

**DANIEL K. INOUE
ELEMENTARY SCHOOL**



DANIEL K. INOUE ELEMENTARY SCHOOL



Fig. 1. Library. Plenty of open, flexible space with natural light.



Fig. 2. Library teaching area.



EXECUTIVE SUMMARY

Daniel K. Inouye Elementary School, formerly known as Hale Kula Elementary School, is located on the Schofield Barracks Army Installation in Wahiawa, Hawaii. Built in 1959, the school is one of ten schools (seven elementary, two middle, and one high school) in the Leilehua Complex, and serves students from special education pre-school to the fifth grade. Ninety-eight percent of the students are military dependents, making transition and deployment issues unique challenges for the school. With the completion of the new construction the school was able to increase its geographical boundaries and increase enrollment to 920 students this past school year.



SCOPE OF WORK AND BUDGET

The development process for the proposed Improvements at the School began when the Department of Defense performed a Facilities Condition Assessment Report in 2011, which found the school to be well maintained and a good learning environment, however, several buildings were found to be beyond their useful service life and the buildings were graded as deficient. The project added four major buildings, renovations and additions to an existing K-5 campus. The existing campus consisted of ten buildings, originally constructed 1958-1959.



Fig. 3. Shaded walkways and library exterior.

Project Type: Education

Completion: August, 2016

SCHOFIELD BARRACKS
OAHU, HAWAII

70,000
Square Feet

\$33,000,000
Construction Value



Fig. 4. Administrative Building entry.

PROGRAM DETAILS

- New Administrative Center
- New Library/Student Services Center Building
- New Ten Classroom Building
- New Covered Playcourt
- Additional Covered Walkways for circulation
- New Covered Dining Pavilion
- Special Education/FSC Addition
- Custodial Addition to Cafeteria Building

The biggest challenge was to construct, renovate and retrofit this entire campus for the duration of three years with over 900 elementary students under foot. Careful planning and phasing of all construction was necessary so as not to disrupt pedestrian traffic flow and school operations.



Special attention to safety was paramount, so barriers were provided throughout construction and circulation was coordinated with the daily schedule of the school.

Fig. 5. Classroom building and grounds.

SCHOOL & COMMUNITY ENGAGEMENT

During the design process, multiple charettes were held with the school and the Department of Education facilities' branch. School representatives consisted of key administrators, teachers and staff. The DOE Charette Process involved a series of intensive on-site decision making sessions to design the new spaces. During these meetings, an integrated and interactive design approach was utilized to present updated concepts and designs. The presented ideas were discussed and decisions were made after collaborating with all of the stakeholders at each meeting. It was very critical that decisions related to the project be made in timely matter due to the very tight project schedule.

"Learners explore through hands-on experiences and inquiry-based learning to discover new ideas. We expect students to collaborate and communicate with each other and to rely on critical and creative thinking skills to gain new insight into their learning."

-Mission statement of Daniel K. Inouye Elementary School



Fig. 6. Classroom.

EDUCATIONAL ENVIRONMENT

The new features of the school create a welcoming place where parents and the community feel like an integral part of the school and well connected to the environment. Large open windows and exterior spaces allow for collaboration between students, teachers, staff and family. The idea was to create nice relationships between the buildings so that students can engage with the outdoors throughout the day. Connections between the built environment and the exterior were very integral to the design.

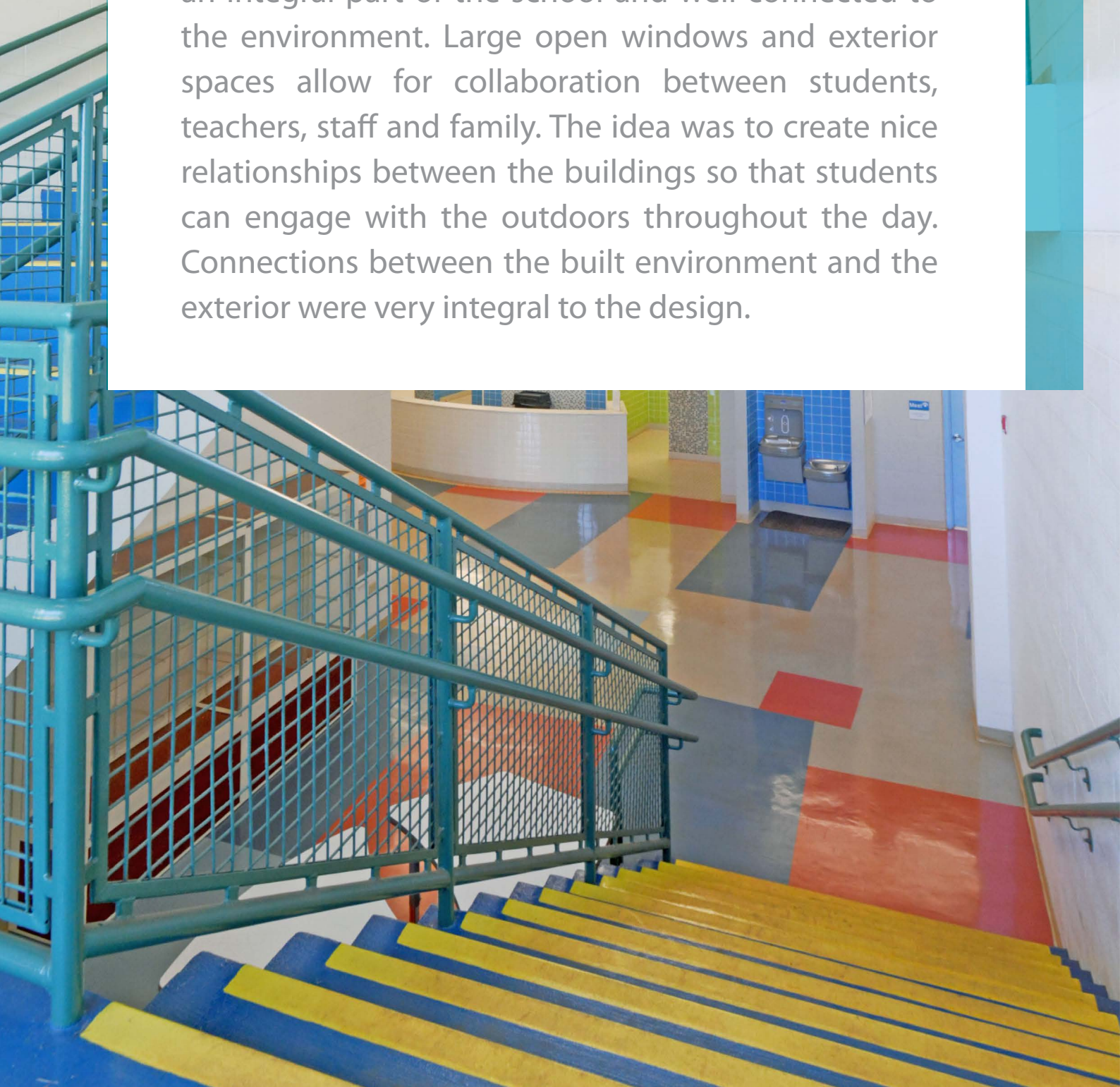


Fig. 7. Open, colorful stairways.



Fig. 8. Library with view to grounds.

Teachers use a variety of resources to teach language arts such as Harcourt Trophies, text sets, intervention readers, KidBiz3000, and learning centers. Teachers teach math with an emphasis on critical thinking problem-solving and application activities using a variety of resources. Science, social studies, fine arts, and health are taught through inter-disciplinary units based on big ideas and essential questions. Research skills and the use of technology are integral components of inter-disciplinary units.

Many opportunities are available for parents and the community to become involved in school activities. The Parent Community Networking Center coordinator recruits volunteers for classroom and school activities, parent education workshops are planned regularly, and the school Parent Teacher Organization supports the school through its many family-based activities and grants to grade levels and staff members.



Fig. 9. Site Plan



The site layout of the existing permanent buildings is in a staggered pattern to support natural ventilation between the buildings, capture more daylighting in the classrooms and acoustically separate the teaching spaces. Also implemented in the design of the new buildings are the skewed and sometimes asymmetrical geometry of learning spaces, interesting ceiling shapes, room volumes, and the juxtaposition of spaces.

The functional organization of the site is to locate all the teaching spaces in the permanent existing buildings and eliminate the use of the portable structures on the campus. The main focus of the site plan is to accommodate the existing circulation pattern of the campus as well as strategically plan the spaces so that the program accommodates for space adjacencies.



Fig. 10. Playcourt building.



Fig. 11. Playcourt interior.

The buildings are based on the 21st Century School design concepts. Most of the buildings are naturally ventilated with clerestories and operable partitions between the classrooms and the halls. Eight classrooms are connected by a learning hub area that opens up to create more flexible learning spaces. The Special Education, Itinerant Services, Computer Lab, Faculty Center, and two flex rooms are also a part of the building program. The open monumental stairs are centrally located within the building, promoting an open floor plan that allows for more usable central hub space as well as air movement.



PHYSICAL ENVIRONMENT

The building plan of the New Administrative Center is to serve the functions of the 12-month administrative staff and their everyday functions. The entry area of the building is a waiting area with a large built in counter. Behind the counter are 7 work station for the administrative staff and the FMS Services area. This area is mainly exposed so that the space can be visually open for a more integrated working environment. This area is the main space of the Administrative Center with individual offices and other program along the two long sides.

The combined program of the New Library/Technology Center and the Student Services Center is a two-story L-shaped building situated at the front of the school. The two-story reading/stack space with glazing on the three-sides will be the main focal point of the campus.

The configuration of the building was established to create a small forecourt to the building with an existing avocado tree to the east of the existing library building. The idea is to also utilize this forecourt area as an entry plaza for the new campus and also relocate the existing peace memorial there to create a sense of place and outdoor learning features for the students.

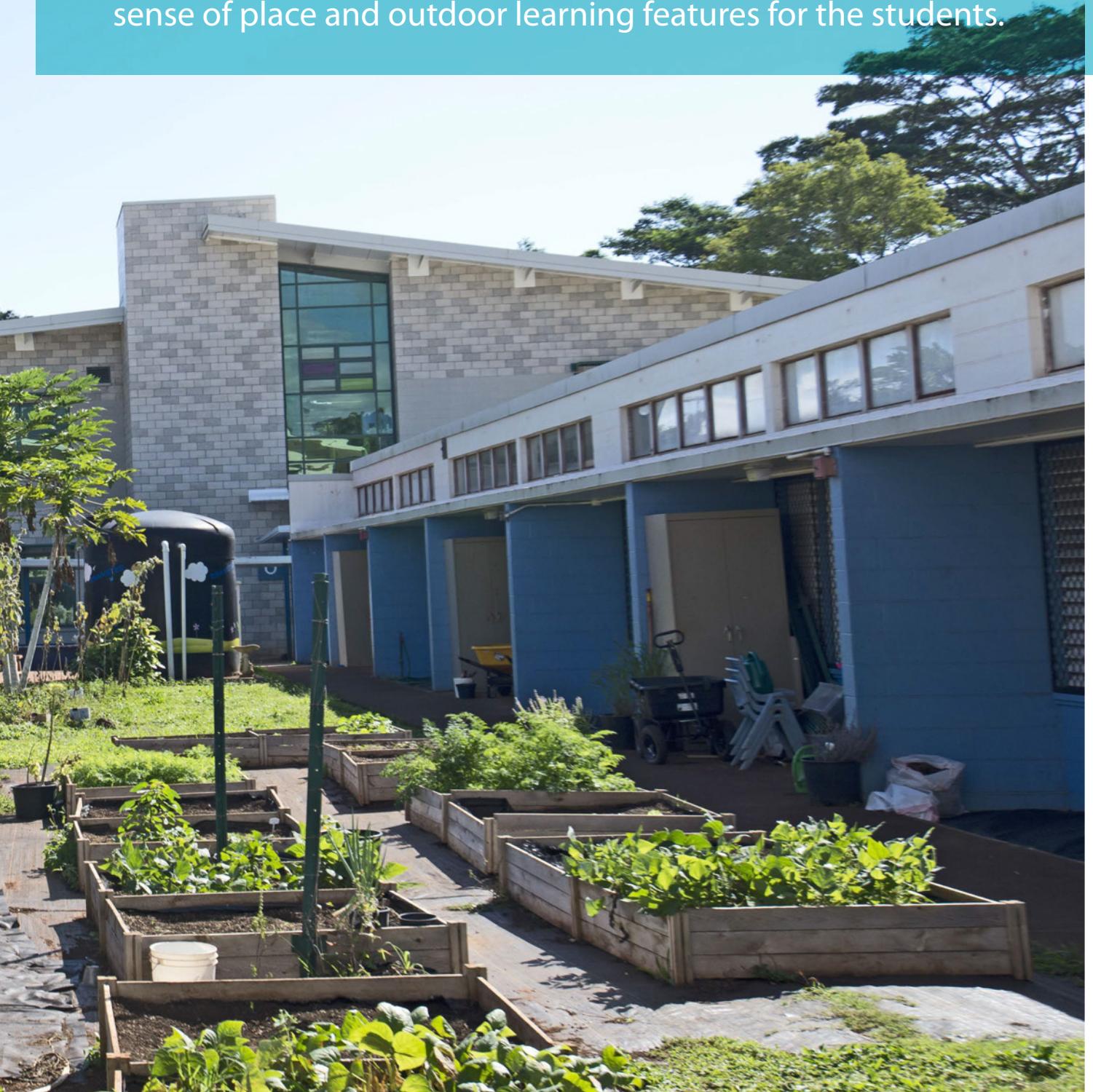


Fig. 12. Outdoor learning.

RESULTS OF THE PROCESS AND THE PROJECT



The various textures and finishes line the halls alongside walls that move and open to larger learning neighborhoods. All of the buildings are designed to offer a safe, functional, visually stimulating, high standard physical environment through careful and innovative design to promote an enjoyable learning experience for both students and teachers.

Fig. 13. Subtle, clean building materials.

The infusion of bold and vibrant color schemes is intended to keep the young minds refreshed, stimulated, and moved, while a few subtle bridged tones remain connected to the history of the school.



Fig. 14 Open corridors.

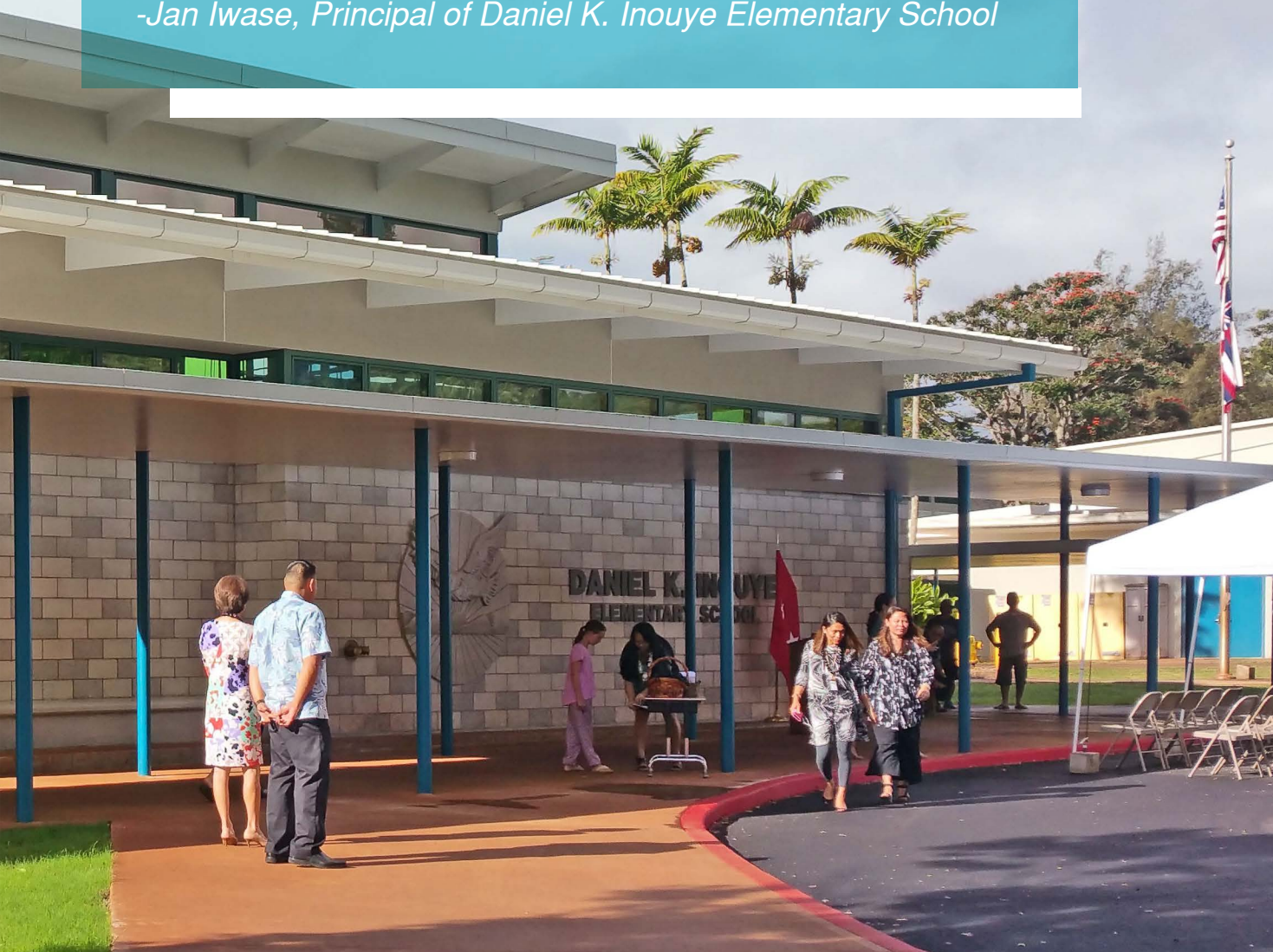
The aesthetics of the facility is of importance for it represents the image of the school for Department of Education, State of Hawaii. Overall design should enhance the visual environment of the immediate campus as well as Schofield Barracks in general. Consideration was taken to provide a design that is the model for future construction at the installation. The facility's main design is inviting and expresses the imagery of a modern educational facility.



Fig. 15. Inouye Elementary School.

"...Lush greenery and vibrant fauna abound on our large, spacious campus. Most of our 970 students are dependents of military personnel assigned to Hawaii. We are truly America's school, a montage of children, their families, and staff from all over the United States and the world! We believe in working together so all of our students can reach their maximum potential as contributing citizens of our global society."

-Jan Iwase, Principal of Daniel K. Inouye Elementary School



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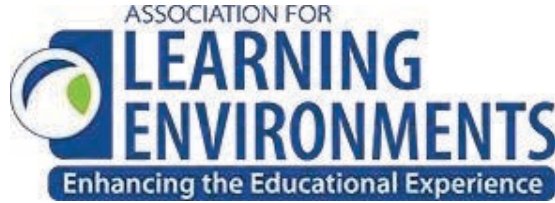
Project Name	DANIEL K. INOUE ELEMENTARY SCHOOL
School District Name	CENTRAL OAHU DISTRICT
Project Address	WAIANAE AND AYRES AVENUES
City/State/Zip/Country	SCHOFIELD BARRACKS, OAHU, HAWAII 96857
Superintendent/President	BOB DAVIS
Award Category— Please Identify the category of award.	NEW LEARNING ENVIRONMENT

Submitting Firm:	
Project Role (Architect, Planner, CM, Other)	DESIGN PARTNERS INCORPORATED (ARCHITECT)
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2017 LE Solutions Planning and Design Awards

Photo Release Form

Please initial all that apply

Name of Project DANIEL K. INOUE ELEMENTARY SCHOOL

Location of Project SCHOFIELD BARRACKS, OAHU, HAWAII

Occupancy Date, if applicable CONSTRUCTION COMPLETED FOR FALL SCHOOL YEAR, 2016.

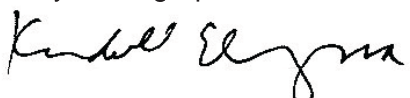
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