie Elementary School needs to be addressed
- A&M Consolidated High School needs renovations; when do we replace it?
- DAEP could share common spaces and some staff

Early Childhood

- Facility needed to address developmental needs and reduce enrollment
- Current programs are PK, Head Start, and Special Education

Note: caution of potential legislation regarding 3-year-olds and funding, as well as grade level separation

| Images of Schools

With permission from the Schlechty Center, the Images of School tool was employed. All teams reflected on the current practices of the district. Through meaningful discussion, and honest discourse, the consensus was built to ascertain shared beliefs that support College Station ISD's functioning at an elevated level when the attributes of a learning organization are applied. The components of the current district belief system are defined by the following:



- Students are Clients and Raw Materials or Products
- Parents are Partners and Members of The Community
- Teachers are Partners and Member of School Community
- Principals are Leader of Leaders
- The Superintendent Functions As The Moral and Intellectual Leader and Capacity Builders
- School Board are Considered Community Builders and Advocates for Schools.

| Project Vision Statement

During the meeting, Mr. Martindale shared that it is time to “evolve” with district facilities. Given the current state of facilities, and the geographical growth that now places the district well within Region 6 in Texas, meaningful and flexible learning environments which foster experiences that allow for collaboration and lifelong learning is the intention of College Station ISD’s vision. In order to adequately address existing facilities, and those that are outdated, focus is placed on prioritizing a plan that provides for long-range decision making.

| Conclusions

College Station ISD is in the process of long-range facility planning to address current facilities, as well as additional facilities. They are cognizant of the opportunity that exists for their students knowing that instructional expectations and standards are ever-increasing, as well as the community as a whole. They recently passed a TRE, giving renewed hope for securing support for additional needs.

College Station ISD has high instructional expectations that promote engaging student experiences that allow for discovering interests through collaboration and problem-solving. They have recently incorporated the use of flexible spaces, and are seeing the benefits of teamwork within those areas. Students are expected to *“collaborate in order to foster lifelong learning through relevant growth opportunities and meaningful relationships.”* This long-range plan will allow students’ skill levels to be met and challenged with programs/curricula including a variety of Career and Technical pathways, exemplar extracurricular opportunities, and real-world learning environments.

| Recommendations

It is expected that a variety of instructional methods are experienced by students as teachers investigate their own levels of expertise in College Station ISD. Collaboration areas that are flexible is a common theme that is needed in the district, as well as the investigation of renovations/replacements, and multi-purpose facilities to support large events and a variety of both athletic and fine arts competitions to support instruction, extracurricular programs, and the community.

College Station ISD is committed to ensuring students have purposeful space and facilities to promote strong CTE options for students that prevent a number of students from being turned away. The district would benefit from intentional and modernized environments that support a thoughtful plan for district-wide CTE options for authentic student engagement and experiential learning.

In sum, based on collaboration with College Station ISD, it is recommended that the district consider new future-forward designs and concepts in facility planning in order to incorporate the many facets they have witnessed, studied, and shared based on their experiences.