



Pleasanton Elementary School

Pleasanton ISD – TX


2018 LE Solutions | Association for Learning Environments

EXECUTIVE SUMMARY

January 2015 Pleasanton ISD began a process to evaluate existing facilities district wide, identify the need for new facilities and to create solutions to address findings. The Long-Range Planning Committee, made up of Community, staff members, and parents (50 Citizens) met for 12 weeks, and identified the creation of a new elementary school, which would impact every student in the district by reducing overcrowding and moving the elementary school closer to district facilities.

Pleasanton, Texas is a small town with a population under 10,000. It is known as the birthplace of the cowboy, and its official motto is: “the city of Live Oaks and Friendly Folks.”

Knowing how important these Live Oak trees are to the community, the new elementary school was planned around the existing trees on its new site as well as creating moments to really embrace the views to the canopy.

A photograph of a modern elementary school building. The building features a mix of brick and dark grey horizontal siding. A prominent section on the right has large, multi-paned glass windows that reflect the sky. In the foreground, a playground with a large, arched metal structure is visible, with several children playing. The sky is bright and clear. In the background, there are green, dotted circular shapes.

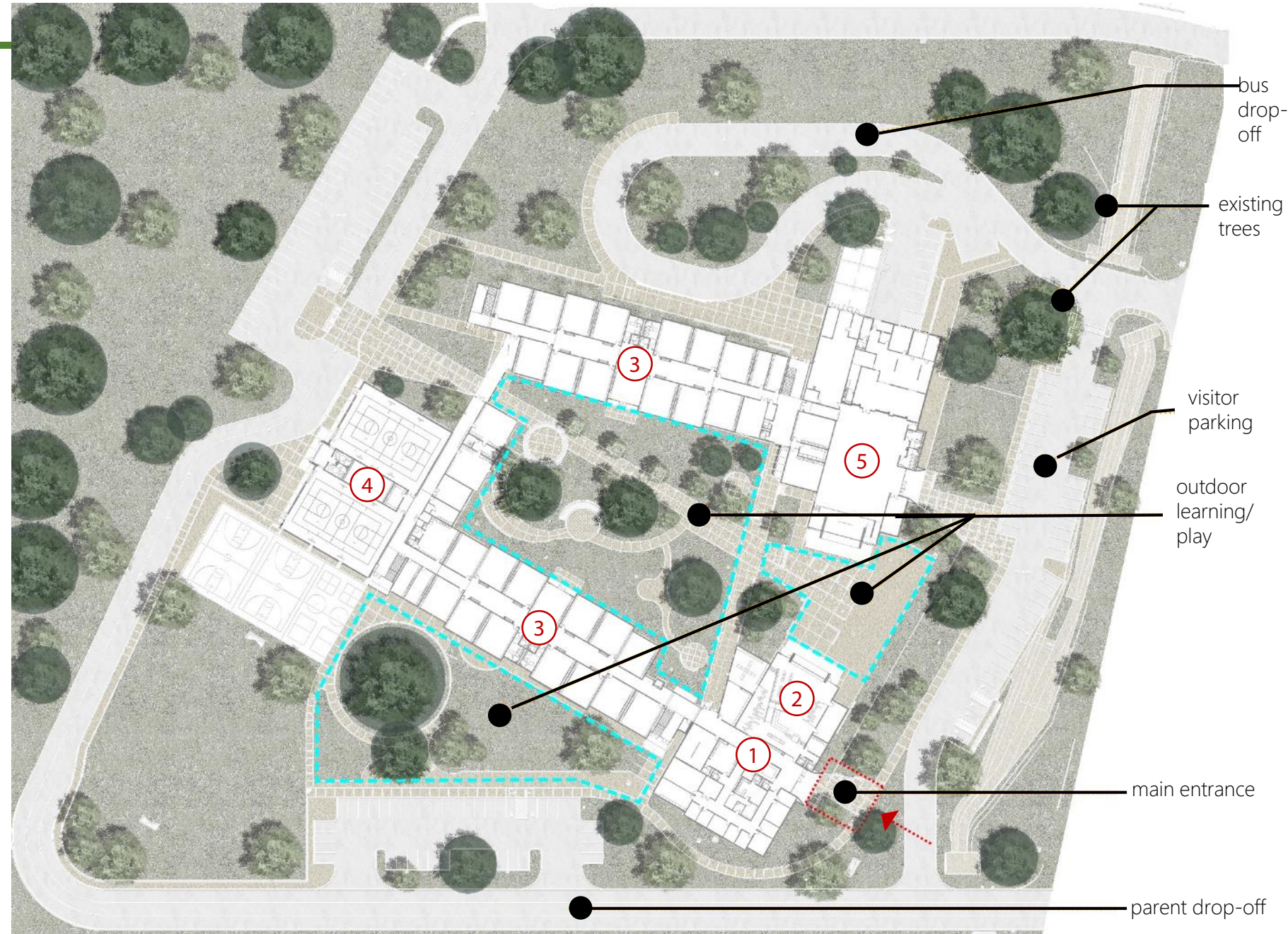
“Pleasanton Independent School District is committed to provide the environment which inspires every student to think, to learn, and to succeed.”

SCOPE OF WORK

Pleasanton Elementary School is a 142,000 SF new campus on a 19-acre site, serving 1,200, 2nd through 5th grade students. Construction cost was \$29.5 million and began in May 2017.

The campus engages community use with public use spaces facing the street. Classroom wings include collaboration spaces with integrated seating, writable walls and technology. In each wing a fourteenth classroom needed only in overflow situations has been reimagined into a collaboration lab.

- 1 administration
- 2 media center
- 3 teaching spaces
- 4 gymnasiums
- 5 dining commons



SCOPE OF WORK

The masterplan effort identified a new site would be better for their existing outdated elementary school. The old site was on the other side of town, making drop-offs difficult for parents of children attending both schools.

The new site, adjacent to the junior high school, would be more proximate to all other district shared facilities, echoing the tight-knit community that lives in Pleasanton, TX.



EDUCATIONAL ENVIRONMENT



EDUCATIONAL ENVIRONMENT



Educational Vision

Pleasanton Elementary School's Vision:

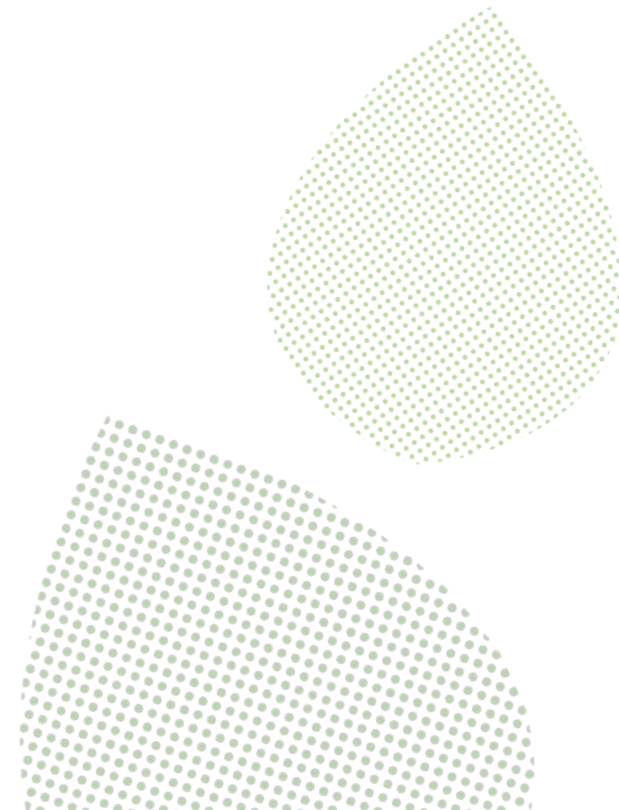
"Through teamwork and pride, we will empower students to build character, and become passionate, lifelong learners."

Student-Centered

In contrast to their existing facilities, which were very low-height and closed-off spaces, the educators and community desired more natural daylight and views to the outside from common areas. Educators thought in terms of not only their own, but the student experience, noting that their students often prefer the electrical lighting off at times.

Campus Connections

The opportunity to move into a new campus allowed for the stakeholders and design team to imagine possible connections (views, access, mixed-use, flexible settings) for all spaces. The transparency of spaces as they connect to adjacent areas build community that did not exist in the previous, separate building campus.



EDUCATIONAL ENVIRONMENT

Community Engagement

The 50-member committee participated in visioning exercises and campus tours.

Three teams of participants ‘designed’ the campus layout. These designs influenced the elementary campus design, by finding the most common strategies between the groups.

“how will you define success?”

- Meet the needs of our students
- Be welcoming to parents
- Joy, excitement, fun for students and staff
- Fitting for the community (not too extravagant)
- Respectful of the existing site and our school











Student Input, Left Top. Visioning Exercises, Left Bottom. Design-your-own campuses, above.

EDUCATIONAL ENVIRONMENT

Program



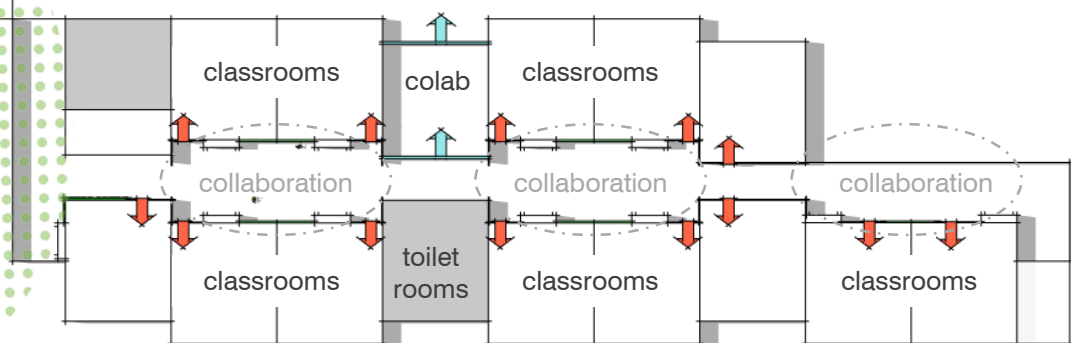
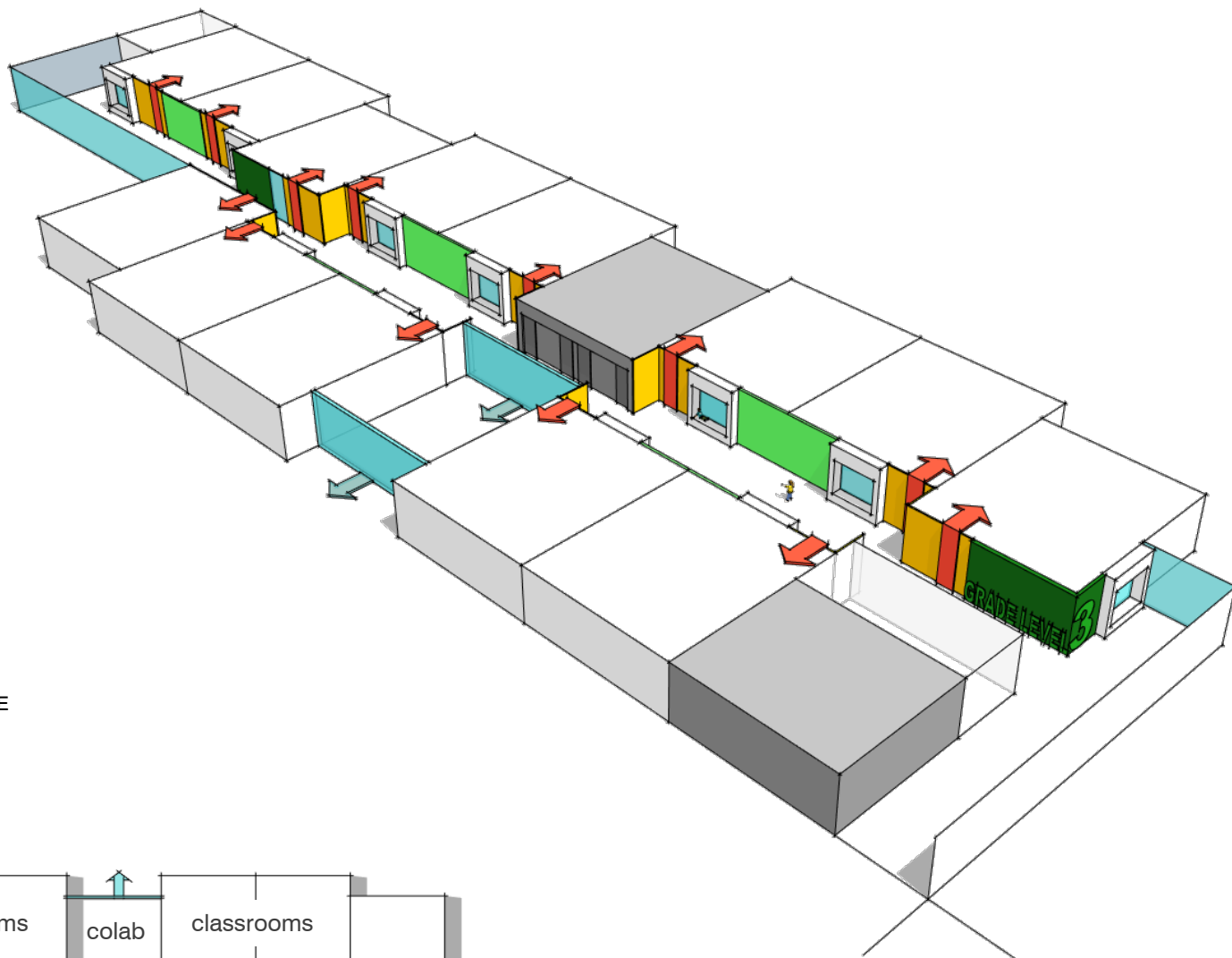
- | | | | |
|---|----------------|---|----------------------|
|  | administration |  | dining commons |
|  | special labs |  | teaching spaces |
|  | media center |  | support |
|  | gymnasium |  | collaboration spaces |

EDUCATIONAL ENVIRONMENT

Design

A campus tour of a neighboring district's new project yielded excitement over internal collaboration spaces, which the district currently did not have. Teachers were enthusiastic about the prospect of sharing a space with multiple groups at time, increasing their ability to collaborate, team-teach, and have multiple eyes on groups in the breakout area.

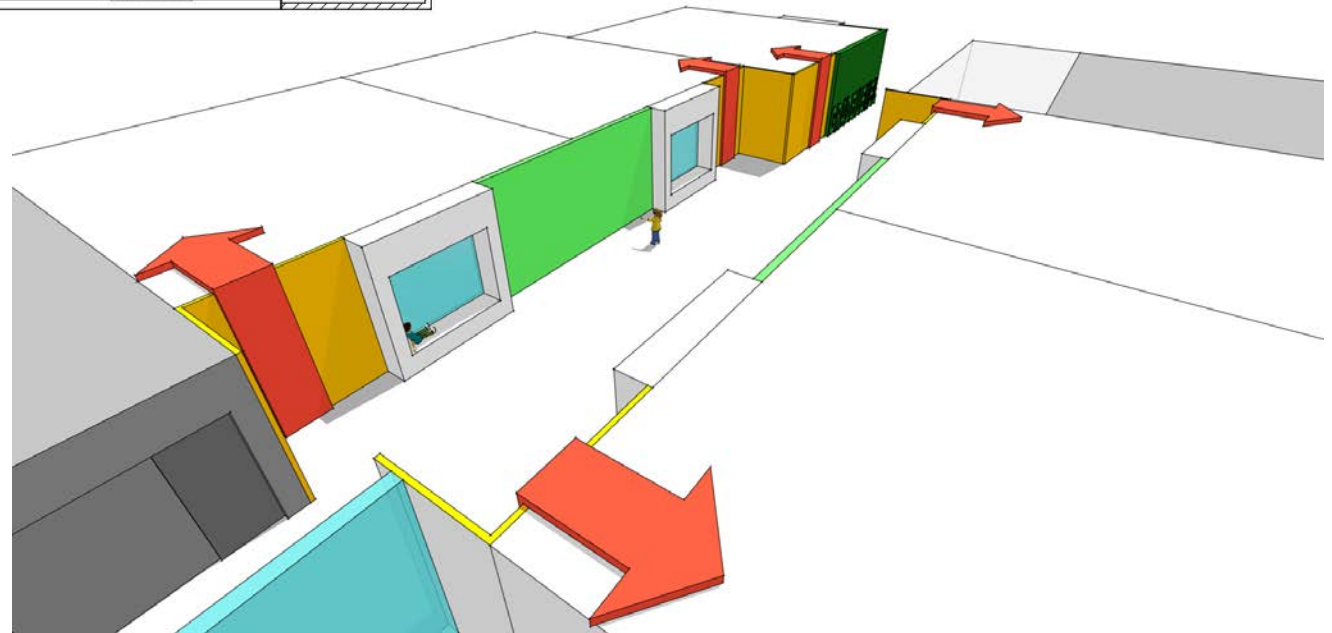
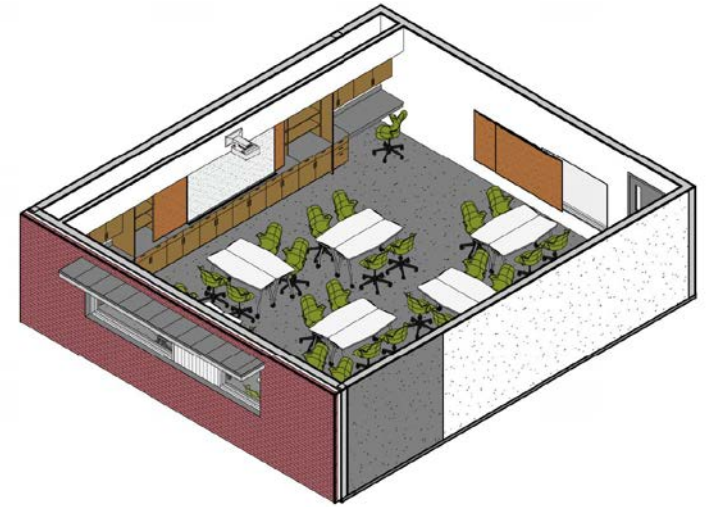
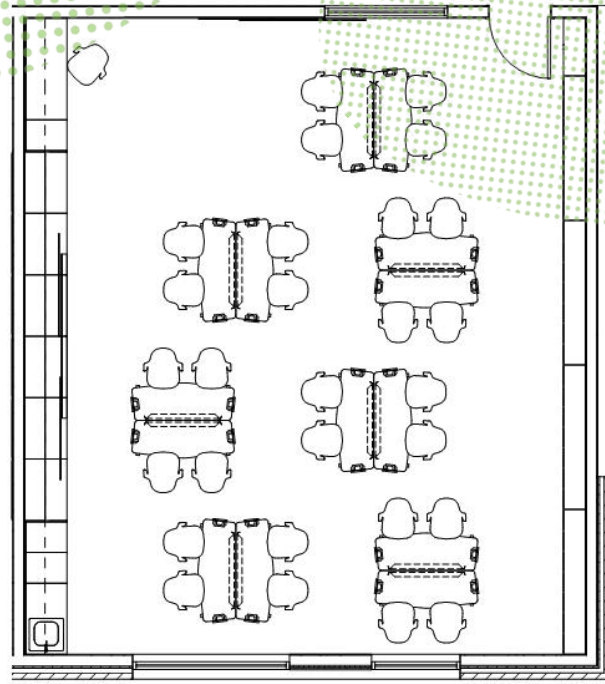
- TRANSPARENT
- INTERACT
- WAYFINDING
- CLASSROOM IDENTITY
- CLASSROOM ENTRANCE



EDUCATIONAL ENVIRONMENT

Classroom Design

The classroom shape and fittings were determined through site tours, visioning exercises, options studied, and settled on by teachers with experience of what works best for them. Views to the collaboration space are paramount to functionality, and large picture windows were framed out to provide “window seats” that students and teachers alike love to use for individual focus and respite, as well as one on one instruction.



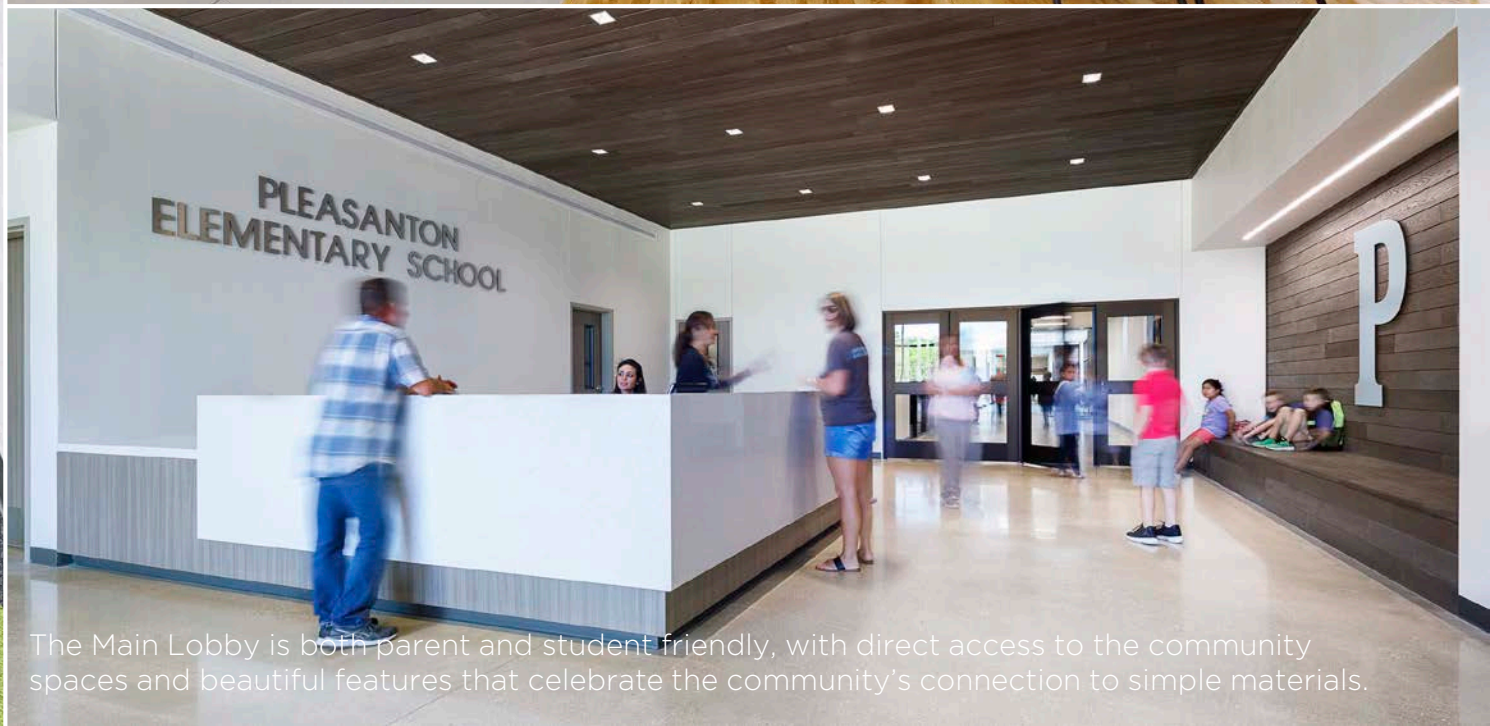
EDUCATIONAL ENVIRONMENT



The Library is an open plan space that connects the Welcome Center to the Entry Courtyard & creatively works with the grade change on site.



The Cafeteria stage features more of a platform setting, open and transparent to the outdoors and allowing plenty of daylight into the dining center.



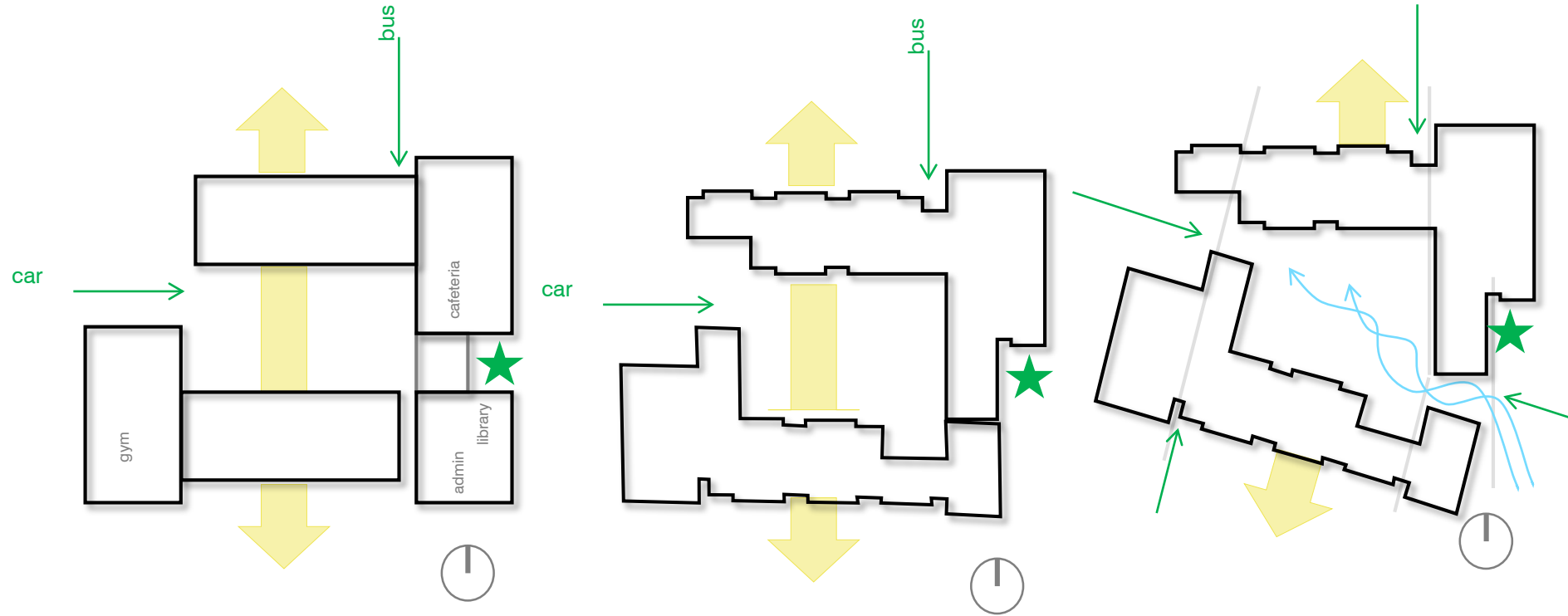
The Main Lobby is both parent and student friendly, with direct access to the community spaces and beautiful features that celebrate the community's connection to simple materials.

PHYSICAL ENVIRONMENT



PHYSICAL ENVIRONMENT

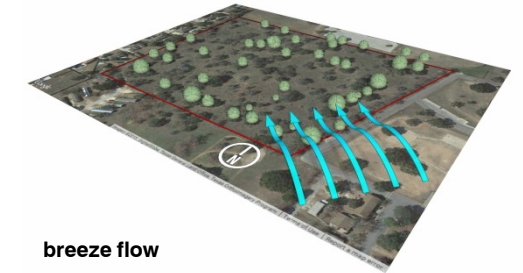
Design



The final plan was based upon the (3) committee designs presented representing major adjacencies and approach, blended with the site solar orientation, prevailing breezes, and of course, the large shade trees. Safety and Security was addressed through providing minimal points of entry, and internal courtyard space is shaded and protected by the building massing. The traffic loop around the campus and security fencing allows for safe play and outdoor classroom spaces around all sides of the buildings. The students are able to climb the existing trees near their new playground, deepening their connection to nature.



solar



breeze flow



site circulation



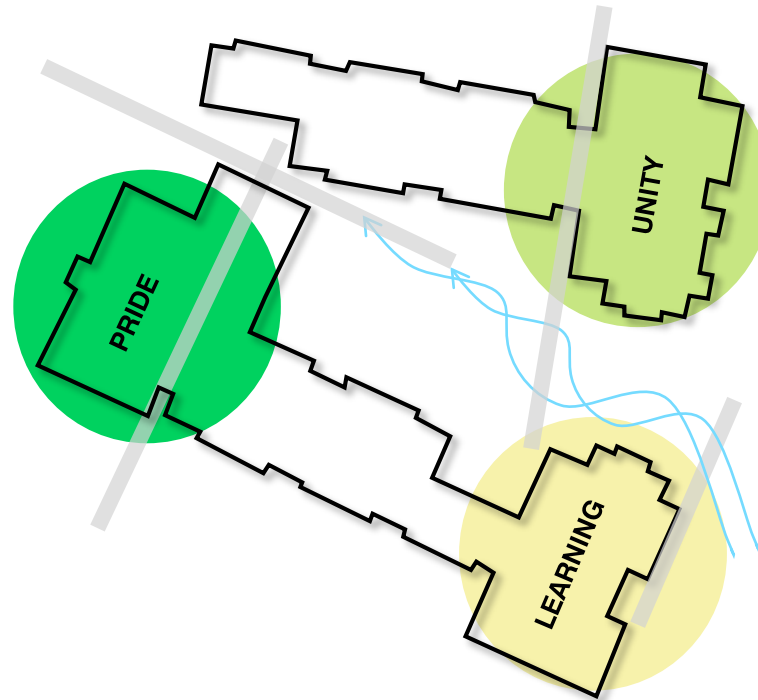
points of entry

PHYSICAL ENVIRONMENT

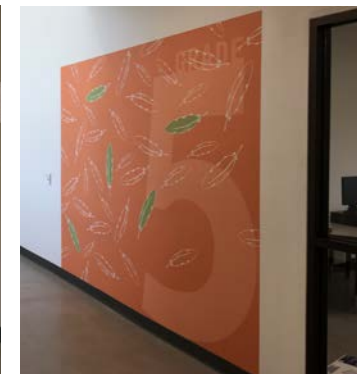
Design

“We really wanted a tiered-approach, so we wanted a warm entrance the lower scale facing the community tiers up to the second story, so it really opens up behind it.”

Eagle pride and words of encouragement are also featured throughout. Graphics and art pieces on the wall indicate the grade level of the wing. Planets in the solar system are featured on the floor...the space is designed for young learners.



- administration
- classrooms
- special labs
- library
- cafeteria
- gymnasium



PHYSICAL ENVIRONMENT

The existing campus didn't have programmed outdoor space beyond a blacktop and playground. The new internal courtyard between buildings afforded an opportunity to take advantage of the existing large shade trees and create outdoor classroom space, like the art courtyard, pictured top left, with a large concrete table and integrated sink, as well as an outdoor writing surface and plenty of shade for students to sit and enjoy fresh air and connect with nature.



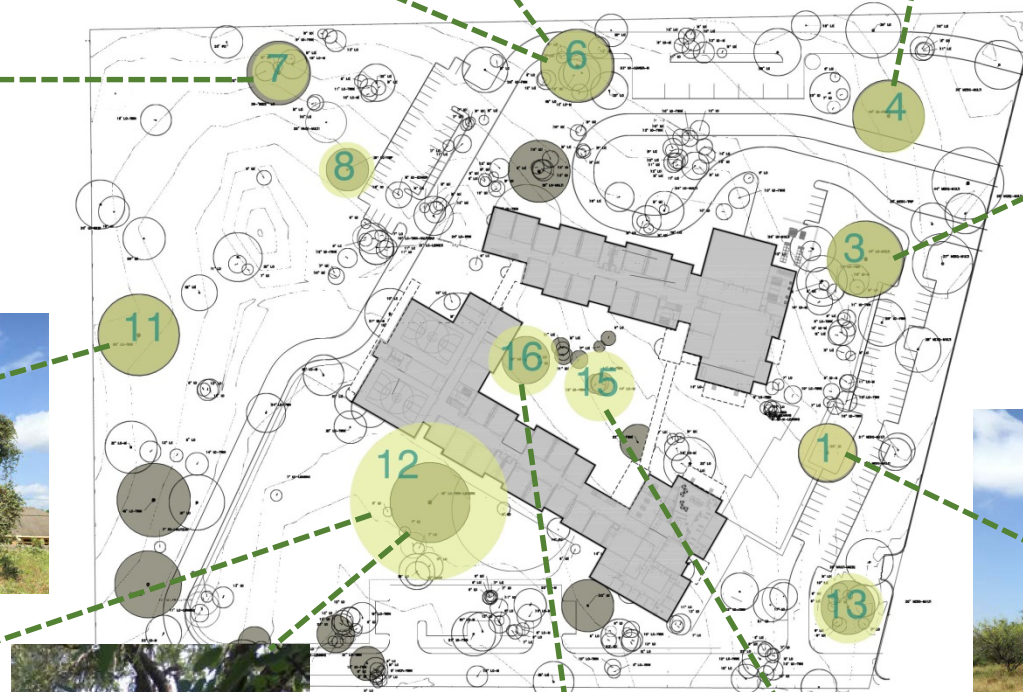
PHYSICAL ENVIRONMENT

Sustainability

Knowing how important these Live Oak trees are to the community, the new elementary school was planned around the existing trees on its new site.

A site visit with the client and an arborist tagged trees that were to remain, and the school site began to form around the trees, using input from the community exercises who came up with three different campus schemes.

Saving the trees was not only important for environmental reasons, but made financial sense by providing shade at the opening of the new school with much larger trees than the school would have been able to afford if they had to replace.



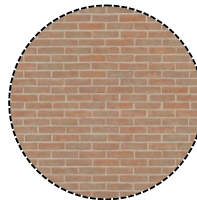
PHYSICAL ENVIRONMENT

Sustainability

The district has a very low operations and maintenance budget, and the community and teachers were concerned about energy-efficiency. The building design takes advantage of daylight through high volume clerestory windows, while heat gain and glare are managed through deep overhangs, shade porches, and external shading where needed. The material palette is responsive to the existing schools nearby, accented with cost-effective metal and the warmth of wood elements that relate back to the tree-studded landscape.



Shading Porches



Brick



Corrugated Metal



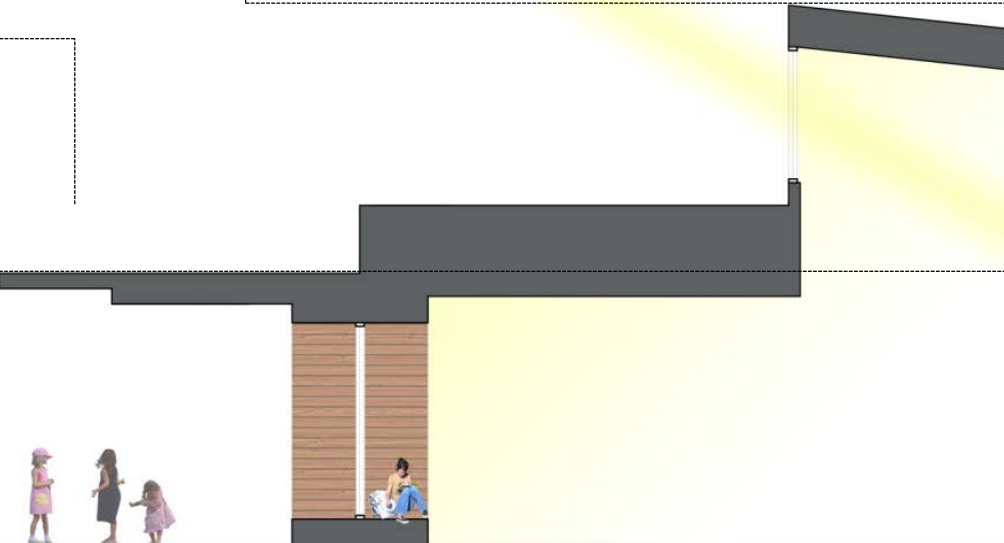
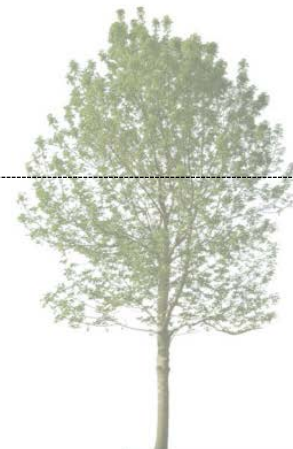
Flat Seam Metal



Clerestory Level:
Sloping Roof Forms
Legible from Ground
Light Penetration to
Deeper Spaces

Roof Level:
Simple Volumes
Simple Materials
Simple Construction

People Level:
Shade/Overhangs
Landscape
Enhanced Materials



RESULTS OF THE PROJECT



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The resulting new elementary school is a point of pride for the community, as visiting districts as far away as Austin have come to see it. The expanded playground which includes a zip-line has energized the students who are getting more active and exercise during recess. Furthermore, state test scores have increased from 2016 to 2017 since moving into the new campus.



RESULTS OF THE PROJECT



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"I think this is a testimony to groups of people coming together for the betterment of our students and our children," said PISD Superintendent Dr. Matthew Mann. "It is a real investment in the community. I think you have had a resounding call to the people to say, 'We are reinvesting in our community and schools,' and that is awesome."

The Superintendent believes the success of the project has also promoted development of bonds in surrounding districts that have historically struggled in these smaller Texas communities.

SUPERINTENDENT

"With each turn down a hallway in the new elementary there was another facet of ingenuity displayed.

How exciting it is for these students to have such an innovative environment in which to learn.

I realize that students don't necessarily need a beautiful space to learn ... but I also believe that your surroundings affect you in so many ways.

The new elementary school will have you wishing that you were in the second, third, fourth or fifth grade once again!"

COMMUNITY MEMBER

"When we think of the process we went through - the two things that stand out the most are the joy this building brings to our students and the amazing design as a fit for our community - not just for our learners but for our extended community of Pleasanton.

Everyone who visits leaves with a smile and a new outlook on learning in Pleasanton.

This space has definitely respected the existing trees and the beautiful site that we took over, we're so happy to have our new space!"

PES TEACHER

RESULTS OF THE PROJECT

