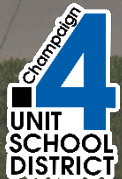


# Imagining IPA

INTERNATIONAL PREP ACADEMY



**BLDD**  
ARCHITECTS

A transformational environment that  
has changed the delivery of bilingual  
education.

WHO  
WE ARE



**Dr. Shelia Boozer**  
Superintendent  
Champaign Unit 4 School District



**Damien Schlitt, AIA, LEED AP**  
Principal, Co-Director K12 Design  
BLDD Architects, Inc.

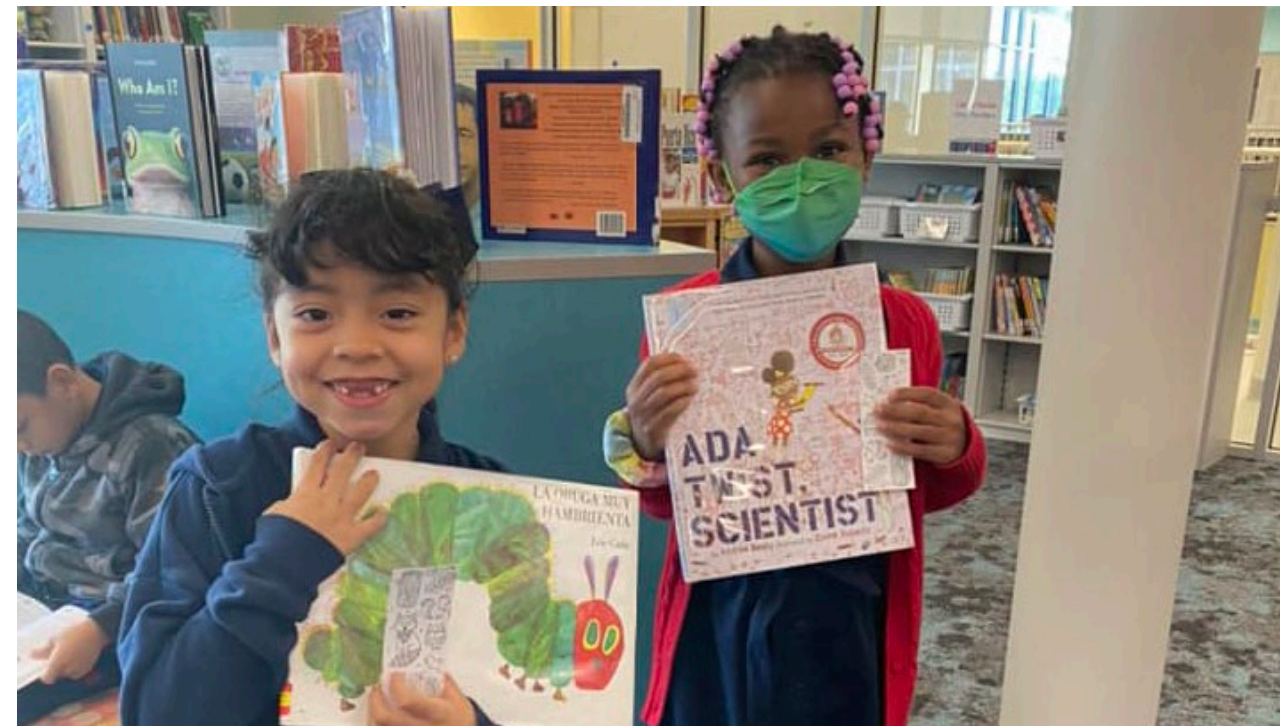


**Mark Ritz, AIA, LEED AP**  
Principal  
BLDD Architects, Inc.



# BREAKING BILINGUAL BARRIERS

- » The facility is the district's only **whole-building dual language program**
- » Successful integration of ESL students into district



# Agenda

**1. Why IPA? Why Now?**

**2. A Complex Challenge**

**3. A Welcomed Solution**

**4. What is the future of IPA?**

WELCOME

BIEN VENIDOS

Why IPA?  
Why Now?



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# facing the challenges

- » Growing Latin American student population
- » Community demand for K-8 programming
- » Growing program that needed more space
- » Relief needed at elementary and middle school levels



# A Complex Challenge



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# the problem

- » Need to provide “equity” with other K-5 Programs
- » Deteriorating 1960's facility
- » Organized as siloed classrooms
- » Lacked non-classroom support spaces (Resource, Conferencing, Faculty, Intervention, “specials”)
- » Configuration unable to support team teaching needs
- » Site constraints







**deteriorated building**



**dated learning spaces**



**lack of space**



poor organization





**site constraints**

WELCOME

BIEN VENIDOS

# A Welcomed Solution



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# what did we learn?

- » Realized needs far exceeded budget
- » Renovation/Addition were not viable
- » Discovered need for program expansion to K-8
- » Due to popularity and importance of the program – **had to get this right!**
- » Understood the differing needs/limitations of creating a bi-lingual program
- » A new two-phase K-8 was the path forward



# the solution

- » Site configuration and building placement was critical
- » Traffic flow and queuing on-site
- » Existing facility was key to K-8 growth
- » Building placement planned with phase 2 considered
- » Shared use of park to south
- » Soccer field and outdoor play areas



**A new bilingual facility that supports the whole student, parents, and staff.**

first floor

- ADMINISTRATION
- ASSEMBLY
- CIRCULATION
- CLASSROOM
- COLLABORATION
- MEDIA/ARTS
- STORAGE & SUPPORT



second floor

- ADMINISTRATION
- ASSEMBLY
- CIRCULATION
- CLASSROOM
- COLLABORATION
- MEDIA/ARTS
- STORAGE & SUPPORT



# first floor

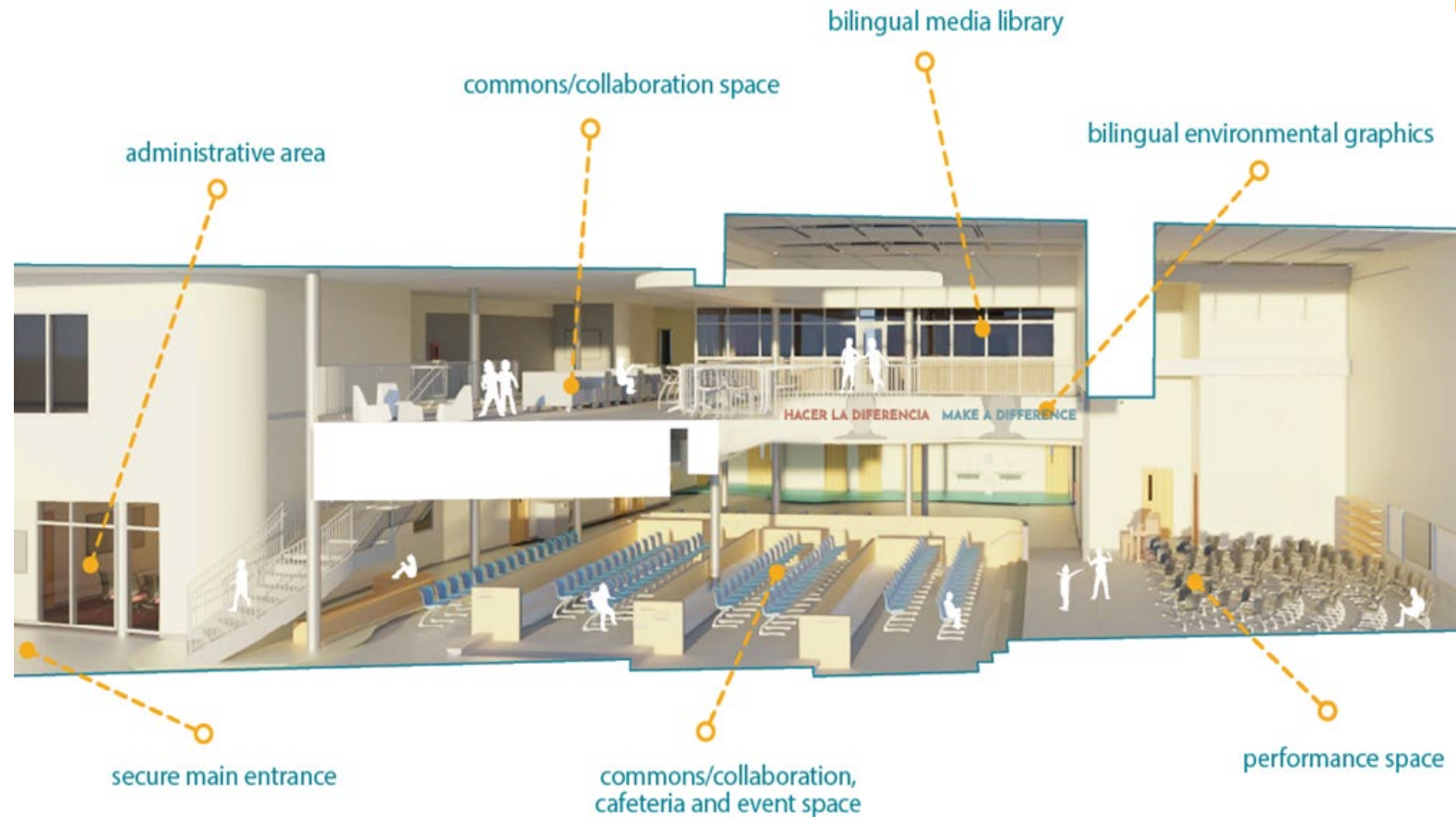
- » Secure Entry
- » Principal is close to students
- » Including the community & parents was **central to the design.**





# two-story commons

- » Heart of facility
  - » Multi-use community zone
  - » Provided unexpected functionality
  - » Creates a vertical connection
  - » Takes advantage of upper level for flexible collaborative zones
- for flexible collaborative zones





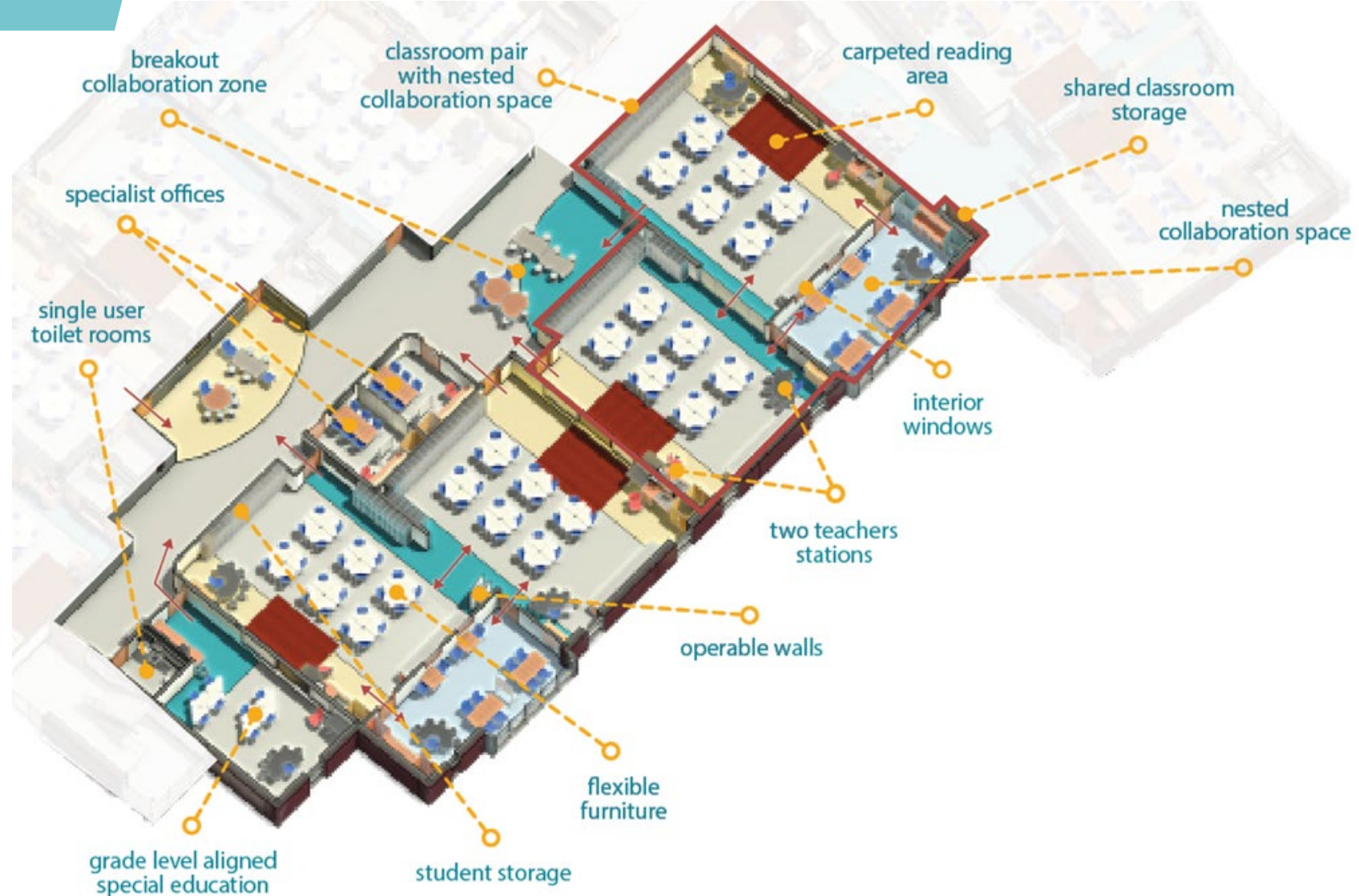
# A PLACE FOR ALL STUDENTS

- » Acts as a **cultural magnet** for the community.
- » Serves as a sports lobby, dining/cafeteria, and a performance space.



# flexible classrooms

- » Classroom Pairs
- » Breakout collaboration zones
- » Shared classroom storage
- » Specialist offices
- » Flexible furniture
- » Special education spaces
- » Operable Walls





# CONNECTING THROUGH CO-TEACHING

- » Couplet Classrooms
- » Operable Walls
- » Teamed teachers can work with both classes





# SUPPORTING DUAL-LITERACY

- » Space for **15,000 volumes in both English and Spanish.**
- » Located to act as a collaboration hub for all students



*"The kids are more focused now that they aren't on top of each other in the space." – IPA Librarian*



# CREATING CONNECTIONS

- » Competition gym was not the focus of the facility - but it still plays a **vital role** in community engagement
- » The large, flexible art room allows students of **diverse cultures** to safely express their creativity while fostering sharing and bonding with students of other backgrounds.



*"When we have basketball games, the main commons and gym are flooded with community members and families. It's incredible to see how the spaces in this new facility have brought people together."*

- IPA Principal



# Upper Commons

- » Needed to be safe/comfortable.
- » **Small sitting areas** provide safe, home-like spaces.
- » **Large commons and flexibility** meet future-focused educational needs.





# MAKE(ING) A DIFFERENCE



"The community of the school has been a night and day difference. Because students have more space, we see more learning and less behavior issues." – IPA Principal







# What is IPA's future?



# phase two

- » Program is continuously growing
- » **Phase 2:** 6-8 wing addition
- » Become a PK-8 facility to support bilingual education at **all levels.**



# Conclusion

1. Why IPA? Why Now?

2. A Complex Challenge

3. A Welcomed Solution

4. What is the future of IPA?



**THANK  
YOU!**  
**Questions?**



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