

JOHN WEBB
ELEMENTARY SCHOOL

ARLINGTON, TEXAS
2021 LE SOLUTIONS

WEBB



EXECUTIVE SUMMARY

PROJECT GOALS



WEBB ELEMENTARY

HISTORY AND SCOPE

Webb Elementary School is being replaced as part of Arlington ISD's 2019 Bond Program. The original school, built in the 1960s, while still safe and well-maintained, required major renovations to bring it up to current standards for elementary learning spaces. Ultimately, it proved more cost-effective to replace the school than to renovate it. Located north of the existing school, the large site allows the original facility to remain operational during construction.

WELCOMING GATEWAY

Designed as a welcoming gateway for the community, the new front door faces the main artery – a direct contrast to the original school which turned its back on the street. The new structure reflects the generous community partnerships of the existing school while respecting the established bilingual culture. It is appropriately scaled and easily accessible by the community's many pedestrian students, with particular sensitivity to the campus's large special needs population.

SCOPE OF
**WORK &
BUDGET**

WEBB

GRADES SERVED: **K-6**

CAPACITY OF STUDENTS/OCCUPANTS: **825**

SIZE OF SITE: **19.3 ACRES**

GROSS AREA OF BLDG./SPACE: **103,000 GSF**

PROJECT COST: **\$30,250,000** INCLUDING DEMO & FFE

OCCUPATION DATE: **FALL 2022**



SCHOOL &
COMMUNITY
ENGAGEMENT

WEBB





SCHOOL & COMMUNITY ENGAGEMENT

COMMUNITY AT LARGE

ACROSS THE STREET AND TO THE CITY

On a major thoroughfare off of Highway I-30, the site for the new replacement Webb Elementary school had the opportunity to announce the City of Arlington to the public. Designed to acknowledge the school's prominent position, the new school's timeless architecture creates both a neighborhood identity, and a citywide gateway. In contrast to the existing school's lack of street frontality, the new design announces the presence of the school, therefore also providing a safer crossing for the many pedestrian students from the neighboring communities. With great faculty and outreach programs already in place, the new design exudes a safe and welcoming environment for all students.

KEY TOPICS

LOCATED ON MAJOR THOROUGHFARE

NEW GATEWAY TO THE CITY

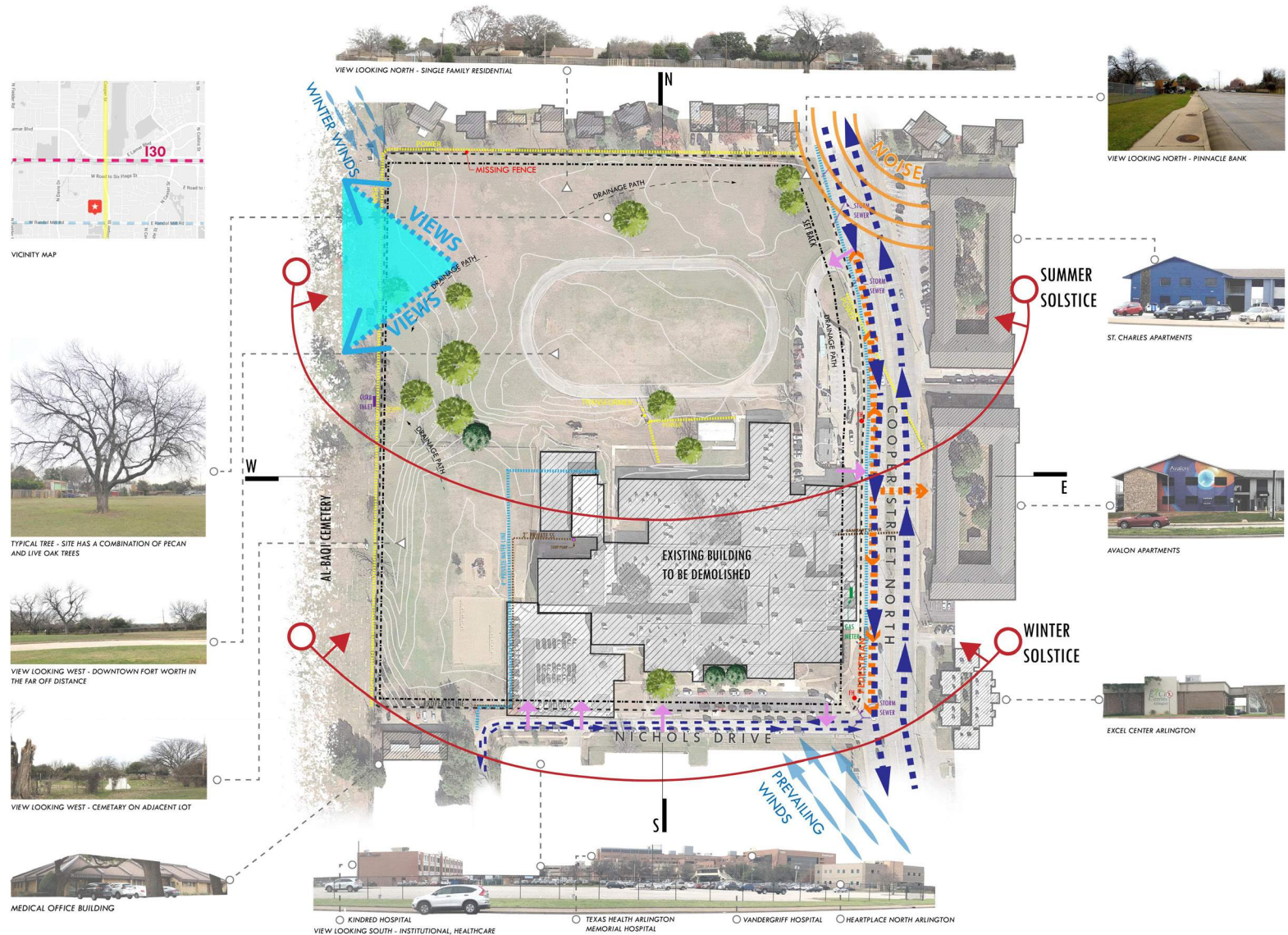
PEDESTRIAN STUDENT FOCUSED

SCHOOL & COMMUNITY ENGAGEMENT

SURROUNDING CONTEXT

COMMUNITY ENGAGEMENT

To engage the campus in the design process, multiple design charettes were held with Arlington ISD, and the Webb community. Conversational meetings and hands-on activities with the students and parents of the Webb community were invaluable, leading to an enhanced understanding of the community culture, and the needs of the current and future users of the school. The interactive sessions set the vision for the new school and allowed stakeholders to input on their “dream classroom,” library and media center, dining area, and outdoor spaces.



HANDS-ON DESIGN PROCESS

As a generous and community-focused campus, it was important from the beginning of the design process to maximize input at every level from the Superintendent to the youngest of students. Stakeholder engagement was crafted and tailored to this existing community through a series of work sessions that facilitated conversations with the Administration and Principle, Department and Campus Leadership, and parents and students.

SCHOOL & COMMUNITY ENGAGEMENT

WEB



WORK SESSION 1

SCHOOL DISTRICT ADMIN & SCHOOL PRINCIPAL

Through clear communication of the cultural knowledge and goals for the new school, the guiding principles from the committee stakeholders were established.

WORK SESSION 2

CAMPUS & SCHOOL DISTRICT DEPT. LEADERSHIP

During this work session we were given more detailed feedback on the desired goals and vision for the individual campus departments such as Core Classrooms, Athletics, Media Center and Outdoor spaces. Additionally, the school staff were given the opportunity to design their dream Learning Pod, and separately diagrammed adjacencies on the site with the program areas established by the Education Specifications (Ed. Spec.).

WORK SESSION 3

PARENTS AND STUDENTS

Using dynamic visioning boards students designed their dream classroom and expressed their likes and dislikes for the individual school spaces. Similarly, parents separately diagrammed adjacencies on the site with the program areas established by the Ed Spec. Our final work session was with the School Board where we presented the findings from the stakeholder engagement and discussed the concept design for the new replacement elementary school.

WORK SESSION 4

Multiple preliminary diagrams were presented to the Arlington ISD leadership. The findings from all stakeholders were collected, evaluated and presented. From this analysis, multiple preliminary blocking diagrams for both the site and building were presented. During the work session multiple accessible and compact design schemes were presented to address the school's mission of inclusivity and opportunity.



EDUCATIONAL ENVIRONMENT

EDUCATIONAL GOALS & VISION

THE AISD STRIVES TO BE A **PREMIER** SCHOOL DISTRICT AND A **LEADER** IN EDUCATION.

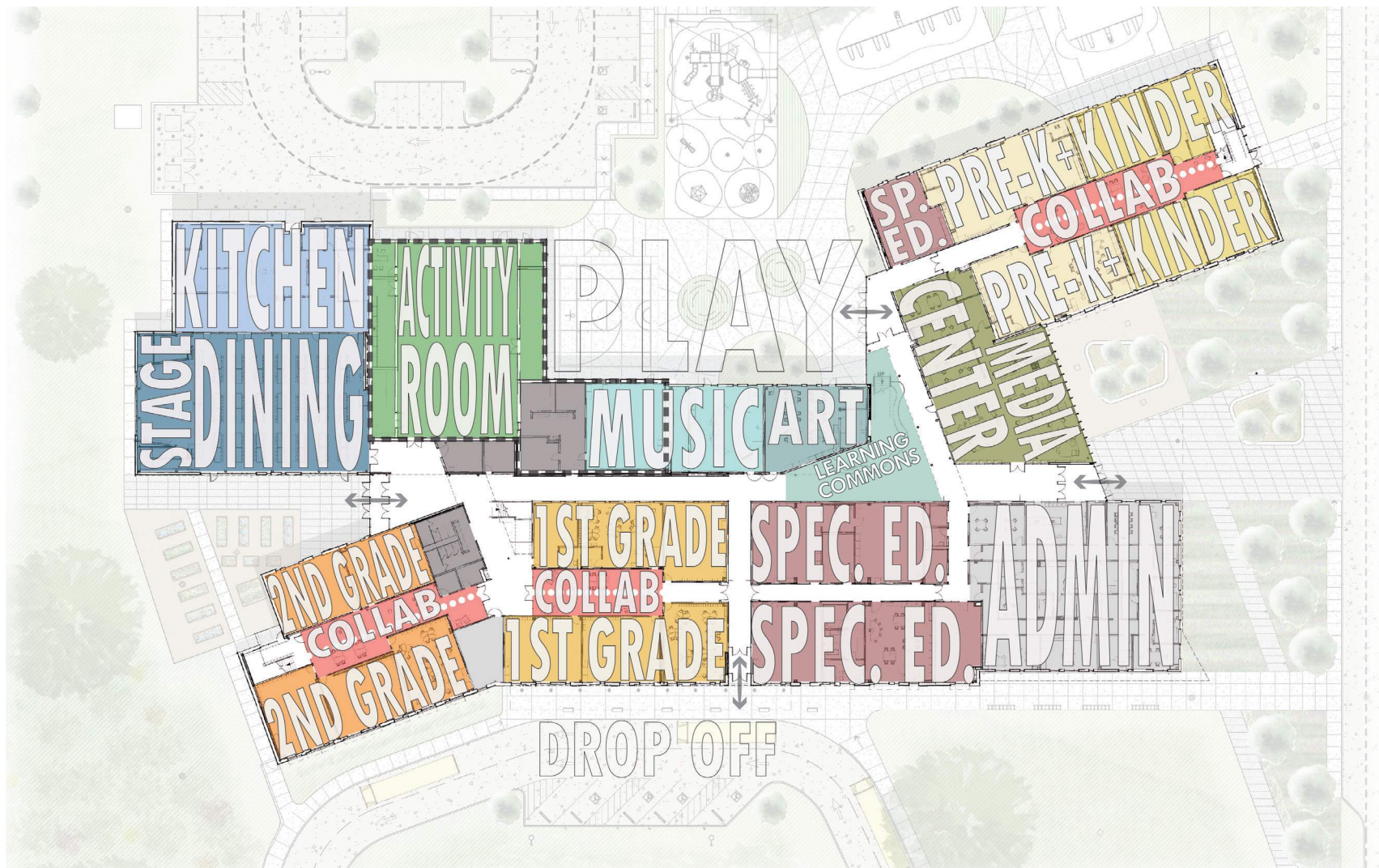
The mission of the Arlington Independent School District is to **empower** and **engage** all students to be contributing, responsible citizens **striving** for their **maximum potential** through **relevant, innovative, and rigorous** learning experiences.



EDUCATIONAL ENVIRONMENT

PLAN FLOOR ONE

The first floor will have Pre-Kindergarten to 2nd grade, while the second floor will have 3rd grade through 6th grade. The Main Entry is located on the East side between the Media Center and Administration suite. The Special Needs Pod is adjacent to the Administration Suite and has easy access to the outdoor learning areas to the north. Grade level classrooms are organized around a shared collaboration space that also serves as circulation. The proximity of the collaboration space to the classrooms will allow the teachers to monitor activities visually and audibly in both spaces.

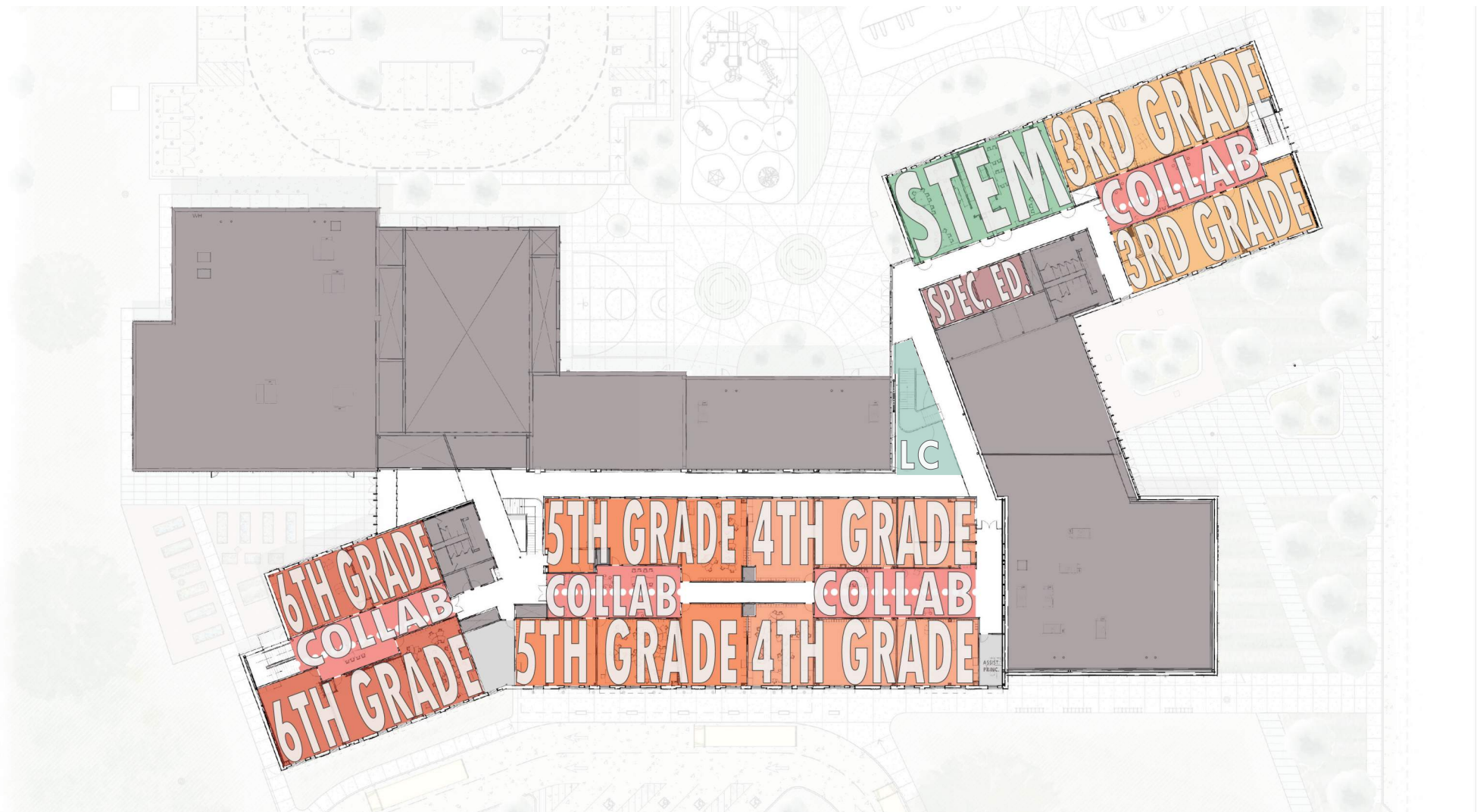


EDUCATIONAL ENVIRONMENT

PLAN FLOOR TWO

All the programmatic elements flow along a central East/West datum which is used as the main organizational driver – The Learning Commons, where collaboration and flexible learning will happen. The double-height space visually connects both floors and is lined by continuous clerestory windows, thus filling the space with natural daylight.

Shared functions are located primarily on the northwest side of the spine: including the Dining and Kitchen Area, Gymnasium, Strings, Music, and Art. The Gymnasium and Strings classrooms comprise the Storm Shelter for the campus. STEM classrooms have access on the second floor for the upper grades and the Media Center will have access on the first floor for easier utilization to all the grades.



EDUCATIONAL ENVIRONMENT

SUPPORTING CURRICULUM

ACADEMIC ACHIEVEMENT

The learning hubs, with shared collaboration spaces for both students and teachers, support an effective and efficient delivery method maximizing student performances. By providing optimized access to resource and workroom support spaces for each grade, the learning hubs provide a nurturing and sheltered environment that fosters research based instructional practices for English language learning. Although the campus was designed with the specific community in mind, the district wide EdSpec that was adopted at the new Webb elementary campus provides equitable access to both extracurricular and co-curricular activities that supports the ESL and special education student population of the school.

KEY TOPICS

LEARNING HUBS WITH SHARED COLLAB SPACES

OPTIMAL ACCESS TO RESOURCES & SUPPORT

ESL & SPECIAL ED
EQUITABLE ACCESS



EDUCATIONAL ENVIRONMENT

FLEXIBILITY & ADAPTABILITY

LEADERSHIP, CITIZENSHIP, & RESPONSIBILITY

The welcoming school draws the community together and becomes a beacon for the community with shared outdoor and indoor learning opportunities with bright and colorful elements throughout. The facility provides clear sight lines and intuitive wayfinding that create a nurturing environment where students feel secure. The pride the students and teachers have for the new school fosters a cultural awareness and wellness where students will respect each other and the school, as was evident at the ground-breaking ceremony and design charrettes during the design process.

KEY TOPICS

INDOOR & OUTDOOR
LEARNING OPTIONS

FOSTERING PRIDE &
CULTURAL AWARENESS

FLEXIBLE & SECURE
SPACES THROUGHOUT



EDUCATIONAL ENVIRONMENT

EDUCATIONAL OBJECTIVES

WORKFORCE READINESS

The STEAM curriculum is supported with state-of-the-art STEM and Art classrooms that have direct outdoor access, natural light and views that enhance the learning and support the district's accelerated curriculum. With these early programs starting in Pre-K, the school will prepare the students for their later high school experiences where CTE opportunities are made abundantly available.

COLLEGE READINESS

The active learning environments integrated throughout the school provide the technology needed and infrastructure to support future technology where fully online and blended learning can occur.

ACTIVE LEARNING | TECHNOLOGY |
ABUNDANT OPPORTUNITIES | SUPPORT



PHYSICAL
ENVIRONMENT

WEBB

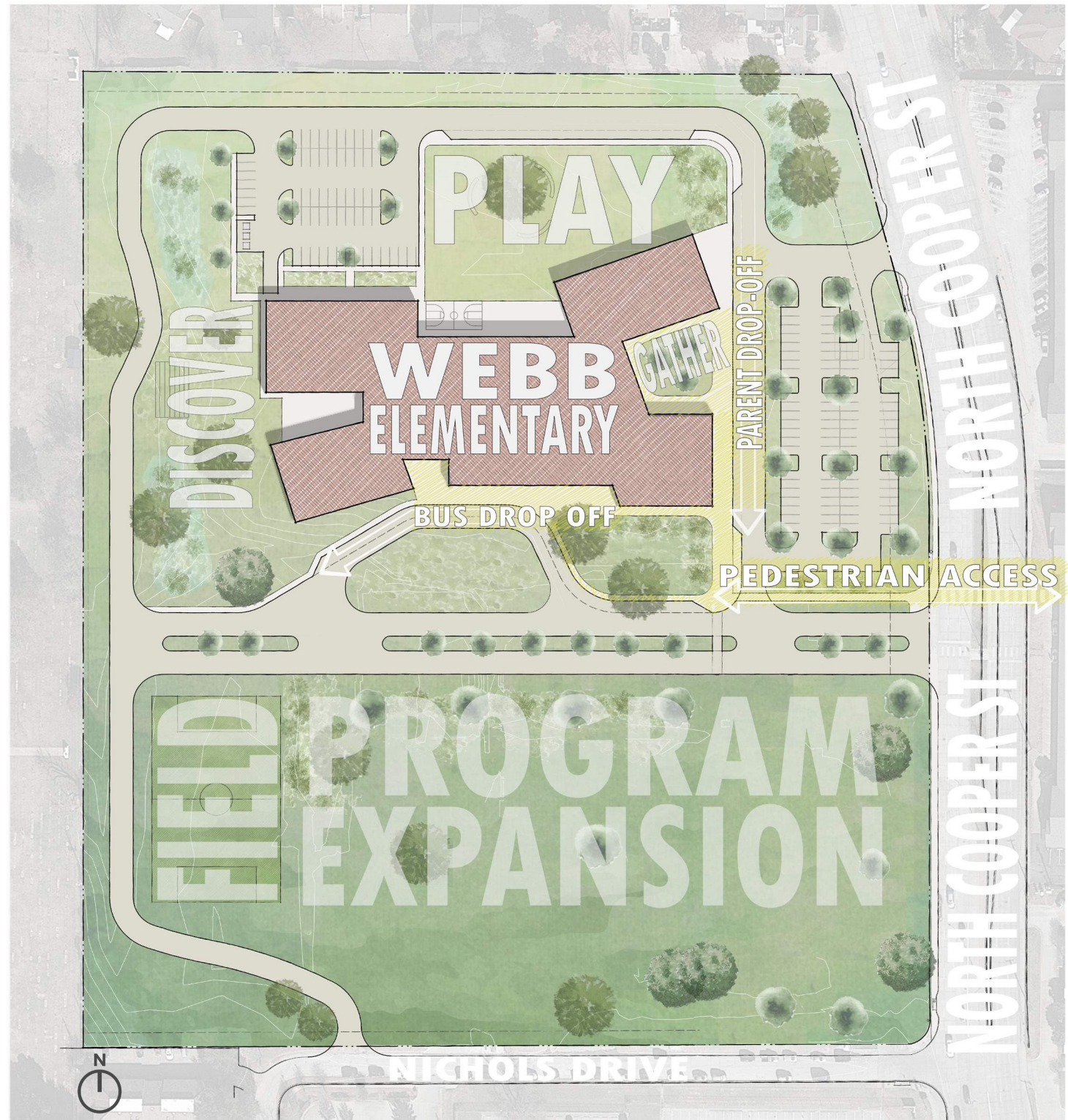


PHYSICAL ENVIRONMENT

GRAPHIC PLAN SITE PLAN

ENVIRONMENTAL ATTRIBUTES

On the north side of the building, there are separate playgrounds for younger and older students as well as play mounds and flexible, open space to run around. On the west side of the building outside the dining area, there are raised planter beds for outdoor instruction and horticultural demonstrations. To the south, there is a large play field for soccer and shared community space.



PHYSICAL ENVIRONMENT

ENVIRONMENTAL ATTRIBUTES

OUTDOOR MOBILITY

Ample outdoor spaces are provided throughout and are easily accessible from the Dining, Activity, STEM spaces and Learning Hubs. These spaces are shaded and provide areas where the students can play, explore, garden, study and relax. The opportunity to experience the smell, sounds, sights and feel of nature provide connections to the outdoors and brain breaks. These spaces don't open up to the parking lot and are not adjacent to the busy street, but rather are oases protected by the building with plenty of supervision.

KEY TOPICS

**AMPLE AND ACCESSIBLE
OUTDOOR SPACES**

**SHADED AND SAFE
OASES FOR PLAYING**

**GARDEN AND NATURAL
SMELLS, SIGHTS & SOUNDS**



PHYSICAL ENVIRONMENT

LARGER CONTEXT

COMMUNITY GATEWAY

Webb Elementary currently sits on the south end of a 19-acre site. The new facility is under construction on the north portion of the site, allowing the existing school to remain operational. Anticipating the needs of the growing community, the new structure is sited to accommodate future programs.

THE NEW WEBB ELEMENTARY SCHOOL IS A **GATEWAY TO THE COMMUNITY, A CELEBRATION OF INCLUSION, AND THE REALIZATION OF THE ADMINISTRATION'S DESIRE TO PROVIDE AN INSPIRING ENVIRONMENT FOR EVERY STUDENT.**



PHYSICAL ENVIRONMENT

INSPIRATION & MOTIVATION

VARIETY OF LEARNING ENVIRONMENTS

- A makerspace where the students can freely collaborate, share ideas, and learn together.
- Multiple areas at the learning stair, collaboration spaces, circulation and inside classrooms where student can freely display and present their work.
- Variety of small and large group collaboration areas within each grade learning hub, at the breakout learning stair outside the STEAM center, and within the Media center.
- Areas of respite that provide quite retreat and comfortable reading spaces are incorporated in the Media space.

KEY TOPICS

- MAKERSPACE
- LEARNING STAIR
- COLLAB SPACES
- PRESENTATION AREAS
- MEDIA CENTER
- QUIET RESPITE SPACES



PROJECT RESULTS

PROJECT GOALS: SCHOOL DISTRICT

“Webb already has outstanding students and teachers,” said Arlington ISD Superintendent Dr. Marcelo Cavazos. “They are known for their generosity and involvement in the community, from singing at nursing homes to raising money for the Arlington Life Shelter. This new school building is designed to match that spirit and give these students every opportunity to succeed and excel.”

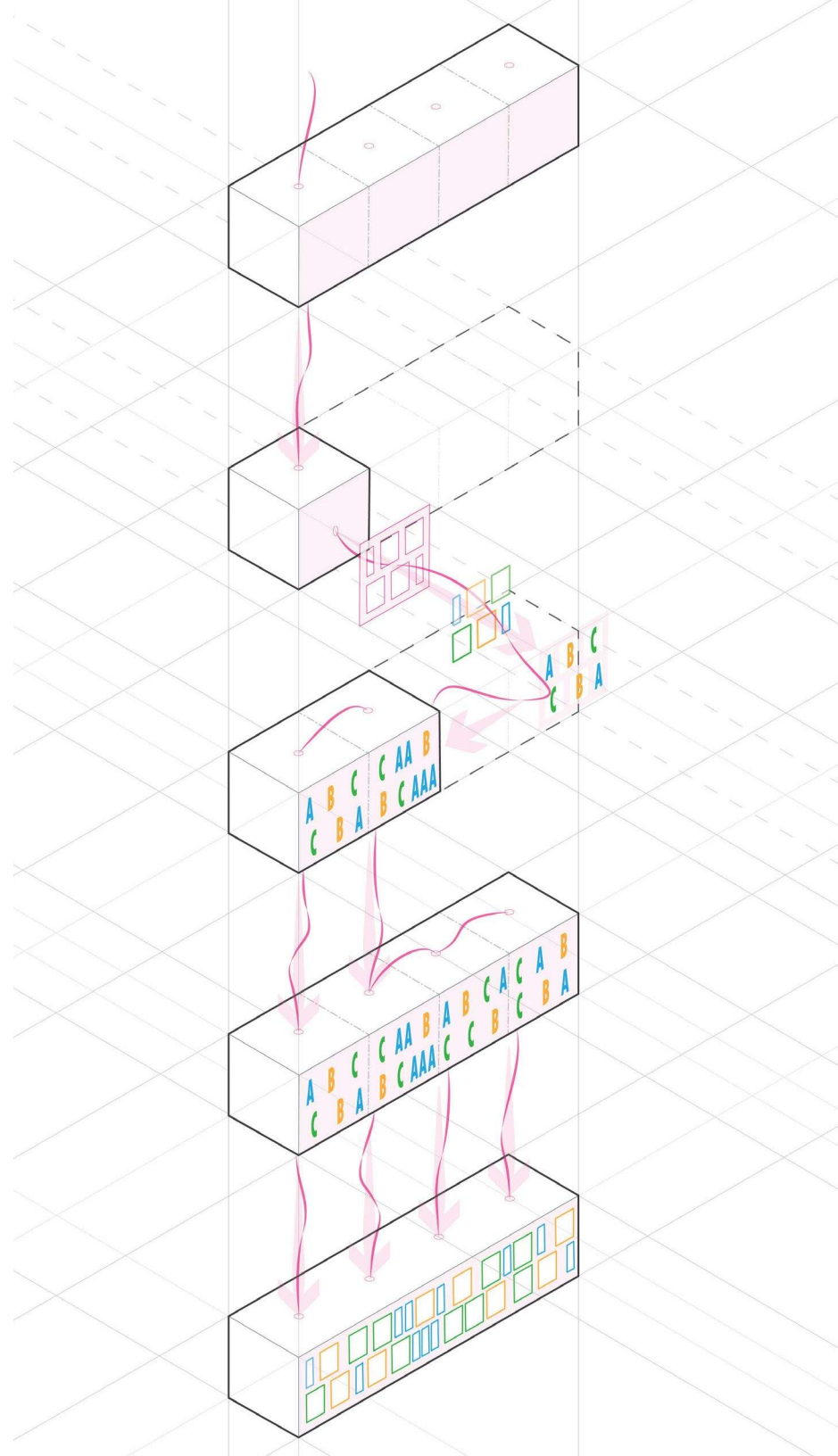


PROJECT RESULTS

PROJECT GOALS: COMMUNITY

FACADE INSPIRATION

The serape was an inspiration for the design of the school representing culture, comfort, and beauty. The serape has been used for centuries as garments for all social classes, from laborers to nobles and has been used for protection from the elements and for comfort. It is also beautiful. Through texture and patterning, we used the metaphor of the serape as a symbolic gesture of weaving students, families, and educators together.

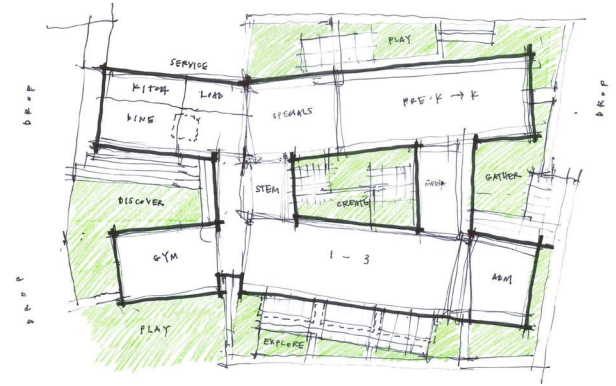
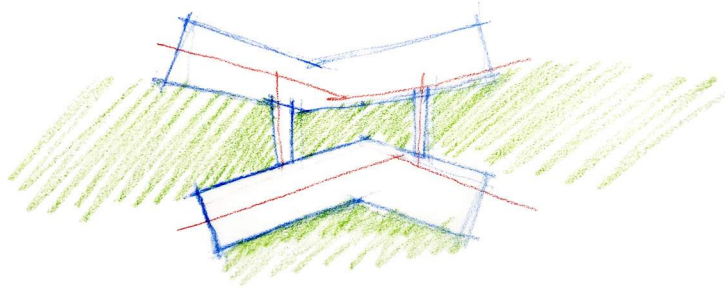


PROJECT RESULTS

UNINTENDED RESULTS: PROCESS

ENVIRONMENTAL ATTRIBUTES

During design we found operation savings with our development of the grade level pods that grouped classrooms around an enlarged corridor to provide a central collaboration space between the classrooms. The proximity of the collaboration space to the classrooms allows the teachers to monitor activities visually and audibly in both spaces. The grouping of the classrooms by grade with a central collaboration space significantly reduced the square foot of the building with the more compact and efficient use of space. It also provides more direct and open access to the teaching spaces from the shared use and support spaces including the administration, media center, art, science, and outdoor learning.



An architectural rendering of a modern school interior. The space is bright and open, with a high ceiling and large windows. In the center, a green tiered stage with a dark green backdrop that reads "HOME OF THE WALLABIES" is where several children are playing. A man stands on a balcony above the stage. To the left, two children in yellow shirts walk away. To the right, a girl pushes a stroller. The floor is polished and reflects the light. The overall atmosphere is clean, modern, and child-friendly.

SUSTAINABILITY & WELLNESS

ENERGY EFFICIENCY

ENERGY AND WELLNESS

- Individual temperature control for teachers is provided in the classrooms and windows are provided for natural ventilation.
- Solar orientation of the building combined with exterior sun shading devices help to passively reduce solar heat gain.
- LED lighting controls offer dimming, while daylight harvesting reduces energy load.

DAYLIGHT HARVESTING

NATURAL VENTILATION & TEMP. CONTROL

NATURAL MATERIALS

SUSTAINABILITY & WELLNESS

MATERIALS & MAINTENANCE

MATERIAL SOLUTIONS

Durable, low maintenance materials are used throughout the building, while reinforcing the concept of the serape blanket:

- Dark, ironspot brick established a rich base for the materials palette and is detailed to evoke a woven texture.
- Colorful phenolic panels contrast the dark brick, while perforated metal sunshades create playful shadows recalling the decorative patterns of serapes.
- Porcelain wall tile with rhythmic patterning enlivens interior spaces.

UNIQUE BRICK DETAILING

COLORFUL PHENOLIC PANELS

CUSTOM PERFORATED SUNSHADES



SUSTAINABILITY & WELLNESS

HEALTHY ENVIRONMENT

HEALTHY MIND, BODY & SOUL

COMFORT

- Enhanced acoustics in the learning spaces, dining and activity spaces have a direct impact on speech intelligibility and auditory comfort.
- Enhanced direct and indirect lighting, with individual controls and daylight harvesting that reduce glare and supports a variety of choice, will increase the student's cognitive performance.

MOVEMENT

- Encouraged stair use through aesthetic design, natural daylighting, and visibility of staircases.
- Reduced sedentary behavior with implementation of active (sit-stand) furnishings.

MIND

- Incorporation of the natural environment throughout the project: signature wood ceilings, rhythmic patterns, access to views of nature.
- Spaces that promote restoration and relief from mental fatigue or stress.





WEBB