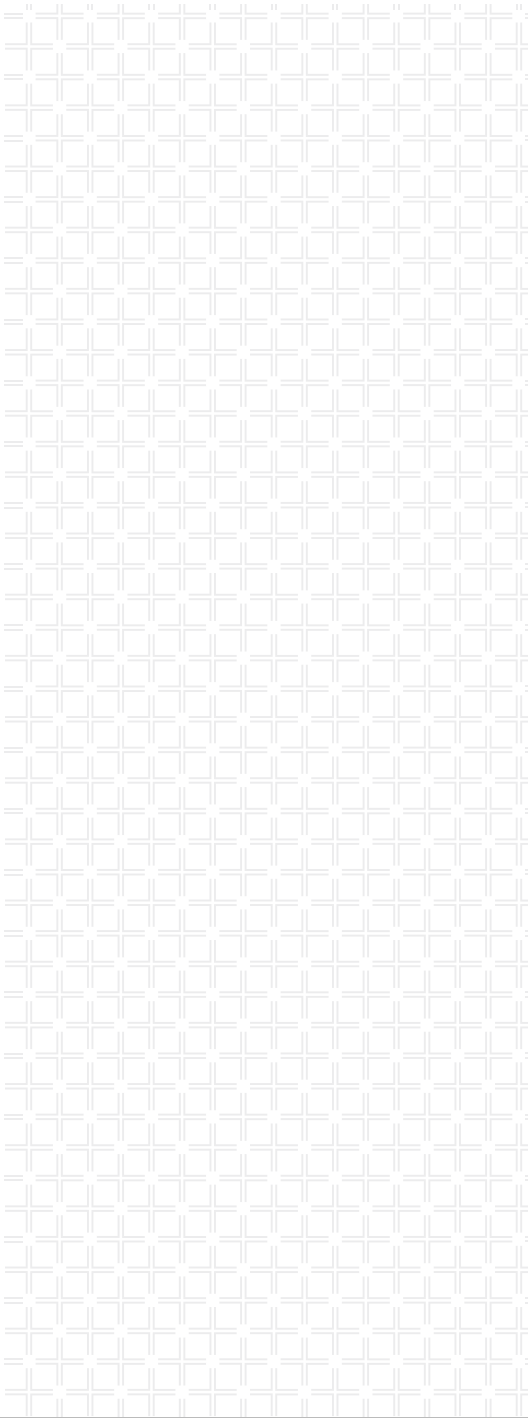




TOMBALL INDEPENDENT SCHOOL DISTRICT
TOMBALL INTERMEDIATE SCHOOL REPLACEMENT
February 10, 2026

SCHEMATIC DESIGN PRESENTATION



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TOMBALL INDEPENDENT SCHOOL DISTRICT
TOMBALL INTERMEDIATE SCHOOL

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Dr. George Flores	Assistant Superintendent of Elementary Schools
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Mr. Mark White	Assistant Superintendent of Accountability
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PURPOSE + OBJECTIVES

The campus will serve as a vibrant hub for learning and connection, uniting students, educators, and the community in a shared pursuit of excellence and innovation.



The campus will foster a Destination Excellence culture by nurturing intermediate students' character and leadership skills to prepare responsible, contributing citizens.



The design will foster a challenging, future-focused curriculum through flexible and adaptive learning environments that encourage student independence, teacher collaboration, and meaningful integration of digital tools.



The building will design the future by fostering innovative learning through a future-ready curriculum in a safe, secure, and modern environment for a premier learning experience.



TOMBALL INDEPENDENT SCHOOL DISTRICT

TOMBALL INTERMEDIATE SCHOOL REPLACEMENT

Tomball Intermediate School Replacement

The proposed Tomball Intermediate School Replacement is envisioned as a forward-looking educational facility that both respects its contextual, surroundings and establishes a welcoming, future-ready learning environment for intermediate-age students. Located adjacent to the existing Baker Hughes Building (East Main St & Hufsmith-Kohrville Rd), the project is carefully designed to respond to its immediate architectural and contemporary identity appropriate for a 21st-century learning campus.

Campus Vision and Educational Mission

The campus is planned to foster a destination excellence culture, intentional nurturing students' character, leadership skills, and sense of responsibility. Through thoughtful design, the school supports the development of engaged learners who are prepared to become contributing citizens within their community. The architectural organization promotes clarity, safety, and connection, ensuring that students, staff and visitors experience the campus as intuitive, inclusive, and inspiring from arrival through daily use.

Design Intent and Learning Environments

The design supports a challenging, future-focused curriculum by incorporating a variety of flexible and adaptive learning environments.

These spaces are intentionally varied in scale, character, and configuration to encourage:

- +Student independence and exploration
- +Teacher collaboration and interdisciplinary learning
- +Meaningful integration of digital tools
- +Informal gathering, small-group instruction, and project-based learning

Throughout the building, learning extends beyond the traditional classroom. Niches, collaborative zones, and shared commons are strategically distributed to foster creativity, engagement, and social interaction while maintaining appropriate supervision and security.

Building Form, Organization, and Relationship to Baker Hughes

The overall building form follows a rigid structural and planning grid,



directly referencing and aligning with the organizational discipline of the adjacent Baker Hughes building. This deliberate move creates visual and spatial continuity between the two projects and reinforces a cohesive campus edge.

While the Baker Hughes building is characterized by a strong, monumental presence, the Intermediate School reinterprets this language through a more approachable, human-scaled expression. The building's circular floor plan geometry serves as a respectful homage to the Baker Hughes facility, echoing its form while softening its impact through transparency, rhythm, and warmth.

This circular organization also enhances way finding, supports natural gathering points, and creates opportunities for interior and exterior learning environments that are both dynamic and intuitive.

Materiality and Maintenance Strategy

The existing Baker Hughes building utilizes stucco as a primary exterior material, contributing to its solid, monolithic character, while this establishes a strong architectural identity, the new Intermediate School seeks to evolve this language by introducing low-maintenance, durable exterior materials that maintain a similar visual weight and texture without the long-term upkeep challenges associated with traditional stucco systems.

The selected materials are intended to:

- +Preserve the visual continuity with the Baker Hughes building
- +Provide enhanced durability and longevity
- +Support life cycle cost efficiency
- +Express a contemporary aesthetic appropriate for an educational environment

Careful attention is given to detailing, jointing, and proportion to ensure that the new material palette feels intentional and refined, rather than contrasting or competing with the neighboring structure.

Color Palette and Architectural Expression

The Baker Hughes building is defined by a cool, monumental color palette that conveys strength and permanence. The new Intermediate School responds by introducing warmer, more inviting



Ultimately, the building is designed to design the future, fostering innovative learning experiences within an environment that is secure, inspiring, and deeply connected to both its physical context and educational mission.



TOMBALL INDEPENDENT SCHOOL DISTRICT TOMBALL INTERMEDIATE SCHOOL REPLACEMENT

Interior Design

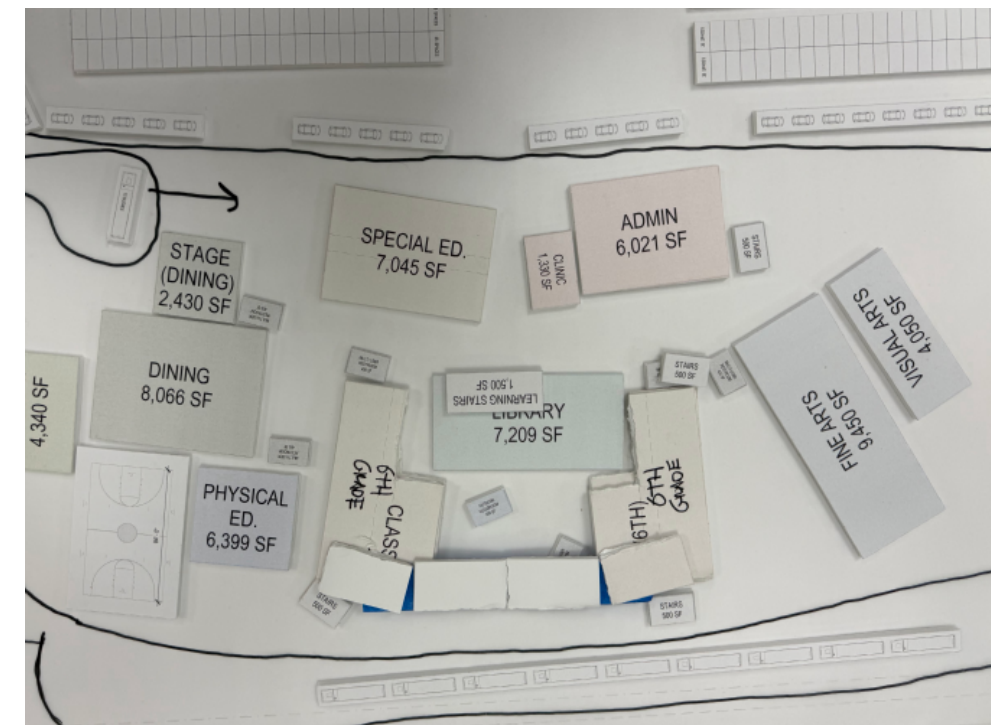
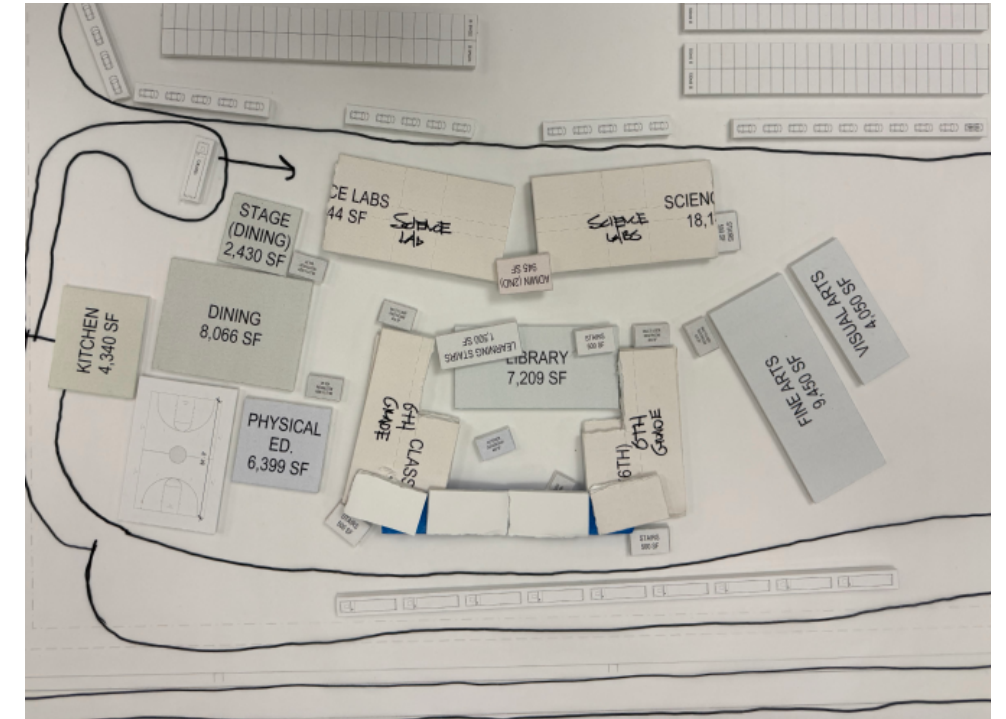
The interior design for the Intermediate School is envisioned as a timeless foundation for growth. A school that balances warmth and familiarity with innovation and forward-thinking design. Thoughtfully curated materials for durability and aesthetic, natural light, and a calm, cohesive palette. The design prioritizes longevity, adaptability, and a sense of engagement.

Innovation is seamlessly integrated into the interior environment. Flexible learning spaces support collaboration, creativity, and independent exploration, allowing students to take ownership of how they learn. Empowerment is a driving force behind design decisions. Classrooms, commons, library, and circulation areas are arranged to help students feel confident navigating their environment. Clear way finding, inclusive design elements, and student-centered spaces reinforce that students voices and presence matter.

The school is designed to be impactful beyond academics. Shared spaces invite community and collaboration, while moments of color, texture, and students work displayed celebrate identity and achievement. Together these elements foster an environment that inspires and shapes not only how students learn but also prepares them for the future.



TOMBALL INDEPENDENT SCHOOL DISTRICT TOMBALL INTERMEDIATE SCHOOL REPLACEMENT





CAMPUS SITE PLAN



SITE
BUILDINGS

1

TOMBALL INTERMEDIATE
SCHOOL

2

BAKER HUGHES

3

TOMBALL AGRICULTURAL
CENTER

4

TOMBALL ISD CENTRAL
WAREHOUSE

5

TOMBALL ISD

6

TOMBALL TRANSPORTATION
FACILITY

7

TOMBALL STAR ACADEMY

8

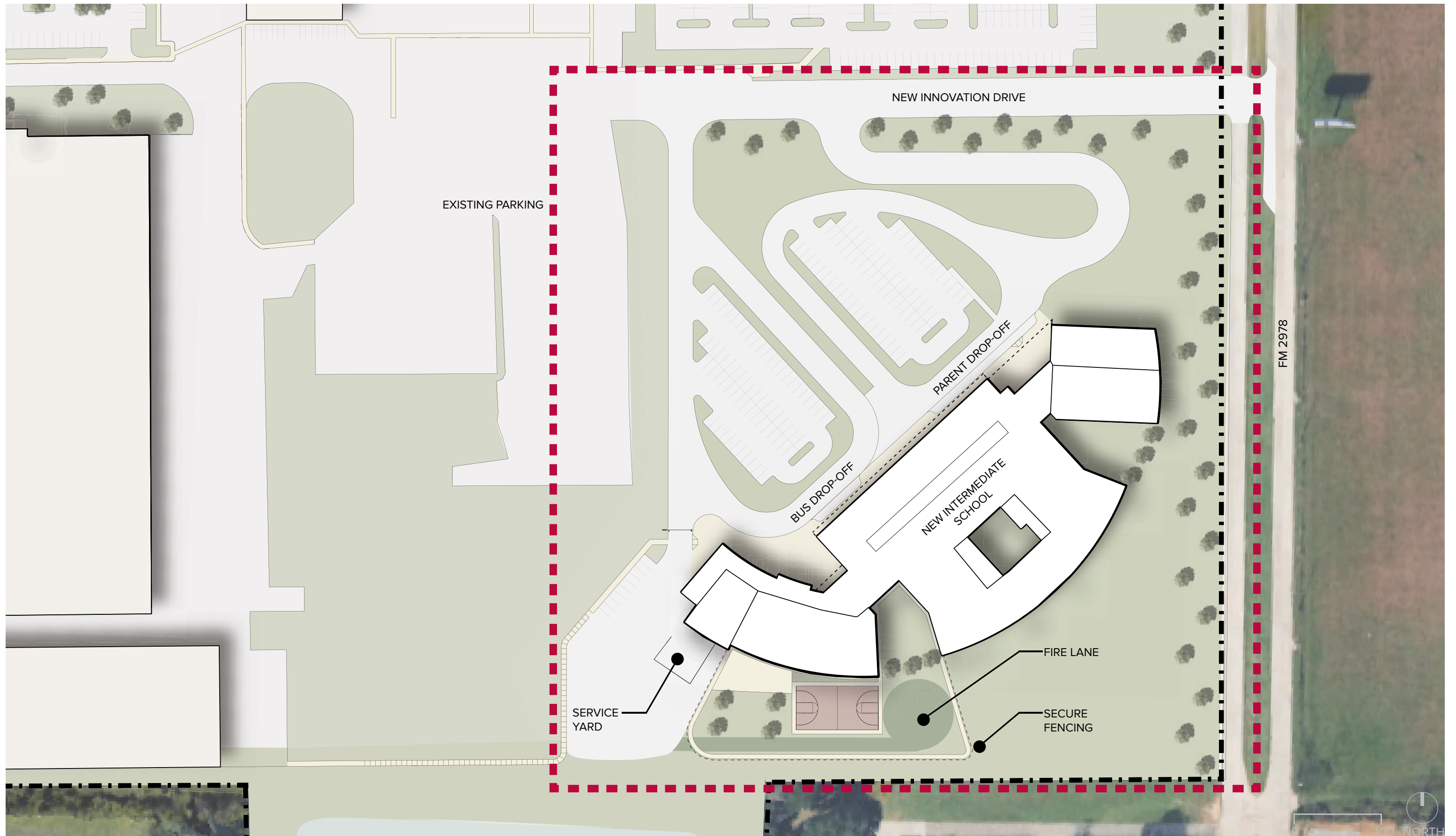
TOMBALL INNOVATION
CENTER



PROJECT SITE
BOUNDARY



SITE PLAN





COLOR LEGEND

- Academic Space
- Academic Support
- Administrations
- Administration Support
- Physical Education
- Physical Education Support
- Circulation
- Dining
- Dining Support
- Fine Arts
- Fine Arts Support
- Library
- Library Support
- Support Spaces

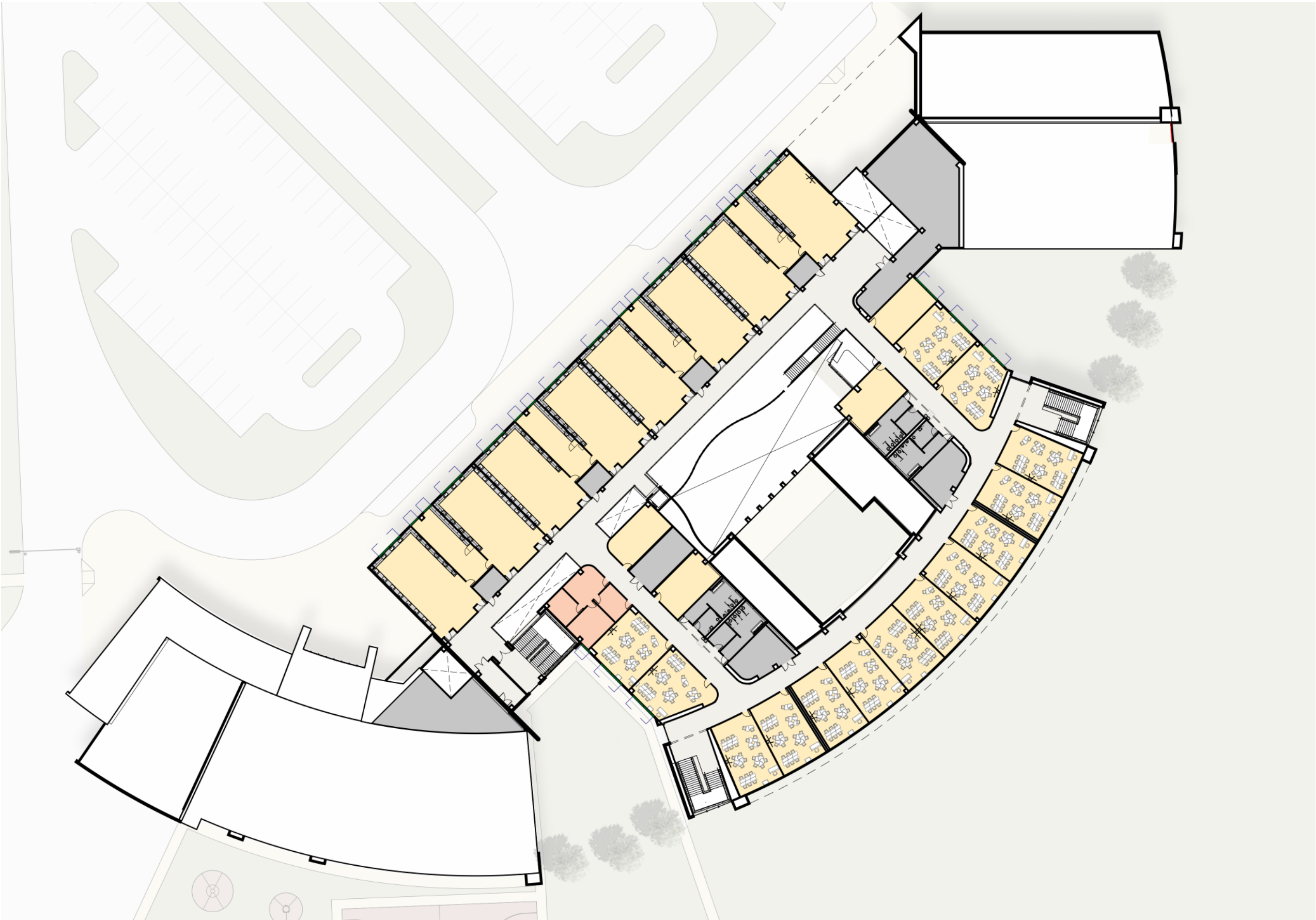


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FIRST FLOOR



COLOR LEGEND

- Academic Space
- Academic Support
- Administrations
- Administration Support
- Physical Education
- Physical Education Support
- Circulation
- Dining
- Dining Support
- Fine Arts
- Fine Arts Support
- Library
- Library Support
- Support Spaces



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FRONT ENTRY

06







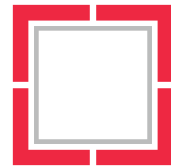












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