

**School, Community, Home:
Using Architecture and Urban Design in Creating an Integrated Learning Environment**

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Submitted to the Department of Architecture on May 9, 1997 in partial fulfillment of the requirements for the degree of
Master of Science in Architecture Studies.

ABSTRACT

This thesis tests the assertion that the design of the physical environment plays a role in the effective integration of school and community.

The design of most existing urban schools fails to recognize the integral role communities play in their children's education. Most schools are insular, turning their back physically and programmatically on the adjacent neighborhood. The identities of the community and its children are seemingly negated. Almost unintentionally, the design of such institutions mirrors the dislocation of the urban poor from mainstream society.

To be effective, the formal (school) and informal (family and community life) components of a child's education must act symbiotically. Continuity among the educational systems of many inner-city children, however is often foiled by the socio-economic and cultural differences between parents and teachers, administrators and community members. The disparities between school and community are further complicated in the condition of extreme urban poverty. Schools, often run by middle-class outsiders, stand as physical manifestations of a system ill-equipped to recognize and facilitate the unique needs of urban communities and their children. The complete educational system, therefore, falls victim to stereotypes and a lack of understanding between educators and the community.

At present, educational reform efforts are directed toward establishing meaningful communication between these diverse, and often adversarial, components of a child's education. Programmatic initiatives alone, however, will not be enough. While successful as social programs, these strategies fail to address the influence of the physical environment.

This thesis explores the role urban design and architecture can play in redefining the interaction among schools, families and communities through the redesign of the destitute West Baltimore community of Poppleton. The (public) school becomes the new neighborhood center. This learning center should not only meet the traditional educational needs of children, but also serve as a vehicle for the physical and programmatic reintegration of family and community members into the pedagogical process.

Thesis Supervisor: Roy Strickland
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Dedication

For "Mrs. Farrell"...

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School, Community, Home

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Introduction

"There is only one problem and that is education, all other problems are dependent on this one."

- President Domingo Faustino Sarmiento, founder of Argentina's national education system¹



f-0.1

¹ John Tiffin and Lalita Rajasingham, *In Search of the Virtual Class: Education in an Information Society*, p.71.

This thesis tests the assertion that the design of the physical environment has a role to play in the integration of school and community to the benefit of both.

Educators acknowledge the critical role parents and community members play in the education of their children. To be effective, the formal (school) *and* informal (home and community) components of a child's education must act symbiotically. The role of each needs to be understood as equal and substantive.²

In the United States, continuity between the formal and informal components of a child's educational system is often foiled by the socio-economic and cultural differences between parents, teachers, administrators and community members. These disparities are further complicated in the condition of extreme urban poverty. Economically poor urban neighborhoods are often characterized by large scale

² Paul E. Heckman, W. Reed Scull, and Sharon Conley. "Conflict and Consensus: *Coordination Among Schools, Families, and Communities: Prospects for Education Reform*, p. 50-51.

“unemployment, a propensity for violence, dependency on drugs, and the breakdown of traditional family structures.”³ Schools are often run by middle-class outsiders and stand as physical manifestations of a system ill-equipped to recognize and facilitate the unique needs of such communities and their children. The child’s complete educational system, therefore, falls victim to stereotypes and a lack of understanding between educators and the community. Without “equal and substantive communication between (these) groups”⁴ the quality of the child’s education suffers and the cycle of poverty will continue.

At present, educational reform efforts are directed toward establishing meaningful communication between these diverse, and often adversarial, components of a child’s education. Both *Goals 2000* - President George Bush’s ambitious agenda for education - and the State of Maryland’s *Schools for Success* program address this need. Programmatic initiatives alone, however, will not be enough. While successful as social programs, these strategies fail to address the influence of the physical environment. Most

inner city schools are insular and therefore physically disconnected from the surrounding neighborhood(s). The identity of the community and its children is negated. In this manner, almost unintentionally, the design of such institutions mirrors the dislocation of the urban poor from mainstream society.

This thesis explores the role urban design and architecture *can* play in redefining the interaction among schools, families and communities. The (public) school becomes the new neighborhood center. By reinventing the contemporary “school house” both physically and programmatically, this thesis articulates a physical framework that integrates the daily activities of teachers, administrators, parents, community members and students through the redesign of the destitute West Baltimore Community of Poppleton. This environment meets the traditional academic needs of the child and serves as a vehicle for the physical and programmatic reintegration of family and communities into the pedagogical process.

³ James G. Cibulka and William Kritek, editors, *Coordination Among Families, Schools and Communities: Prospects for Education Reform*, ix.

Part 1: Education Reform

"The first step (toward education reform) is to establish ambitious...goals...all our citizens must be involved."

President George Bush, 1989⁵



f- 1.1

⁵ Jason Juffras, *The Nations Education Goals for the Year 2000: Lofty Vision, Daunting Challenge*, p.3

1.1 Goals 2000

As the year 2000 rapidly approaches, President Clinton is challenging the nation to build a bridge to the twenty first century; a means to carry the nation's status as an economic superpower into the next century. The foundation of this bridge is the education of the country's youth, the future socio-economic viability of its citizens. This foundation, however, is crumbling. Many children enter school unprepared to learn. Throughout their education, too many students fail to achieve competency in English, math and science. Too few young adults (76%) graduate high school on time. As a result, we face a current and future work force characterized by adults deficient in the "knowledge and skills to compete in a global economy and exercise the rights and responsibilities of citizenship."⁶

If the United States is going to make a successful leap into the next millennium, serious reforms in education must be implemented. This was evident to the Bush administration in 1989 when the President stated that the "first step (toward

education reform) is to establish ambitious...goals."⁷ Mr. Bush listed the following:

1. *By the year 2000...*All children in America will start school ready to learn.
2. *By the year 2000...*We (the US) will increase the percentage of students graduating from high school to at least 90 percent.
3. *By the year 2000...*American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.
4. *By the year 2000...*American students will be first in the world in science and mathematics achievement.
5. *By the year 2000...*Every adult American will be literate and possess the knowledge and skills to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. *By the year 2000...*Every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.⁸

In order to meet these ambitious goals, local governments throughout the country are reexamining their educational systems. Curricula are being overhauled and administration

⁶ Ibid, p.2

⁷ Ibid, p.3

restructured. Schools alone, however, cannot attain these goals. Teachers and administrators are not the only influences in a child's education and development. Parents and community members play an equal and substantive role. Therefore a joint effort between school and community is necessary to achieve effective education reform.

⁸ Ibid, p.3

"It [Education Reform] is a tall order and one that requires the support of the entire community"

-Nancy S. Grasmick, State Superintendent of Schools, Maryland⁹



f-1.2

⁹ Nancy S. Grasmick, *Education Reform in Maryland 1977-1996: "Improving Learning for All Children"*, p.1

1.2 Maryland's *Schools for Success*

Since 1977, Maryland State Public schools have focused on educational reform. The state's involvement in reform began when it was brought to the attention of state officials that many high school graduates did not possess the skills necessary to function in society. This led to the development of Project Basic for Maryland Public Schools. The program implemented a testing in reading, writing, mathematics and citizenship that by the class of 1989 would serve as prerequisites for graduation from high school. This period of reform from 1977 to 1989 was dubbed Competency Education.

By 1989 "virtually all students [were passing the] tests by the eleventh grade". Since the majority of high school graduates in the Maryland Public School system were meeting the requirements set forth by these tests, state education officials moved forward to raise education standards state wide.

MARYLAND

Maryland, with a population of 4,983,900, ranks forty-second in size and nineteenth in population among the fifty states. The State Department of Education is housed in Baltimore. There are twenty-four local school systems and 1,301 public schools and centers.



STUDENT PERFORMANCE School Year 1995 -1996

ASSESSED STUDENT KNOWLEDGE

MARYLAND FUNCTIONAL TESTS Grade 9 Status	Standard Percent		1993** Percent Passing	1995 Percent Passing	1996					Not Met
	Ex	Sat			Number Taking	Number Absent	Number Exempt	Percent Passing	Ex	
Reading	97	96	97.4	97.1	59,765	1,072	922	97.2	✓	
Mathematics	90	80	79.2	81.1	60,012	851	884	83.0	✓	
Writing	96	90	93.5	88.3	57,288	2,957	1,254	82.5		✓
Citizenship	92	85	83.8	84.1	54,364	2,413	766	83.1		✓

MARYLAND FUNCTIONAL TESTS Grade 11 Status	Standard Percent		1991** Percent Passing	1995 Percent Passing	1996					Not Met
	Ex	Sat			Number Refused	Number Exempt	Percent Passing	Ex	Sat	
Reading	99	97	99.4	99.5	0	545	99.6	✓		
Mathematics	99	97	96.5	96.4	0	533	95.9		✓	✓
Writing	99	97	97.7	98.5	0	741	97.7		✓	✓
Citizenship	99	97	96.4	96.1	0	495	95.5			✓
Passed All Tests	96	90	93.1	93.1	0	452	91.8		✓	

STUDENT PARTICIPATION

ATTENDANCE RATE (Yearly)	Standard Percent		1990** Percent	1995 Percent	1996		
	Ex	Sat			Percent	Ex	Sat
Grades 1 - 6	96	94	94.2	95.0	95.1		✓
Grades 7 - 12	96	94	90.1	91.0	91.4		✓

Students Absent	1995 Percent	1996 Percent
Fewer than 6 days	31.5	33.5
More than 20 days	14.7	13.6

DROPOUT RATE (Yearly)	Standard Percent		1990** Percent	1995 Percent	1996		
	Ex	Sat			Percent	Ex	Sat
Grades 9 - 12	1.26	3.00	6.5	4.95	4.58		✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM	Standard Percent		1993** Percent at		1995 Percent at		Tested	1996 Number			1996 Percent at		Not Met	
	Ex	Sat	Ex	Sat	Ex	Sat		Absent/ Excused	ESL Exemptions	Special Education Exemptions	Second Semester Transfers	Ex		Sat
3 Reading	26	70	—	—	4.6	34.0	56,256	2,274	832	4,013	534	4.3	35.3	✓
3 Writing	26	70	9.2	35.1	13.8	39.3	59,872	1,475	802	1,201	559	11.8	40.9	✓
3 Language Usage	26	70	9.0	29.4	10.6	43.0	58,465	824	817	3,263	540	13.4	45.2	✓
3 Mathematics	26	70	2.1	28.6	6.4	42.0	58,670	2,001	808	1,875	555	6.0	38.7	✓
3 Science	26	70	2.3	31.1	7.2	41.1	58,573	2,774	802	1,201	559	5.3	36.0	✓
3 Social Studies	26	70	1.1	31.9	2.4	38.0	60,017	1,330	802	1,201	559	2.0	29.1	✓
5 Reading	26	70	2.3	24.7	3.6	29.5	54,834	2,099	475	4,549	438	3.7	33.7	✓
5 Writing	26	70	11.7	36.8	14.8	36.7	58,950	1,203	442	1,348	452	19.1	42.3	✓
5 Language Usage	26	70	10.4	26.8	17.6	39.6	57,143	753	470	3,588	441	22.4	45.3	✓
5 Mathematics	26	70	5.8	39.5	8.8	44.7	58,146	2,007	442	1,348	452	9.6	47.8	✓
5 Science	26	70	4.0	33.3	6.9	41.2	58,179	1,974	442	1,348	452	8.1	44.8	✓
5 Social Studies	26	70	3.0	31.3	7.5	38.4	58,508	1,645	442	1,348	452	10.0	42.8	✓
8 Reading	26	70	1.2	24.6	1.5	27.6	52,062	3,713	459	1,993	531	1.6	28.6	✓
8 Writing	26	70	9.0	36.3	10.6	42.1	53,841	3,228	445	708	538	15.2	43.0	✓
8 Language Usage	26	70	8.6	36.9	17.1	52.2	54,170	2,199	448	1,405	536	16.5	52.9	✓
8 Mathematics	26	70	4.1	35.8	6.3	42.3	52,384	4,685	445	706	538	8.1	43.3	✓
8 Science	26	70	—	—	11.5	48.1	54,834	2,235	445	708	538	12.2	46.8	✓
8 Social Studies	26	70	2.8	25.9	3.8	35.9	54,358	2,711	445	706	538	4.5	36.2	✓

*Fewer Than 5 Students **Indicates Baseline Year Data

KEY: Ex = Excellent, Sat = Satisfactory

SUPPORTING INFORMATION

School Year 1995-1996

Maryland

ENROLLMENT	1994-95	1995-96
Pre-Kindergarten	18,834	19,092
Kindergarten	62,341	63,232
Grades 1 - 6	375,752	381,463
Grades 7 - 12	321,124	328,655
Ungraded Special Education	12,887	13,102
TOTAL ENROLLMENT	790,938	805,544

STUDENT MOBILITY	1995		1996	
	Number	Percent	Number	Percent
Entrants	88,969	11.6	92,980	11.9
Withdrawals	97,011	12.7	97,255	12.4

STUDENTS RECEIVING SPECIAL SERVICES	1995		1996	
	Number	Percent	Number	Percent
Limited English Proficient	14,305	1.8	15,104	1.9
Title 1	53,583	6.8	62,125	7.7
Free/Reduced Price Meals	240,623	30.4	249,611	31.0
Special Education	92,175	11.7	96,543	12.0

OTHER FACTORS	1995	1996
Wealth per pupil	234,091	\$232,924
Per pupil expenditure	\$6,106	\$6,337
Instructional staff per 1,000 pupils	57.9	57.7
Professional support staff per 1,000 pupils	8.8	8.6
Instructional assistants per 1,000 pupils	9.9	9.9
Average length of school day for pupils	6.5	6.4
Length of school year for pupils	180	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1995		1996	
	Number	Percent	Number	Percent
	64,927	97.8	66,753	97.6

HIGH SCHOOL PROGRAM COMPLETION	1995	1996	
	Percent Completed	Number Completed	Percent Completed
University of Maryland System Requirements	49.7	21,826	50.8
Approved Occupational Program Requirements	13.1	5,412	12.7
University and Occupational Requirements	3.7	2,127	5.0

GRADE 12 DOCUMENTED DECISIONS TO:	1995	1996	
	Percent	Number	Percent
Attend a four year college	42.7	16,602	42.9
Attend a two year college	18.2	6,624	17.1
Attend a specialized school or specialized training	2.5	956	2.5
Enter employment (related to high school program)	4.2	1,556	4.0
Enter employment (unrelated to high school program)	8.3	3,282	8.5
Enter the military	3.6	1,463	3.8
Enter full-time employment and school	3.3	1,443	3.7
Enter part-time employment and/or school	12.0	4,590	11.9
Other and no response	5.3	2,212	5.7

School Improvement Notes

Maryland's Student Performance results are aggregates of the twenty-four local school systems' results. Overall, satisfactory standards were met for: Maryland Functional Tests--grade 9 in mathematics, and grade 11 in writing and passed all tests; and student attendance in grades 1 - 6. Excellent standards were met for: Maryland Functional Tests--grades 9 and 11 in reading. As a state, we did not meet the satisfactory standards for: writing and citizenship in grade 9, mathematics and citizenship in grade 11, student attendance in grades 7 - 12, dropouts, and all grades and subject areas in the Maryland School Performance Assessment Program (MSPAP). In the MSPAP, our scores decreased in grade 3 mathematics, science, and social studies; however, our scores increased in the remaining fifteen of the eighteen areas assessed.

We shall continue to work with local school systems to improve the quality of instruction to move us closer to our goal of achieving all standards.

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f-1.4

Achievement in Baltimore City Schools, however, has not been as promising as in other schools throughout the state. The 1996 Maryland School Report Card, which correlates the results of the MSPAP testing, indicates that the city's overall test scores have improved by only 3.1% since 1993. This is the smallest margin of improvement in the state, coupled with the fact that Baltimore City Public Schools also recorded the lowest base scores in 1993 (10.4). Why is Baltimore City so far behind the achievement of other Maryland students? Perhaps the answer can be found in the fact that Baltimore City is the only true inner city urban environment in the state of Maryland. Poverty levels, crime, and violence are high. Teachers do not live in the communities in which they teach, and community involvement in the daily life of the school is at an all-time low.

Schools for Success

The state of Maryland is implementing a plan to combat the ill effects of the decline of school/family interaction. *Schools for Success* a statewide initiative, seeks to link students and their families to services critical to their health, well being and advancement through the utilization of various third party programs.

These resource centers are "charged with developing relationships and programmatic linkages among agencies that serve children and families, including social services, health department, social insurance, employment services, mental health workers, juvenile justice, and colleges and universities...Specifically, the legislation calls for: full-time child care for two and three year olds, after school child care for ages 4-12, health and education services for new and expectant mothers, education to enhance parenting skills, support and training for child day-care providers, health services or referrals."¹⁰

School Reconstitution

School reconstitution offers the State Board of Education an alternative to closing schools that are not meeting statewide performance criteria as set forth by the MSPAP . At present, this program gives the board the authority to require significant changes in the school's administration, staff, organization or instructional programs.

Problem: school reconstitution only addresses those

¹⁰ Claire Smrekar, "The Kentucky Family Resource Centers: The Challenges of Remaking Family-School Interactions", *Coordination Among Schools, Families and Communities: Prospects for Educational Reform*, p.5

educational discrepancies contained within the school. Are there requirements of the parents and the community?

The Early Intervention and Prevention Services Initiative

The EIPS is directed toward meeting the first objective of Goals 2000. By assisting in the development of educational programs for Maryland students from the ages of 3 to 9, the state is working to assure that children enter school ready to learn. In addition to employing methods that track the achievements of individual students and providing a structure for the assessment of local instruction, this initiative calls for the establishment of the “comprehensive family resource work group” and the “family Involvement work group”.

“The Comprehensive Family Resource Work Group helps early learning programs form community partnerships and develop services that address the full day, year round needs of children and their families, including before-and-after-school child care, medical or dental care, and parent education programs.”

“The Family Involvement Work Group has as its mission to bring the family as well as the community into the educational process for each young learner, encouraging all partners to combine tools and resources needed to help a child succeed. This group also serves as a coordinating organization for MSDE’s many parent involvement activities and projects.”

Both work groups call for the reintegration of school and community through family development programs. Each recognizes the important role the family and community play in the development of the child. Perhaps the physical environment accommodating these programs and activities should do the same.

Character Education

Such a program implies that there is a lack of role models and mentorship present in the home and the community. This however is not to imply that the home and community environment are immoral. Rather, the changing structure of the American family and the decreasing sense of community among neighbors seems to be resulting in a lack of supervision of the children. This leads to a lack of responsibility for and in the children.

Service-Learning

Maryland’s Service-Learning Program requires all state public school students to successfully complete 75 hours of community service prior to high school graduation. This program is intended to extend each student’s classroom into the civic realm. Ideally, such experiences will develop each

student's understanding of their role and responsibilities as citizen's .

Problem: Often much of the responsibility for organization and planning of service projects is falling on the shoulders of the teachers. Therefore, the quality of the program and its implementation fall victim to the time constraints of staff and the school day. Many projects are being carried out within the walls of the school. The surrounding community is not addressed.

In order to be effective, the administrators must solicit participation from the surrounding community. The best way for students to learn about civic responsibility is from the volunteer efforts of those citizen's they see outside school. It will then be viewed as a desirable activity, not one required by the school of its faculty and students.

Governor's Commission on Disruptive Youth

As stated previously, violence and crime have a significant effect on children's ability to learn. The Governor's Commission on Disruptive Youth is attempting to address the causes and effects of disruptive behavior in the classroom. Through the utilization of representatives from

state agencies, government, and the community at large, the commission made the following recommendations in the fall of 1994:

1. ***Link schools, communities and families to provide services to disruptive youth and their families that are coordinated and will lead to educational achievement.***
2. *Recognize and address student's social and emotional adjustment as the foundation of academic achievement*
3. ***Design a plan for a safe and secure school environment***
4. *Consolidate all judicial matters involving children, youth and families.*
5. *Involve media in the effort to reduce violence in schools and communities.*
6. ***Develop, incorporate, or enhance a community mentor program as an integral part of the school environment.***¹¹

Career Connections

This school-to-work program highlights the importance of education and its role in achieving career goals. By making connections between students and the business, government and higher education communities, children are

¹¹ Maryland State Department of Education, *Fact Sheet*, 1996

put in direct contact with opportunities of which they otherwise might not be aware.

School-to-career programs may prove more effective if the community as well as the school participate. If children are exposed to career opportunities through the daily experiences of the community in which they live, their belief in their ability to achieve these goals might be greater. Therefore, the physical environment of the school and community must support the availability of such programs, make connections to the regional community and promote student interaction with their community with on a daily basis.

Maryland's Tomorrow Middle School Program

MTMSP provides middle school students at risk of dropping out of school with a mentor program involved in attendance and homework monitoring, the provision of tutoring and counseling for parents and students.

Technology: Education in an Information Age

The goals of the Maryland Plan for Technology in Education are to “ensure access to technology for all learners, provide ongoing staff support, incorporate the most effective and efficient technology in all aspects of the education process,

ensure adequate funding, and assess the impact of technology on student education”¹²

Societies of the first world are making the transition from the industrial age to the post-industrial or information age. The tool of choice in this transition is the computer. In order to train children for the future, schools must provide students with the basic skills necessary to function as productive members of society. Today, learning to think with a computer is one of those skills. Unfortunately, a number of obstacles are preventing school systems from providing this experience to the student. First, money; without sufficient funding computer equipment cannot be purchased. Many city school systems are being forced to choose between textbooks for a class and one computer. The short term solution is obvious, take the books. If the issue of funding is overcome the second hurdle is to train the teachers to use the computers. The structure of the school day will require the school staff to dedicate more of their already overworked schedules as well as find additional time to train the students. Finally, the physical structure of the traditional classroom provides a limited amount of space in which students and teachers can learn. In order to effectively incorporate computers into the pedagogical process, the

¹² Maryland State Department of Education, *Fact Sheet*, 1996

classroom must be reconsidered to accommodate students, computers and interactive learning.

There is an additional issue, one that is directly related to the socioeconomic status of the students and their families. Bill Mitchell's *City of Bits* speaks to a new model of the home, one that is technologically self-sufficient. This, however, is a middle and upper class model for the future. At the moment, most families living under the poverty line can't think about purchasing a home computer. Can we teach children to utilize technology properly if the resource is not available to them after school? While this may change as computer prices fall in the future, this problem must be addressed now to prevent the current technological education gap from widening. A model for public computer resources in poor urban neighborhoods must be addressed.

"SAILOR provides educational, health, economic, recreational, and social information for Marylanders. It is the means for making the resources on the "information Superhighway" available in offices, libraries, schools and homes."¹³

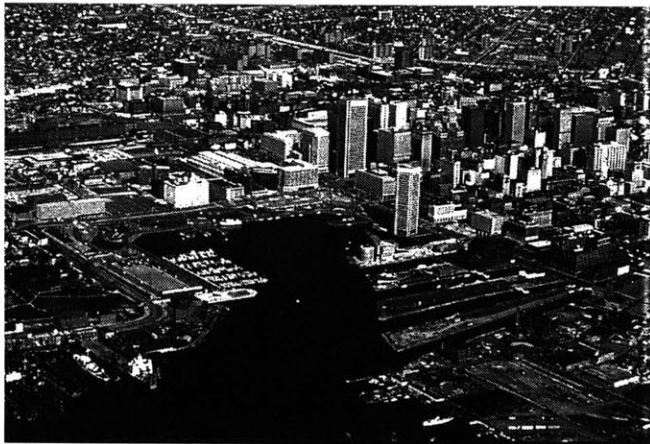
¹³ Maryland State Department of Education, *Fact Sheet*, 1996.

Empowerment Zones

The Clinton administration is currently testing the Empowerment Zone initiative in selected cities across the country. The Empowerment Center is set up in poor urban neighborhoods as a resource center for entrepreneurs. Porter argues that a neighborhood business center and its surrounding community can only survive if it has both a local and regional economic draw. The program is encouraging inner city residents to start their own businesses in the hopes that economically viable communities will emerge from the disadvantaged inner city.

Empowerment Zone Centers are nothing more than libraries and conference center. Perhaps some of the funds available for the program could be used to build a center prototype that integrates the Empowerment Zone resources with a community library, conference and technology center. If the media lab can be utilized by the regional business community, i.e., Baltimore's Central Business District, outsiders will be drawn into communities where they may otherwise not tread.

"Since 1994 when the state began identifying schools for state reconstitution 52 schools have been added to the list and all but 2 of them have been Baltimore City schools."¹⁴



Aerial View of Downtown Baltimore f-1.5

¹⁴ Maryland State Department of Education, News Release, 1996.

1.3 Baltimore: Education and the Inner city

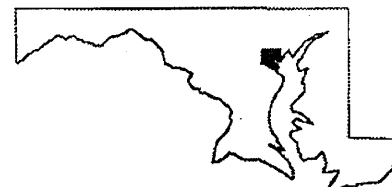
Simply defined, education is the transmission or communication of information from one individual, group or community to another. It is said that a child possesses the ability to gather and process information from the time he or she is born. In fact many say that the most critical ages to a child's education are from birth to the age of three. During this time children gather information from the family educational network. This network is comprised of five different levels of interaction: the neural network (the child's brain), the dyad (one on one interaction, usually a parent or a sibling), the group, the community, and culture.¹⁵

The network associated with conventional classroom education is similar to that of the family (and community) network. The structure is the same and the child is the constant, but the peripheral participants are different. In the fellow student. The group, is the class. The community is

¹⁵ John Tiffin and Lalita Rajasingham, *In Search of the Virtual Class: Education in an Information Society*, p. 64-68.

BALTIMORE CITY

Baltimore City, with a population of 736,000, ranks thirteenth in population in U.S. cities. The Board of Education is housed on North Avenue. The one hundred eighty public schools include one hundred twenty elementary, twenty-eight middle, fourteen high, ten special education, five alternative, and three vocational/technical schools.



STUDENT PERFORMANCE School Year 1995 -1996

ASSESSED STUDENT KNOWLEDGE

MARYLAND FUNCTIONAL TESTS Grade 9 Status	Standard Percent		1993** Percent Passing	1995 Percent Passing	1996				Ex	Sat	Not Met
	Ex	Sat			Number Taking	Number Absent	Number Exempt	Percent Passing			
	Reading	87			86	91.4	90.5	8,350			
Mathematics	90	80	48.2	43.7	8,464	301	34	46.2		✓	
Writing	98	90	75.5	59.4	8,036	637	13	54.3		✓	
Citizenship	82	85	62.3	73.1	5,065	922	22	67.8		✓	

MARYLAND FUNCTIONAL TESTS Grade 11 Status	Standard Percent		1991** Percent Passing	1995 Percent Passing	1996				Ex	Sat	Not Met
	Ex	Sat			Number Refused	Number Exempt	Percent Passing				
	Reading	99			97	97.9	98.1	0			
Mathematics	99	97	86.4	84.6	0	5	81.6			✓	
Writing	99	97	90.2	92.6	0	7	89.6			✓	
Citizenship	99	97	89.6	85.4	0	5	81.9			✓	
Passed All Tests	96	90	78.0	75.9	0	0	69.0			✓	

STUDENT PARTICIPATION

ATTENDANCE RATE (Yearly)	Standard Percent		1990** Percent	1995 Percent	1996		Not Met
	Ex	Sat			Percent	Ex	
Grades 1 - 6	96	94	90.4	92.5	92.1		✓
Grades 7 - 12	96	94	79.4	80.7	80.1		✓

Students Absent	1995 Percent	1996 Percent
Fewer than 6 days	22.4	20.7
More than 20 days	33.2	34.6

DROPOUT RATE (Yearly)	Standard Percent		1990** Percent	1995 Percent	1996		Not Met
	Ex	Sat			Percent	Ex	
Grades 9 - 12	1.26	3.00	18.8	14.23	13.78		✓

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM	Standard Percent		1993** Percent at		1995 Percent at		Tested	Absent/ Excused	1996 Number			1996 Percent at		Not Met
	Ex	Sat	Ex	Sat	Ex	Sat			ESL Exemptions	Special Education Exemptions	Second Semester Transfers	Ex	Sat	
	3 Reading	26	70	—	—	0.7			11.4	7,661	619	27	628	
3 Writing	26	70	2.7	18.1	4.3	16.8	7,988	388	27	531	107	2.8	16.2	✓
3 Language Usage	26	70	2.4	13.7	2.5	18.6	8,107	244	27	556	107	3.0	18.9	✓
3 Mathematics	26	70	0.1	7.1	1.3	15.0	7,844	510	27	554	106	0.7	8.7	✓
3 Science	26	70	0.2	8.0	1.2	14.3	7,674	702	27	531	107	0.7	9.5	✓
3 Social Studies	26	70	0.0	9.4	0.6	13.2	8,043	333	27	531	107	0.2	6.7	✓
5 Reading	25	70	0.3	7.3	0.8	9.2	6,971	414	19	608	91	0.5	10.9	✓
5 Writing	25	70	3.0	17.6	3.3	13.2	7,292	232	19	668	92	5.3	18.0	✓
5 Language Usage	25	70	2.8	10.4	4.2	14.3	7,332	180	19	711	91	6.6	20.4	✓
5 Mathematics	25	70	0.5	11.8	1.4	16.7	7,149	375	19	668	92	0.9	13.2	✓
5 Science	25	70	0.4	7.7	0.6	12.2	7,153	371	19	668	92	0.9	12.6	✓
5 Social Studies	25	70	0.4	9.6	1.3	13.1	7,237	287	19	668	92	1.7	14.7	✓
8 Reading	25	70	0.1	5.1	0.2	7.4	5,831	1,064	8	363	167	0.2	7.9	✓
8 Writing	25	70	1.7	13.2	1.8	13.8	6,029	989	8	238	169	4.2	17.3	✓
8 Language Usage	25	70	1.6	13.8	3.5	21.5	6,190	816	8	250	169	4.0	24.7	✓
8 Mathematics	25	70	0.2	5.4	0.4	12.4	5,707	1,311	8	238	169	0.3	8.6	✓
8 Science	25	70	—	—	1.4	13.1	6,246	772	8	238	169	1.4	13.0	✓
8 Social Studies	25	70	0.4	6.1	0.6	10.6	6,173	845	8	238	169	0.9	11.6	✓

*Fewer Than 5 Students **Indicates Baseline Year Data

KEY: Ex = Excellent, Sat = Satisfactory

SUPPORTING INFORMATION

School Year 1995-1996 Baltimore City

ENROLLMENT	1994-95	1995-96
Pre-Kindergarten	5,113	4,984
Kindergarten	9,260	8,951
Grades 1 - 6	56,742	54,703
Grades 7 - 12	42,313	41,342
Ungraded Special Education	0	0
TOTAL ENROLLMENT	113,428	109,980

STUDENT MOBILITY	1995		1996	
	Number	Percent	Number	Percent
Entrants	15,340	14.5	15,144	14.5
Withdrawals	25,002	23.6	24,459	23.4

STUDENTS RECEIVING SPECIAL SERVICES	1995		1996	
	Number	Percent	Number	Percent
Limited English Proficient	433	0.4	456	0.4
Title 1	20,239	17.8	24,386	22.2
Free/Reduced Price Meals	77,908	68.7	77,076	70.1
Special Education	16,235	14.3	16,639	15.1

OTHER FACTORS	1995	1996
Wealth per pupil	\$124,290	\$120,889
Per pupil expenditure	\$5,566	\$5,873
Instructional staff per 1,000 pupils	54.2	55.9
Professional support staff per 1,000 pupils	7.7	7.8
Instructional assistants per 1,000 pupils	11.0	11.5
Average length of school day for pupils	6.2	6.2
Length of school year for pupils	180	178

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1995		1996	
	Number	Percent	Number	Percent
	10,050	96.3	10,028	95.7

HIGH SCHOOL PROGRAM COMPLETION	1995	1996	
	Percent Completed	Number Completed	Percent Completed
University of Maryland System Requirements	30.3	1,281	33.7
Approved Occupational Program Requirements	20.6	795	20.9
University and Occupational Requirements	1.9	238	6.3

GRADE 12 DOCUMENTED DECISIONS TO:	1995	1996	
	Percent	Number	Percent
Attend a four year college	34.8	1,134	35.8
Attend a two year college	17.9	562	17.7
Attend a specialized school or specialized training	3.4	101	3.2
Enter employment (related to high school program)	5.1	147	4.6
Enter employment (unrelated to high school program)	10.5	326	10.3
Enter the military	4.0	121	3.8
Enter full-time employment and school	4.9	121	3.8
Enter part-time employment and/or school	14.4	480	15.1
Other and no response	5.1	177	5.6

School Improvement Notes

The Baltimore City Public School System provides a pathway for successful learning for every student. By implementing our *Strategic Plan, 1994-2000*, we expect to revitalize education in all city schools and to accomplish Goals 2000 and Maryland's Schools for Success goals. With a philosophical approach that promotes the achievement of all students and a management system that focuses on local school governance, we are using all available resources to prepare our students for success. Committed to shared decision making, we provide training for school improvement teams to set the direction for each school, especially in terms of measurable student achievement.

Although we met the satisfactory standard in eleventh grade reading and increased our ninth grade mathematics pass rate, we recognize the need to intensify our efforts to meet the Maryland Functional Test standards. We are pleased that we lowered our dropout rate for the third consecutive year. We increased the percentages of seniors completing University of Maryland system and approved occupational program requirements. We also increased our MSPAP scores in ten of the eighteen areas tested.

Our major school improvement initiatives should help us improve in those areas where we experienced decline. These initiatives include: Efficacy, Enterprise Schools, the Early Learning Years Initiative, Middle Grades Reform, High School Reform, and the Baltimore Quarterly Assessment Program.

15

f-1.7

the collection of classes, faculty and staff involved in running the school.

These two educational networks, the school and the family are defined as the formal and informal educational systems respectively. In order to be effective, the formal and informal components of a child's education must act symbolically. A child's family, school and community should teach and practice the same set of values. Continuity among the educational systems of many American children is foiled by the socio-economic and cultural differences between parents and teachers, administrators and community members. The disparities between school and community are further complicated in conditions of extreme urban poverty.

Economically poor urban neighborhoods are often characterized by large scale "unemployment, a propensity for violence, dependency on drugs, and a breakdown of traditional family structures." Schools run by middle-class outsiders often stand as physical manifestations of a system ill-equipped to deal with the unique socio-economic needs of such communities and their children. Many parents perceive a teachers inability to handle their children in the classroom as an act of judgment and disrespect for the child's culture.

The complete educational system falls victim to the ignorance of teachers and administrators and the distrust of parents and community members. Without "equal and substantive communication between (these) groups" the cycle of poverty will continue.

At present, educational reform has focused on establishing programmatic connections between disadvantaged neighborhoods and the local and regional communities. Corporate and federal outreach programs expose students and their families to new career opportunities. Family outreach centers provide much needed health care, drug rehabilitation and family counseling. Many of these children are not receiving needed basic services such as healthcare. Traditionally, since schools sustain the most significant time interaction with students outside the home, they have provided such human services to families and children. Given the growing number of adversarial relationships between schools and communities, alternative sources for social services must be considered.¹⁶

¹⁶ Corbett, Wilson and Webb, "Visible Differences and Unseen Commonalities", *Coordination Among Families, Schools and Communities: Prospects for Educational Reform*, p.32.

“(S)tudents and their families do not live in social isolation; rather, they function within cultural, economic and geographical communities that are bridged by schools.”¹⁷

¹⁷ Claire Smrekar, “The Kentucky Family Resource Centers: The Challenges of Remaking Family-School Interactions”, *Coordination Among Schools, Families and Communities: Prospects for Educational Reform*, p.10.

Kentucky Family Resource Centers

Many children living below the poverty level are not receiving needed basic services such as healthcare. Traditionally, schools have provided such human services to families and children. Given the growing number of adversarial relationships between schools and their communities, alternative sources for social services must be considered.

The state of Kentucky implemented a proactive plan to combat the ill effects of the decline of school/family interaction. The Kentucky Family Resource Centers, a statewide initiative, links students and their families to services critical to their health, well being and advancement through the utilization of a third party mediator. These resource centers are "charged with developing relationships and programmatic linkages among agencies that serve children and families, including social services, health department, social insurance, employment services, mental health workers, juvenile justice, and colleges and universities...Specifically, the legislation calls for: full-time child care for two and three year olds, after school child care

for ages 4-12, health and education services for new and expectant mothers, education to enhance parenting skills, support and training for child day-care providers, health services or referrals."

Case One: Horace Mann Elementary School: Horace Mann Elementary School resides at the perimeter of Louisville, Kentucky's poorest neighborhood. It is a landmark for the neighborhood despite the busy boulevard, numerous medical buildings and parking structures found at the edges of the institution's site.

Horace Mann's resource center is located on the interior of the building off the main corridor. Access to the center as well as the school is restricted for security reasons. Parents and family members must ring a bell at the front door of the school and check in with administrators before proceeding to the resource facilities.¹⁸

Case Two: Griffith County Elementary Schools: Like the community surrounding Horace Mann Elementary, many of the students of the Griffith County Elementary Schools come from poor neighborhoods. Three schools serve the county's

¹⁸ ibid

student population. One Family Resource Center serves the student population of approximately 1500. While the goals of the center are the same as those motivating the center at Horace Mann, the model differs slightly. The coordinator of the Griffith's County Center views and promotes himself as an advocate for the children and their families not necessarily the school. The relationships between teachers, administrators, parents and community members is at times adversarial. Given this perspective, he views the location of the resource centers offices, a trailer that is detached from the school building, as appropriate and inviting to the families he assists. \

Conclusion: Programmatically, the resource centers provide a service that is vital to the mental and physical well being of the students. These are services that many contemporary learning institutions are not equipped to provide. Generally, teachers and administrators welcome the assistance in dealing with social and behavioral problems so that they may focus on the education of the children.

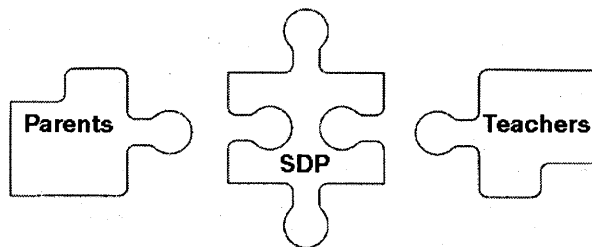
Physically, the resource centers differ. Horace Mann, located within the confines of the school hallways, is convenient to teachers and administrators but may be intimidating to parents and families. The supervision of the

comings and goings of resource center patrons, while necessary for security reasons, may be misinterpreted by the community as an attempt to monitor the actions of the families. Griffith County's facility, while located on school property, is housed in a freestanding structure. Here, parents and community members are free to travel to and from the center free from the watchful eye of the institution. Teachers, however, find that the center's dislocation from the school's hallways makes it difficult to gain access to the facility for meetings with counselors and / or parents.¹⁹

One might conclude that the strategic location of the resource center may be as important as its programming. If teachers and/or parents find access to the facility to be either difficult or intimidating, the success of the program is in jeopardy. Therefore, the well being of the children is in jeopardy. Such resources must be located in neutral territory, easily accessible to teachers during school hours as well as to parents who may not wish to feel they are entering enemy territory when they are utilizing the resource center, Programmatic initiatives alone, however, are not enough. While successful as social programs, these third party strategies fail to address the physically disconnected and, therefore, adversarial relationship between the

party strategies fail to address the physically disconnected and, therefore, adversarial relationship between the institution and the community. Parents and community members seek respect and recognition from the system. Similarly, teachers and administrators require the involvement and support of the community network. Therefore, building a cooperative learning environment for the children requires that the identities and roles of all participants to be clearly defined as equal, substantive and interdependent

"When children are developing well they learn well. When the adults in their lives show trust, support, positive regard, high expectations, affiliation, and bonding learning comes naturally." (Comer, p.1)²⁰



Comer's School Development Program f-1.8

Comer's School Development Program

How do we close the gap between parents and teachers?
How do we turn adversarial relationships between schools and communities into nurturing environments in which children learn? The values and culture in the home and school must be brought into congruence in order for children to receive an effective education. The School Development Program as proposed by James P. Comer outlines a strategy for bridging the communication gap that is taking its toll on the future potential of today's school children.

The School Development Program is comprised of "three mechanisms": the School Planning Management Team (SPMT), the Parent Team (PT), and the Student and Staff Support Team (SSST) formerly known as the Mental Health Team. The three guiding principals of the Program are consensus, collaboration, and no fault. Ideally, the implementation of the program will create a sense of equality and identity for the adults and the lives of the children.

²⁰ James P. Comer, *Rallying the Whole Village: The Comer Process for Reforming Education*, p.1

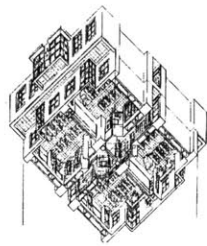
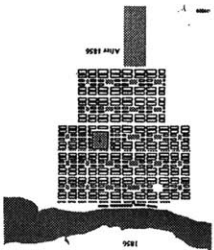
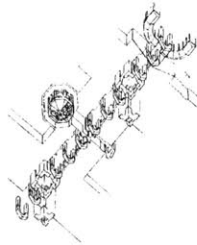
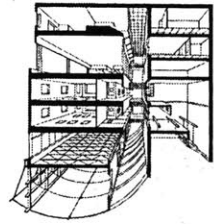
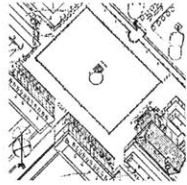
The Development Program solicits input from parents, community members, administrators, teachers and students concerning the future direction and redevelopment of the schools social and academic goals. The Parent Team functions as a liaison between the community at large and the School planning management Team. Similarly, the Student and Staff Support Team voices the opinions and concerns of the faculty and students. The three mechanisms of the Development program act as the missing puzzle pieces needed to link school and community

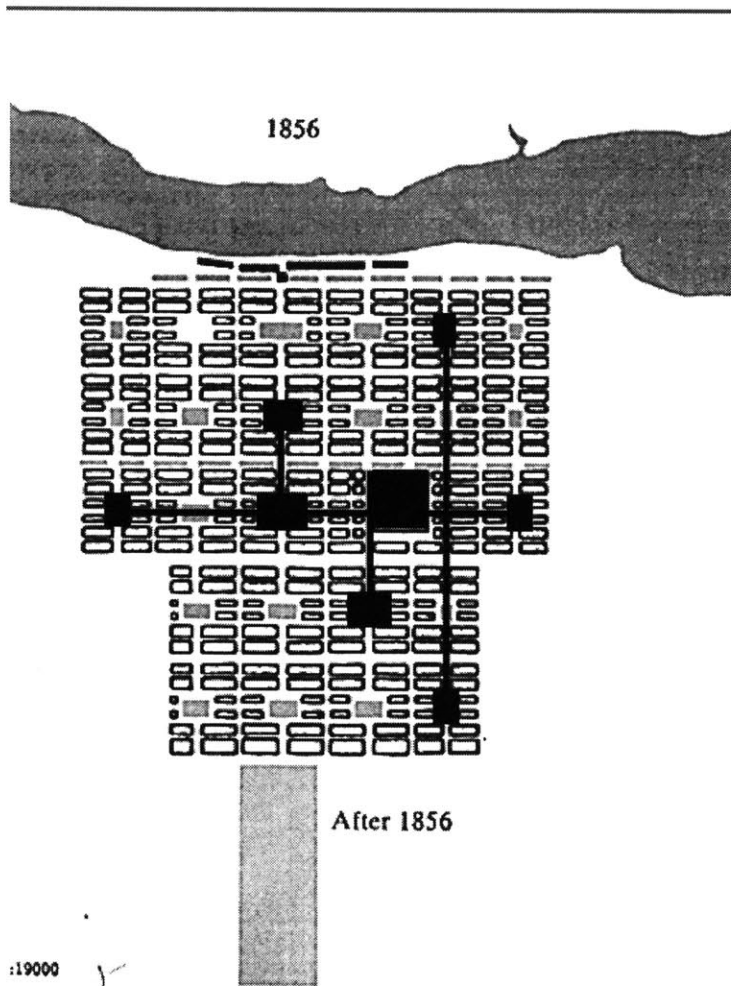
concerns. It is a communication network that helps move the values of the school and community towards a symbiotic relationship. Given the diagram of communication, implications for the physical structure of the school, community and mediating spaces may be interpolated.

Part 2: Architectural Case Studies

I have chosen a group of 7 precedents to illustrate the principals of community space as mediator.

- Savannah, Georgia
- Worcester Square, South End, Boston
- Covent Garden, London
- Moody Street Housing
- Hope Elementary School, Hope, Indiana
- HMFH Architects' Manhattan Proposal
- Gruzen Sampton's Classroom Prototype





Savannah, Georgia

“interaction between two geometric patterns”

1. street grid
2. “web of green spaces and their links”

building block of the city = a central green and 12 affiliated blocks

“because there are squares in all directions the sense of being in a complete organism is created”

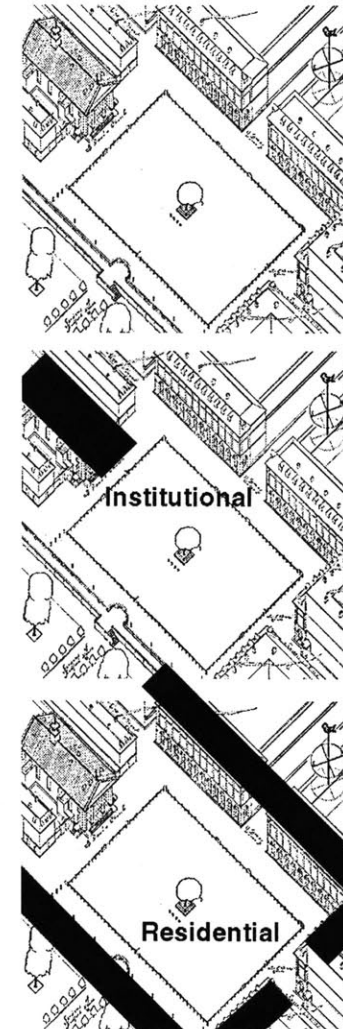
Diagrammatic map of Savannah f-2.1

Covent Garden, London

The edges of the piazza are defined by the facades of St. Paul's Church and the aggregation of Georgian row houses. The spatial articulation of this open space recognizes the hierarchy of its components through its rectilinear form and the detachment of the church from the surrounding urban fabric.

Conclusion / Application

Covent Garden is both a residential square and a public piazza. While the hierarchy of elements is made clear through architectural and urban form, the physical identity of this place is equally dependant on both the civic institution, the church, and the background architecture, the residential housing type. Ownership of the open space is shared.



Axon f-2.2

Worcester Square, South End, Boston

Worcester Square is modeled after the great residential squares of London. Oval in form, the central garden space is enveloped by the cohesive aggregation of Victorian Row House facades. The architectural continuity of these walls is characterized by a “uniform cornice line, brick bow front windows, and high-stooped entrances”. (Victorian Boston, p.21) The Aaron Allen House is located at the far north-west corner of the square. This mansion has housed many institutional uses over the years.

Conclusion:

Worcester Square provides an alternative model for the integration of residential and institutional uses. Unlike Covent Garden, the presence of diverse functions is not recognized through hierarchical form but rather through its transitional location at the corner of Washington Street and Worcester Square. The homogenous character of its the parts allows varying uses to interact on equal ground.

Images: plan of Worcester Square, image, diagram



View of Worcester Square f-2.3

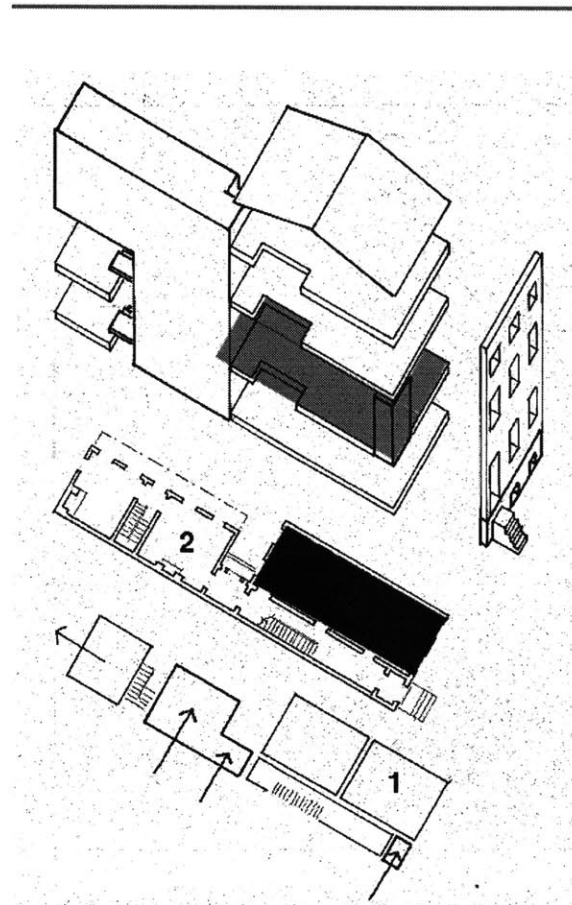
Moody Street Housing Proposal

The Moody Street Housing Proposal by Architects Paul Lukez and Akhtar Badshah explores the integration of housing and educational space in an urban setting. The educational component, classrooms and study and computer space, is located at street level on the first floor of the housing project. It is strategically located in an attempt to “(a)llow the building to serve as a stabilizing force within the community by making the educational component of the design publicly visible”.²¹ A vertical interior corridor, named the parent’s hall, opens a visual path from the housing units to the educational space below, facilitating community supervision for the children.

Conclusion:

The prominent location of the space reinforce the importance of their education and their responsibility to the community. Similarly, the vertical parent’s corridor which spatially connects the learning space supervised by educators to the living quarters architecturally recognizes the need for parents to be involved in their child’s education.

²¹ Lukez, Paul, Housing, Education and Mentorship: An Emerging Hybrid Housing Type, p.5.7.



Key:

1. Institutional
2. Residential

Application to Baltimore Row house Type f-2.4

f-2.6

Schools: Place, Path, Transition

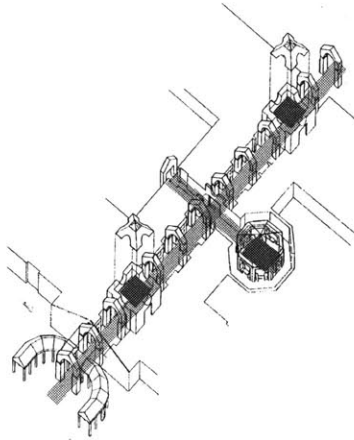
The following selection of school precedents speak to the issue of place, path and transition in contemporary school design.

Hope Elementary, Hope, Indiana (f-2.5)

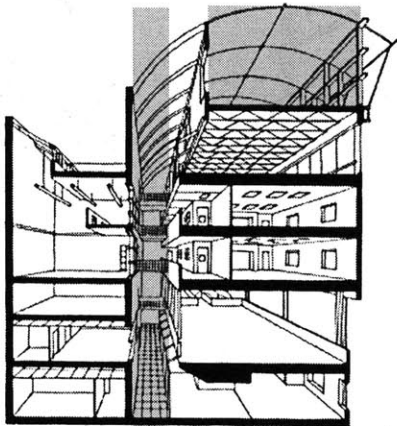
The “main street” component of Taft Architects design for Hope illustrates the utilization of architectural form to express path and transition to place. The long corridor spatially links the community to the interior of the school. This semi-public space is demarcated by transitional nodes that lead to classrooms, the library, music rooms, the cafeteria and the art rooms.

HMFH Architects’ Manhattan School Proposal (f-2.6)

This urban school proposal utilizes the interior community space of the school to make vertical transitions between school and community uses.

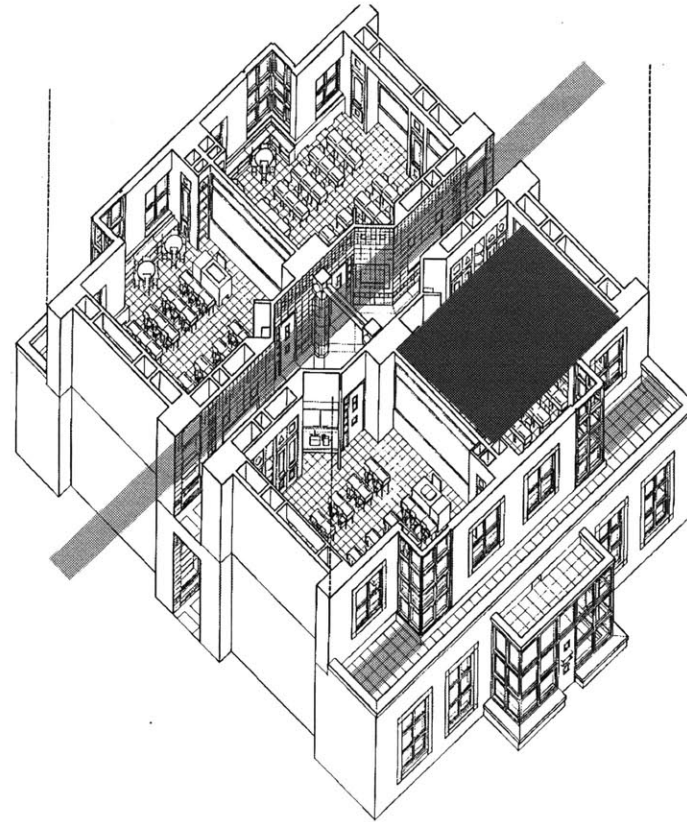


f-2.5



Gruzen Samton's Classroom Prototype (f-2.7)

This new classroom prototype explores the flexibility of classroom space and its connection to the community space of the school.



f-2.7

Part 3: Analysis

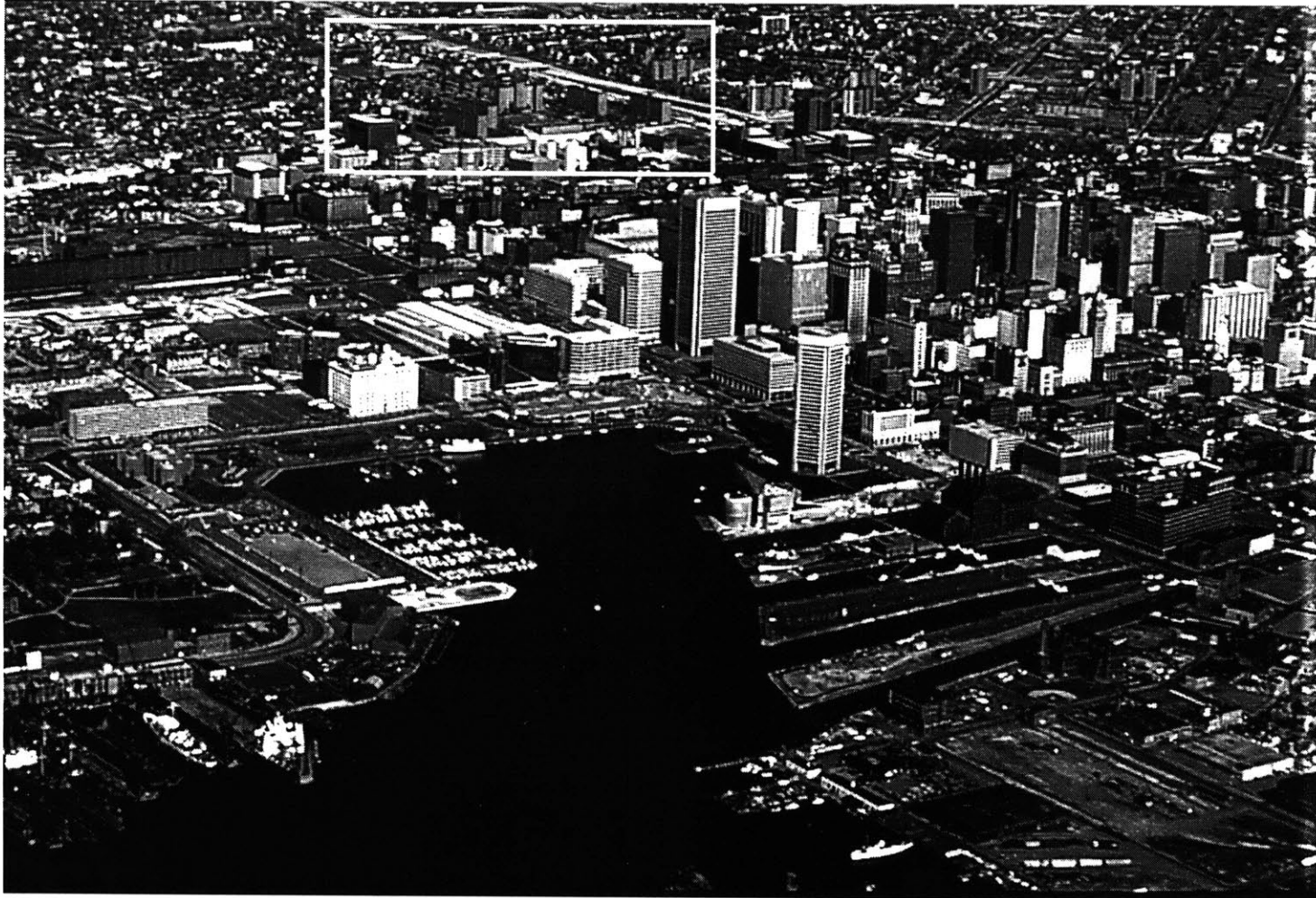


Poppleton and Baltimore City f-3.1

History of the Site

Urban renewal altered the physical character of many established American cities in the early 1950's. Baltimore is no exception. A number of communities in Baltimore city fell victim to their inability to conceal the symptoms of urban blight. A dwindling population, poverty and physical decay led to the demolition of many viable communities. High density apartment buildings, often foreign in building type to the surrounding urban fabric were constructed on these sites. Among those neighborhoods affected was the predominantly African-American community of Poppleton.

In 1957 the Lexington Terrace Housing Development opened for occupancy. The complex housed 677 subsidized units in 28 buildings. The character of this new construction broke with long standing, prevalent housing traditions in Baltimore. High and low rise apartment buildings serviced by double loaded corridors and the undefined open green replaced the distinct character of the row house and the clarity of its city streets. History and the identity of families



Aerial view of Downtown Baltimore

f-3.2



Cleared Lexington Terrace Site, Poppleton, and vicinity f-3.3

and a community were sacrificed to promises of change and efficiency.

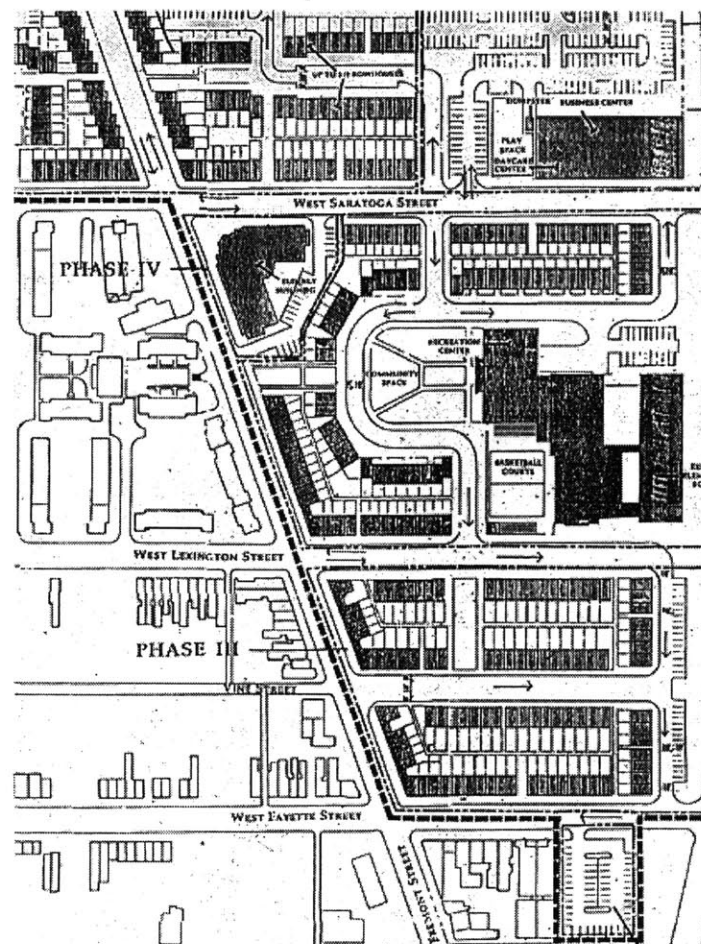
By the late 1980's, Lexington Terrace, like many of its contemporaries, had proven to be "functionally obsolete". Crime, poverty and structural decay plagued every corner of the development. The tall, dilapidated high-rise stigmatized the identities of those living within. The individual and the family were lost. The community was stereotyped by outsiders as dangerous and problematic. The long, concealed interior streets of the community failed to interact with the surrounding environs of the site. Martin Luther King Jr. Blvd. was perceived as a large moat that segregated the Poppleton neighborhood from the economically viable central business district of the city. The housing development could no longer meet the needs of many of its residents. As a result, The Housing Authority of Baltimore began exploring alternative models for the Lexington Terrace site.

"The recommended redesign (of the site) include(s) a reduction in density,...economic integration, an emphasis on community service plan promoting self efficiency for public housing residents, leveraging of Empowerment Zone resources, collaboration with residents and

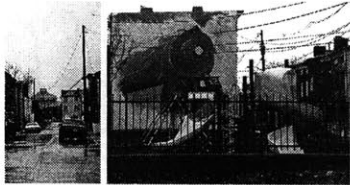
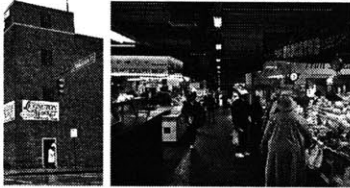
organizations from the entire Poppleton Community, and promoting economic, business and employment opportunities." (HABC)

With the exception of the elementary school the site now stands vacant. Plans for redevelopment are rooted in the single family row house type. The current proposal for the development of the site does meet the HABC's goal for reduced density. However, attempts to leverage Empowerment zone funds and the promotion of economic and business opportunities seem weak. The neighborhood business center is located in the far north east corner of the site. This siting is strategic in that it is positioned to draw patrons from cars traveling across Mulberry and Franklin Streets , Martin Luther King Blvd., and residents of the surrounding neighborhoods. But the plan fails to recognize and take advantage of and make connections, both physical and or visual, to: Lexington Market and the commercially viable Lexington Street, the University of Maryland at Baltimore, the birthplace of Edgar Allen Poe (a revered native of Baltimore), the B&O Railroad Museum.

As for the issue of community identity, the HABC has proposed attaching a community recreation center to the existing school and a community green off of the new

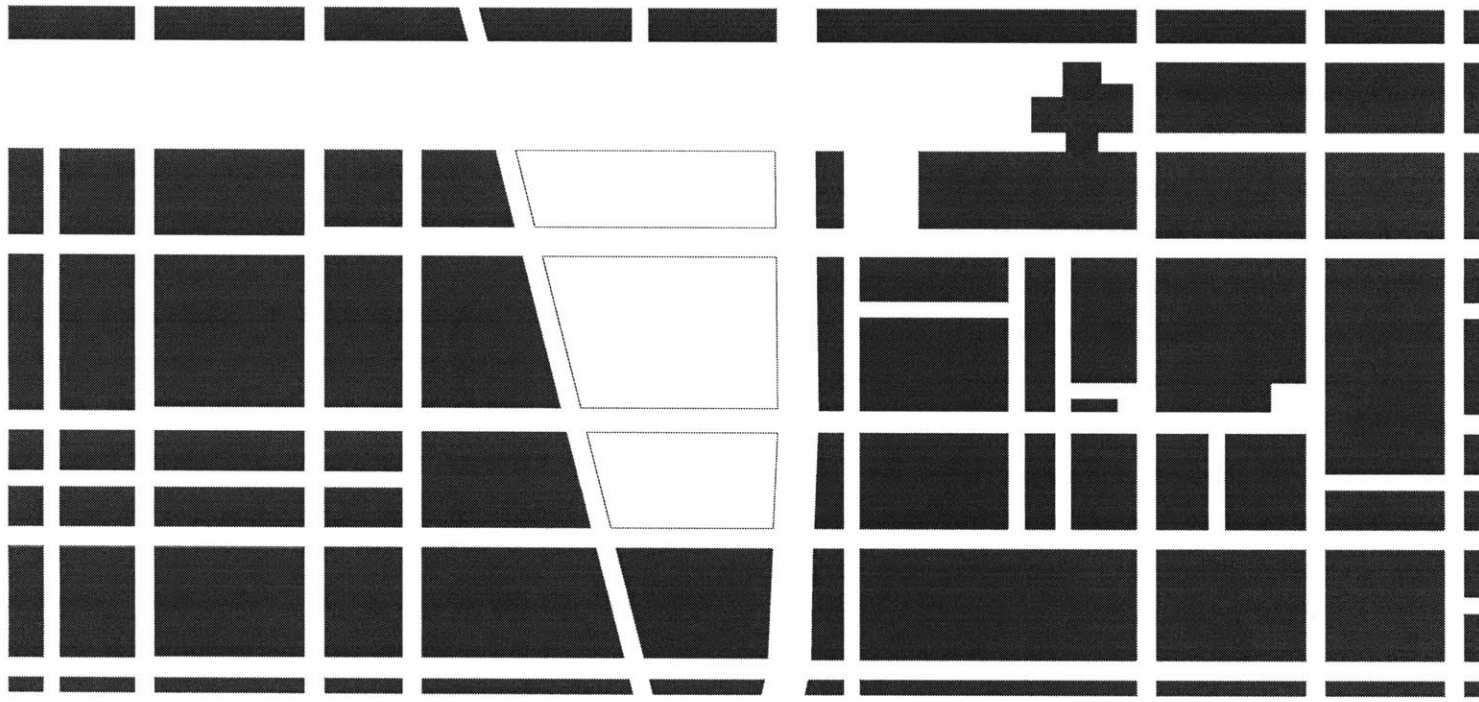


Housing Authority of Baltimore City Proposal f-3.4



(top to bottom) Lexington Street /
Market, Poe House, B&O Museum

construction. The HABC is successful in creating a sense of place; however, the public green fails to make a clear connection in any way to the regional community. While it is appropriate that the green is defined by the school, community center and housing, this only creates an identity for the community *within* the community. The edge of the site facing MLK Blvd. must be addressed. Currently the HABC is proposing that single family housing face the Blvd. Due to the scale of the housing, MLK still reads as a means of segregating this West Baltimore neighborhood from the economically viable Downtown. MLK should be physically defined as a space, a boulevard. and as a physical connection from Lexington Market and downtown Baltimore to the Poppleton neighborhood. This connection recognizes the identity of the community and physically integrates the neighborhoods space into the city fabric.



Existing Site Plan f-3.5

Part 4: The Program

This thesis proposes the new neighborhood center becomes the public school. The school environment should not only meet the traditional family needs of the children but also serve as a vehicle for reintegration of families and communities into the pedagogical process. The new school should function as a classroom, a daycare center, a neighborhood library and media lab, a center for adult education and reeducation, a recreation facility and a catalyst for community cohesion and collective identity. By reinventing the contemporary "school house", both physically and programmatically, this thesis synthesizes the daily activities of teachers, administrators, parents, community members and students through the redesign of the destitute Baltimore City community of Poppleton.

The nucleus of this new community is the school. Located on the edge of the city's central business district, this site not only affords the utilization of the

business, medical and university communities, but also the historic row house type characteristic of Baltimore's most cohesive urban neighborhoods. The row house and housing, however, should not be the only building type and program used to redefine the Lexington Terrace Site. Given that the area immediately to the west of the site will be under consideration for redevelopment in the near future, why not take the adjacencies should be taken into consideration. This strategy would allow for the integration of such resources as the B&O Museum and the birthplace of Edgar Allen Poe. Access to these Baltimore landmarks as well as a clear connection to the CBD may encourage "outsiders" to travel through the site to these destinations. Increased traffic due to tourism will increase the patronage to possible commercial programming in the area.

The learning center:

elementary / middle school

media lab / library

arts center

daycare

community resource center

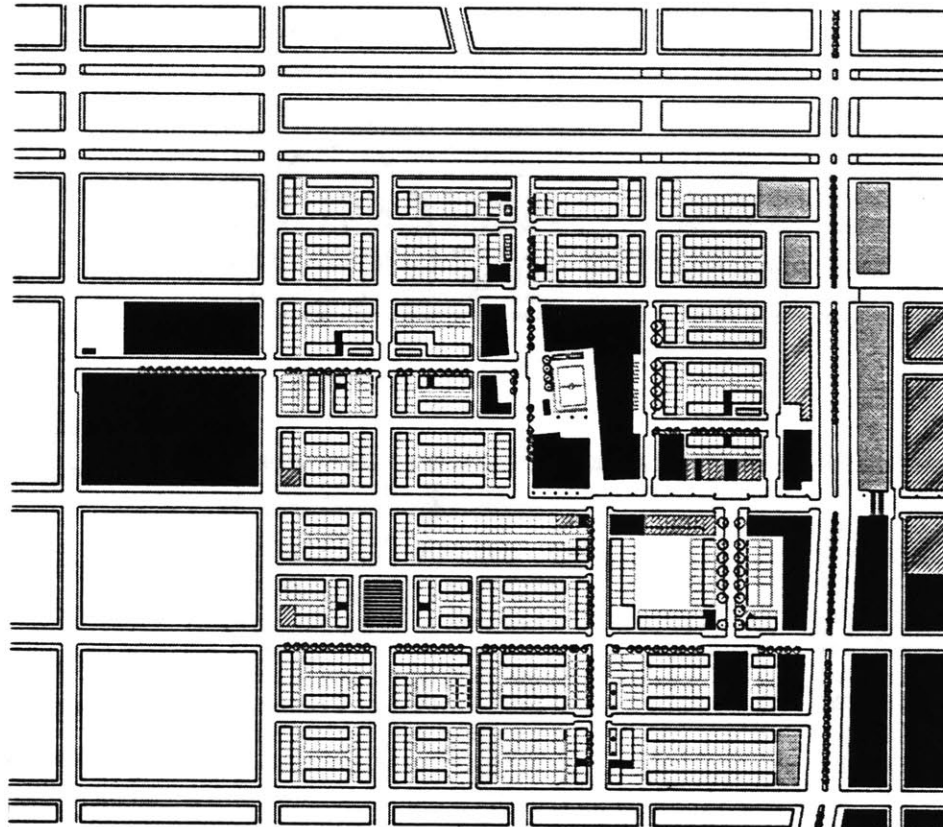
community development office

single family housing (767 units)

elderly housing

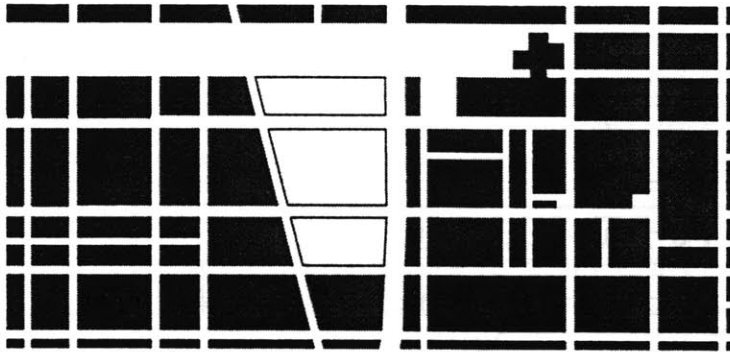
assisted housing

teacher's housing / satellite study rooms

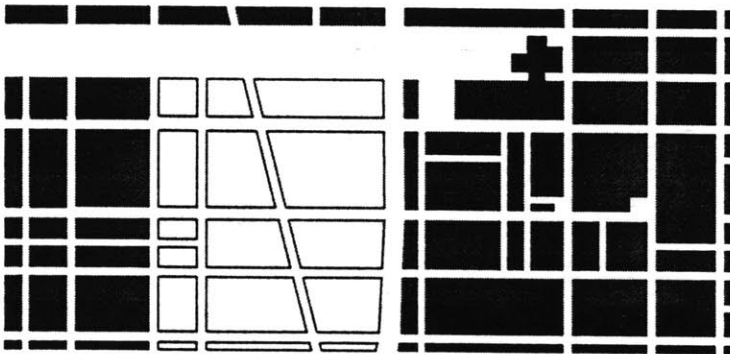


Use diagram - Institutional, Green, Commercial, Residential f-4.1b

Part 5: The Design



Existing Site f-5.1



Proposed Site f-5.2

Site Constraints

The area currently designated for redevelopment is contained to the north by mulberry Street (Route 40), to the south by Fayette Street, to the east by Martin Luther King Jr. Blvd, and to the west by Fremont street. According to the HABC the neighborhoods immediately adjacent to the west of the site will also be undergoing the redevelopment process in the near future (10-20years). I believe that part of the HABC's failure in redeveloping the site is its failure to incorporate these adjacencies in its phasing process. As a result I have expanded the boundaries for redevelopment. The site is now bound by Baltimore Street to the south and Shroeder Street to the west.

Generally, the site is characterized by the grid typical to Baltimore block development. Given the expansion of the boundaries for redevelopment, the existing street grid must be carefully reconsidered. Saratoga, Lexington, Fayette and Baltimore Streets are part of the city's primary street grid. They physically and perhaps more importantly, visually, connect the site to the regional community. These connections, to such amenities as Lexington Market,

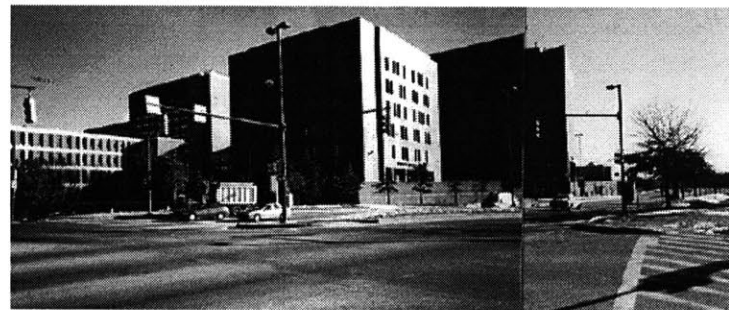
University of Maryland at Baltimore, and the Central Business District, although interrupted by traffic on MLK blvd., should be maintained. Fremont street, however, which used to connect the urban fabric to the communities immediately north and south of the site is severed by route 40 and MLK Blvd. The physical connections to these neighborhoods are impassable, and the visual connections are not critical to the Poppleton community's identity. Therefore I propose that Fremont Street be removed and the residential grid, typical to historic development of the row house in Baltimore be utilized.



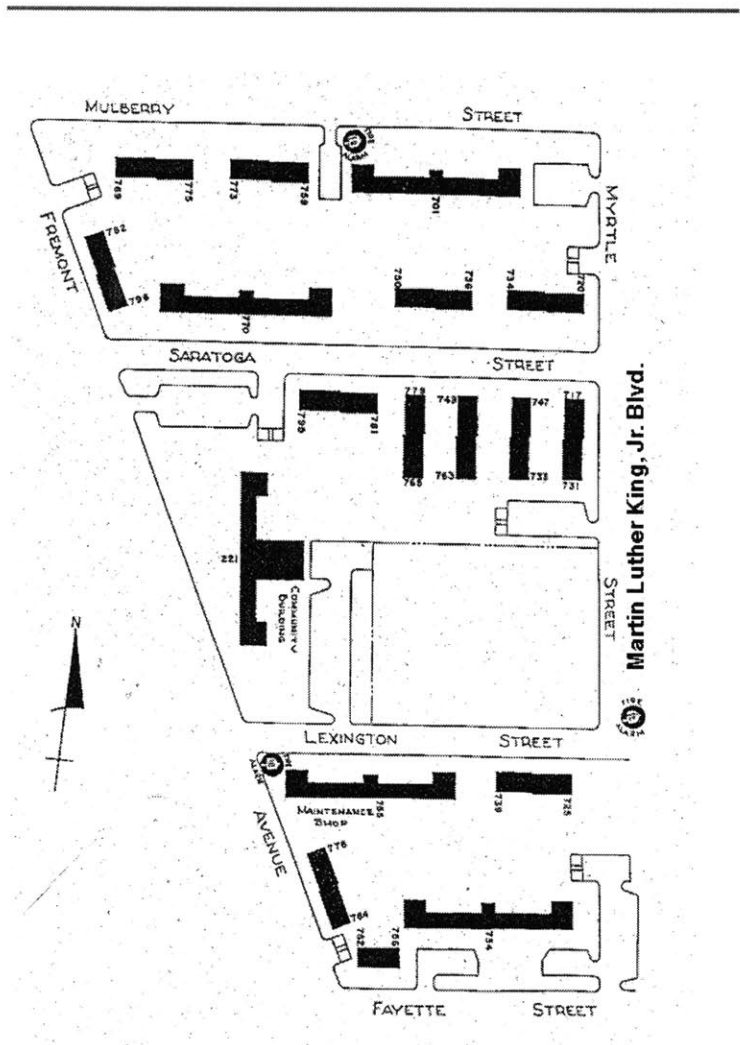
Martin Luther King , Jr. Blvd., facing north f-5.2



The existing site f-5.3



Martin Luther King, Jr. Blvd., facing south f-5.4



Plan - Lexington Terrace Housing Project f-5.5

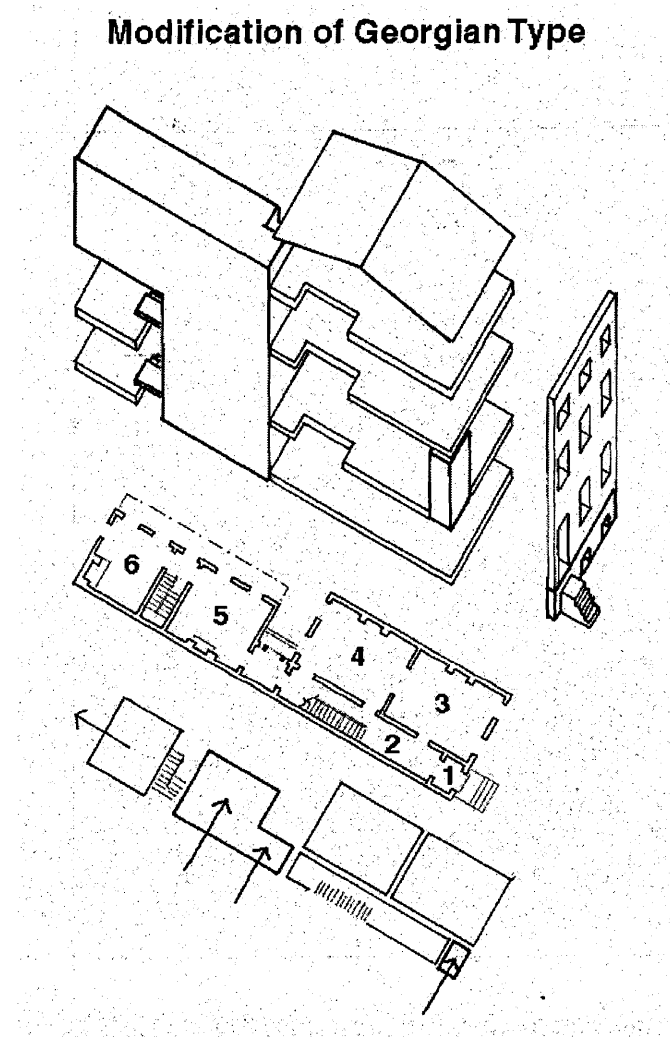
Community Identity: The Baltimore Row House

The architectural character of the Lexington Terrace Housing Development gave physical distinction and character to the Poppleton Community. Due to foreign nature of its physical form the residents felt detached from the identity of Baltimore as a whole. The crime and violence associated with the community, however, reinforced the public's perception of the "place" and the community's identity as negative.

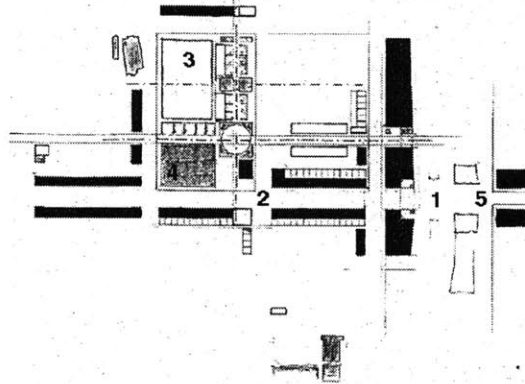
The key to establishing a clear framework for community identity through physical form is to utilize building blocks common to the region. The urban structure of Baltimore is homogenous in that the row house is the dominant housing type. Changes in topography form the only variation to the homogenous character of the city's urban fabric. By reintroducing the traditional row house type to the Lexington terrace site and reducing the size of the existing blocks the stigma once suffered by this community is erased as the physical environment is reintegrated into the surrounding urban landscape.

Once continuity is established, the housing structure must be broken to distinguish neighborhoods and establish hierarchy within the site. Given the regularity of the streets, hierarchy is achieved through subtle variations within the grid. Like the structure of Savannah, a network of green spaces are used to knit frames of reference and a sense of place into the urban fabric. Small gardens mark the location and identity of smaller neighborhoods within the community. Each garden is attached through a network of formal, treed (or "green") streets to the heart of Poppleton, the learning center green, and main street. Institutional uses are dispersed throughout the network.

Modification of Georgian Type



Axon, Row House type study f-5.6



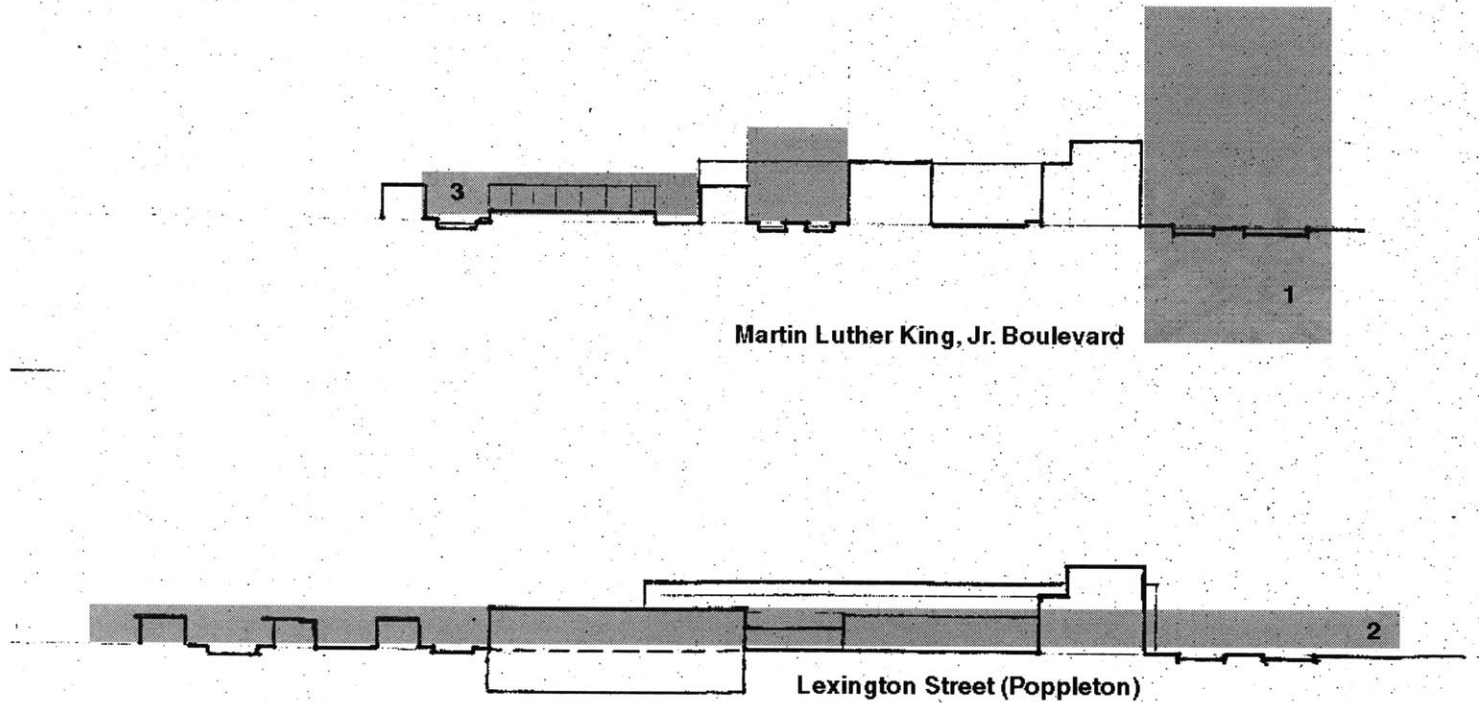
Development sketch (plan) - edge conditions f-5.7

MLK Blvd.: street, space and edge

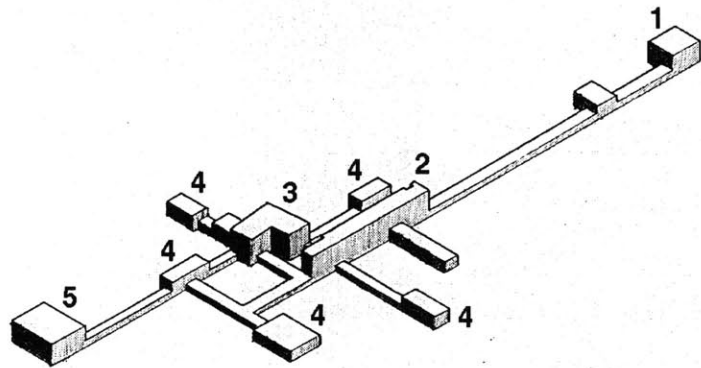
The future identity of the Poppleton community is dependant upon its perceived connection to downtown Baltimore. The link must be spatial. Therefore, MLK Blvd. must be redefined as a space rather than a thruway. At present the cars do not travel unusually fast along the Blvd. The lack of definition along the streets edge leads observers to perceive that they are driving around the edge of the city. In order to establish Poppleton as a part of the larger urban network, MLK must be redefined as a space. The perception should be that you are traveling through the city rather than along the edge. In order to reattach Poppleton to the CBD the Edge of the site must utilize a higher density building type and a more public use than row housing. The scale, 5-6 stories, on both sides will enclose the street. MLK will become a corridor rather than a moat.

Key:

1. Martin Luther King, Jr. Boulevard
2. Lexington Street (Poppleton)
3. Poppleton Green
4. Media Lab / Library
5. Lexington Street (CBD)



Development sketch (section) - edge conditions, scale transition f-5.8



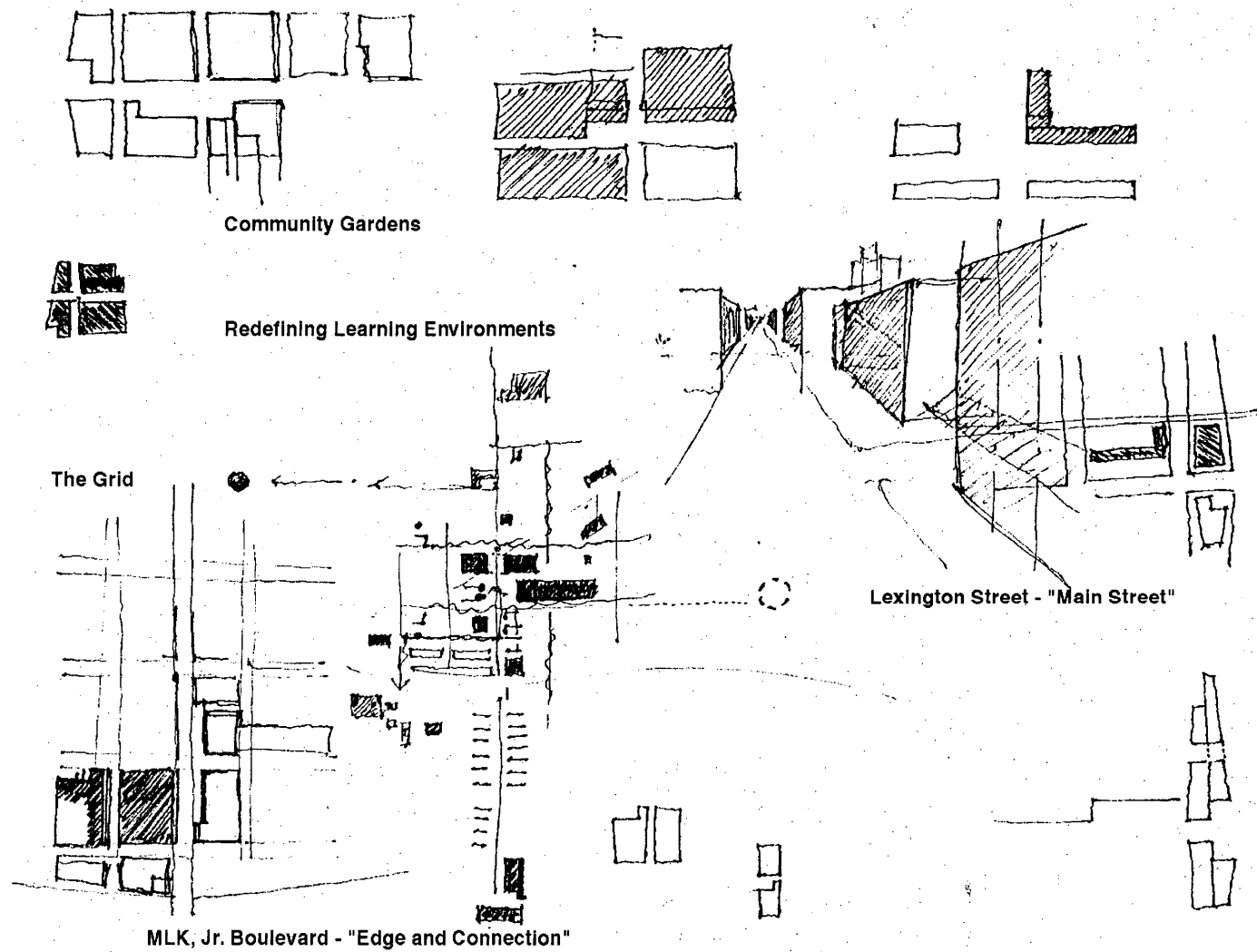
Development sketch (axon) - the urban network f-5.9

The Community Learning Center: an urban network

The new school or community learning center is a network of institutional uses woven through the urban fabric. This network creates a framework conducive to school and community interaction. The streets become the corridors of this learning network. This, in conjunction with Comer's school development model the community space mediates the interaction of school and community activities.

Key:

1. Lexington Market / Lexington Street (CBD)
2. Lexington Street (Poppleton)
3. Poppleton Green
4. Community Gardens
5. Connection to Existing School



Community Gardens

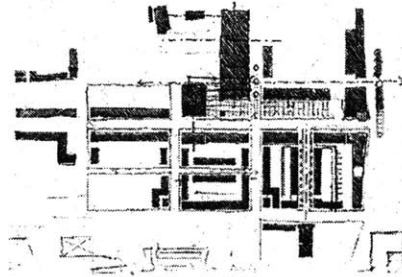
Redefining Learning Environments

The Grid

Lexington Street - "Main Street"

MLK, Jr. Boulevard - "Edge and Connection"

Development sketch (collage) - The Community Learning Center f-5.10



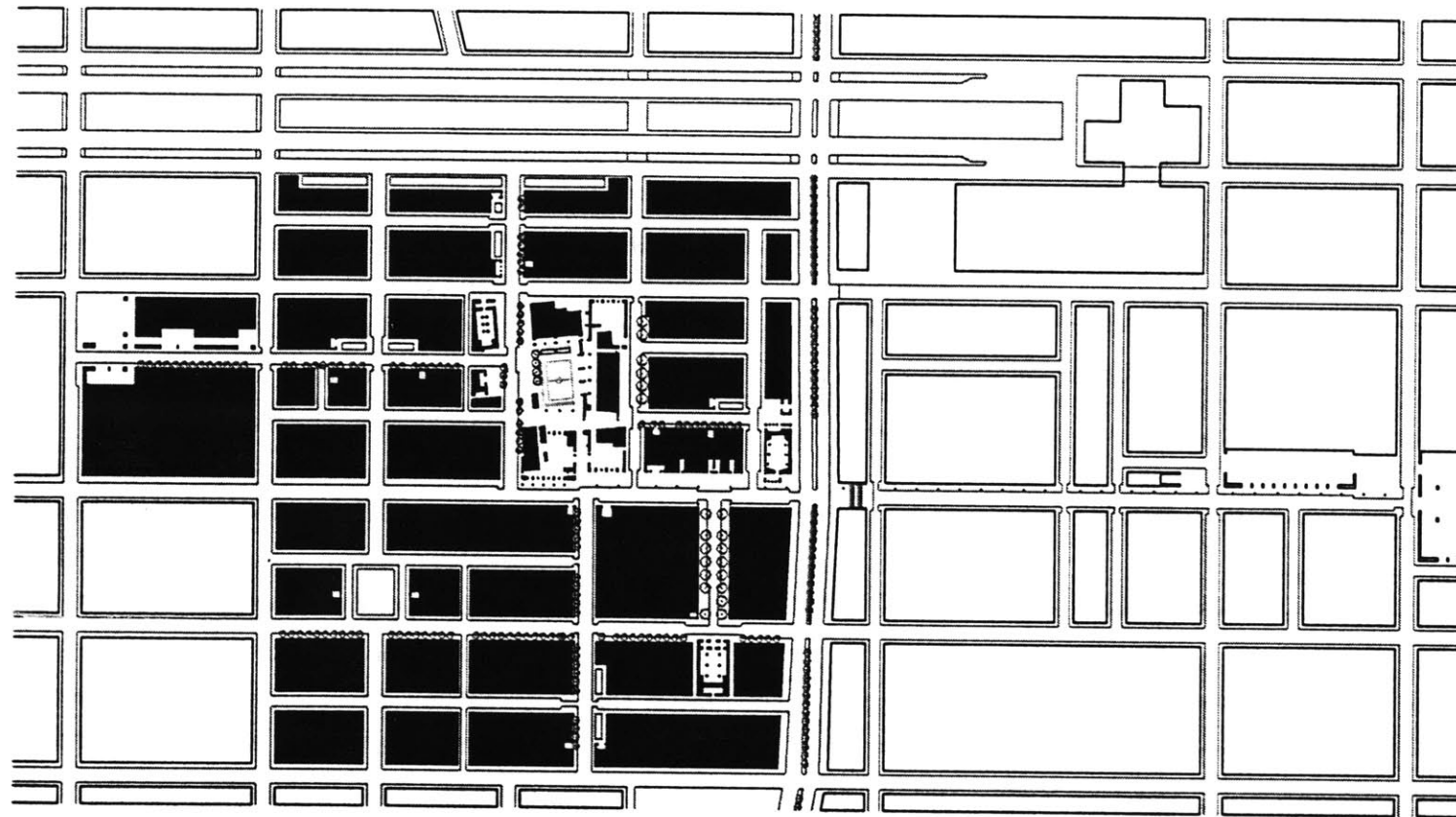
Development sketch (plan) f-5.12

Key:

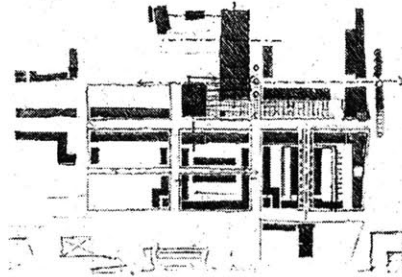
1. Auditorium / Movie Theatre
2. Cyber Cafe
3. Community Development Center
4. Family and Community Resource center
5. Housing for Seniors
6. Cafeteria
7. Poppleton Media Lab / Library
8. Center for the Arts
9. Adult Education
10. Satellite Police Station
11. Administrative Suite
12. Parent's Suite
13. Main Entrance to Classroom Spaces
14. Community Garden - First Grade
15. Community Garden - Second Grade
16. Single Family Residence
17. Rectory
18. Church
19. Future University of Maryland Baltimore Facility

Lexington Street

Lexington Street is associated with the Baltimore tradition of the downtown commercial street. Lexington Market, a thriving fish, meat and fruit market, is a Baltimore icon. Given this tradition and the maintenance of active commercial activity on Lexington Street today, I propose Lexington Avenue as the location for Poppleton's Main Street and direct connection to Downtown Baltimore. This street, slightly wider than the surrounding street framework, will function as the commercial and institutional center of the community. The Media Lab / Library, Adult education center, Family resource center, community development center, satellite police station, and community Auditorium / Movie Theatre will act as a center for school and community interaction and communication as well as a point of transition, a gateway, into the community from the surrounding areas.



The Plan - nollipian f-5.12



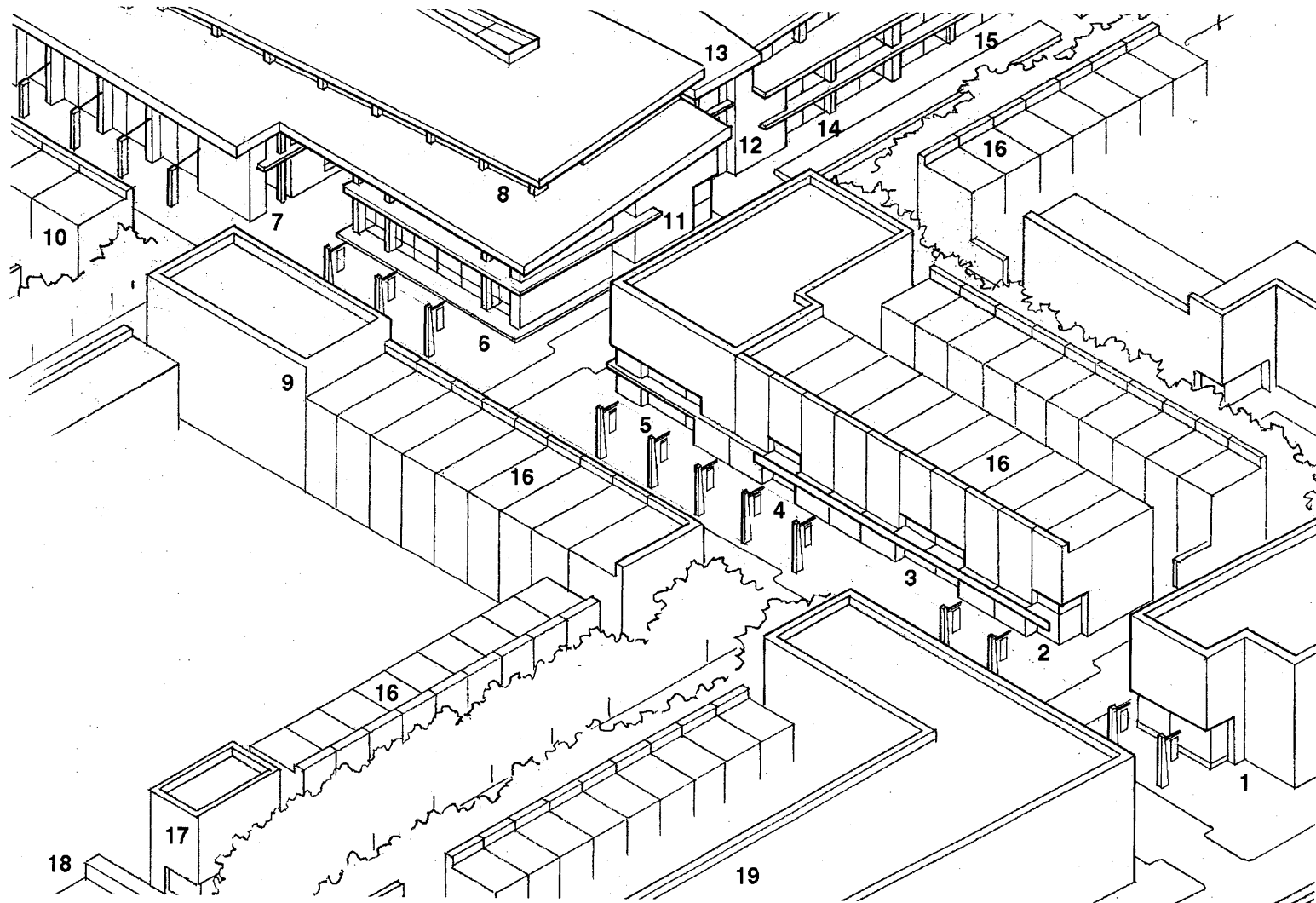
Development sketch (plan) f-5.12

Key:

1. Auditorium / Movie Theatre
2. Cyber Cafe
3. Community Development Center
4. Family and Community Resource center
5. Housing for Seniors
6. Cafeteria
7. Poppleton Media Lab / Library
8. Center for the Arts
9. Adult Education
10. Satellite Police Station
11. Administrative Suite
12. Parent's Suite
13. Main Entrance to Classroom Spaces
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15. Community Garden - Second Grade
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19. Future University of Maryland Baltimore Facility

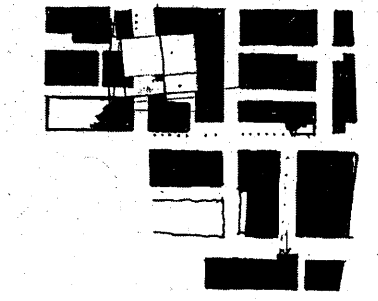
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Axon - Lexington Street f-5.13

Poppleton Green

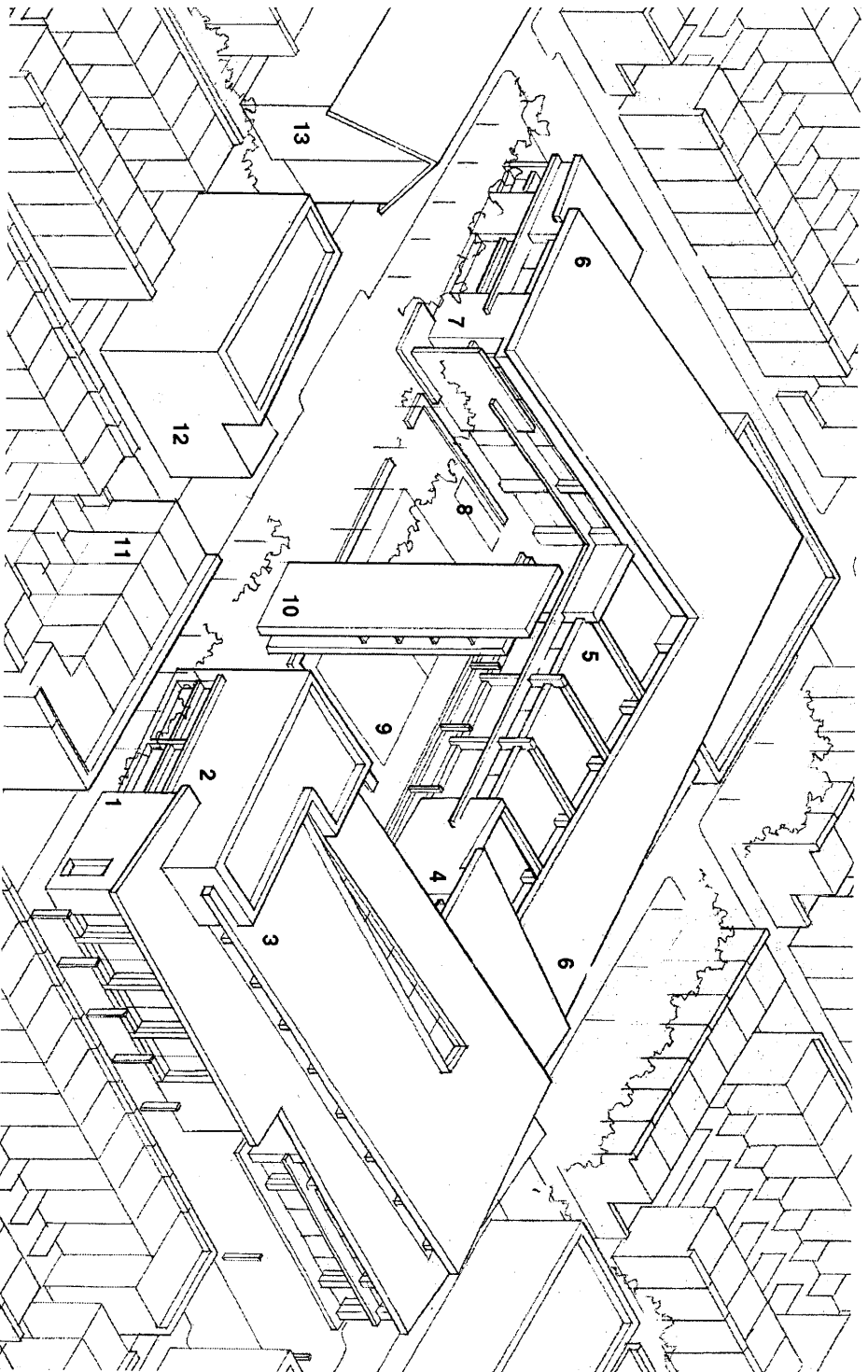


Development Sketch (plan) f-5.14

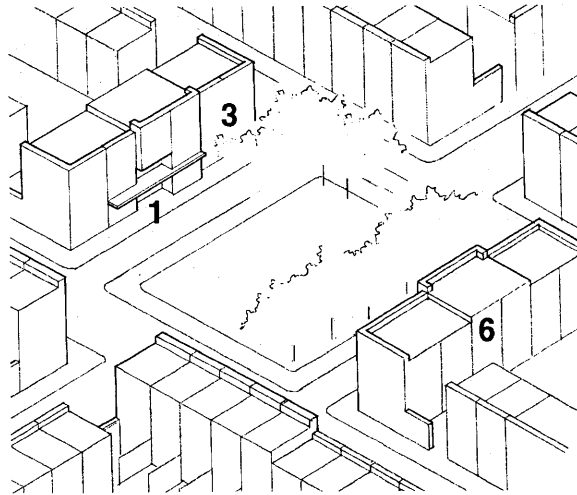
Within living spaces there exist formal and informal spaces for interaction. Similarly, the network of open space that structures the urban fabric should possess varying degrees of publicness. The Poppleton Green is a space for play and informal interaction. It is a place to be claimed by the school and community. Children and families can play and the elderly can gather. All activities are under the supervision, equally, of the parents, teachers, administrator's and community members. Like the residential squares of Boston's South End and London, institutional and living space is integrated. The public realm is defined as shared space that houses shared interests. The church, daycare center, elderly housing, the library/media lab, the interior community space of the school, the arts center and classrooms define the physical boundaries of the community spaces. All participants are recognized by the physical form of the environment. Each one's role in the community is validated.

Key:

1. Poppleton Media Lab / Library
2. Long Distance Learning Classrooms
3. Center for the Arts
4. Main Entrance to Classroom Spaces
5. Community Hall
6. Classrooms
7. Daycare
8. Community Garden - Kindergarten
9. Play Area
10. Bell Tower
11. Single family Housing
12. Housing for Seniors
13. Church



Axon - Poppleton Green 1:5.15



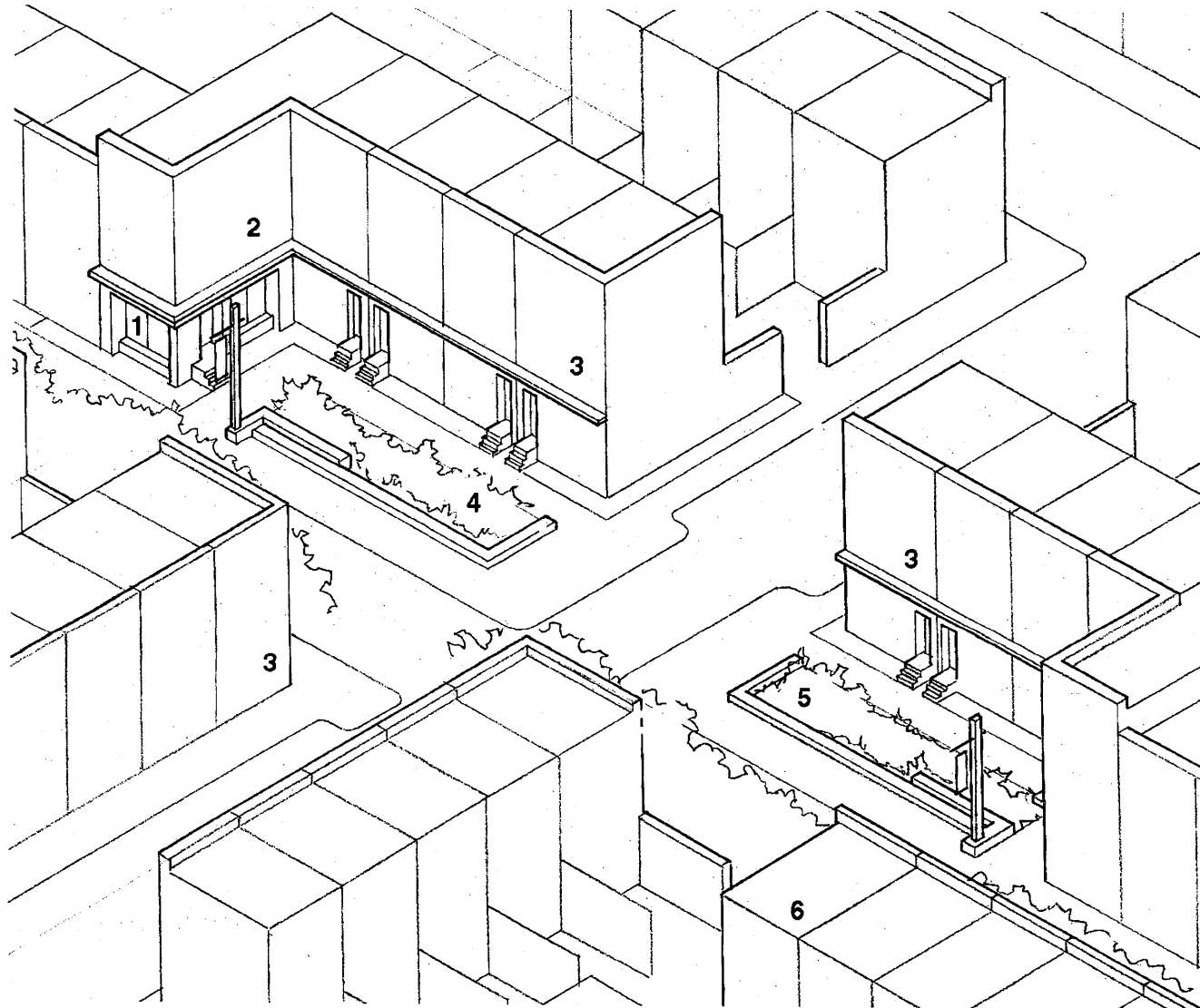
Axon - The Residential Square f-5.16

Community Gardens

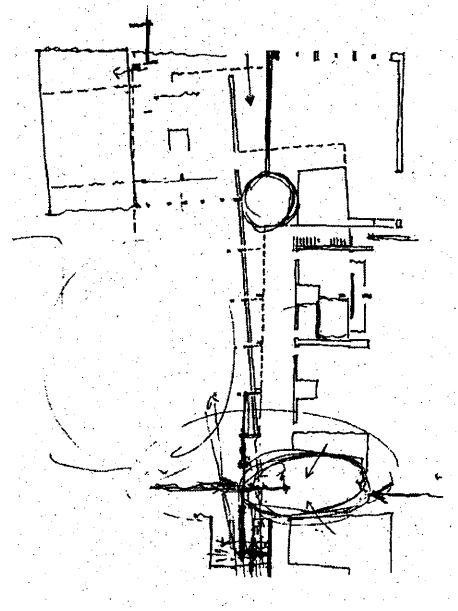
The objective of this thesis is to reintegrate the formal and informal components of a child's education. Therefore, the home, the building block of the community, both socially and architecturally, must be addressed. The garden is a formal device employed to make a physical connection to various areas of the community. Programmatically, its purpose is to provide planned interaction between students, teachers and community members. Each garden will be maintained by a designated grade. This grade will work with members of the community who live in the immediate vicinity of their particular garden. This tool, ideally, will nurture mentor relationships between students and adult members of the community. In addition, graduate students and teachers involved in the Teach America program will be provided housing within the community. These housing units will be attached to the garden open space. Within each of these housing units, a study room, furnished with computer resources will be available for after-school studies and tutoring sessions.

Key:

1. Satellite Media Lab / Study Space
2. Faculty Housing
3. Single Family Housing
4. Community Garden - Grade 7
5. Community Garden - Grade 8
6. Transitional Housing



Axon - Community gardens f-5.17



Development sketch (plan) f-5.18

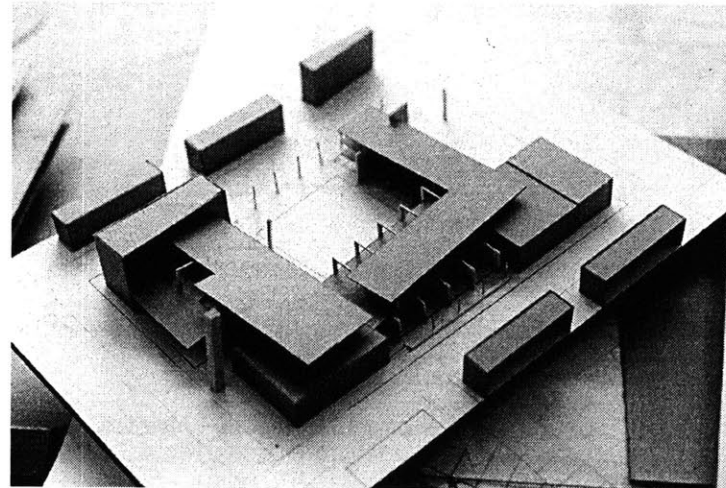
The Classroom

The classroom will be referred to in identifying those spaces that cater to programmatic elements traditionally found in contemporary schools: the gymnasium, the arts center, the media/lab library, the cafeteria administrative offices, and the classroom. The traditional forms, in some cases are modified to make new physical and visual connections to the adjacent community. The gym, available for use by the community at night and on the weekends can be entered from the street.

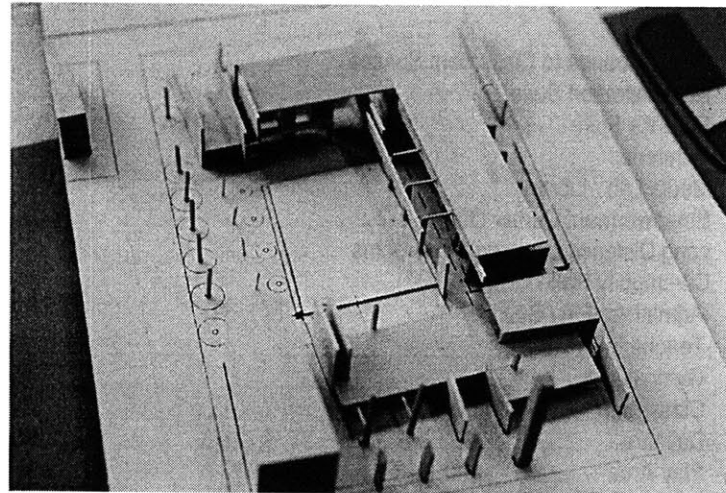
The spine of the school is the community hall, the main corridor. Since the geometry of the wall shifts, the space is large enough to be used as both a circulation core and space for community congregation. Students can meet with teachers, teachers with parents, parents with children. It is a place for interaction, a point of transition from informal education to the formal.

The design of the classroom has also been altered. Almost doubled in size, this new learning space is comprised of a combination of smaller spaces that flank the 750 square foot rectilinear classroom. These additional areas can be used

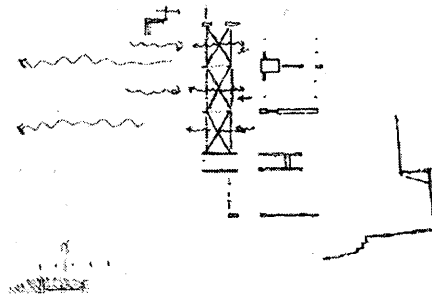
for learning in small groups, special education integration and the utilization of computers. Spatial connections are always maintained to the public spaces of the community learning center. These connections serve to remind students of their position within and responsibility to their community and to blur the distinction between school and community.



Development sketch (model) - f-5.19



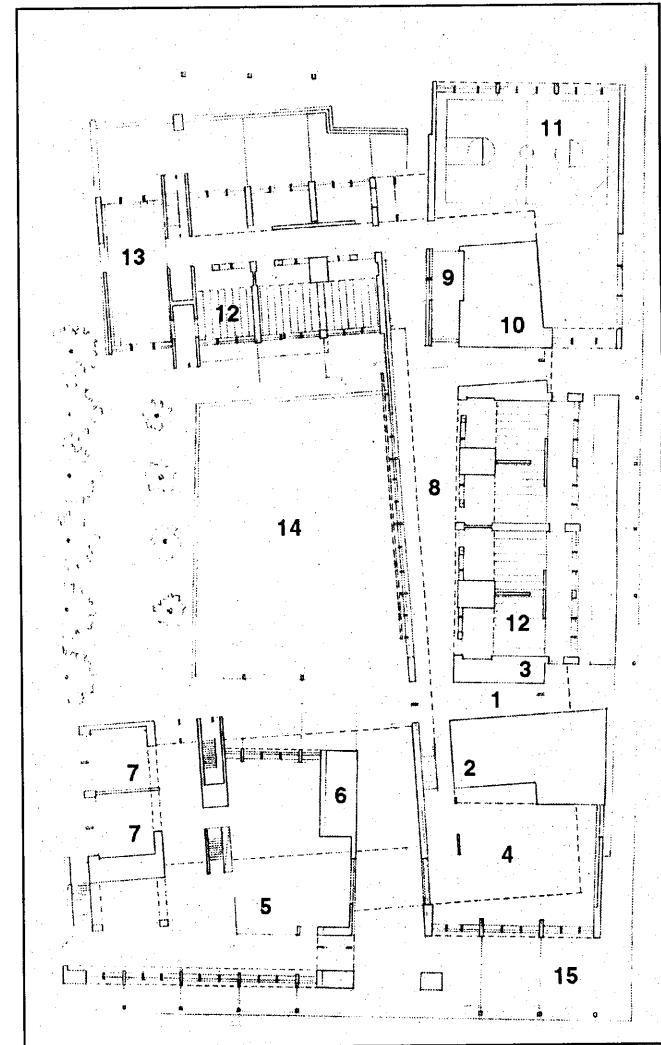
Development sketch (model) - f-5.20



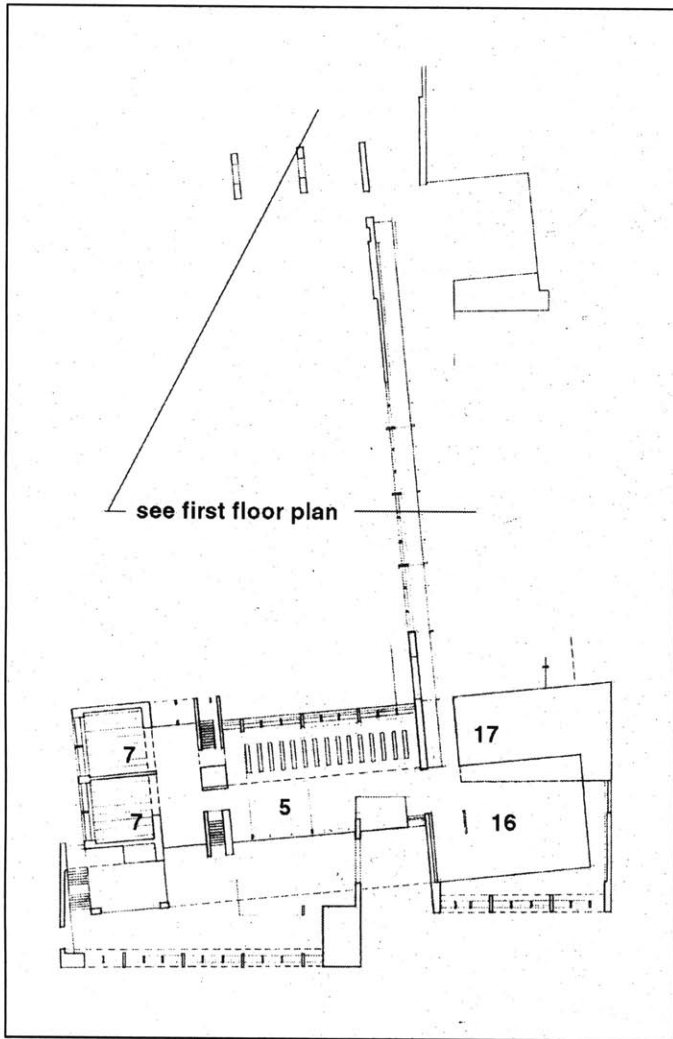
Development sketch (plan) - transition f-5.21

Key:

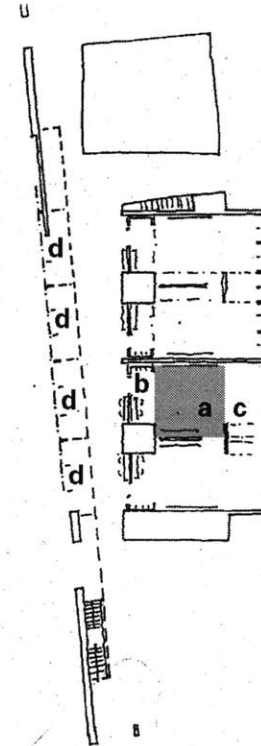
1. Main Entrance to Classroom Spaces
2. Administration Suite
3. Parent's Suite
4. Cafeteria
5. Media Lab / Library
6. Empowerment Center Offices
7. Long Distance Learning Classrooms
8. Community Hall
9. Administration / Security
10. Teacher's Offices
11. Gymnasium
12. Classroom
13. Daycare
14. Play Area
15. Lexington Street (Poppleton)
16. Exhibition
17. Councilor's suite



Development sketch (First Floor Plan) - f-5.22

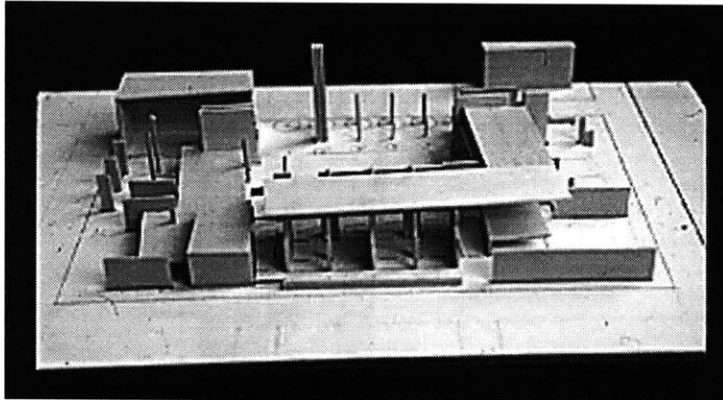


Development sketch (First Floor Plan) - f-5.23

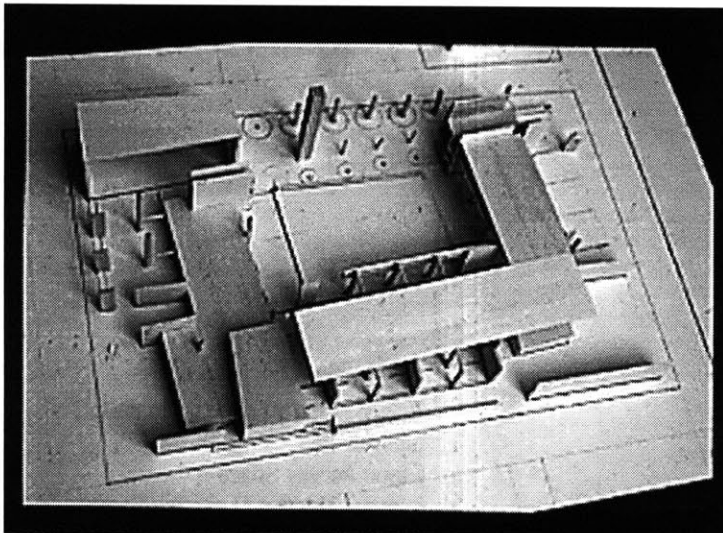


Key:

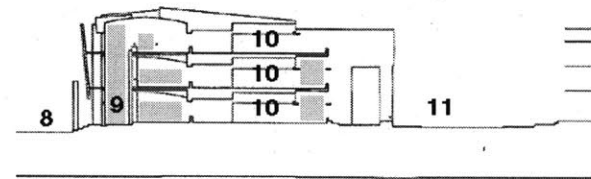
- a. 750 square foot Learning Space
- b. Supplementary Learning Space (special education)
- c. Group Activity Space
- d. Informal Meeting / Learning Space



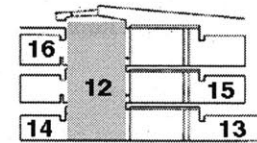
Development sketch (model) - f-5.29



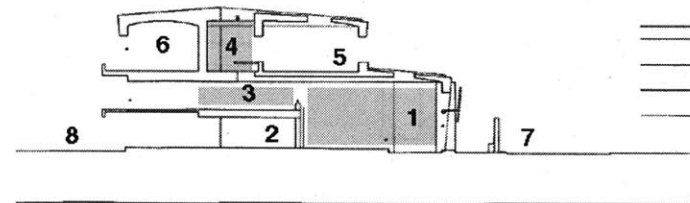
Development sketch (model) f-5.29



Section at Classrooms f-5.30



Section at Main Entrance f-5.31



Section at Media Lab / Library / Arts Center f-5.32

Key:

- 1. Media Lab / Library Community Space
- 2. Stacks / Empowerment Center Resources
- 3. Media Lab / Library (children)
- 4. Arts Center
- 5. Art Studio
- 6. Music
- 7. Lexington Street (Poppleton)
- 8. Poppleton Green
- 9. Community Hall
- 10. Classroom
- 11. Residential Street
- 12. Main Entrance to "Classroom" Spaces
- 13. Administrative Suite
- 14. Parent's Suite
- 15. Councilor's Suite
- 16. Teacher's Suite



Section at Poppleton Green f-5.33



Section at Poppleton Green and Lexington Street f-5.34

CONCLUSION

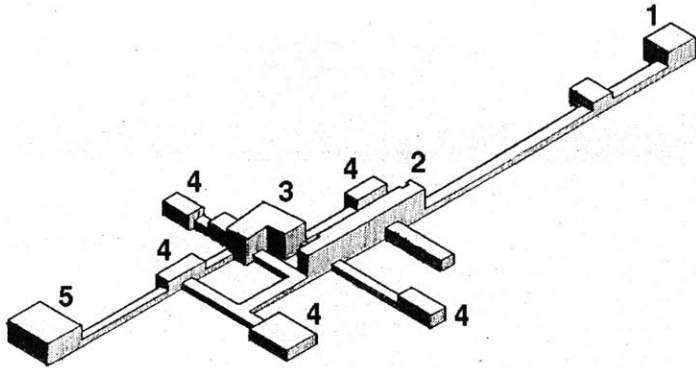


Diagram of Civic Structure f-6.1

Key:

1. Lexington Market / Lexington Street (CBD)
2. Lexington Street (Poppleton)
3. Poppleton Green
4. Community Gardens
5. Connection to Existing School

As previously stated, schools, families and communities perform an equal and substantive role in the education of their children. In order for this pedagogical process to be effective, these participants must act in mutual support. In the United States, however, the socio-economic and cultural differences among parents, teachers, administrators and community members often obstructs their effective interaction. This problem is most often evident in environments of extreme urban poverty.

At present education reform efforts are directed toward establishing programmatic links between the diverse, and often conflicting components of a child's education. Programmatic initiatives alone, however, will not be enough. The effect of the physical environment on the perceptions and behavior of the actors must be considered. Consequently, this thesis explores the role the design of the physical environment plays in the integration of school and community. By redesigning the impoverished Poppleton community in West Baltimore, this thesis identifies

community spaces as the mediator between the school and community environments.

Through an analysis of the site and the formal interpretation of programmatic connections to the surrounding community, the design proposes a physical and programmatic framework for community as learning center. The result is a network of community spaces that mediates the interaction of the residential community and the school community. This strategic marriage of program, urban and architectural form:

1. Transforms streets and open spaces into corridors for learning as new and traditional institutional uses are dispersed throughout the urban fabric.
2. Articulates the equal and substantive roles required of the formal and informal components of a child's educational system through the aggregation of institutional, civic and residential building types to define cohesive public spaces.

3. Utilizes the need for technological resources of the surrounding business, academic and residential communities as a means to activate public spaces.

This design for the Poppleton Community Learning Network is specific to the site. Similar learning environments, however, can be achieved through the utilization of community space as the physical and programmatic link between a child's school and home environments.

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