

2024 Project Awards

Hillyard Community Campus

Shaw Middle School | Hillyard Library | On Track Academy

Spokane Public Schools & Spokane Public Library, Spokane, WA



01 EXECUTIVE SUMMARY

The Hillyard Community Campus uniquely redefines the way a school district serves its students and the community. The campus is comprised of a middle school, choice-in high school and public library, surrounded by additional resources including a community center, health care facility, and technical skills center providing a network of wrap-around support services.

Shaw Middle School Replacement embodies a holistic approach to education, addressing not only academic needs but also the longstanding socio-economic challenges faced by the disadvantaged Hillyard community. Through collaborative partnerships, innovative design, and a focus on student well-being, Shaw Middle School strives to create a rich learning

environment that empowers students, supports families, and fosters community growth and resilience.

On Track Academy was created in response to an underserved demographic of high school students seeking an alternative to the traditional path to graduation. With a similar desire to provide a supportive and individual learning experience a natural partnership was formed between the two school principals.

The existing **Hillyard Public Library**, located across the street from Shaw Middle School, was underutilized by the community and in need of physical and programmatic revitalization. As part of the 2018 Library Bond, the Spokane Public Library District planned to fund the revitalization of the city's libraries, including the Hillyard branch.

An Education and Library bond passed in 2018 funded six new middle schools and seven libraries. The collaborative effort between public and alternative schools, the public library, and community organizations, resulted in a campus of shared learning and social service resources. These funding and program partnerships maximized diverse learning opportunities and created better educational experiences for students and families.



02 SCOPE & BUDGET



OWNERS:

Spokane Public Schools
Spokane Public Library

LOCATION: Spokane, WA

BUILDING AREA:

Shaw Middle School: 135,000 SF
Hillyard Library: 7,766 SF
On Track Academy: 45,700 SF

SITE AREA: 22.7 acres

STUDENT CAPACITY:

Shaw Middle School: 900
On Track Academy: 700

GRADES SERVED:

Shaw Middle School: 6th-8th
On Track Academy: 9th-12th

OCCUPANCY DATE: Aug 2020

PROJECT DELIVERY: GCCM

FINAL COST: \$106 M

CONSTRUCTION TYPE: 2B

03 SCHOOL & COMMUNITY ENGAGEMENT

The campus approach to the existing Shaw Middle School site exemplifies a collaborative, community-driven approach to education, emphasizing inclusivity, accessibility, and holistic support for students and families in the Hillyard neighborhood. Transforming individual buildings into a unified campus provides comprehensive support for the community.

This project had many champions. Individually, educator and Principal Lisa Mattson spearheaded the On Track pilot program to build lagging student success, while Principal Jon Sweat considered how to improve the middle school experience.

Synergies with On Track's program success grew to include the middle school and nearby community center and library. Collaboration with neighboring Northeast Community Center (NECC) and the youth focused Zone Center was pivotal in shaping the 'campus of resources' concept. As the project progressed additional stakeholders became involved, eager to support this approach to shared educational & family support resources.

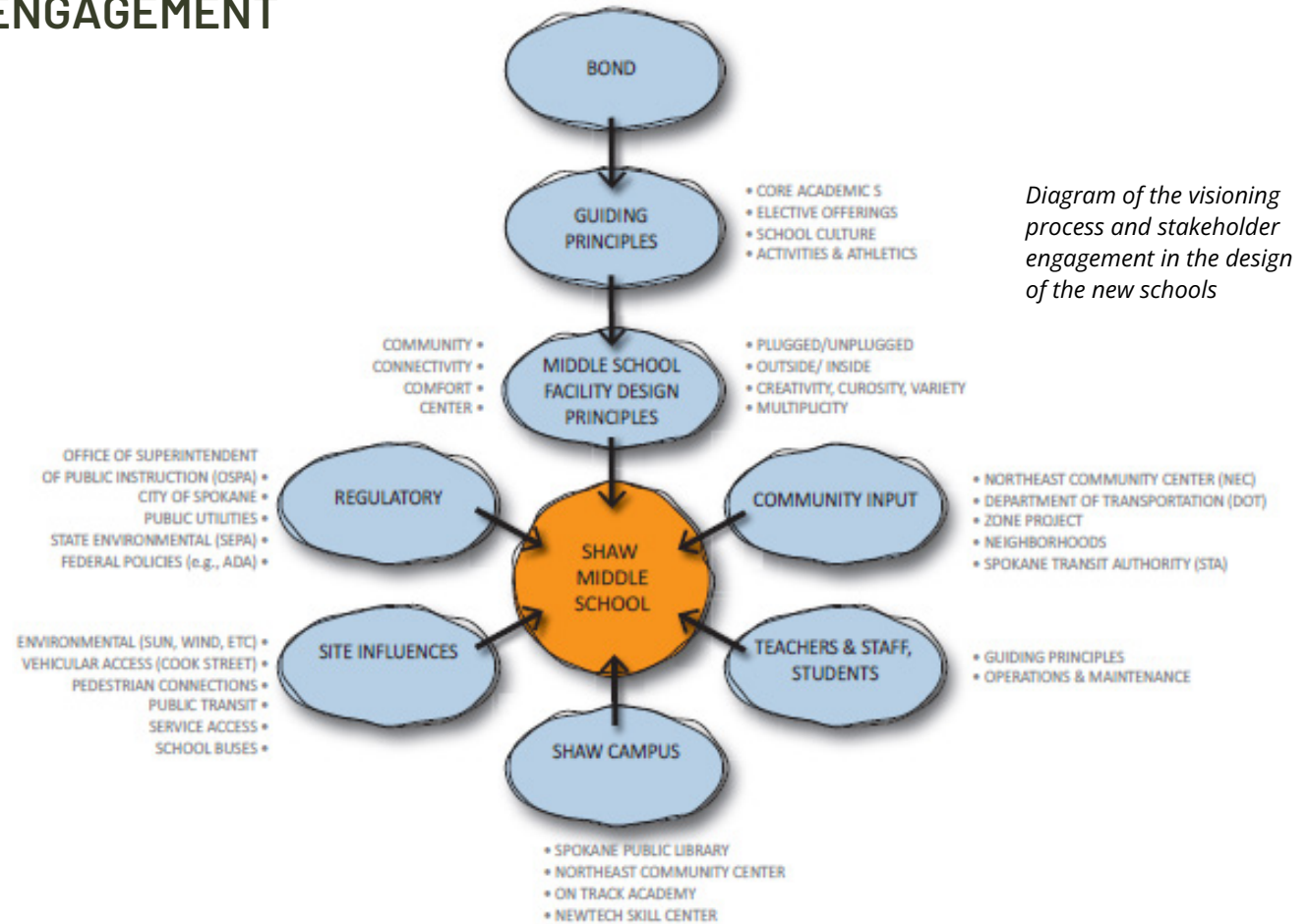
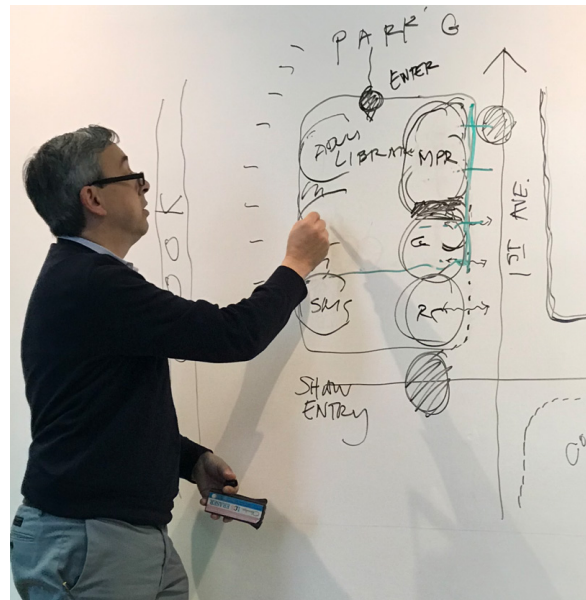
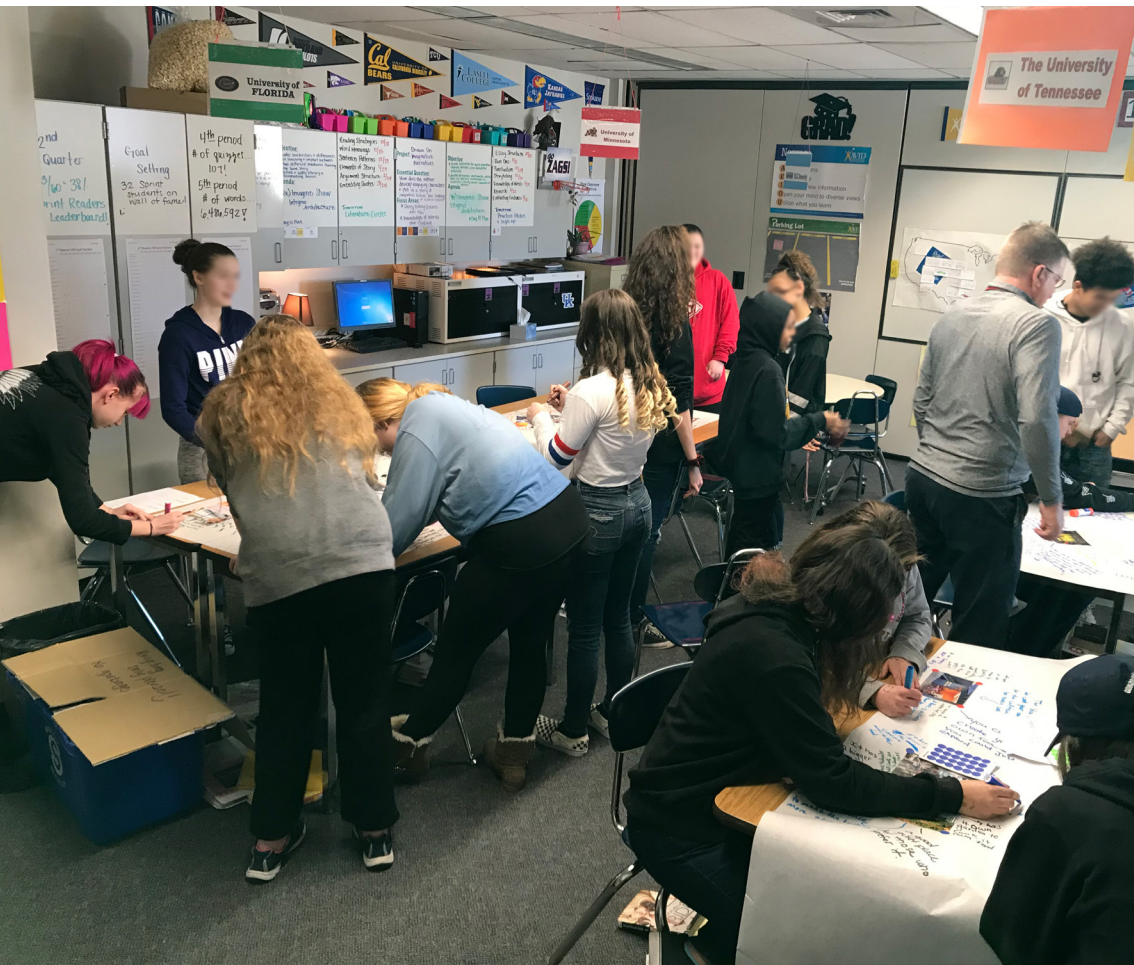


Diagram of the visioning process and stakeholder engagement in the design of the new schools



A series of meetings were held in September and October of 2018 to discuss how Shaw Middle School, On Track Academy, Newtech Skill Center, Spokane Public Library, and the Northeast Community Center could work together to create a campus of services which could be used to more fully serve the Hillyard community (all ages from preschool to seniors). Reimagining exercises addressed topics titled Discover, Interact, Nourish, Play, Rest, Think. The discussion included strategies around the removal of barriers, both physical and perceived, which inhibit the campus users.

During visioning sessions, one student said, "Learning flows from one activity to the next and that interconnection should be supported by how the schools are physically arranged."

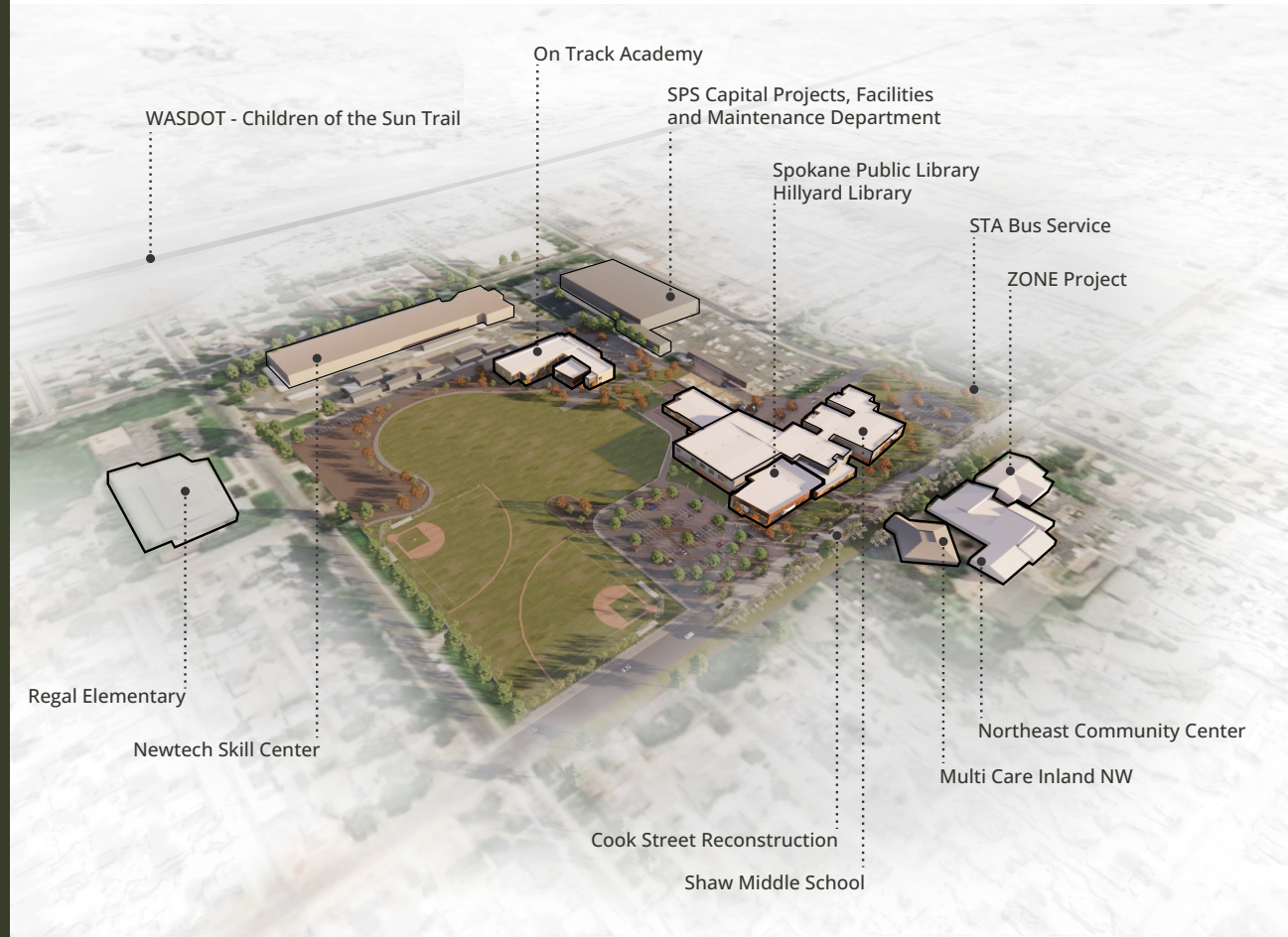


One of the physical barriers discussed was North Cook Street which divided access from the Northeast Community Center and Spokane Public Library with Shaw, On-Track, and Newtech. If a portion of North Cook Street was vacated, pedestrian access could be enhanced across the entire site for the development of a “walkable campus.” Sharedspaces between all the facilities could be better utilized in the campus concept to limit the duplication of services and maximize the opportunities for diverse learning.

The Northeast Community Center houses eight agencies with 106 employees on site daily providing daycare, medical, dental, pharmaceutical services, counseling, housing and utility help among many other things. NECC was very interested in the potential to enhance partner connections with On Track and Shaw to assist students and their families so that the students can focus on success at school.

In addition to the services provided by NECC, over 50 partner organizations and residents came together from multiple sectors to develop a ten-year strategic plan for transformational change in the community. Called the Zone Project, these partnerships work toward creating changes in a series of different sectors including safety, housing, health, economics, and education by partnerships with other organizations to empower families.

The Washington State Department of Transportation (WSDOT) partnered in the process of soliciting input around the re-construction and traffic calming measures on Cook Street. WSDOT also partnered with Eastern Washington University to conduct a study with the community of Hillyard for the purpose of making connections from the neighborhood to a future trail system located along the corridor called the 'Children of the Sun Trail'. Focus areas or “nodes” have been established at special trail locations along the corridor and the Hillyard Campus was identified as a connection point.



04 PHYSICAL ENVIRONMENT

The Hillyard neighborhood is a historically underserved community, originally a railroad yard and later home to an aluminum manufacturing plant. The demographic was working class families but eventual closure of the manufacturing plant in the 1990's left many without jobs and disadvantaged to the point of at one point holding the highest rate of poverty per zip code in Washington State. A large number of students at Shaw Middle School come from third generation poverty, many are immigrants from other countries.

Yet there is an underlying sense of pride in the Hillyard community, as evidenced by the many murals seen on buildings in the surrounding area. Community design engagement sessions brought forth many voices expressing a desire to be recognized and supported by the larger community with many viewing the Hillyard Campus as a beacon of hope for future generations.



Paved pathways and sidewalks create walking loops around buildings, promoting accessibility and connectivity. The Hillyard Library's corner location enhances its civic presence, fostering community engagement and support.

Community engagement sessions identified physical and perceived barriers inhibiting campus users, such as a busy thoroughfare. Collaboration with the city to calm the street enhances pedestrian access, promoting a "walkable campus" strategy and facilitating connectivity between facilities.



Shaw Middle School prioritizes the well-being and comfort of students by integrating thoughtful design elements throughout the campus enhance the learning experience while promoting environmental sustainability.

Key design features emphasize outdoor connections. Large windows and dispersed exterior doors encourage outdoor learning and provide ample natural light, creating a vibrant and stimulating educational experience. Access to fresh air to the selection of durable, non-toxic materials support health and wellbeing.

The building exterior features a blend of enduring materials such as brick masonry, storefront glass, metal panel, and high-pressure laminate (HPL) panel. These materials are not only cost-effective and easily maintained but are also sustainable, reflecting the school's commitment to environmental responsibility.



On Track Academy standouts in the school district with its unique approach to high school education, with a more collegiate approach to the building design taking cues from higher education and vocational schools. A student-scaled front door complements the two-story masonry volume.

Materiality serves as the uniting element for the library, middle school and academy buildings. The use of masonry is prominent in the historical Hillyard community and is complimented with the use of metal panel. For example, the backside of the building where the STEM and science spaces are located features metal panels and north facing glazing.

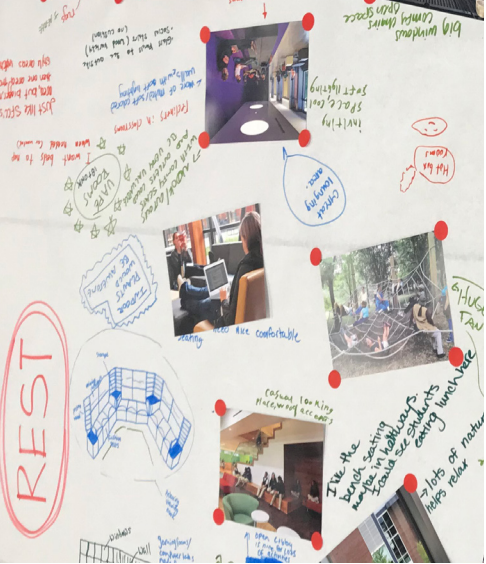
Walking paths are flanked by play equipment and grassy berms which attract students throughout the day and activate the pedestrian corridor between the buildings.



05 EDUCATIONAL ENVIRONMENT



Shaw Middle School



The Shaw Middle School Replacement represents a transformative endeavor to address the educational and community needs of the disadvantaged Hillyard neighborhood, serving a culturally diverse population in a district faced with disengaged students, declining graduation rates, and outdated facilities.



Shaw Middle School represents a bold step forward in educational design blending innovation, inclusivity, and community engagement to create a dynamic learning environment supporting the holistic student development. By embracing these principles, the school is poised to become a beacon of excellence and inspiration in the Hillyard community, and beyond.

The campus design prioritizes safety, security, and accessibility for all students, staff, and community members. Spaces are organized to minimize distractions and travel distances, while ample daylight and transparency enhance the overall learning environment.

Shaw Middle School serves as a hub for community engagement and collaboration, with spaces designed to strengthen partnerships and foster a sense of pride and belonging. The vibrant design reflects the school's commitment to inclusivity, creativity, and academic excellence.



Shaw Middle School



first floor plan



second floor plan

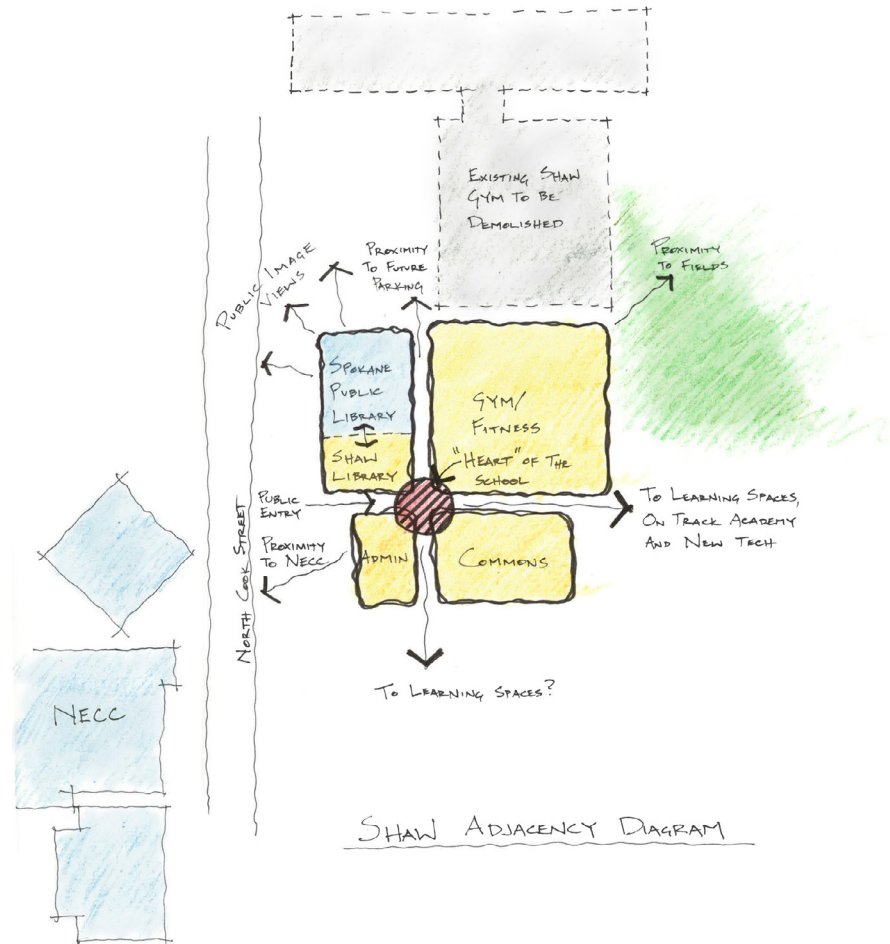
- 1 Hillyard Public Library
- 2 Shaw Library
- 3 Community Outreach Center
- 4 Administration
- 5 Commons
- 6 Gym
- 7 Special Ed
- 8 Learning Suite
- 9 CTE Suite
- 10 Art Suite
- 11 Band Suite
- 12 Choir Suite
- 13 Mechanical
- 14 Kitchen



Shaw Middle School embraces its culturally diverse student population and addresses health and well-being including high anxiety, trauma, and special education requirements. Experiential graphics throughout the campus celebrate diversity and promote inclusivity. Wide corridors and classroom neighborhoods minimize stress during transitions, fostering a supportive learning environment.

The design embraces a collaborative approach to teaching and learning, with a "Heart of the School" concept centralizing key facilities like the gym, library, administration, and commons.

Flexible, multi-functional spaces accommodate various activities, including collaboration, socialization, exploration, and community use. Designing facilities for extended use beyond school hours fosters community partnerships and enriches the learning environment.



Inspired by the comforts of home, the design of Shaw Middle School features familiar comforts like carefully considered entryways, warm and inviting color palettes, and flexible seating options in classroom neighborhoods. Bathrooms and kitchenettes in each classroom enhance convenience and comfort for students and staff.



On Track Academy



- 1 Administration
- 2 Community Outreach Student Center
- 3 Learning Suite
- 4 Shared Areas
- 5 Commons
- 6 Multi-Purpose Room
- 7 STEM (Community use)
- 8 Science

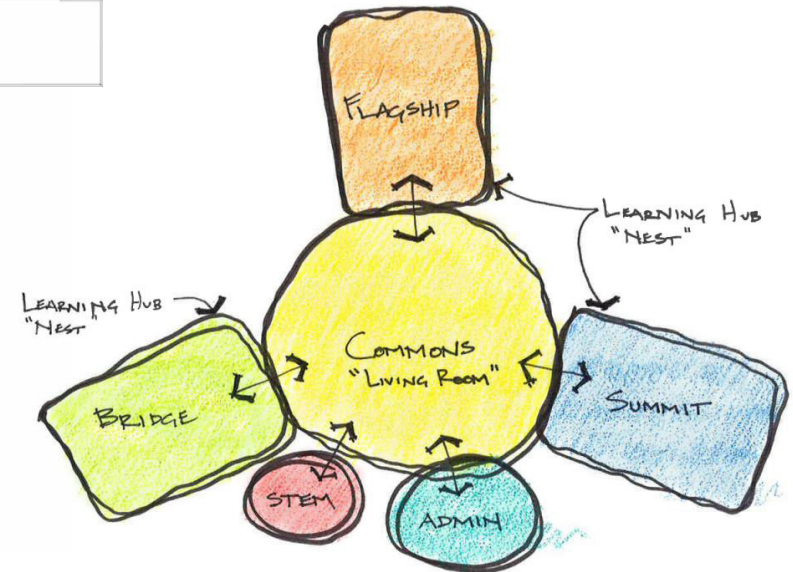


On Track Academy offers a personalized educational approach, catering to academically and socially challenged students. The academy design reflects the vision of a “one-room schoolhouse with a community college feel,” emphasizing individualized learning, flexibility, and transparency. Three distinctly different programs operate under the On Track ‘umbrella’ with separate visions for each. Principal Lisa Mattson used the analogy of spokes on a wheel, illustrating the individuality of the programs but supporting student well-being as a whole.

The design embraces a shared commons concept that anchors the program branches. Each program was able to personalize its learning space to meet their unique needs and have access to shared spaces for science, STEM and family support.

One strategy for the campus approach emphasized finding opportunities to share resources and not duplicate services in each building. Access to the public library, the middle school gym and weight rooms, and technical high school classrooms freed up space for On Track to focus on other ways to support students.

Additionally, the STEM room at On Track is a resource to both Shaw and the Hillyard community. Funded as part of a grant awarded to the school, the space features a steel grid structural design to suspend heavy loads and allow students to display projects or hands on projects like working on a car engine. A garage door opens to a courtyard shared by the three science classrooms, creating an outdoor learning and display space.



- WRAP AROUND STUDENT SERVICES
- "ONE ROOM SCHOOLHOUSE"
- LIVING ROOM HUB
- FLEXIBLE CLASSROOM / SPACES
- DAYLIGHT / CONNECTION TO NATURE

ON TRACK CONCEPT DIAGRAM



On Track
Academy
Create What's Next

Hillyard Library



One of the unique components of the Hillyard Community Campus is the shared relationship between the school district and the public library system. A partnership formed through the shared bond effort, it continued with the realization that combining efforts and resources meant that together they could offer more to students, teachers, and public library users.



Collocating the **Hillyard Public Library** and Shaw middle school created the opportunity for shared space and the ability to zone space. An operable glass wall separating the public and school libraries enables zones of access and hours of operation to flex throughout the day. Different “zones” of the library are open for full student use, full library use or shared use depending on the wall being up or down. This ensures safety of students when the library and middle school are both in use, but also the ability for the Hillyard Library and middle school to utilize the full space when other areas are closed. Additionally, a meeting room and a maker studio are both accessible to the library and school throughout the day.



As part of the partnership between the school and library districts, the decision was made to integrate book collections--offering students a wider range of book options choreographed to school demographics. Students at the middle school also use the same automatic book check-in and check-out system which allows both the Shaw and Hillyard Public Library librarians to focus less on clerical tasks and more on teaching time. Since the integration of the system at the Community Campus, six more middle schools are now using the public library system at the school.

The library also has the ability to host movies or presentations, and utilize Shaw's commons area, social stair, projection screens and sound system for larger community events that could use additional area.

Integration of Community Services:

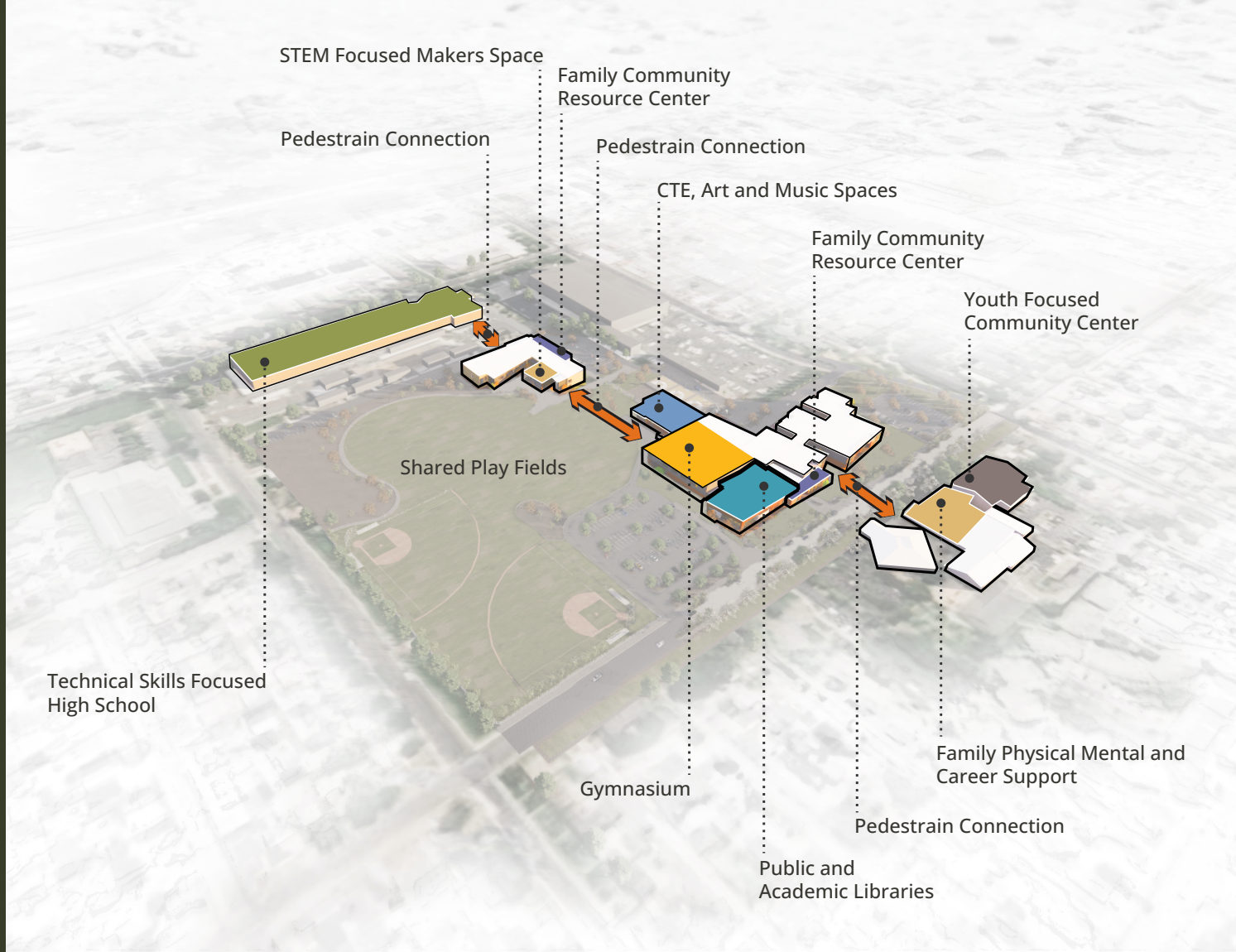
Campus design integrates essential community resources, such as the Hillyard Library and the On Track Academy, to provide students with comprehensive support services and diverse learning opportunities. By sharing spaces between facilities, duplication of services is minimized, and students gain access to a wide range of resources and amenities.

Incorporating a **Family Community Resource Center** on school premises provides a dedicated location to host social service liaisons, offer emergency clothing, and food to students and their families.

The technical high school, **STEM space** and **CTE wing** provide multiple campus locations to expose students to learning opportunities. Each space has the ability to support a flexible curriculum that can shift with changing interests and need.

Pedestrian connections between the buildings and across Cook Street were thoughtfully planned with exterior lighting, wayfinding signage and safe walk-ways. This was a critical element in improving access and utilization of the support offered by the community center and health clinic.

The **gymnasium and library** were located for ease of access from the middle school, On Track, public use and the ability to share these valuable resources allowed for more space to be used for other learning opportunities in both schools.



06 RESULTS OF THE PROCESS & PROJECT

Through a groundbreaking partnership among public and alternative schools, a public library, and community organizations, the Hillyard Community campus has been reimagined into a dynamic hub of shared learning and social services, dedicated to supporting student success and community well-being. For this school in an impoverished neighborhood, the campus stands as a beacon of hope and innovation. Key benefits are:

Shared Resources: By co-locating educational and community resources on a single campus, the project maximizes funding and partnership opportunities. This collaborative approach ensures that schools, community organizations, and libraries can leverage their respective strengths to create better educational

experiences and improve the quality of life for students and families.

Enhanced Partnerships: The partnership between school and library districts, the city, and community members demonstrates a radical departure from traditional siloed approaches. By working together in unprecedented ways, these stakeholders are fostering a culture of collaboration and innovation that benefits the entire community.

Comprehensive Support Services: The campus not only serves as a center for academic learning but also provides a wide range of social service resources to support the holistic needs of students and families. This holistic approach acknowledges the interconnected nature of

education, health, and community well-being

Empowering Student Success: By creating an environment where education and community resources are seamlessly integrated, the campus empowers students to thrive academically, socially, and personally. The comprehensive support network enables students to overcome barriers to success and reach their full potential.

By fostering collaboration, leveraging resources, and prioritizing student success, the campus serves as a model for schools, community organizations and libraries struggling on their own to leverage funding and partnerships in an unprecedented way to build stronger, more resilient communities and potentially a better way of life for students and their families.





2024 Polished Apple Award

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