+ INTRODUCTIONS (2 MIN)  
  Jordan

+ BRIEF REVIEW OF PREVIOUS SDATs (10 MIN)  
  Jordan

+ OUR DESIGN PROCESS (3 MIN)  
  Jonathan

+ SITE CONCEPTS (25 MIN)  
  Vinita, Biruk, Emma

+ BUILDING PLAN CONCEPTS (25 MIN)  
  Thomas, Christian, Curt, Jordan

+ ACADEMIC NEIGHBORHOOD CONCEPTS (25 MIN)  
  Jordan

+ EXTERIOR DESIGN CONCEPTS (25 MIN)  
  Thomas, Christian, Curt, Jordan

+ NEXT STEPS (5 MIN)  
  Jakiel
SDAT #2 & 3 REVIEW

JORDAN
ATTRIBUTES OF HIGH ACHIEVING SCHOOLS

+ Learner-Centered Environment
+ Personalized Environment
+ Program Adaptability
+ Community Connections
+ Aesthetics
+ Safety
+ Collaboration
+ Sustainability
20TH CENTURY LINEAR MODEL

- Time-based
- Focus: memorization of discrete facts and details
- Textbook-driven (recounting information)
- Teacher-centered
- Fragmented curriculum not taking into account diversity of student learning or interdisciplinary connections
- Students working in isolation
- Passive learning
- Lessons focus knowledge, comprehension and application for standardized testing.

21ST CENTURY CLUSTER MODEL

- Outcome-based
- Focus: what students Know, Can Do and Are Like after all the details are forgotten.
- Research-driven (discovery)
- Student-centered: teacher is facilitator/coach
- Integrated and Interdisciplinary curriculum with Self, Peer, Public audience, and authentic assessments.
- Curriculum is connected to students’ interests, experiences, talents and the real world. Instruction addresses student diversity
- Active Learning
- Performances, projects and multiple forms of media are used for learning and assessment of usable life skills.
COMPONENTS OF ACADEMIC NEIGHBORHOODS

- MEDIA CENTER
- LEARNING COMMONS
- SMALL GROUP WORKROOM
- SCIENCE
- SMALL GROUP WORKROOM
- MULTIMEDIA WORKROOM

CTE
CLASSROOM
LEARNING COMMONS
SDAT #2 ACADEMIC NEIGHBORHOOD PLANNING EXERCISE
MASTER PLANNING
OUR DESIGN PROCESS

JONATHAN
9 SQUARE PROCESS

9 Innovative Ideas → 3 Refined Ideas → 1 Consensus-Driven Design
PRELIMINARY DESIGN STUDIES
ATTRIBUTES

COMMUNITY CONNECTIONS
- Provides a strong connection & anchor to the corner of Henderson & Rainier
- façade along Henderson provides a physical connection to Rainier Beach community
- Gyms and Theater flank both side of main entry - the building is well zoned

SUSTAINABILITY
- provides optimal North / South solar orientation at Academic Neighborhoods
- natural ventilation & daylighting potential at academic neighborhoods
- various opportunities for indoor / outdoor connections at academic neighborhoods, entry court and connection from gym to fields

OPPORTUNITIES
- Front door faces the community to the west
- Football field and grandstands in the ideal orientation
- Potential path running N/S through the site connecting to 53rd
- SE corner connects to Be’er Sheva Park

CHALLENGES
- Portion of parking located on other side of the football field
- Main entry is downhill from Henderson
- Limited space for large plaza/gathering spaces near the building

PHASING
- “Flip the Site”: about 24 months of construction
ATTRIBUTES
COMMUNITY CONNECTIONS
+ Lower level of larger programmatic spaces (theater, gym, bleachers / outdoor learning stair) offers an iconic connection to the community
+ Strong connection to Henderson Street with a pedestrian oriented entry from the street to the Commons.
+ Site anchored at the SE corner with a park-like area for school and community use.

SUSTAINABILITY
+ Provides optimal North / South solar orientation at upper academic floors
+ Deep overhang shades south glazing, covered gathering spaces and connections to athletic fields

OPPORTUNITIES
+ Views of the lake
+ Consolidates fields in one area with building defining edge of public/private realms
+ Parking distributed around site

CHALLENGES
+ Front door on east might compete with athletic entry on the west
+ Student plaza located on the shady north side of the building

PHASING
+ Phased Construction: about 36 months of construction
ATTRIBUTES
COMMUNITY CONNECTIONS
+ Commons provides a hub or central gathering space connecting the Arts, Athletics & Academic wings together

SUSTAINABILITY
+ Provides optimal North / South solar orientation at Academic Neighborhoods
+ Natural ventilation & daylighting potential at academic neighborhoods
+ Various opportunities for indoor / outdoor connections at academic neighborhoods, entry court and connection from gym to fields

OPPORTUNITIES
+ Limits disturbance to existing fields
+ Clear separation between student outdoor spaces and public outdoor spaces

CHALLENGES
+ Hill to the east of the classroom wing
+ Takes up a lot of site area – location of practice field
+ Parking lot on SE corner limits connection to park
+ Zoning height restrictions in the NE corner

PHASING
+ Phased Construction: about 30 months of construction
CHALLENGES
+ Proximity to east property line if theater is saved
+ All parking located out front
+ Track and field throwing events are a little cramped

PHASING
+ Phased Construction: about 30 months of construction

ATTRIBUTES
COMMUNITY CONNECTIONS
+ Lower level of larger programmatic spaces (theater, gym, bleachers / outdoor learning stair) offers an iconic connection to the community
+ Entry is highly visible, sheltered and protected; a welcoming space for students

SUSTAINABILITY
+ Provides optimal North / South solar orientation at upper academic floors
+ Deep overhang shades south glazing, covered gathering spaces and connections to athletic fields

OPPORTUNITIES
+ South-facing outdoor space for students
+ Limits disturbance to existing fields
+ SE corner connects to Be’er Sheva Park
**DISCUSSION: SITE CONCEPTS**

**ATTRIBUTES OF HIGH ACHIEVING SCHOOLS**

**+ COMMUNITY CONNECTIONS**
- The building reflects the community and engenders pride
- The building faces the community (Henderson)
- The campus sets collegiate/career expectations and prepares students to be comfortable in those settings

**+ SUSTAINABILITY**
- The site accommodates opportunities for hands-on connections to nature (community garden etc.)
- The building has strong interior/exterior connections
- The building incorporates biophilic elements
- The project includes great exterior spaces that offer connections to nature for students, staff and community. (not just hardscape)
- The building finishes and colors are natural feeling and support learning
BUILDING PLAN CONCEPTS
THOMAS, CHRISTIAN, CURT, JORDAN
ATTRIBUTES

LEARNER-CENTERED ENVIRONMENTS
+ Smaller scale academic neighborhoods encourages group learning
+ Adjacency of ‘street’ to academic neighborhoods allows students to showcase their work
+ Courts between academic neighborhoods allows outdoor learning

PROGRAM ADAPTABILITY
+ Smaller academic neighborhoods offers flexible classroom arrangements

SAFETY
+ Academic Neighborhoods are sheltered between the ‘street’ and existing slope along west property line
+ Entry is protected w/ visual oversight by Admin
+ clear point of entry and good zoning of the building from public to private

OPPORTUNITIES
+ Courtyards between academic neighborhoods for outdoor learning
+ CTE and arts spaces line the “street” putting learning on display
+ 3-stories allows for interesting roof forms

CHALLENGES
+ First view upon entering the building is not the most inspiring
+ Supervision of roof terrace
+ Counseling on level 2 feels far from everything else

THE STREET
ATTRIBUTES
LEARNER-CENTERED ENVIRONMENTS
+ Prioritizes arts equally with athletics
+ CTE and arts spaces on lower level next to commons put learning on display

PROGRAM ADAPTABILITY
+ Upper floors are organized on a regular grid with services at the core

SAFETY
+ Building defines edge to site with a protected student plaza on the north
+ After hours access to the gym and theater can be accommodated w/o accessing entire school
+ Academic neighborhoods occupy the upper two floors offering an elevated, safe community

OPPORTUNITIES
+ Athletics and performing arts are far enough apart to hold simultaneous events without conflict
+ CTE and art spaces have terrace level outdoor spaces
+ Library is near entry and has view of Mt Rainier

CHALLENGES
+ 4-stories means no roof-top mechanical penthouses
+ Providing space for music and drama programs during phase 2
2ND FLOOR PLAN / LAKEVIEW
ATTRIBUTES

LEARNER-CENTERED ENVIRONMENTS
+ Six larger academic neighborhoods
+ Courts between academic neighborhoods allows outdoor learning
+ Second floor of academic wing sandwiched CTE & science programs between first & third levels providing continuity & collaboration between the three floors

PROGRAM ADAPTABILITY
+ Embedding CTE spaces brings variety to the types of spaces in each academic neighborhood

SAFETY
+ Academic Neighborhoods are sheltered at North end of site
+ After hours access to gym and theater can be accommodated
+ Elevated plaza outside of Commons offers a safe outdoor gathering space for dining and athletic events

OPPORTUNITIES
+ Building is easily zoned between academics, athletics, and arts
+ Existing theater may be retained

CHALLENGES
+ Daylighting challenges for many E/W facing classrooms
+ Meandering commons could lead to supervision issues
+ Athletics wing is far from the front door
ATTRIBUTES

LEARNER-CENTERED ENVIRONMENTS
+ Prioritizes the arts equally with athletics
+ Creates clear delination between elevated student plaza and public entry plaza

PROGRAM ADAPTABILITY
+ upper floors are organized on a regular grid with services at the core

SAFETY
+ Academic Neighborhoods occupy the upper two floors offering an elevated, safe community
+ after hours access to gym and theater can be accommodated w/o accessing entire school
+ Creates clear delination between elevated student plaza and public entry plaz

OPPORTUNITIES
+ Athletics and performing arts are far enough apart to hold simultaneous events without conflict
+ Dynamic 2-story commons with great daylighting
+ Clear vertical circulation with two feature stairs anchoring each end of the commons
+ CTE and arts spaces are on display along the commons

CHALLENGES
+ 4-stories means no roof-top mechanical penthouses
+ Level 3 is irregular due to theater and gym volumes
+ Special Ed suite is near elevator but on the 4th floor
ATTRIBUTES OF HIGH ACHIEVING SCHOOLS

+ LEARNER-CENTERED ENVIRONMENT
  - Support the IB program through providing spaces for tutoring, community partnerships, and flex spaces.
  - The building provides flexibility through offering a variety of types of spaces so that all types of functions and activities can be accommodated; inside and out.
  - The building provides a variety of types of spaces including spaces of gathering as well as spaces of respite and individual learning.
  - The building reflects the diversity of the school students should be able to see themselves in the school.
  - The building is welcoming with entries that are inviting and active.

+ PROGRAM ADAPTABILITY
  - Learning spaces are sized appropriately to accommodate a variety of teaching configurations.
  - The building will provide a social place that is for the students (push beyond just a cafeteria) that can also be used for a range of student activities.
  - Exterior spaces are adaptable.

+ SAFETY
  - The building entry is visible, open, and has a second means of egress.
  - The building provides spaces, inside and out, that belong to students and are safe.
  - The building supports good passive supervision of common areas.

DISCUSSION: BUILDING PLAN CONCEPTS
**ATTRIBUTES OF HIGH ACHIEVING SCHOOLS**

**+ LEARNER-CENTERED ENVIRONMENT**
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**DISCUSSION: BUILDING PLAN CONCEPTS**
ACADEMIC NEIGHBORHOOD CONCEPTS
JORDAN
ATTRIBUTES
PERSONALIZATION
+ small scale academic wings (6 classrooms each)
  encourages student ownership and self-expression

COLLABORATION
+ Academic Neighborhoods similar to other schools in
  the district

OPPORTUNITIES
+ Shared learning space could extend outside on level 1
+ One larger learning commons could support a whole
  class using the space
+ Classroom wings could support an academy model

CHALLENGES
+ Limited flexibility regarding the number of classrooms
  in the neighborhood

THE STREET / ACADEMIC NEIGHBORHOOD CONCEPTS
ATTRIBUTES
PERSONALIZATION
+ academic neighborhoods of 6 classrooms are broken into smaller collaborative space

COLLABORATION
+ potential for double story spaces linking the upper academic floors together to provide visual connection and collaboration
+ academic neighborhoods of 6 classrooms are broken into smaller collaborative spaces

OPPORTUNITIES
+ Pairs academic neighborhoods allows for more flexible scheduling
+ Combining teaching planning spaces would create a 1,250 sf space that could be used for teaching/learning if needed
+ Breaking learning commons into smaller areas/zones offers variety of break-out settings

CHALLENGES
+ Most classrooms are levels 3 & 4 – limited outdoor connections
ATTRIBUTES
PERSONALIZATION
+ Embedding CTE program in the academic neighborhoods connects students’ interests with other disciplines

COLLABORATION
+ Embedding CTE program in the academic neighborhoods connects students’ interests with other disciplines

OPPORTUNITIES
+ Shared learning space could extend outside on level 1

CHALLENGES
+ Only 3 classrooms connect directly to a shared learning space
+ Many classrooms on the main/busy corridor
ATTRIBUTES
PERSONALIZATION
+ academic neighborhoods of 6 classrooms are broken into smaller collaborative space

COLLABORATION
+ potential for double story spaces linking the upper academic floors together to provide visual connection and collaboration
+ academic neighborhoods of 6 classrooms are broken into smaller collaborative spaces

OPPORTUNITIES
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CHALLENGES
+ Most classrooms are levels 3 & 4 – limited outdoor connections
ATTRIBUTES OF HIGH ACHIEVING SCHOOLS

+ COLLABORATION
- The building provides opportunities for students to take ownership over their space
- The building provides spaces for collaboration that allow students to feel comfortable being there
- The building and furniture provide for equitable access for all abilities
- The building provides visual connections between spaces to enhance supervision and increase the use of collaborative spaces
- Open and transparent spaces are desirable for collaboration and supervision
- The building provides resources for a variety of student needs beyond education: food, shelter, laundry, medical, emotional, etc.

+ PERSONALIZED ENVIRONMENT
- The building provides formal and informal spaces for students to develop personalized relationships with adults.
- The building provides spaces for students to work and socialize with peers – both noisy and quiet
- The building is visibly inclusive
- The building supports active student leadership
- The building inspires students to be their best

DISCUSSION: ACADEMIC NEIGHBORHOOD CONCEPTS
LIVE POLL #1
EXTERIOR DESIGN CONCEPTS

THOMAS, CHRISTIAN, CURT, JORDAN
ATTRIBUTES

AESTHETICS

+ Academic neighborhoods of 6 classrooms are broken into smaller collaborative space
+ Iconic massing; welcoming
+ Small visitor parking at front and pedestrian connections.
ATTRIBUTES

AESTHETICS
+ Iconic sweeping form/facade
+ Views of Lake Washington
+ Strong presence along Henderson
+ Ideal orientation (N/S) for daylighting
+ Locates all playfields behind the building
ATTRIBUTES

AESTHETICS
- Strong presence across the site (East to West)
- Wavy form references the beach/waves
- Clerestory natural light
- Entry facing Lake Washington
- Elevated student plaza
ATTRIBUTES

AESTHETICS
+ Iconic building façade / image encourages community engagement
+ Warm materials below the upper floor “bridge”
+ Elevated student plaza
+ Large volumes on either end provide opportunities for murals/public art

THE BRIDGE / EXTERIOR DESIGN CONCEPTS
LIVE POLL #2
SESSION RECAP

JAKIEL
NEXT STEPS

PLEASE VISIT
www.rainierbeachhs.com
THANK YOU.