ROOSEVELT

HIGH SCHOOL

A District's Vision for Change - Career & Technical Education (CTE) Integration and Community Alignment

Executive Summary

Roosevelt High School in Johnstown, Colorado, embodies a forward-thinking integration of Career and Technical Education (CTE) within a comprehensive high school framework. This project, deeply rooted in stakeholder collaboration, aligns educational offerings with local economic needs, creating a student-centered environment that prepares learners for college and career pathways. Diverse input from students, community members, teachers, and administration staff shaped the school's development, ensuring the design reflected the community's industrial character and resilient blue-collar ethos.

The school's design prioritizes adaptability and diverse student needs, aligning with Weld County RE-5J School District's mission of fostering a "Career Development Journey." The curriculum integrates CTE pathways with traditional academics, providing hands-on, real-world learning experiences.

A key feature is the "Learning Studios Model," offering flexible, immersive spaces catering to various learning styles and career aspirations. Part of a 240-acre master-planned development, Roosevelt High School is a community hub, fostering partnerships within the development with local businesses and amenities such as parks, healthcare facilities, hospitality and senior living communities. **This is the first time in Colorado when the school is the anchor of a community's development. Instead of the community reaching out to the school, the school is reaching out to the community in a completely new type of connection.** This integration ensures students receive hands-on career experience while contributing to community growth.

Prominently displayed throughout the community, the Rough Rider brand reflects the school's central role and pride. The project underscores the core values of Collaboration, Collegiality, Connection, Diversity, Equity, and Inclusion by authentically engaging all voices in the design process. Roosevelt High School demonstrates how educational environments can be tailored to reflect local contexts, providing students with multiple relevant career pathways and enriching the community.

42 Dual High School and College Credits

30 Industry Certification Opportunities

Four CTE Clusters Supporting over 20 Career Pathways

QUICK FACTS

Owner	Description	Occupancy Date	Project Size	Student Capacity	Cost	Number of CTE Labs
Weld County School District RE-5J	New CTE Integrated Comprehensive High School	August 2023	230,000 SF / 65 acres of a 240-acre master plan	Current 1,300 / 1,600 Future capacity with planned additions	$107.4M	15

School & Community Engagement

Context | ***A Rapidly Growing Rural Community***
Roosevelt High School serves the growing communities of Johnstown and Milliken, Colorado, known for their industrial character, resilient blue-collar work ethic, and pride. Traditionally an agrarian culture, the area is experiencing an influx of diversity.

The school's "R" Roughrider brand is prominently displayed throughout the community in shops, on bumper stickers, reflecting its central role and the pride it instills, especially with the football team's recent state championship. This strong sense of community and celebration of the school's achievements demonstrates the core value of "Collaboration, Collegiality, Connection."

The two cities have coalesced behind their shared school, strategically focused on becoming specialized hubs that prioritize unique economic strengths aligned with providing exceptional educational opportunities for students. This forward-thinking, student-centered approach includes fostering partnerships with local businesses and integrating amenities such as parks, recreation facilities, urgent care centers, hotels, and senior assisted living communities, providing learners with hands-on experiences and real-world applications of their studies.

At a Glance

Employment
Employment rate steadily increasing

Industry
Recent growth fueled by mining

Growth
6% Annual growth rate

Diversity
Increased diversity in population & industry

"The community really wanted a high school and an expanded CTE program," said Sara Hall, school board member. ""It made sense rather than to sit CTE into an existing school, why not build the school around the program."

Stakeholders | *All Voices Heard*

The Roosevelt High School project involved a diverse group of stakeholders who played crucial roles in the planning, design, and implementation phases. These stakeholders were integral to the development of the school's CTE pathways and the overall design of the facility, with a shared commitment to putting students first. The key stakeholders included:

Weld County School District RE-5J

As the primary stakeholder, the school district guided the project's focus on CTE programs as part of their district-wide mission to create a "Career Development Journey" for students, starting from elementary school.

Johnstown/Milliken Communities

Community engagement was crucial in selecting the CTE programs and fostering partnerships that would provide authentic learning experiences for students. Community leaders provided historical context, traditions, and insights on how to continue the valuable connections between the school and the community.

Students

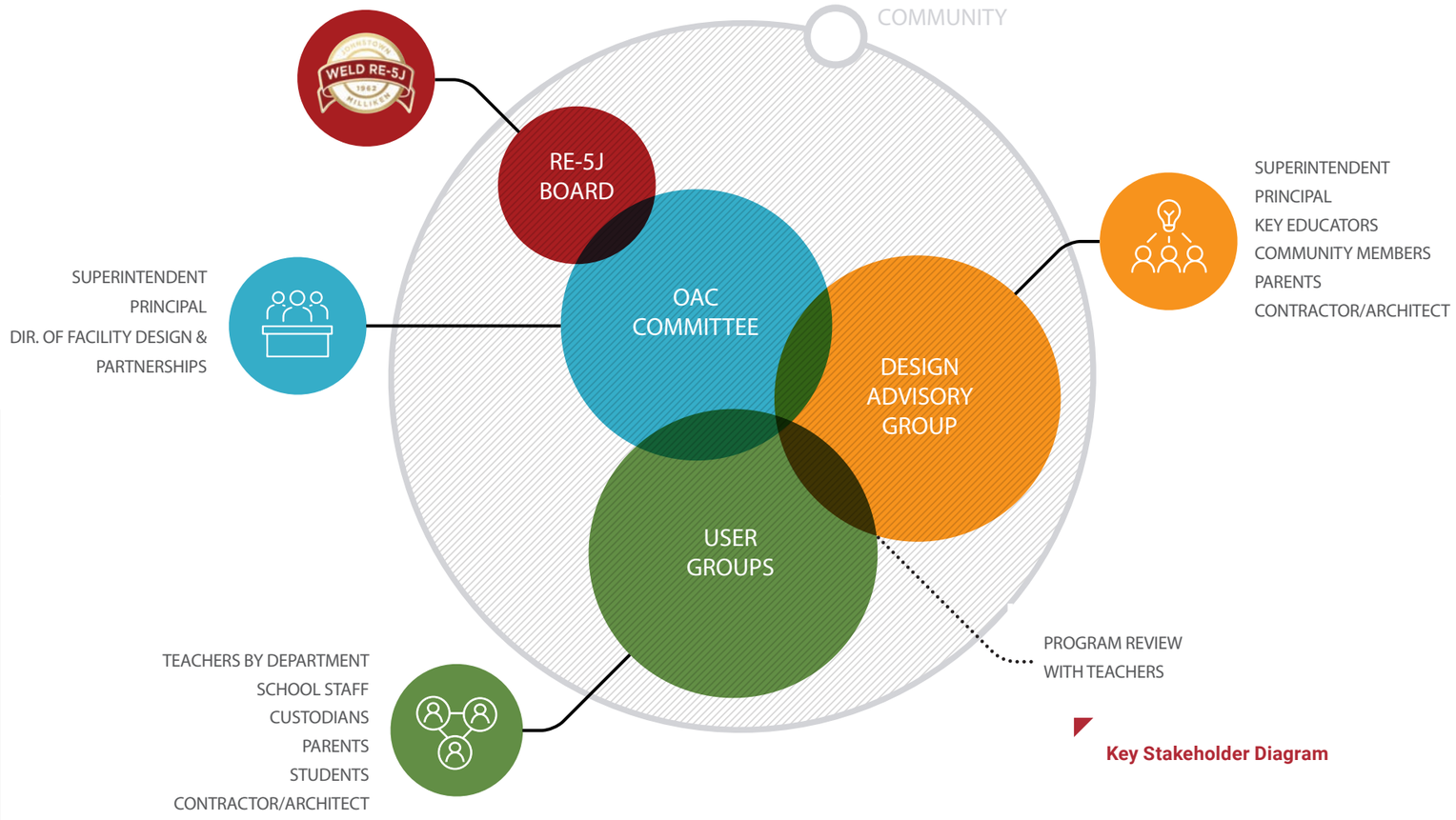
Their involvement and input were actively sought to ensure their overall educational experience remained at the center of the planning process. Students shared their perspectives on what it meant to be a "Rough Rider" and the elements they believed should be prioritized.

Teachers/Staff

Educators and administrative staff provided perspectives on balancing the needs of traditional academic teaching spaces with the requirements of career-focused instruction areas.

Sauer Family

As the donors of the land for the project, the Sauer family had a stake in the project and its alignment with their vision for the masterplan, which included the development of businesses and amenities surrounding the school.



Key Stakeholder Diagram

CHALLENGES

Equitable Distribution: Ensuring an equitable distribution of specialized programs and deciding the school location between the two communities of Johnstown and Milliken.

Community Alignment: Aligning CTE programs with local needs and industries.

Future Flexibility: Designing adaptable spaces for evolving programs and technological advancements without extensive modifications.

Integration: Integrating CTE pathways into the traditional curriculum.

Classroom Utilization Mindset Shift: The "Learning Studios" concept challenged traditional classroom ownership.

COVID Inflation & Lead Times: Material inflation and lead time increases.

COVID Communications: Ensuring robust stakeholder engagement and prioritizing design intent and learners' needs despite pandemic challenges.

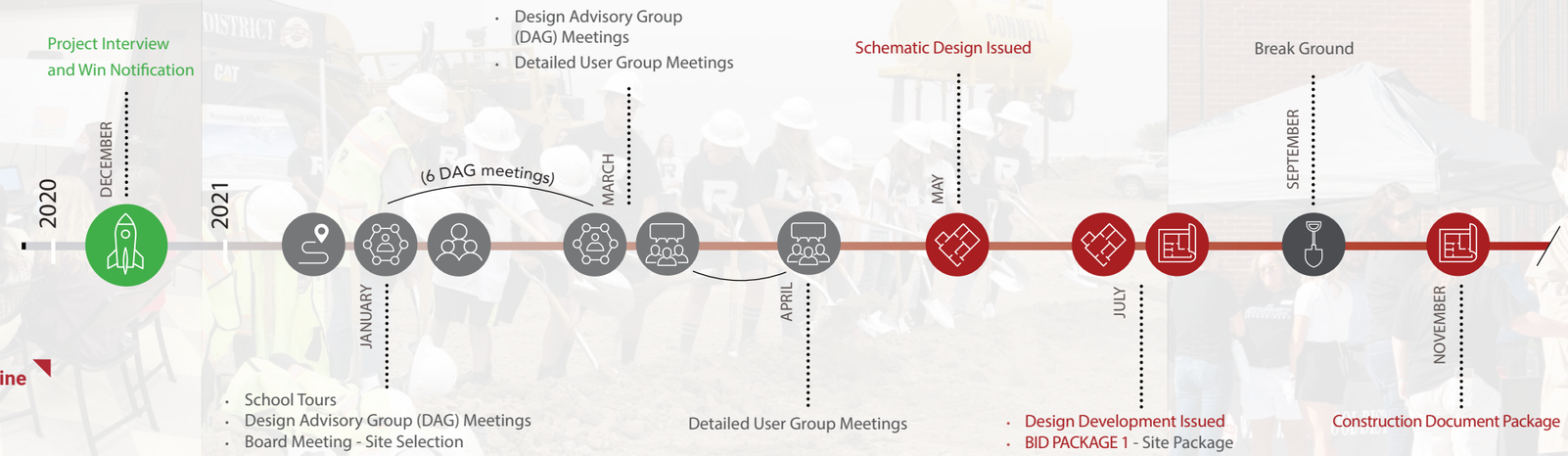
ASSETS

Land & Sauer Family's Plans: The school's 65-acre site, generously gifted by the Sauer family to the district, is part of a larger 240-acre master plan with future development plans designed to support the school and its CTE pathways.

Strong Design Advisory Group (DAG) Involvement: DAG members provided diverse insights and feedback throughout the design process, with a deliberate focus on prioritizing learners' needs and aspirations.

Technology Assets: 3D Gaming Walk-Through Technology was used to visualize the design and facilitate stakeholder engagement, especially useful during the COVID-19 quarantine when in-person meetings were restricted.

CTE Director Expertise: The CTE Director was instrumental in ensuring the design result is learner-centered and aligned with the career aspirations and economic context of the student population.



Project Timeline

Visioning Process | *A New Frontier*

The school district envisioned transforming from a traditional high school with CTE programs to one where career development is not only present but fully-integrated, forefront and central. This bold vision required rethinking high school norms, classroom usage, teacher collaboration, and extending education beyond the classroom into the heart of the school, outdoors, and even into the community. Before pen was put to paper, the team engaged stakeholders through visioning workshops, surveys, and focused conversations to identify the project's core values. With these core values established, the team led the design advisory group on tours. Given the project's unique focus on career development, these tours included not only K-12 schools but also colleges and universities, which typically have more advanced CTE labs and robust partnerships.

The visioning process focused on:

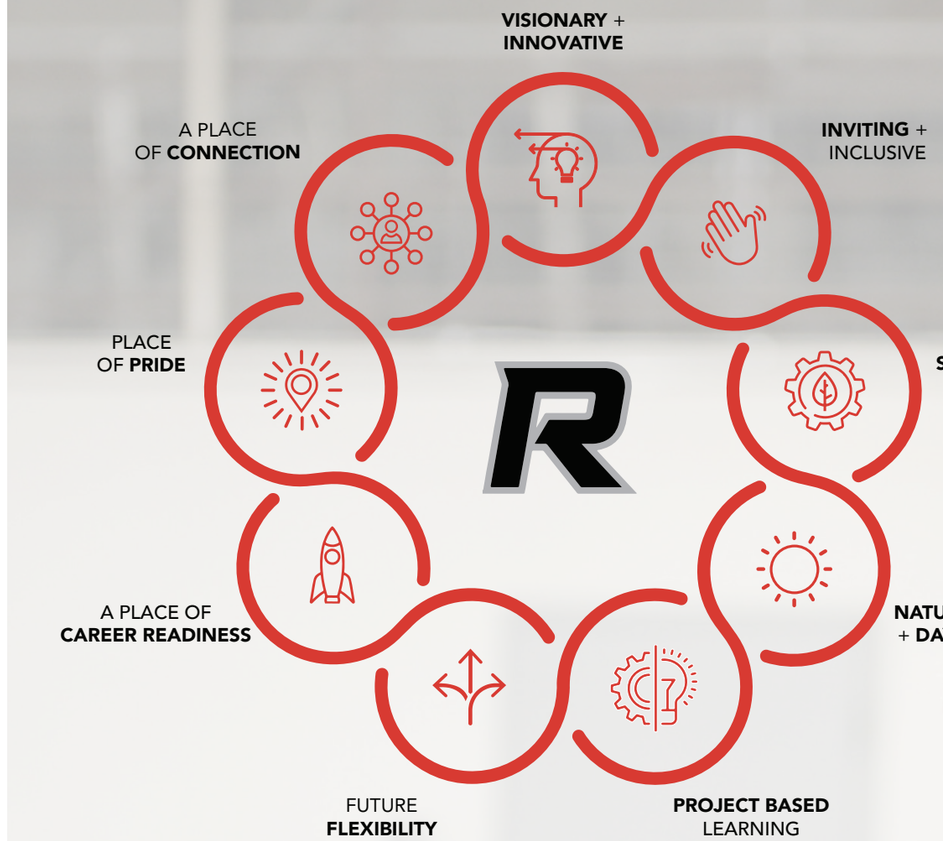
Stakeholder Engagement: Utilizing a robust design advisory group meeting schedule, which included the district leadership, design advisory group members, users, students, and the Johnstown/Milliken communities. This diverse group ensured that learners' voices and perspectives were at the forefront of the decision-making.

Use of Technology: Employing live polling, school tours, and 3D gaming walk-through technology to build consensus and ensure the design reflected the community's vision, and most importantly, provide an immersive experience for students to explore and provide feedback on the proposed learning spaces, ensuring their needs were met. especially during the COVID-19 quarantine.

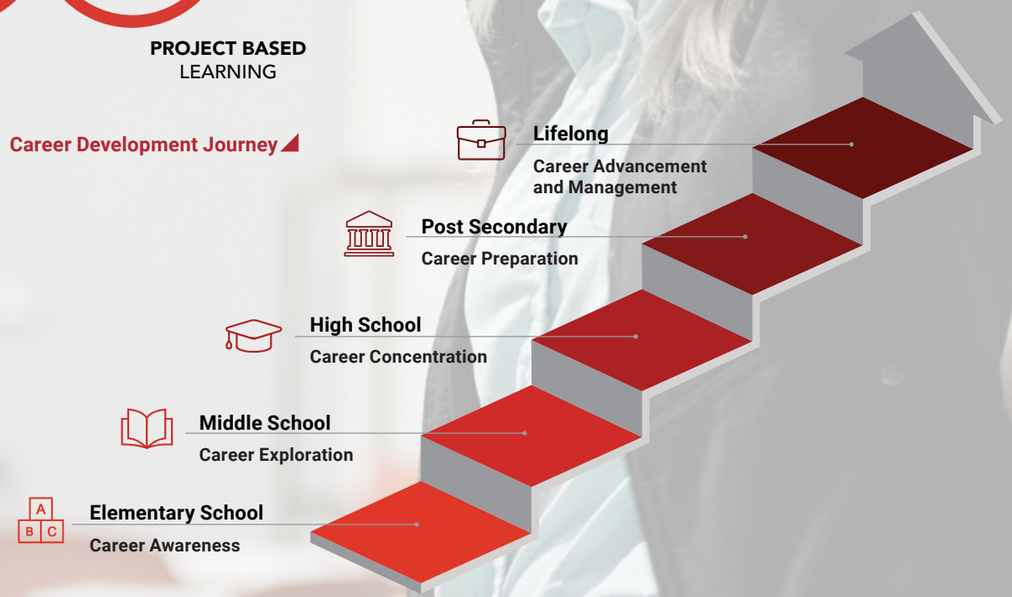
Inclusive & Diverse Student and Community Engagement: The planning process involved a diverse group of stakeholders, including students from various backgrounds, parents, community members, and local businesses, ensuring that multiple perspectives were considered in the development of the school. This inclusive approach allowed for the representation of diverse voices, experiences, and learning needs, especially as the community is growing and becoming more ethnically and economically diverse than the district's past.

Virtual DAG and User Group Meetings

Core Values



Career Development Journey



Place Matters

Value to the Community

The Roosevelt High School project has been a transformative initiative for the Johnstown and Milliken communities, embodying the core value of "Place Matters" by creating an educational hub that is deeply integrated with the local context and economy. The project's contributions are multifaceted:

- **Economic Alignment:** The selection of CTE programs was directly informed by the economic needs and future prospects of the local communities, aiming to position the towns as specialized hubs. This strategic alignment ensures that students are not only learning in place but are also primed to contribute meaningfully to the community's economic vitality upon graduation.

- **Community Development:** The school is part of a 240-acre master plan that includes partnerships with local businesses and amenities, such as parks, recreation, urgent care, and senior assisted living, which are intended to support community growth and provide real-life experience opportunities for students. These partnerships are instrumental in providing students with experiential learning opportunities that are directly connected to their environment, thereby reinforcing the "Place Matters" core value.

- **Tailored Educational Pathways:** Offering students pathways to high-wage, high-skill, and high-demand careers through tailored CTE programs, which also allow for the acquisition of certificates enabling direct workforce entry or further education at a college or university, exemplifying "Innovation" while also reflecting the core value of community alignment. These pathways are thoughtfully designed to resonate with the unique learning preferences and future aspirations of each student, ensuring that the educational experience is not only relevant and engaging but also grounded in the reality of the place where they learn and grow.

The project's emphasis on "Learning in Place" underscores its role in providing a learner-centered environment that not only enhances educational outcomes but also fosters a deep connection between the curriculum and the unique characteristics, resources, and needs of the Johnstown and Milliken communities. By grounding learning in the local context, the school prepares students for success in both college and career pathways while simultaneously contributing to the growth and development of the surrounding area.

"What makes Johnstown/ Milliken special is that there strong partnership between the community and the school district. That partnership has been a great catalyst that has fostered a lot of the programming and pathways that we have available for our students here."

– Rebecca Albert-Vollrath, CTE Director

Physical Environment

The 230,000 square foot facility school's physical attributes emphasize CTE pathways, seamlessly integrating them into the core educational experience.

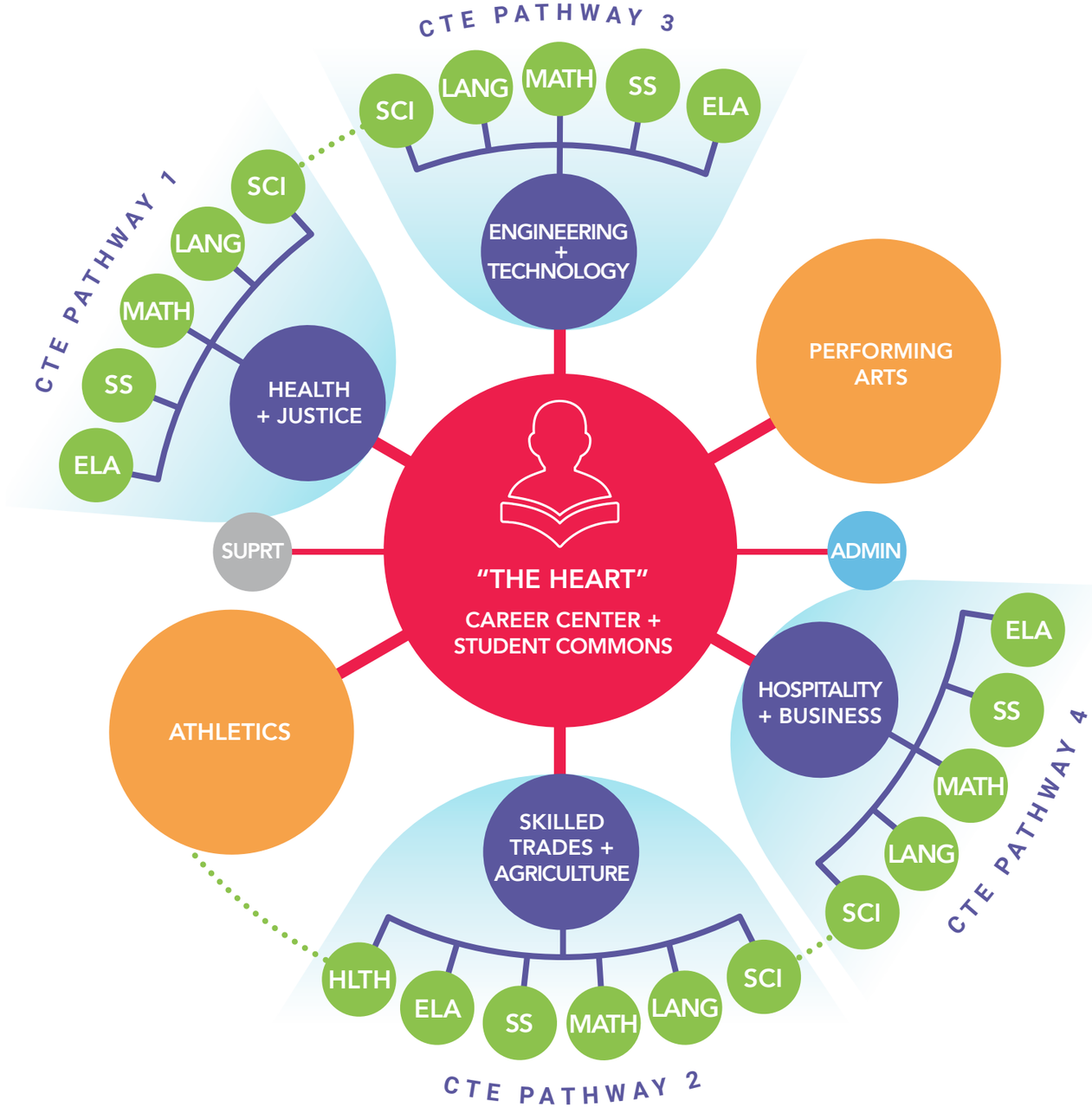
Key elements include:

- **CTE Pathways and Building Design:** The school's layout is organized into four distinct CTE pathway zones: Health/Justice, Skilled Trades & Agriculture, Engineering & Technology, and Hospitality/Business. These zones are strategically positioned throughout the building, with CTE labs and workshops designed for high visibility, encouraging exploration and cross-pollination among students. Each CTE pathway zone has a unique identity expressed through distinct materials and color schemes, creating a sense of cohesion while allowing for individual expression.

- **Openness and Transparency:** Transparency and openness are key design elements, with instructional spaces featuring visual connections to adjacent areas and between floors. The central "community commons" space, known as "The Heart," serves as a hub for collaboration and connection. It showcases the CTE pathways, displaying student work and providing opportunities for hands-on experiences. The Heart also features a cafe/shop and a culinary kitchen/restaurant, further reinforcing the school's commitment to career-focused education. This openness extends to the building's exterior, with ample natural light and views of the surrounding environment.

- **Flexibility and Adaptability:** Flexibility is a core principle of the school's design, with wide corridors that can be used as extended learning spaces, garage doors that open up classrooms, and a multi-purpose space that can host various events. This adaptability ensures that the physical environment can evolve to meet the changing needs of students and educational programs.

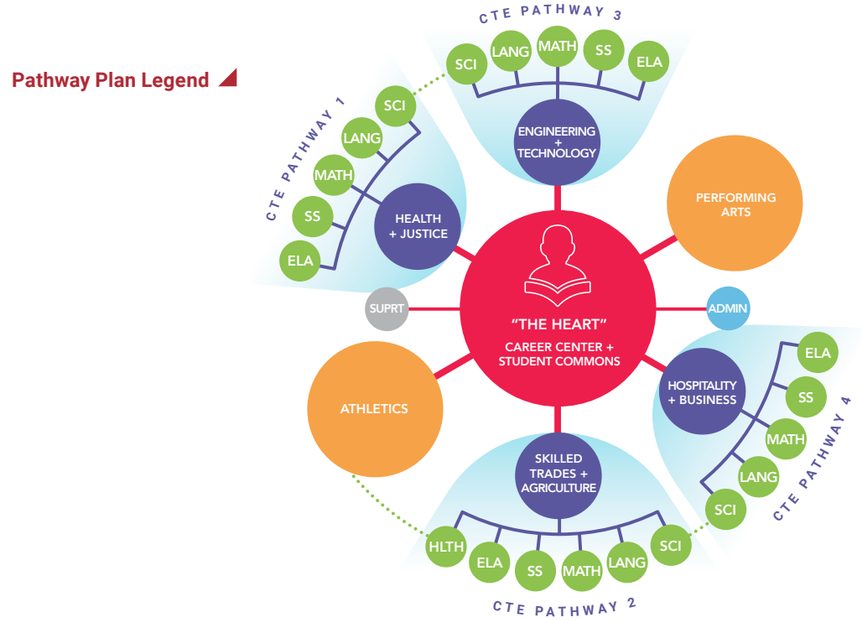
Pathways
Bubble Diagram



Physical Environment

CTE Integration

Unlike many traditional schools, CTE programs are not tucked away. Roosevelt fully integrates the CTE labs within the school rather than limiting them to a separate wing. The integration of traditional academics and CTE offers students shared educational resources and greater choices across diverse courses. Access to traditional academics strengthens the learning experience of CTE programs, while the hands-on and project-based activities of CTE enhances the learning experience of the traditional academics.



Administration
Support
Athletics / Performing
Learning Studio / Science

CTE PATHWAY 1

a - Nurse Aide Lab
h - Health Sciences

CTE PATHWAY 2

d - Construction
e - Agriculture & Welding
f - Animal Science
g - Plant Science

CTE PATHWAY 3

b - Engineering
i - Digital & Multi-media
j - Computer Repair
k - Coding

CTE PATHWAY 4

c - Culinary
l - Merchandise

Physical Environment

CTE Program Adjacencies
One of the challenges and opportunities was to design adjacencies that appropriately connect core curriculum spaces with spaces specific to pathways. Teacher "neighborhoods" make these adjacencies more flexible.

Pathway Plan Legend

Administration
Support
Athletics / Performing
Learning Studio / Science

CTE PATHWAY 1
a - Nurse Aide Lab
h - Health Sciences

CTE PATHWAY 2
d - Construction
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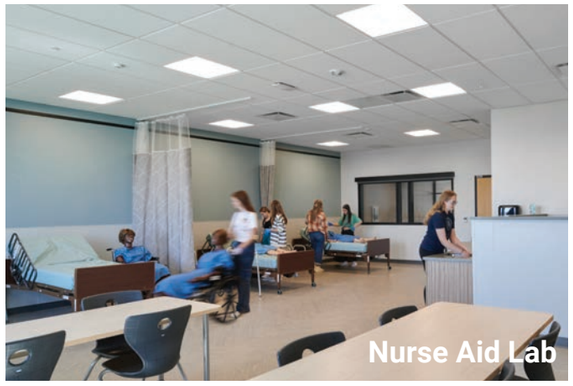
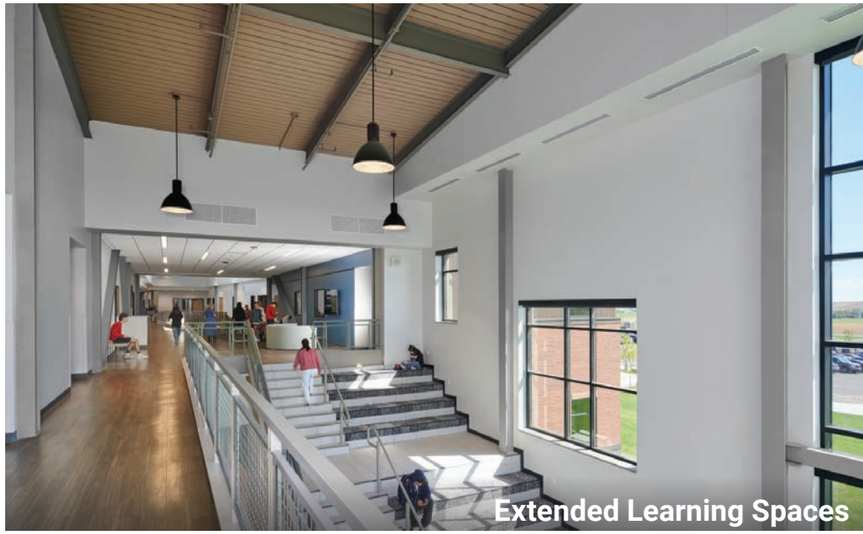
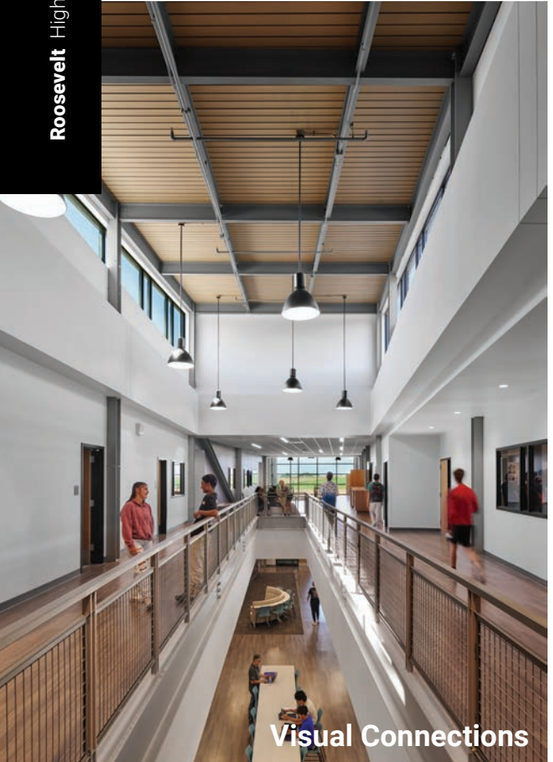
“The Heart” - Career Center + Student Commons


THE OUTPOST
The Outpost - Resource Center


Nurse Aid Lab


Centralized Couseling & Career Commons


Extended Learning Spaces


Visual Connections

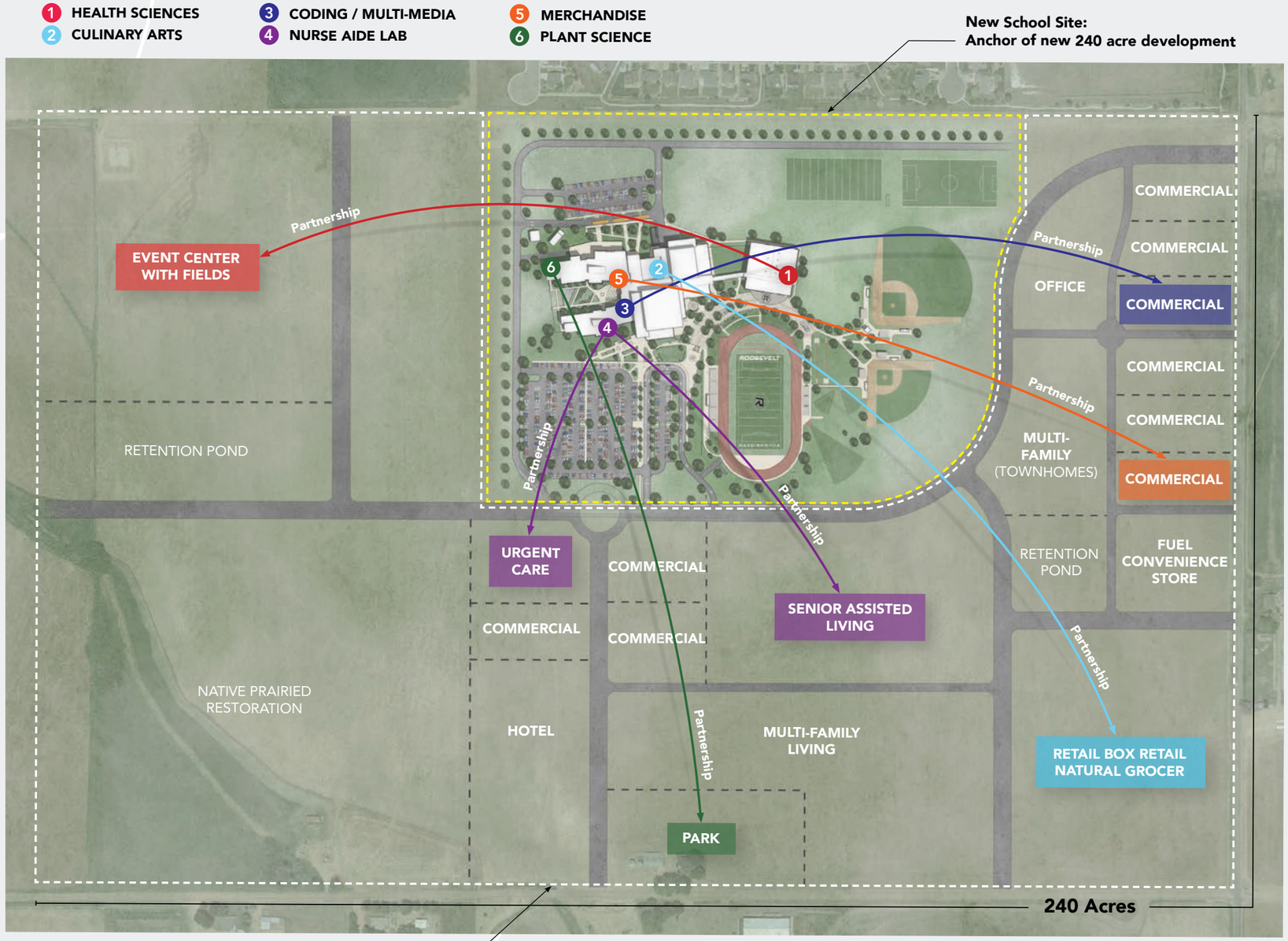

CONSTRUCTION
CTE Visibility + Learning on Display

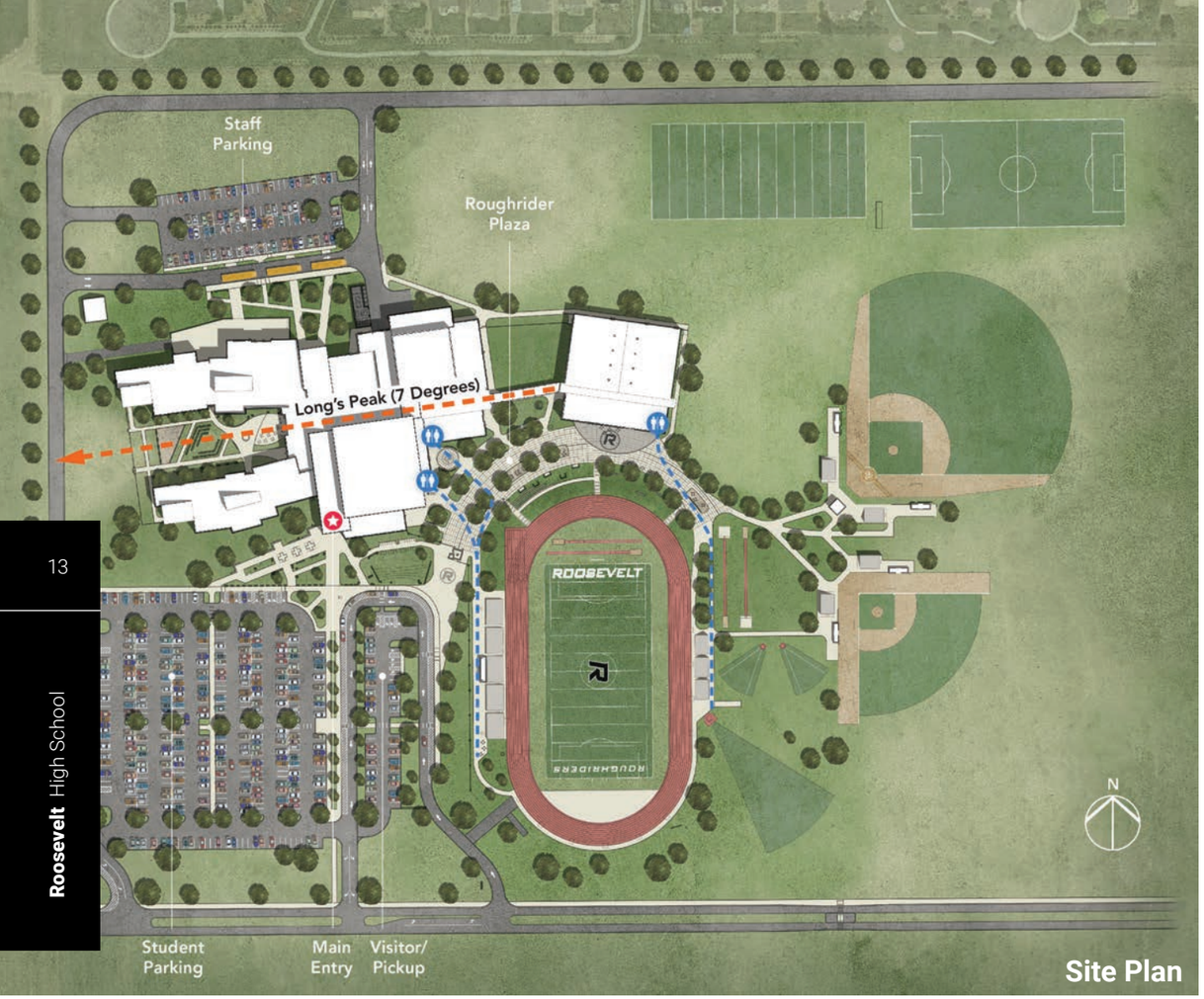

BRANDING IRON
Culinary Kitchen/Restaurant

Bringing the Community Forward.

Community Context | *A School Reaching Outward*
Schools are often the anchor of their communities -- and double as a space for the community to gather. In Roosevelt's case, the school also reaches out into the community. Below are key elements of how the facility fits within the larger community:

- **Community Anchor and Partnerships:** Roosevelt High School is an integral part of a larger 240-acre master-planned development designed to support the school's CTE pathways and foster community growth. The master plan envisions partnerships with local businesses, parks, healthcare facilities, hospitality services, and senior living communities, creating a synergistic environment that enriches the educational experience and promotes community development. The school serves as a community anchor, guiding future developments to align with and support its CTE programs.
- **Symbiotic Relationship:** This symbiotic relationship allows students to gain real-world experience, while the community benefits from the skilled workforce and services provided by the school's pathways.
- **Design Reflects Community:** The design of Roosevelt High School reflects the industrial "grit" and blue-collar ethos that characterize the Johnstown and Milliken communities. The school itself is a teaching tool, with exposed structural elements and the use of durable materials like brick and concrete, demonstrating respect for the area's character and traditions.
- **Contextual Views:** The building's orientation captures views of the iconic Longs Peak, a prominent landmark visible from the ends of each pathway, the courtyard, and the central "Heart" commons space, further reinforcing the school's connection to its surroundings.





Site Plan

Reflects Community

Design Promotes Pride

Contextual Views - Longs Peak

Community History Celebrated

Exposed Building Elements - A Teaching Tool

Inspires + Motivates

Personalized, student-centered, hands-on, career-focused learning environment.

Sparking Curiosity

The project design inspires and motivates students by creating an immersive, career-focused learning environment that showcases various pathways and encourages hands-on exploration. Several key elements contribute to this motivating atmosphere:

- **Learning On Display:** The integration of CTE spaces throughout the school, rather than isolating them in a separate wing, puts learning pathways on display. Large windows and strategic placement along main corridors allow students to glimpse the specialized labs and equipment used in different CTE programs. This visibility sparks curiosity and motivates students to explore careers they may not have previously considered.

- **Exploration of Many Options:** By housing multiple CTE programs under one roof, the school provides easy access for students to explore a wide range of career options. Related programs are strategically located near each other, enabling cross-disciplinary, project-based learning experiences. For example, students can develop a product idea in a design class, construct a prototype in the manufacturing lab, and learn marketing strategies in a business course – a cohesive experience that fosters innovation and critical thinking.

- **Seeing Yourself in Action:** The school environment is designed to help students envision themselves in various career roles. Custom wall graphics feature real students, allowing current pupils to see themselves reflected in the learning spaces. Additionally, dedicated display cases and pin-up spaces showcase student work from each pathway, celebrating their efforts and inspiring continued engagement.

- **Hands-On Learning in Action:** Specialized labs and equipment provide students with opportunities to practice career-specific skills in a hands-on setting. For example, a student-run cafe allows those in the culinary arts program to apply their knowledge in a real-world setting, while a technology lab with a “help window” enables IT students to provide support services, simulating a professional environment.


Hands-On Learning


Boneyard - Outdoor Project-Based Learning


Community Stair


Activated Corridor Space


Health Sciences Lab


CTE Program Visibility


Culinary Lab + Kitchen

Diversity, Equity + Inclusion | *Empowering All Students*

Visibility & Inclusion: Roosevelt High School embraces diversity, equity, and inclusion by intentionally showcasing various career pathways and providing opportunities for all students to explore different vocational options. The strategic positioning of program spaces with large windows in the main areas of the school encourages students from diverse backgrounds to engage in careers they may not have previously considered. Wall graphics featuring images of diverse students and their work reflect the growing ethnic and economic diversity within the Johnstown and Milliken communities, allowing students to see themselves represented in various professions. The school's design aligns with its core values by recognizing students as the ultimate beneficiaries and prioritizing their needs. By making vocational education visible and inclusive, the physical environment empowers learners to discover their passions and envision themselves in fulfilling careers, regardless of their backgrounds.

Access to Tech: Incorporating advanced technology and state-of-the-art infrastructure throughout Roosevelt High School ensures that all students have equitable access to the tools and skills required in modern industries. This approach not only prepares students for future careers but also supports diversity, equity, and inclusion by providing cutting-edge resources for learning, regardless of socioeconomic status or mobility challenges. The school's commitment to technology integration exemplifies the core value of "Innovation" by exploring opportunities at the intersection of learning and place. By providing students with hands-on experience using the latest technologies, the physical environment strengthens learning for all through exceptional, future-focused facilities.

Diverse Teaching: Roosevelt High School fosters an inclusive educational approach by establishing collaborative "teacher neighborhoods" that promote interdisciplinary cooperation and diverse teaching methods. These shared spaces encourage educators from different subject areas to exchange ideas, innovate, and support one another, moving away from the traditional department-driven approach. This design feature aligns with the core value of "Collaboration, Collegiality, Connection" by facilitating the sharing of ideas, resources, and values across disciplines. By promoting diverse teaching methods and breaking down silos, the physical environment cultivates a culture of "Respect", where new perspectives are embraced and welcomed, ultimately benefiting all learners.

ACE Pathway: The ACE (Alternative Cooperative Education) Pathway is a multi-occupational pathway that facilitates individualized, developmentally appropriate programming to support all students successfully. Students in this pathway gain real-world skills by operating 'The Exchange' cafe/shop, providing hands-on training opportunities tailored to the unique learning styles and abilities of ACE students.

Sustainability + Wellness | *Assets*

Future Waste Reduction: Roosevelt High School's design includes flexible learning environments that can be reconfigured to accommodate various instructional approaches and evolving CTE programs. This adaptability is essential for sustainability as it allows the school to evolve with changing educational needs without significant renovations or waste. The school's infrastructure is designed to be scalable and flexible, with robust power distribution and data communications capabilities. This futureproofing is key to sustainability as it allows the school to adapt to new technologies without extensive overhauls, reducing the need for frequent construction and material waste.

Daylighting: The school's use of large windows and glass walls throughout maximizes natural daylight, reducing the need for artificial lighting and contributing to energy efficiency. Natural light has been shown to improve student performance, with studies indicating a 20% better learning rate in math and 26% improved rate in reading when students have more access to daylight. Daylighting also creates a healthier learning environment by promoting Vitamin D generation and circadian regulation, supporting mental performance and decreasing depression. Furthermore, the transparency and visual connections to the outdoors foster a sense of connection with nature, contributing to student and faculty physical and mental wellness. This aligns with the core value of "Place Matters," as the school's design recognizes the value of the natural environment in enhancing the learning experience.

Outdoor Space: Roosevelt High School incorporates various outdoor learning opportunities that promote sustainability and wellness. The Rough Rider Plaza and the large, secure exterior courtyard encourage outdoor learning, dining, and short breaks between classes. These spaces foster a connection with the natural environment, promoting wellness and aligning with the core value of "Place Matters" by recognizing the value of the outdoor environment in the learning experience. Additionally, the school's design includes plans for a 240-acre masterplan development surrounding the school, which will feature partnerships with businesses and facilities that support the CTE pathways. This integration of the school into the larger community context demonstrates a commitment to sustainability by creating walkable, equitable opportunities for hands-on learning and community engagement.

Material Selection: The selection of durable materials like brick and concrete for CTE spaces, such as the construction and skilled trades pathways, ensures longevity and reduces maintenance needs. This choice supports sustainability by minimizing resource consumption and waste. Additionally, the school's interior material selections prioritize promoting higher indoor air quality and include recycled and recyclable content, further contributing to a sustainable and healthy learning environment. The school's design also incorporates industrial, grit, and backbone elements, reflecting the character of the Johnstown and Milliken communities. This authentic representation of the local context aligns with the core value of "Respect" by embracing and valuing the perspectives and identities of the surrounding communities.

Acoustics: Roosevelt High School places a heavy emphasis on acoustical separation between different spaces, ensuring that learning is not interrupted or disturbed by noise from adjacent areas. Proper acoustics are crucial for creating a conducive learning environment, as poor acoustics can detrimentally impact students' test performance, concentration, and overall academic achievement. The school's design incorporates strategies such as sound-absorbing materials, strategic room layouts, and careful consideration of mechanical system noise control. This attention to acoustics demonstrates a commitment to fostering an optimal learning environment, aligning with the core value of community alignment by prioritizing the needs of students.

"We wanted to make sure that as they entered the building, the students would see that their opportunities are endless. The design truly meets the needs of the community versus the other way around."

– David Benson, RHS Principal

Educational Environment

Vision + Goals | *Future-Focused*

The vision and goals for Roosevelt High School aim to create an innovative, future-focused learning environment that aligns with the Weld County School District RE-5J's mission to provide a "Career Development Journey" for all students, starting with career awareness in elementary school, career exploration in middle school, and culminating in choosing a focused career pathway concentration in high school. The overarching goals for the Roosevelt High School are:

- Provide a Personalized, Student-Centered Learning Environment
- Offer a hands-on, career-focused curriculum that sparks students' curiosity
- Offer a Comprehensive High School Experience
- Prepare students for 21st-century careers and the evolving workforce
- Integrate Career and Technical Education (CTE) Pathways
- Promote Collaboration and Cross Disciplinary Learning
- Foster Community Involvement and Real-World Learning

Supports the Curriculum

The design of Roosevelt High School's environment is intricately linked to its curriculum, with a focus CTE pathways. The physical environment supports the educational vision to provide a personalized, student-centered learning experience that is hands-on and career-focused. Examples include:

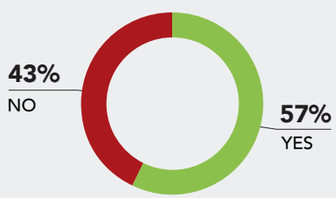
Integration of CTE Pathways with Core Curriculum: Unlike traditional schools where CTE programs might be isolated, Roosevelt High School fully integrates CTE labs within the school, allowing for shared educational resources and greater choices across diverse courses. This approach strengthens the learning experience of both CTE programs and traditional academics.

Visibility and Awareness of CTE Pathways: The design features CTE labs and workshops that are highly visible, putting learning on display instead of being hidden. This strategy allows curious minds to discover careers in action that they may not have previously considered, promoting awareness of different CTE pathways.

Flexible and Adaptable Spaces: The design prioritizes flexibility and adaptability, with spaces that can accommodate changing program requirements and technological advancements. This approach supports the dynamic nature of career development and ensures that the learning environment remains relevant and effective over time.

Partnerships for Hands-On Experience: Through partnerships with local businesses and the development of 240 acres surrounding the school, students have the opportunity to gain real-life experience in fields such as health science and skilled nursing. These partnerships are within a safe and walkable distance, providing equitable opportunities for all students to get hands-on experience.

Roosevelt's Design Contributed to Student Pathway Interest/Change



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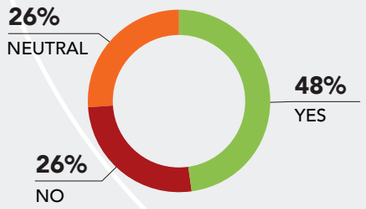
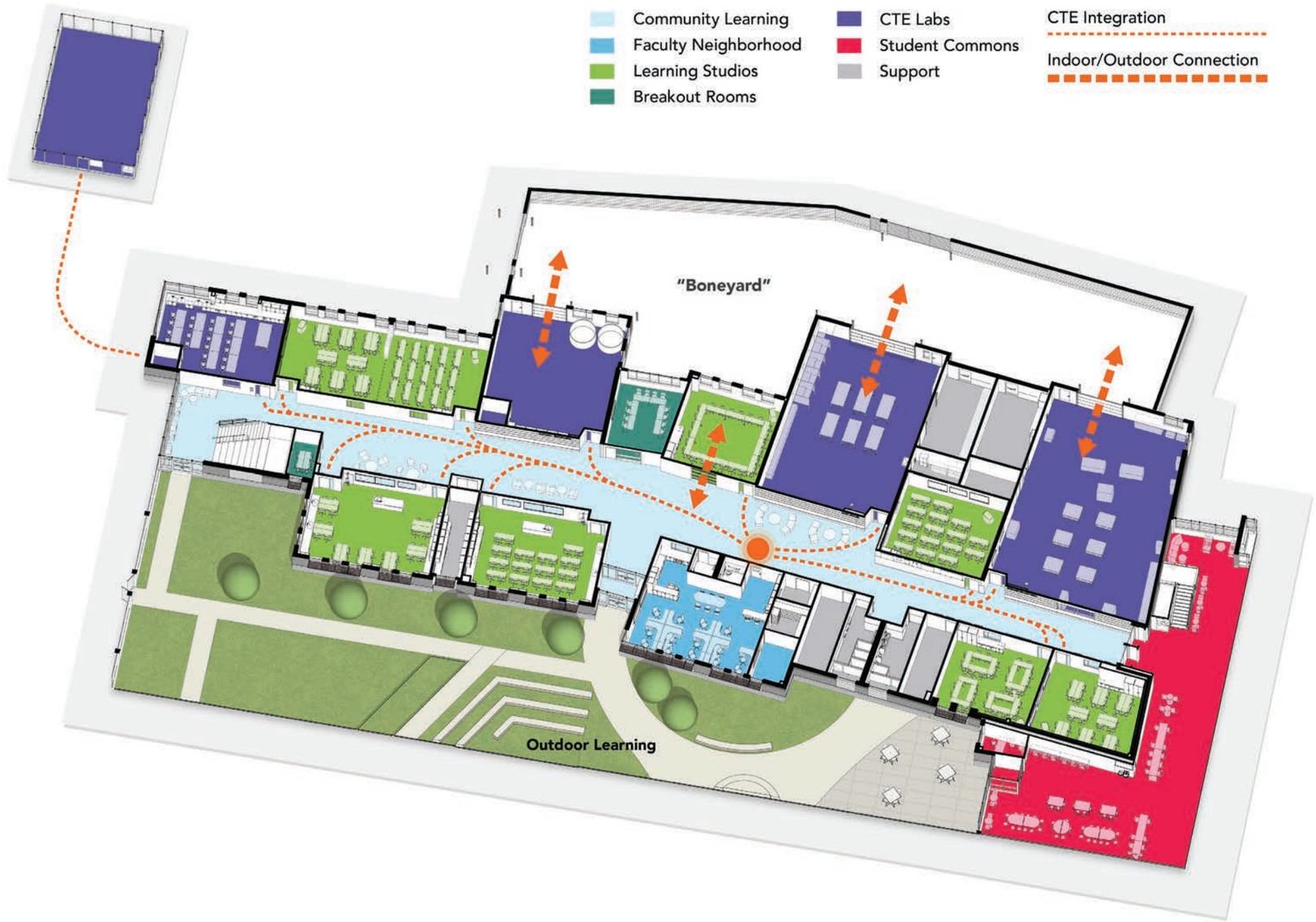
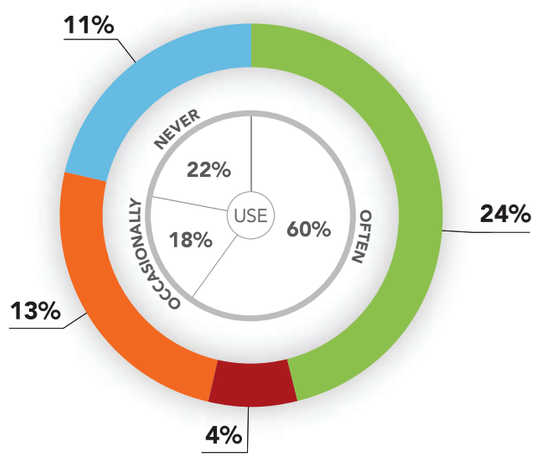


CTE Integrated Pathways Diagram



Teacher Neighborhoods Support Curriculum Integration:
The school features 4 distinct teacher “neighborhoods”, one for each of the CTE pathway clusters - Health/Justice, Skilled Trades/Agriculture, Engineering/Technology, and Hospitality/ Business. These neighborhoods group together teachers from both CTE programs and core academics in close proximity. This innovative design allows for greater collaboration between CTE and academic teachers to integrate curriculum and tailor lessons to the specific career interests of students within each pathway.

Has the faculty neighborhood contributed to an increase or decrease in collaborative type teaching, ad list key words to support your answer.



grade level
better
ability to have lunch
planning
teachers
lunch
faculty
rooms
faculty room
faculty lounge
collaborate
faculty space
colleagues
collaboration within our department

Teacher/Faculty Neighborhood

Variety of Learning + Teaching Styles

Roosevelt High School incorporates several features that support a variety of learning styles, effectively catering to the diverse needs of its students. Here are some specific design elements that align with different learning styles:

Visual Learning: High Visibility of CTE Pathways: The school design includes large windows and glass walls in supporting visual connections between different learning areas, CTE labs and workshops, enhancing visibility and catering to visual learners who benefit from observing activities.

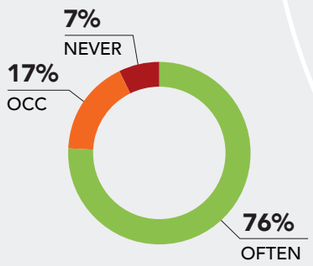
Kinesthetic Learning: The "boneyard" and other outdoor spaces provide hands-on learning experiences, supporting kinesthetic learners who benefit from engaging physically with their learning environment. Movable furniture and adaptable spaces allow for physical movement and hands-on activities, catering to kinesthetic learners who need to engage physically with the material.

Reading/Writing Learning: The school includes dedicated study areas conducive to quiet study and reading, supporting learners who prefer to engage with text-based materials. Easy access to technology supports reading and writing learners through digital texts and interactive learning tools.

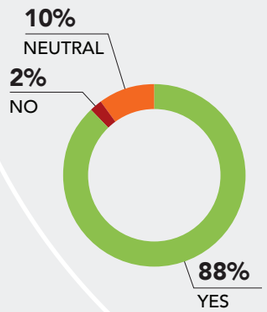
Multisensory Learning: The integration of CTE labs within the school rather than isolating them supports a multisensory approach, allowing students to engage with both practical and theoretical aspects of learning.

Community Areas: Spaces like "The Heart" provide a central area for auditory, visual, and kinesthetic activities to occur simultaneously, supporting multisensory learning.

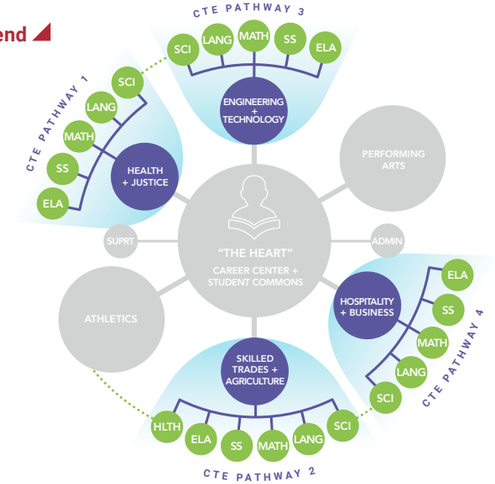
Student Use:
[Hallway Break-Out Spaces]



Support Learning:
[Specialized Classroom Spaces]



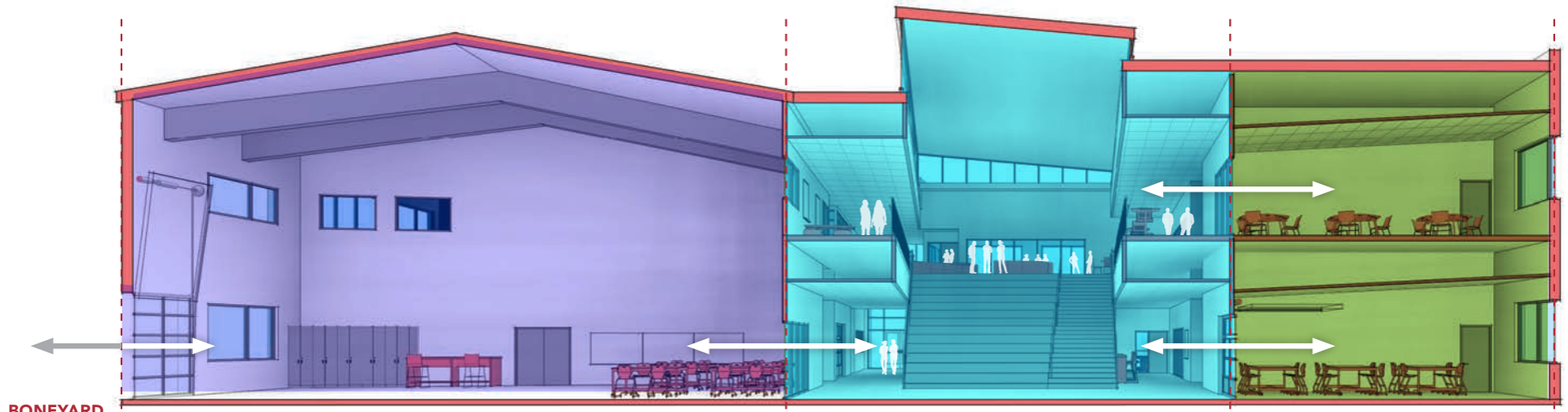
Pathway Plan Legend

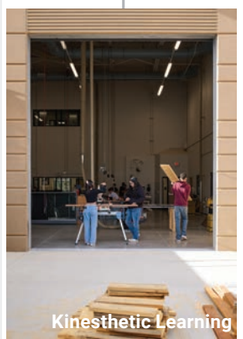


"As an instructional leader, the new school allows me to ask the staff to take risks and to move outside of their four walls to anywhere inside or outside the building. All spaces are designed to support their teaching efforts."

– David Benson, RHS Principal

PATHWAY DIAGRAM





Adaptable + Flexible | *Serving Evolving Needs*

The educational environment at Roosevelt High School is designed to be adaptable and flexible, supporting a dynamic and evolving educational model. Several key features contribute to this adaptability:

Flexible Furniture Options: The school incorporates adaptable spaces that can accommodate multiple programs and future curricular changes. Classrooms and labs feature flexible furniture and reconfigurable layouts to support diverse instructional approaches.

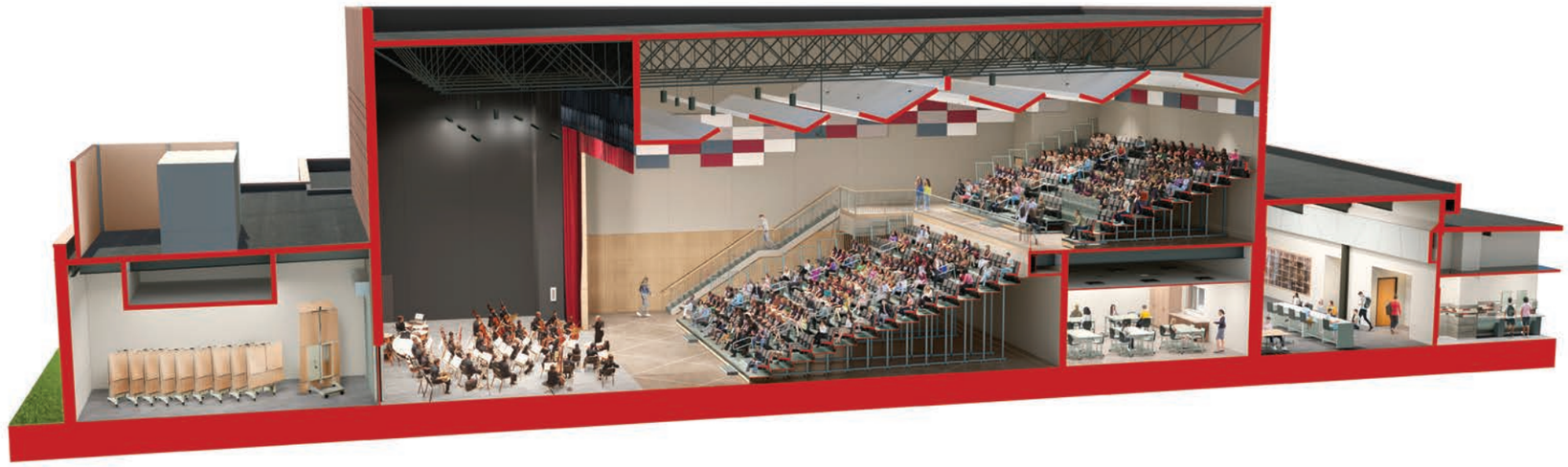
Large Corridor Spaces: A central element enabling flexibility is the school's innovative 25-foot-wide corridor design. Rather than just serving as transitional spaces, these expansive corridors act as multi-use extensions of the classroom learning environments. Activities like group work, projects, and student presentations can spill out from classrooms into the open corridors when more space is needed. Garage doors in some classrooms further extend the instructional space into these areas.

Outdoor Learning Integration: The design seamlessly connects indoor and outdoor learning environments. Spaces like the "boneyard" outdoor area support hands-on, project-based activities tailored to pathways like construction. This indoor-outdoor flexibility enables diverse applied learning experiences.

Adaptable Community Spaces: Large, open community areas foster flexibility for varied uses. The commons area with cafeteria seating for 550 and the 800-seat performing arts center with portable staging can host assemblies, competitions, performances and more. These adaptable spaces bring the school community together in dynamic ways.

Multipurpose Spaces: The multipurpose space exemplifies the school's adaptable design philosophy. This highly flexible area can transition between various functions like athletic events, performances, and large gatherings like science fairs, maximizing long-term utilization.

Multipurpose Space Section - Auditorium View



Multipurpose Space Section - Science Fair View

Results
Achieved

Roosevelt's design achieved the project goals by:

Educational Goals

Increasing Career Awareness:

- Integrates CTE pathways with traditional academics.
- Extensive community involvement increases vocational education interest.
- High visibility of CTE programs sparks student curiosity.

Identifying Clear CTE Pathways:

- Making CTE pathways forefront in the design has increased the number of students certified in specialty programs.
- Strategically positioned CTE labs and workshops encourage exploration and cross-curriculum opportunities.

Supporting Multiple Teaching Styles:

- Flexible spaces accommodate various learning and teaching styles.
- Includes small study zones, large collaboration areas, and outdoor learning spaces.
- "Teacher neighborhoods" promote interdisciplinary cooperation.
- State-of-the-art technology infrastructure supports evolving program needs.

School District & Community Goals

Fostering Career Development

- Supports career awareness, exploration, and concentration from elementary through high school.
- Collaborative planning ensures the design reflects district values and student needs.
- Prepares students for immediate workforce entry and further education.

Aligning with Economic and Community Needs

- CTE programs informed by local economic landscape and future prospects.
- Tailored learning environments support diverse learning styles and career aspirations.
- Provides equitable access to high-quality educational opportunities.

Creating a Supportive Learning Environment

- Emphasizes hands-on and real-world learning experiences.
- Fosters a sense of community and belonging.
- Integrates CTE pathways with traditional academics and local business partnerships.

Serving as a Community Anchor

- Fosters partnerships with local businesses to enrich education and support community growth.
- CTE programs aligned with economic needs of Johnstown and Milliken.
- Drives economic development by aligning education with local workforce needs.

Plant Science Lab with Outdoor Connection to Greenhouse

Unintended Achievements

Income Generation from CTE Pathway Programs: The school shop facilitates students to sell the projects they have created. Students have retailed more than $40,000 of products. The funds directly benefit the school, creating its own economy. Another source of revenue is the school restaurant, which caters events locally and invites first responders into the school for meals prepared by the students. Through this engagement, the school integrates with the broader community and the students are citizens in their own right, learning from experiences beyond the insular silo of academia. Experiential interrelationships represent multiple layers of unintended outcomes.

Covid Impacts: The pandemic also emphasized the importance of designing schools with improved air quality systems, touchless features, flexible spaces for hybrid learning models, and connections to outdoor learning environments. This project incorporated these design priorities to provide long-term value and adaptability to changing needs without requiring major renovations in the future.

By strategically navigating pandemic-related challenges through proactive planning and value engineering while investing in future-focused design features, this project exemplifies good stewardship of financial resources. This approach maximizes the long-term educational and community benefits of the school.

"To see the school design honor the past traditions, as well as the direction we want to go and the innovative learning that we are doing has been incredibly rewarding."

– Rebecca Albert-Vollrath, CTE Director

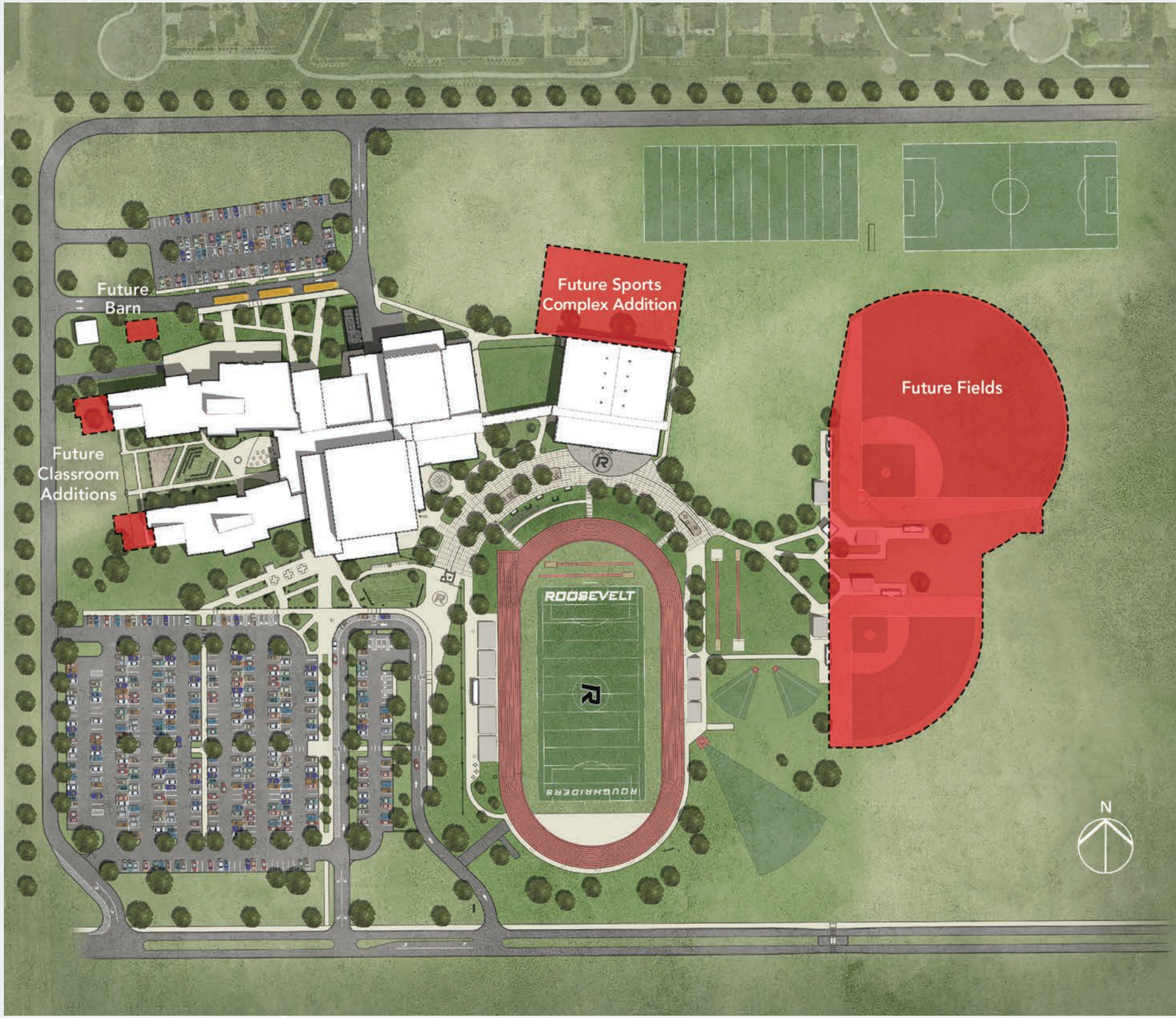
The Exchange Cafe and Shop

Good Stewardship

Flexible Spaces Supports Future Changes: The project's focus on creating flexible and adaptable learning environments ensures that the school can accommodate evolving educational needs and technologies without extensive renovations, providing long-term value and efficient use of financial resources. Flexible design optimizes efficiency as space can be used for more than one function.

The design also enables future expansion. The building core was designed to accommodate growth. Although, the student enrollment rate is currently 1,300, 'The Heart' Commons is designed to accommodate the future growth for 1,600 students. The design plans for additional classrooms around the perimeter while the core areas—kitchen, cafeteria, resource rooms, counseling suites, student commons, media center, gymnasium, multi-purpose rooms—already accommodate the full buildout.

Stakeholder Collaboration During Covid: The COVID-19 pandemic posed significant challenges to the construction project, requiring strategic planning and value engineering to maintain financial stewardship. Material shortages and supply chain disruptions led to escalating costs and delays for key construction materials. To mitigate these impacts, the design-build team prioritized areas of focus and expedited decision-making on long-lead items like the steel package. Labor shortages from worker absenteeism and safety protocols also threatened to increase costs and delay the schedule. The construction team employed strategies such as accelerated procurement and schedule buffering to absorb these impacts. Overall, the design-build partner's expertise and proactive planning enabled the project to save hundreds of thousands of dollars, which could be reinvested into the school's curriculum and infrastructure to directly benefit students.



Sustainability & Wellness

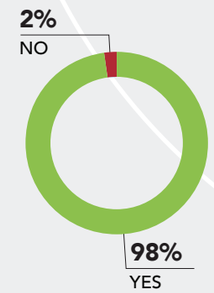
The Roosevelt High School project is designed with a strong emphasis on wellness, integrating several architectural features & operational strategies that enhance the educational environment while promoting ecological responsibility and well-being of students and staff. Key elements include:

Natural Lighting: A key sustainability feature, the design incorporates several large windows & clerestories throughout, spilling natural light into even the deepest parts of the school. Strategic placement of CTE labs and workshops to maximize natural light, reducing reliance on artificial lighting and enhancing the indoor environmental quality. All lighting in the facility is also LED and incorporates daylight & occupancy sensors)

Durable Materials: Key sustainability features include the use of durable and recycled materials, which not only reduce consumption, but also decrease the need for frequent maintenance and ensure longevity and resilience of the building structure. Choosing materials with low toxicity contributed to the goals of wellness for students and staff.

Connection with Nature: The school features a large and secure exterior courtyard, strategically positioned to capture views of Long's peak & the front range provides direct access to outdoor spaces for teachers and students. This courtyard promotes wellness by connecting the indoor learning environment to views of nature and fresh air. Wellness is promoted through the school's layout, which includes outdoor learning spaces like the "boneyard" for hands-on, project-based activities, encouraging physical activity and interaction with the natural environment. The on-site student counseling center is centrally located in the commons, destigmatizing students accessing the center. The appealing, inviting environment with calming views provides a welcoming experience for students and helps alleviate stress for staff as they navigate the challenges of their role.

Support Learning: [Exterior Windows / Natural Light]



“I feel like it [the new school] has brought us closer together as community as a whole and I think it is very important that we look at what the future generations can have and expand on from what we have. This is a step in the right direction for those who come after us.”

– Raelynn Hanagan, RHS Student