

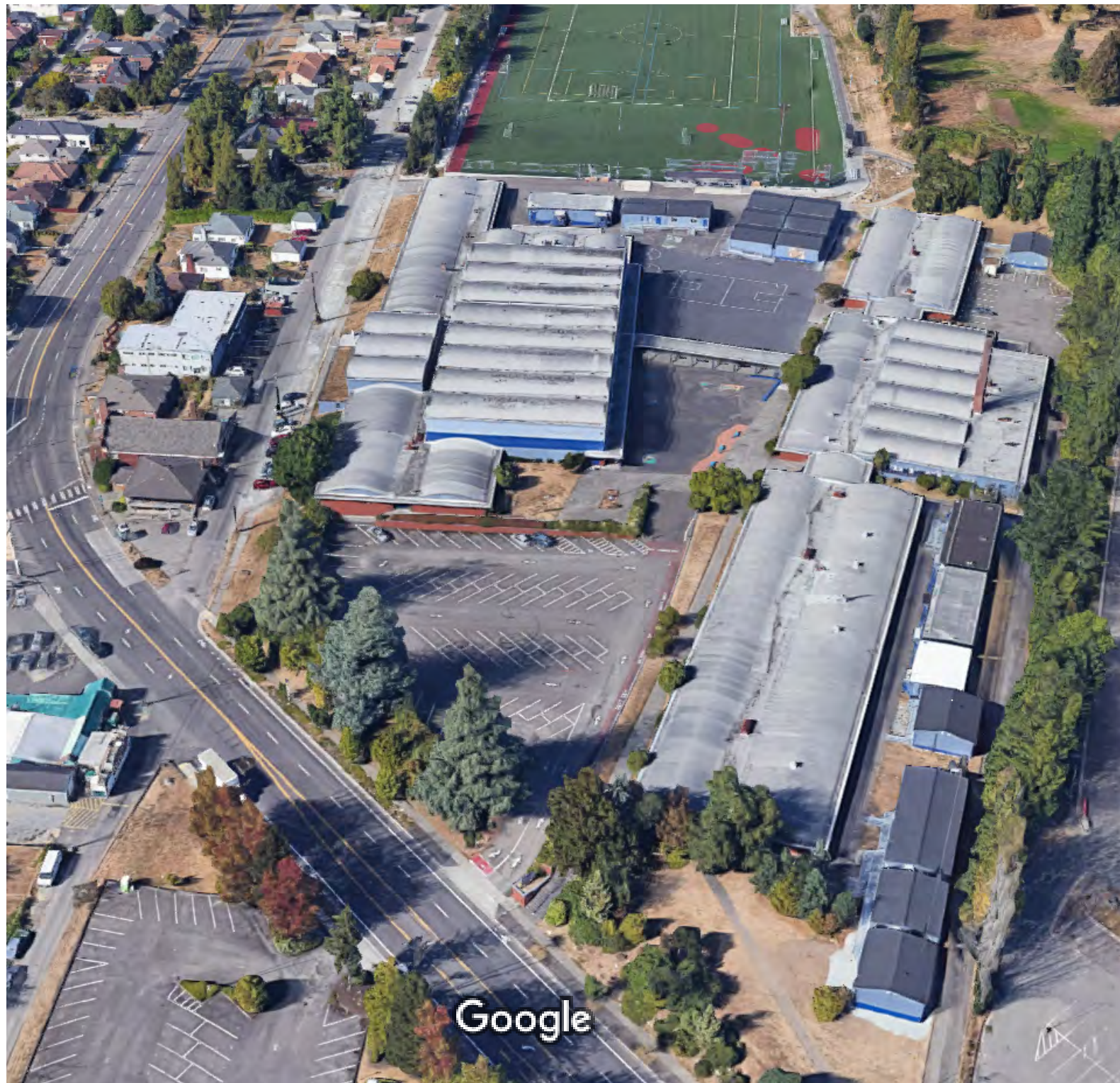
# MERCER INTERNATIONAL MIDDLE SCHOOL /

## SCHOOL DESIGN ADVISORY TEAM MEETING #3

# AGENDA

- + Welcome and SDAT #2 Recap / Student Workshop
- + District Design Principles
- + Exemplary Learning Environment Examples
- + Next Steps and Followup Questions





## SEATTLE PUBLIC SCHOOLS

- + Sarah Pritchett, Executive Director of Schools
- + Vince Gonzales, Senior Project Manager
- + Deborah Northern, Equity and Engagement Manger

## SHIELS OBLETZ JOHNSEN - Project Management

- + Brad Tong, Principal in Charge
- + Justine Kim, Senior Project Manager
- + Paige McGehee, Program Coordinator
- + Cheri Hendricks, Educational Planner
- + Jerome Hunter, Seattle School for Boys Founder

## BASSETTI ARCHITECTS - Design Team Lead

- + Caroline Lemay, Principal in Charge
- + Michael Davis, Design Principal
- + Lorne McConachie, Educational Planner
- + Amanda (Clausen) Hoehn, Project Manager
- + Manika Bhagra, Project Architect
- + Edward Arreola, Project Designer





- + Cindy Watters, Principal
- + Sherrie Encarnacion, Assistant Principal
- + Katie Humphreys, Special Education Teacher
- + Aaron Hennings, Music Teacher
- + Sue Monroe, Librarian
- + Janet Bautista, 7th Grade Science and Stem Teacher
- + Emily Elasky, 8th Grade Science and Stem Teacher
- + Matt Kochevar, Teacher
- + Virginia Andrews, School Counselor
- + Katie Badillo Wright, Teacher
- + Tracy Kolner, Attendance Specialist
- + Rumi Takahashi, Parent
- + Erin Okuno, Community member and future parent
- + Grace Floyd, Parent
- + Azi Brannock, Student
- + Logan Neil, Student



 DIVERSE 

 INCLUSIVE 

 ACCEPTING 

 WELCOMING 

 SAFE SPACE 

 FOR EVERYONE 





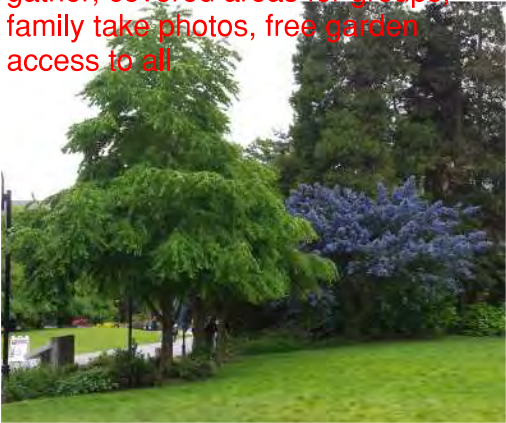
El Centro de la Raza  
Courtyard named after founder, great community gathering space, food trucks, smaller spaces on the inside as well, plaza open 24/7, across from train, used for informal gatherings, been around since the 1970s



Langston Hughes Performing Arts  
Community, culture, voice, performance



Kubota Garden  
Near skyway, Japanese garden, beautiful for a stroll, place to gather, covered areas for groups, family take photos, free garden access to all



Seattle U Gardens  
Gardens tucked throughout, lovely refuge in an urban center



Hing Hay Park  
Activated the park, a place for activities like ping pong tournament, students frequent china town, a good hangout



El Quetzal Restaurant  
Gathering, Staff at Mercer gather here, outdoor patio connection, owned by mercer family, lots of local shops



Places or Spaces that Inspire in SE Seattle

SDAT members submitted photos and images of place and spaces they felt were inspiring in their neighborhood. Below are some of the key words that came out this group discussion

- + Safe
- + Stimulating Environment
- + Multi-Cultural
- + Places to Gather
- + Connection to Nature
- + Places for Performance
- + Flexible Space
- + Multi-Purpose Space



Places or Spaces of Powerful Learning

SDAT members submitted photos and images of place and spaces they felt were good examples of powerful learning.

+ We’ve used your insights to craft some initial site specific design principles, and in a few moments we will review those with you to see what you think.



Modern Learning Space  
not square, open floor plan, not as regimented, moveable seating



Green Space  
students want green space! and light. Places to sit outside, gardens



Green Space



Small Group Space  
intimate and small space for smaller groups within a larger group area, seat 2-4



Library Space



Social Space with Greenery  
students want green space! and light.



- + Create **supportive and culturally responsive** environments.
- + Work in **partnership with families and communities** who represent students of color who are furthest from educational justice.
- + Students of color who are furthest from educational justice will feel **safe and welcome**
- + Students of color who are furthest from educational justice will be **proficient in mathematics in 7th grade**.



MERCER INTERNATIONAL MIDDLE SCHOOL / 03.09.2021



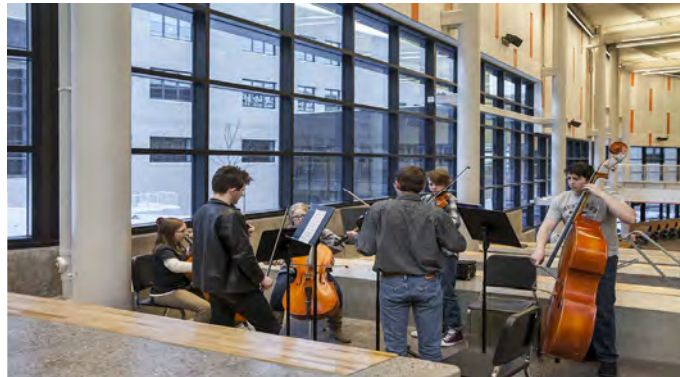
Strategic Plan Priorities

We dove deeper into key priorities of the District’s Strategic Plan and had a breakout activity to envision how this would apply to Mercer.

- + Create supportive and culturally responsive environments
- + Work in partnership with families and communities who represent students of color furthest from educational justice.
- + Student of color who are furthest from educational justice will feel safe and welcome.
- + Students of color who are furthest from educational justice will be proficient in math in 7th grade.







POTENTIAL ARCHITECTURAL RESPONSES

- + **Flexible environments** that can support different types of learning
- + Student **collaboration, presentation, and performance space**
- + Enhanced opportunity for **student leadership and voice**
- + Integration of **community partnerships, family engagement and school community**
- + Opportunities for **innovation**
- + **Durability and longevity**

Continuous School Improvement Plan

Cindy presented the Mercer MS CSIP plan. She explained the priorities of the CSIP and then provided a description of how these could apply to architectural responses.

- + Cindy stressed the importance of flexibility and future proofing because we don’t know what the future of learning and technology look like.
- + She also emphasized providing opportunities for students to own, drive, and present their learning.





## STUDENT FEEDBACK

- + Big entrance and lots of windows
- + Feeling welcomed right as you walk into the school, being able to see people socializing.
- + Outdoor seating, similar to restaurant outdoor seating. So there can be places to chill.
- + A futuristic school, fancy and modern looking
- + Natural light and fresh air circulating
- + Bright, but not too bright, with enough color to spark you
- + Greenery and outdoor classrooms
- + A place you can relax and feel at ease





+ **Learn about the District's Design**

**Principles**, based upon the Attributes of High Achieving Schools

+ **Using your inspirations** from the first two meetings, confirm or modify some proposed Site-Specific Design Principles for Mercer

+ **Review exemplary learning**

**environments** to highlight how projects around the globe have incorporated these commonly used Design Principles

+ Discuss how these **Design Principles can be applied to Mercer Middle School**

+ Identify additional site-specific Design Principles, if any.

# DISTRICT DESIGN PRINCIPLES





- + **Learner-Centered Environment:**  
The facility is designed with students' needs placed first and supports the District's academic achievement mission.
- + **Personalizing Environment:**  
Each student is known well and cherished by adults and other students
- + **Program Adaptability:**  
The facility makes it possible to offer a wide variety of approaches through flexible and adaptable learning spaces that support multiple instructional strategies.
- + **Community Connections:**  
The facility has spaces that encourage the community to become part of the learning community, and encourages outside resources and services to be delivered to students on-site.
- + **Aesthetics:**  
The facility is appealing, warm and inviting. It reflects the school's values and focus, and inspires students to achieve.
- + **Safety:**  
Students are safe and cared for in all the important aspects of their lives.
- + **Collaboration:**  
The facility provides spaces for everyone to work collaboratively. It promotes the celebration of diverse groups by fostering communication, teaming, and the expression of commonalities that positively support school tradition, history, spirit, and identity.
- + **Sustainability:**  
Create schools that encourage a culture of conservation and environmentally responsible behaviors by combining learning with sustainability.



*The facility is designed with students’ needs placed first and supports the District’s academic achievement mission.*



DWIGHT ENGLEWOOD SCHOOL



DA VINCI SCHOOLS, WISEBURN USD



*Each student is known well and cherished by adults and other students*



DWIGHT ENGLEWOOD



JORDAN MIDDLE SCHOOL



*The facility makes it possible to offer a wide variety of approaches through flexible and adaptable learning spaces that support multiple instructional strategies.*



DA VINCI SCHOOL, WISEBURN USD



WAINWRIGHT INTERMEDIATE SCHOOL, TACOMA



*The facility has spaces that encourage the community to become part of the learning community, and encourages outside resources and services to be delivered to students on-site*



DA VINCI SCHOOL, WISEBURN USD



DR. PHINNIZE J. FISHER MIDDLE SCHOOL



HUNTERS POINT MIDDLE SCHOOL / LIC (LONG ISLAND CITY)



*The facility is appealing, warm and inviting. It reflects the school’s values and focus, and inspires students to achieve*



MARYVILLE GETCHELL HIGH SCHOOL



CRYSTAL SPRINGS UPLAND SCHOOL



*Students are safe and cared for in all the important aspects of their lives*



ROOSEVELT MIDDLE SCHOOL



HARLEM DREAM CHARTER SCHOOL



DR. PHINNIZE J. FISHER MIDDLE SCHOOL



*The facility provides spaces for everyone to work collaboratively. It promotes the celebration of diverse groups by fostering communication, teaming, and the expression of commonalities that positively support school tradition, history, spirit, and identity.*



BALTIMORE SCHOOL OF DESIGN



JORDAN MIDDLE SCHOOL



*Create schools that encourage a culture of conservation and environmentally responsible behaviors by combining learning with sustainability.*



KATHLEEN GRIMM SCHOOL



FEDERAL WAY SERVICE CENTER



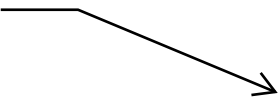
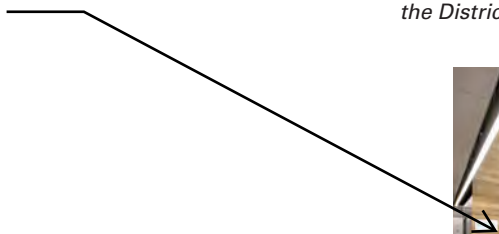
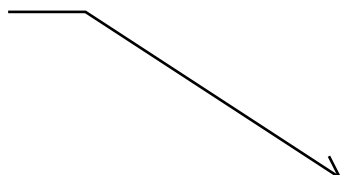
# SITE SPECIFIC DESIGN PRINCIPLES

The following slides are laid out as described below

District Design Principles

Image that represents  
Design Principles and  
Site Specific Design  
Principles

Site Specific Design  
Principles based off  
SDAT feedback



*The facility is designed with students' needs placed first and supports the District's academic achievement mission.*



+ Use the building to demonstrate principles to support math proficiency.



*The facility is designed with students' needs placed first and supports the District's academic achievement mission.*



DWIGHT ENGLEWOOD

- + Provide a variety of spaces, with movable furniture, for learning in different sized groups.
- + Use the building to demonstrate principles to support math proficiency.



LYNNWOOD HIGH SCHOOL

- + Provide places with good lighting and attractive backdrops for kids to sing, dance, play and perform.
- + Provide bright and open, indoor and outdoor places for students to gather and socialize.
- + Provide space where SpEd students can be a community.



*Each student is known well and cherished by adults and other students*



DWIGHT ENGLEWOOD



MARTIN LUTHER KING JR. MIDDLE SCHOOL

- + Provide comfortable small-group eating spaces that are visually connected to the larger group.

- + The environment should be a representation of the Mercer community, using non-generic art, murals, places, faces, music, to reinforce a sense of identity.



*The facility makes it possible to offer a wide variety of approaches through flexible and adaptable learning spaces that support multiple instructional strategies.*



DA VINCI SCHOOL, WISEBURN USD



WAINWRIGHT INTERMEDIATE SCHOOL, TACOMA

- + Provide nimble spaces that enhance opportunities for student leadership and voice.
- + Provide flexibility for future capacity without sacrificing acoustics.
- + Provide amenities such as movable whiteboards or rotating walls that support collaboration and invite innovation.

- + Minimize built-in cabinets and furnishings that make changes difficult.
- + Make it future-proof.



*The facility has spaces that encourage the community to become part of the learning community, and encourages outside resources and services to be delivered to students on-site*



DA VINCI SCHOOL, WISEBURN USD



DR. PHINNIZE J. FISHER MIDDLE SCHOOL



LAKOTA MIDDLE SCHOOL

- + Design the entry sequence so it's easy for all to find.
- + Use clear, effective, multi-lingual signage throughout.
- + Zone the building so that some spaces (gym, library) and some services (community partners, family support) can be utilized after hours without providing access to the entire school.

- + Create spaces that can be shared by multiple community groups via rotating schedules, drop-in services, and other methods.
- + Provide welcoming space for family outreach near the front of the school.



*The facility is appealing, warm and inviting. It reflects the school's values and focus, and inspires students to achieve*



SHOREWOOD HIGH SCHOOL

- + The school should provide a stimulating multi-sensory environment.
- + The building should provide generous daylight.



DR. PHINNIZE J. FISHER MIDDLE SCHOOL

- + Use circles and curves to emphasize a relaxed feel.
- + Use cheerful colors and connections to nature to brighten experiences and soften spaces.



*Students are safe and cared for in all the important aspects of their lives*



MONTELAKE ELEMENTARY SCHOOL



HARLEM DREAM CHARTER SCHOOL



CHERRY CREST ELEMENTARY

- + Locate the main office directly adjacent to the entry; make it open, transparent, & welcoming with comfortable seating & student art.
- + The school should feel like a safe haven for students from all cultures.

- + Create inviting & welcoming environments to support students who have experienced trauma.



*The facility provides spaces for everyone to work collaboratively. It promotes the celebration of diverse groups by fostering communication, teaming, and the expression of commonalities that positively support school tradition, history, spirit, and identity.*



BALTIMORE SCHOOL OF DESIGN



LA PUSH SCHOOL

- + Provide spaces that invite collaboration and non-Western ways of teaching & learning to support educational justice.



*Create schools that encourage a culture of conservation and environmentally responsible behaviors by combining learning with sustainability.*



BERTSCHIE SCHOOL



FEDERAL WAY SERVICE CENTER

- + Provide a sense of refuge within an urban center, with strong indoor and outdoor connections to nature.
- + Utilize solar -- or other renewable energy sources.
- + Use materials and systems that provide for durability & longevity.

- + Support environmental justice by equitably providing for what different groups need -- no more, no less.





# Break Into Small Groups





### What We Learned

- + We learned about the District's Design Principles, based off the Attributes of High Achieving Schools.
- + We saw examples of projects around the globe that have incorporated these Design Principles.
- + We discussed how these Design Principles can be applied to Mercer Middle School.
- + We take the District Design Principles along with your Design Goals and these become the tools we use to design your school.





Next session

+ SDAT #4 will be April 27th from 6-7:30pm