



Executive Summary

Galveston

ELEMENTARY SCHOOL

The school is designed to support a community service-learning curriculum and also fosters social and emotional learning. A community led, collaborative, co-creation process was utilized to establish a design and curricular direction, maintain connections to the existing diverse community, and set up the school district for future success. Galveston Elementary is a learning community-based organization. The learning communities are initially organized along traditional grade bands which use vocabulary for their components rooted in the neighborhood context: yards, porches, and homes. The communities can easily

adapt to an ability-based cohort organized around pedagogies involving teacher facilitated-student directed learning. The learner-centric communities feature multi-dimensional infrastructures that support brain-based learning modalities, and offer a high degree of flexibility, variety, and collaborative opportunities at multiple scales. High performance and biophilic design principles such as ample natural light, views, access to the outdoors, and balance of prospect and refuge, help cater to occupant wellness while creating a solid foundation for higher order learning.

SCHOOL + COMMUNITY RESEARCH AND ENGAGEMENT

COMMUNITY CONTEXT

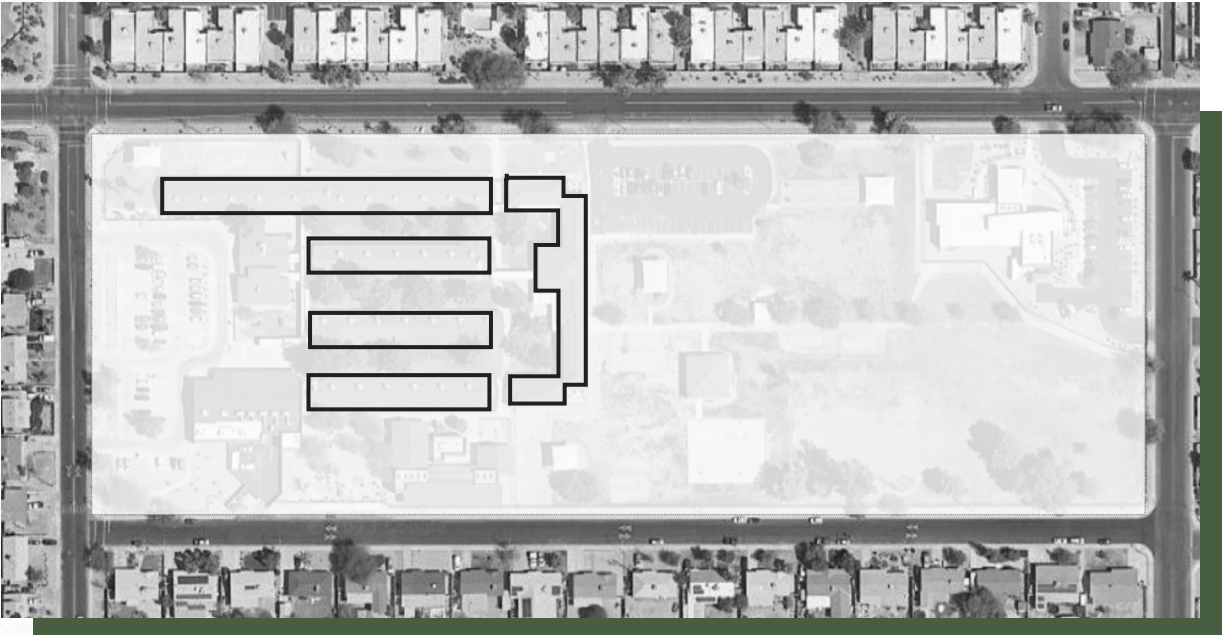
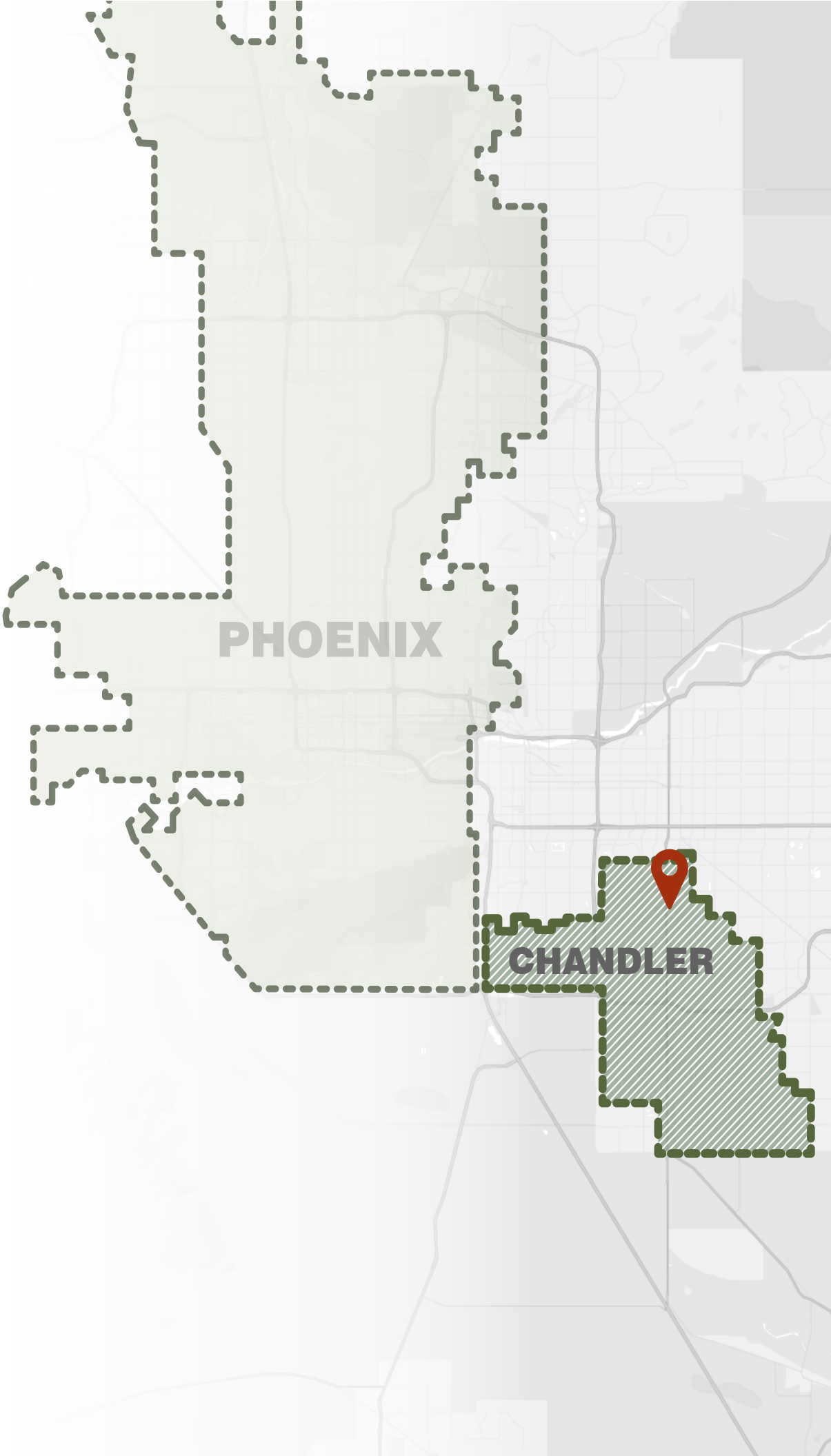
The Galveston Elementary School site shares a boundary with the original town-site of Chandler where it was established in 1912 by Canadian veterinarian-turned-rancher Dr. Alexander John Chandler. As a suburb located approximately 20 miles Southeast from the center of Arizona’s capital of Phoenix, Chandler has since grown to the 4th most populous city in the state with a population of 276,000 inside its 65 square miles. The immediate Galveston Neighborhood is the most densely populated neighborhood in Chandler, as well as home to the largest concentration of Hispanic and Latino residents in the city of Chandler with over half of the households primarily speaking a language other than English at home. The existing school campus has been in place for over 60 years and has strong ties to the surrounding community

SCHOOL DISTRICT

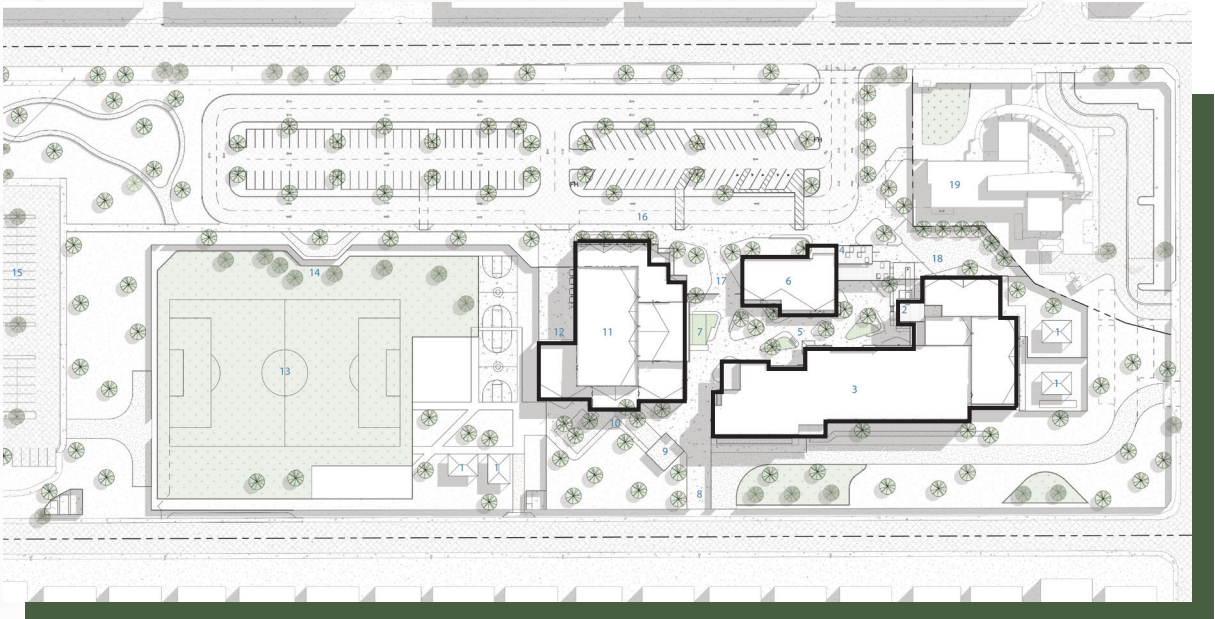
The Chandler Unified School District #80 is a PreK-12 school district serving over 40,000 students in 80 square miles through most of Chandler and surrounding towns of Gilbert and Queen Creek. The district reports graduation rates and test scores above state averages, with a mission to empower all students with the knowledge, skills, and attitude necessary to excel in college, career, and life.

STRATEGIC GOALS

- Complete construction of new school with minimal disruption to existing occupied campus.
- Address the need to increase enrollment in existing district communities
- Create a school with ubiquitous learning infrastructures
- Give students heightened access to resources for learning:
 - Highly accessible literacy spaces
 - Highly accessible maker spaces
 - Highly accessible technology
- Effective collaborative learning spaces that allow for supervision and support.
- Spaces to prepare, reflect, take action, demonstrate, and celebrate.
- Maintain current strength of connection to community and provide opportunities to elevate.
- Create a space where learning is visible; teachers and students can see and draw on the learning and experience of others. Teachers can model for each other while simply teaching, creating an organic opportunity for professional growth.



Existing school prior to new construction



New site plan with new elementary school

60

SQUARE MILES

PK-12

44 SCHOOLS

42,832

TOTAL STUDENTS

4,915

TOTAL STAFF

GALVESTON ELEMENTARY SCHOOL STEERING COMMITTEE

The design team collaborated with the administration to bring district leadership in curriculum and instruction alongside capitol projects and construction for the first time in the district's history of building schools. Galveston Elementary also selected a core group of staff, teachers, parents, students, and neighbors to form the Steering Committee to capitalize on the administrative shift and help imagine an environment that would be conducive to implement innovative programs and curricular options in support of the CUSD Portrait of a Learner.

MAJOR CHALLENGES

The path forward with a process combining education and construction was a new hurdle for the district which the design team facilitated. The district had previously utilized primarily site-adapted prototypical campus designs – “here’s your school, now make it work”. This major shift required building a team culture of trust and open communication to achieve success. This success had to first be defined by actively engaging the stakeholders, while building up the foundational knowledge of multi-dimensional learning concepts, and the indispensable role that innovative learning infrastructures can serve in catalyzing learning outcomes.

PROJECT CHALLENGES

The 13-acre site presented a challenge for the project, with the existing campus and its long finger-plan buildings needing to stay occupied throughout the school year during construction of the new facilities. The existing learning environment and student safety could not be compromised at the same time, the team was careful not to let the physical constraints out-prioritize any proposed learning environments, confident that the robust project team of CMAR, architect, and district could resolve any physical overlapping of existing and new footprints with creative phasing and coordination if necessary.

The schedule and procurement climate at the time of design and construction necessitated multiple GMP packages to release funds for long-lead items even prior to major design being complete. These challenges were met with an intensely collaborative relationship between CMAR, district, and the design team.

COMMUNITY VALUE

The Chandler CARE Center, a school-based family resource center operated by the district, providing access to medical, dental, counseling, and social services, occupies a site at the Northeast corner of the campus. The district had a clear desire to provide for future collaboration between the CARE center and Galveston Elementary, and was explored through adjacencies with the Administration building entry and other site amenities such as outdoor gathering space, parking, and pedestrian connections. This, coupled with allowing a separately secured public access to the Multi-Purpose building, allowed Galveston Elementary and CUSD to continue providing value to the community with after-school activity access.

Primarily, the district and steering committee identified service learning as the core thematic element that will provide the catalyst for students to engage with challenges in their community, which will be processed into meaningful solutions.

AVAILABLE ASSETS

DIVERSITY: While the CUSD district at large essentially follows the predominantly White demographic make-up of the greater Phoenix metropolitan area, the Galveston Elementary School neighborhood and enrollment is nearly entirely Hispanic/Latino. This positions the school uniquely to celebrate and embrace the diversity and history of the surrounding culture, while maintaining an environment that can be an asset to the entire district. This asset was explored in early steering committee sessions which were conducted with slides and handouts in Spanish and English, with interpreters available during presentations and break-outs.

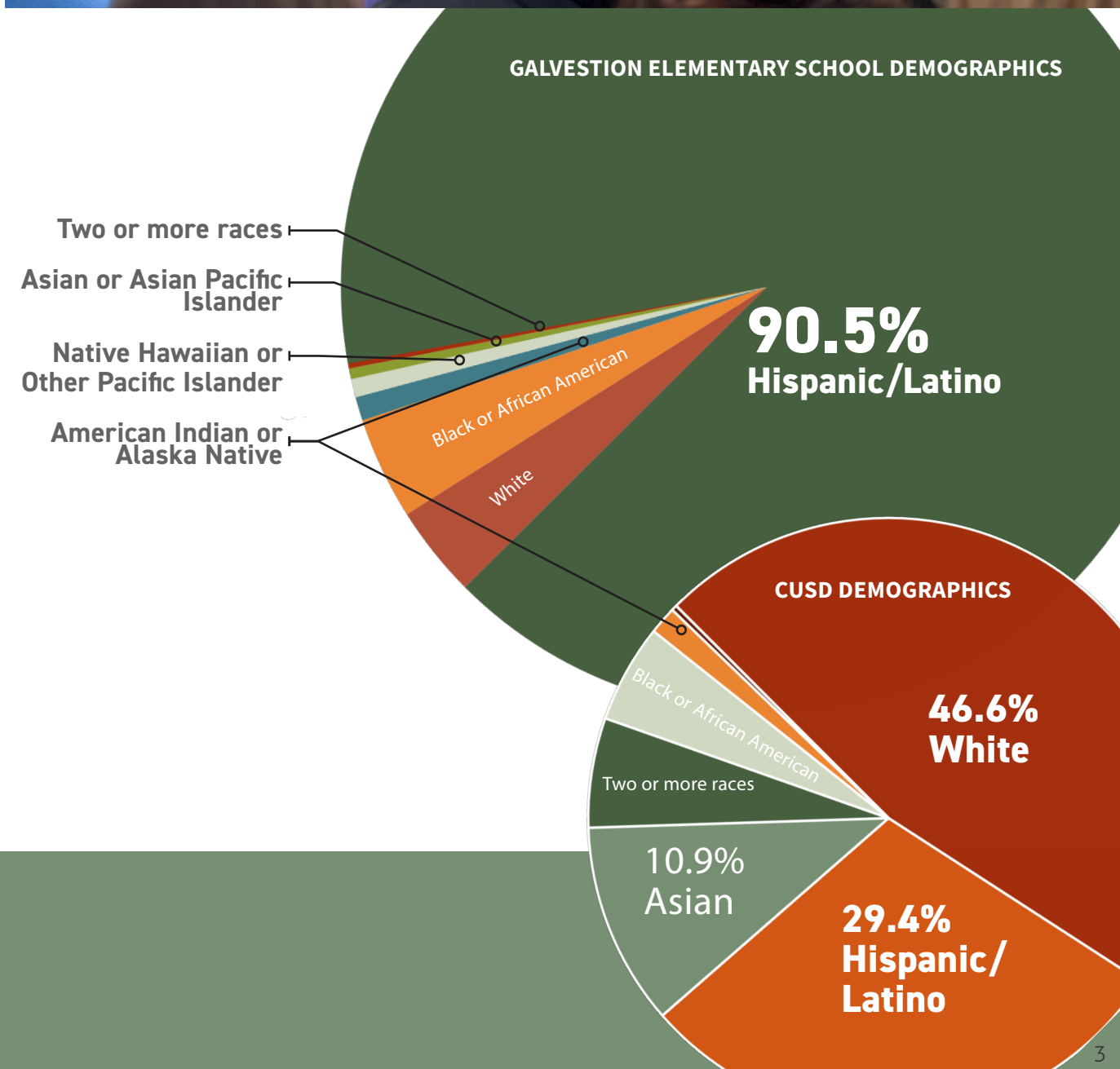
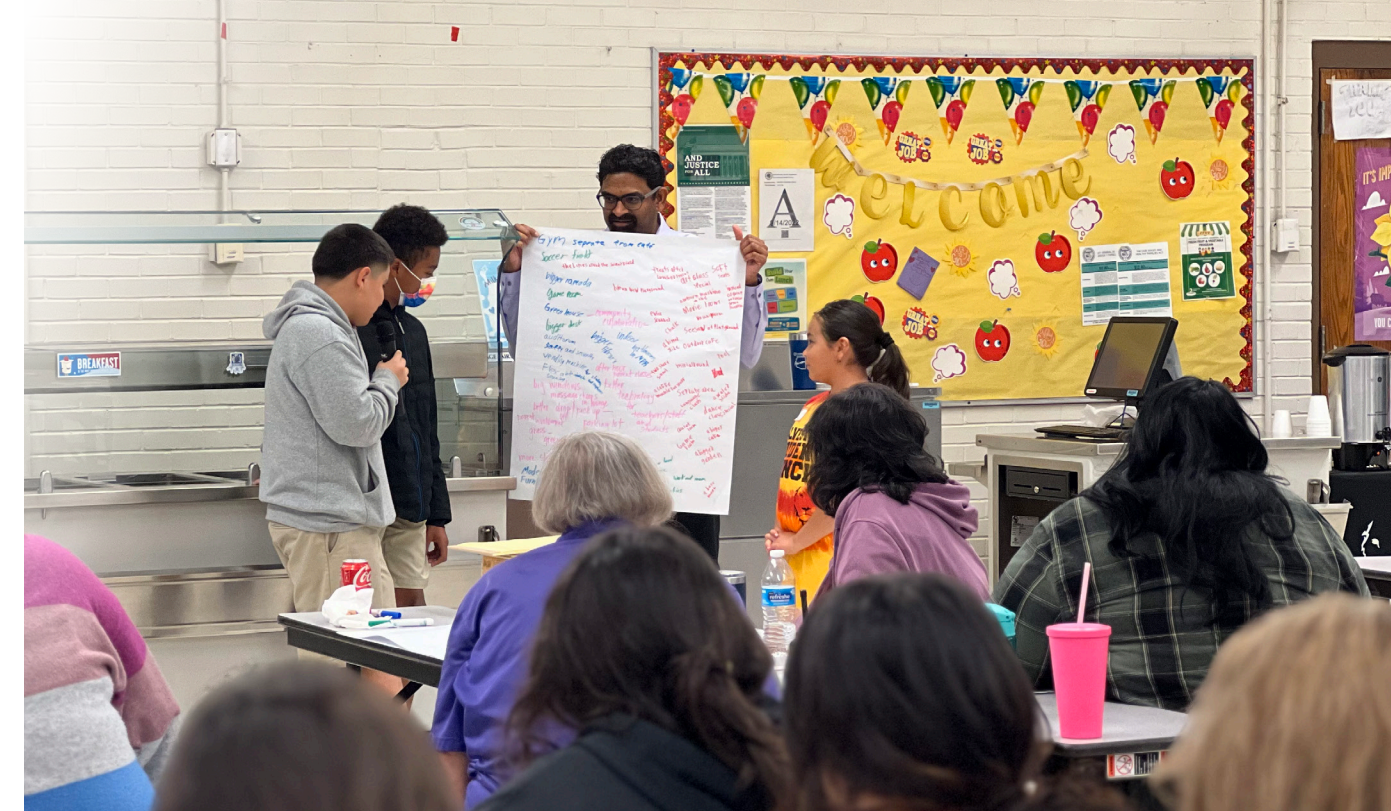
HISTORY: Being the second oldest school in the district, Galveston Elementary already carries the community's momentum of emotional investment. The generational campus is woven into the life of the surroundings within a tight-knit neighborhood having a sense of ownership in the facility.



Skills currently nurtured by Galveston



Experiences currently provided by Galveston



13.4
ACRE PROJECT
SITE

80K
GROSS SQUARE
FEET

\$32.3M
CONSTRUCTION COST
INCLUDING ROAD
CONSTRUCTION

\$404
PER SQUARE FOOT

750
TOTAL STUDENTS

SCHOOL + COMMUNITY RESEARCH AND ENGAGEMENT

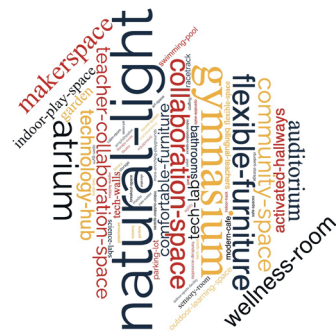
PRE-DESIGN, PROGRAMMING

The success of an innovative school is not just a factor of the “facility” but how well the underlying concepts driving a school are understood, embraced and practiced by the stake holders. CUSD consequently committed to a comprehensive, community driven process framework for the design of their first replacement school, Galveston Elementary, which would ensure that the innovative vision for the new school has broad buy-in, is deeply understood and becomes a filter for decision making throughout the process. The design team worked closely with the school steering committee from the outset and developed a process based on design thinking steps that would ensure a deep understanding of the project parameters drives the conversation. filter for decision making throughout the process.

The design team worked closely with the school steering committee right at the outset and developed a process based on design thinking steps that would ensure a deep understanding of the project parameters drives the conversation.



Additional program needs



Facility / Infrastructure needs



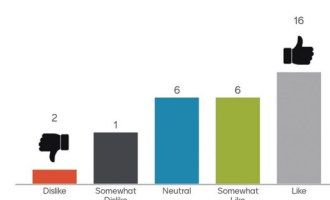
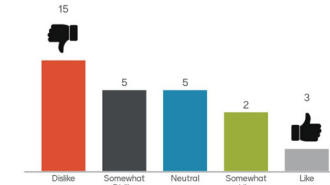
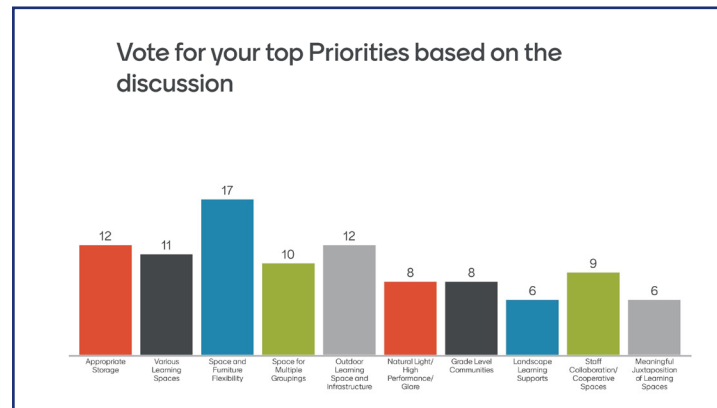
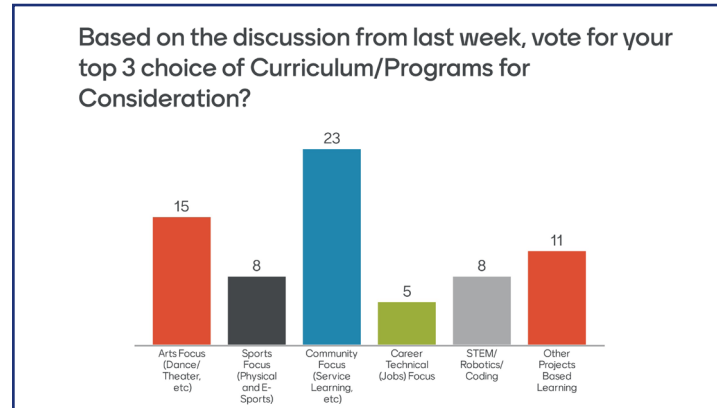
Culture



Flexibility

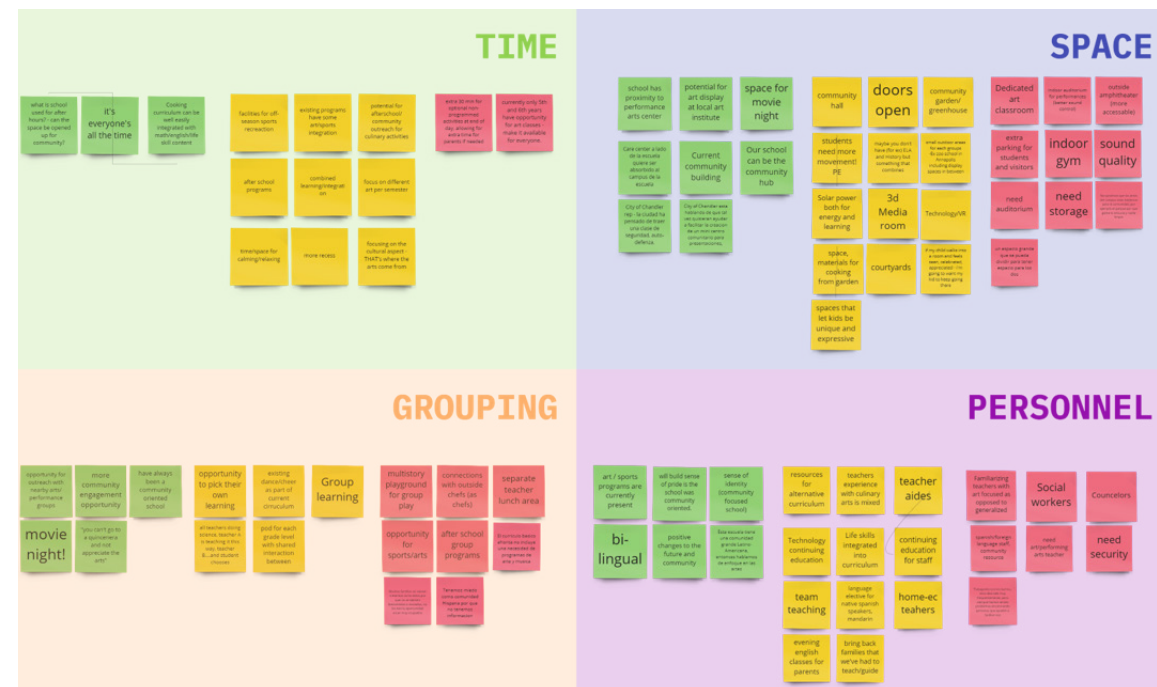
SKILLS, DISPOSITION VISIONING

The first part of the process involved a visioning meeting with the steering committee in order to develop a specific Portrait of the Galveston Elementary learner, based on the portrait of a learner work the district had undertaken earlier. This effort tried to help the stake holders unpack the goals for Galveston Elementary and develop a more detailed profile that can be targeted with programs, experiences and curricular options, which by extension will need certain types of infrastructures that will catalyze learning. The medium of engagement was live polling, followed by a key design considerations primer, and group breakout session to discuss the outcomes of the polling and how the new school could accommodate certain practices to help achieve results. The goal was to feel the pulse of the room, provide information that would spark a debate, and have the stake holders engage in action oriented discussion.



GAPS ANALYSIS: PROGRAM STRUCTURE FRAMEWORK

The next engagement was designed to perform a Gaps Analysis to help the stakeholders identify major gaps that may exist when they transition from more of an antiquated to a contemporary school environment. The Program Structure Continuum Framework (Heidi/ Alcock, 2017) was used to help the steering committee visualize gaps in **TIME, SPACE, GROUPINGS & PERSONNEL**



	Opportunity	Challenge
TIME	<ul style="list-style-type: none"> • School can be opened up for community after hours. • Cooking curriculum can be integrated with math/english/life skill content. • After school programs • Current programs have art/sports integration • Focus on different art projects per semester 	<ul style="list-style-type: none"> • Facilities for off-season sports recreation • More recess time • Art: Focusing on the cultural aspect. • Only 5th/6th grades have opportunity for art classes. • More optional after school programs.
SPACE	<ul style="list-style-type: none"> • Space for movie night • Current community building: space for community • Potential art display area at local art in 	<ul style="list-style-type: none"> • Space for cooking from garden • Spaces that let students to be unique and expressive • Indoor gym • Music room: sound quality • Outdoor gathering space: Amphitheater • Larger space divided into two
GROUPING	<ul style="list-style-type: none"> • Community engagement: movie night • Outreach with nearby arts/performance groups • Galveston have been a community oriented school 	<ul style="list-style-type: none"> • Group learning • Opportunity to pick own learning • After school group programs • Opportunity for sports/arts • Separated teacher lunch area • Families not feeling welcomed to engagements.
PERSONNEL	<ul style="list-style-type: none"> • Current art/sports program • Students: sense of pride and identity for community oriented school • Bilingual • Large American-Latio population 	<ul style="list-style-type: none"> • Evening English classes for parents • Team teaching • Resources for alternative curriculum • Need art/performing arts teacher • Spanish language staff • Working with community - finding people to help facilitate

STUDENT AGENCY

Ensuring that students had significant influence in shaping their own learning experiences was a major goal for the steering committee. Student engagement took the form of a “spatial character” spectrum analysis: understanding how far to turn the dial, in which direction, on aspects of the learning spaces such as Biophilic patterns, Prospect and Refuge, Levels of Openness, Visual Connection to the outdoors. The design team prepared representative images from internal and peer projects representing the various spectrum of schools as noted by Heidi/Alcock in their Bold Moves book, and had students in all grade levels react to academic spaces, athletics, food and media commons, outdoor spaces, etc. Student reaction was documented through online polling to capture likes, dislikes and indifference. This information was documented and used in fine tuning the design as it evolved. Students were once again engaged in later stages, not only as leading participants in site charrettes, but in Virtual Reality as they had a chance to walk through their school and react to the character of various spaces, colors, and infrastructure such as furniture, interactive panel boards, breakout spaces, etc.

STAKEHOLDER CO-CREATION

The design team continued the co-creation and collaborative process during schematic design using an interactive group charrette process utilizing physical program blocks comprised of the various components of the project including buildings, fields, access and parking. These manipulable objects provided the steering committee members the opportunity to design their very own arrangement of program spaces and organize the school exactly as they would like. Here the committee members were able to democratically design a program arrangement that suited the design goals of the group members, and to apply their generations of experience with the neighborhood and surrounding community to shape a campus that respected established physical relationships while improving on certain elements of circulation, access, an availability of amenities. This activity yielded four different arrangements, and though they did not translate literally into the school’s final program arrangement, the reasoning and deduction that informed them helped to inform the design team of the most pressing issues in the minds of the steering committee members. With these crowd-sourced program arrangements the design team was then able to synthesize the strengths of each to make a definitive program diagram. From the arrangement of the site, to parking and queueing layouts, to the adjacencies of the classrooms and main axes of circulation in the project, the design of these elements was fully informed by the outcomes of this community design exercise.

STAKEHOLDER VIRTUAL WALK-THROUGHS

The community driven co-creation process continued through later design stages with the type of communication architectural team had the opportunity to work on the development of the schematic design of the school, it was imperative to report back to the community steering committee. This occasion allowed the architectural team to assess if the outcomes of this first iteration of schematic design were well-aligned and achieved the goals set forth by the community steering committee in previous sessions.

In order to qualitatively assess both the successes and shortcomings of this first design iteration, the architectural team collected a series of comments from the steering committee members about their first reactions to this first design. We also asked them to assess potential opportunities that a space such as the one presented might provide for students and educators. From these varied comments, the architectural team was able to identify at a greater level of detail what elements of the design helped to serve the needs of the community and end-users of this school and which elements hindered these needs.



CUSD VISION, MISSION, AND GOALS

The Chandler Unified School District mission is to empower all students with the knowledge, skills and attitude necessary to excel in college, career and life.

Chandler Unified School District is a safe and productive environment where students and adults are engaged in meaningful learning. Our diverse population is a strength, and a spirit of equity, collaboration and respect permeates our community. Our graduates are prepared for success in the global community and thrive as responsible and ethical citizens. Our families are confident in the district’s commitment to their children’s achievement and well-being. Our employees are respected and valued for their compassion, expertise and professionalism. Our community takes pride in the Chandler Unified School District as a premier District of choice.

Goal 1: Learning Experiences. CUSD students and staff engage in meaningful and innovative learning experiences using essential skills and strategies that foster continuous growth to develop successful members of local and global communities

Goal 2: Community Engagement. CUSD families and community partners engage in the shared responsibility of personalizing experiences that contribute to the students personal, social, emotional, and academic growth.

Goal 3: Innovative Organizations. CUSD staff illustrate future focused, and adaptable instructional and operational practices that are equitable, efficient, fiscally responsible, and data driven to ensure high quality educational experiences.

Goal 4: Culture. CUSD students, staff, families, and community members cultivate inclusive and supportive environments that enhance open collaboration, quality learning and pathways to achievement.



PORTRAIT OF A LEARNER

Chandler Unified School District

**ADAPTABILITY**

- Flexible
- Overcome barriers
- Demonstrate resilience
- Adjust to challenging conditions or change

**COLLABORATION**

- Value others’ input
- Own team decision
- Work cohesively towards a common goal
- Balance individual goals with group goals
- Contribute respectfully when sharing ideas

**COMMUNICATION**

- Active listener
- Develop responsible digital footprint
- Adapts to the needs of the audience
- Articulate thoughts through written, oral, and non-verbal skills

**CRITICAL THINKING**

- Ask questions
- Persevere through problems to find a solution
- Identify, define, and solve authentic problems
- Collect, assess, and analyze relevant information
- Reflect on learning experiences, processes, and solutions

**EMPATHY**

- Seek to understand
- Demonstrate compassion and concern for others
- Respect and connect with others’ feelings, opinions, and culture

**GLOBAL CITIZEN**

- Literate in technology and communication skills
- Demonstrate civic responsibility
- Apply learning to real world situations
- Empower self and others to make a difference in local and world community
- Value and respect diverse cultures and perspectives



The district summarizes their goals with “**The Four ‘E’s**” – every graduate should be able to be:

ENTREPRENEUR

Creating their own path

ENLISTED

Driven to serve

ENROLLED

Accepted into higher education of their choice

EMPLOYED

Work ready with the skills for tomorrow

MEMORABLE GOALS

All of the community-generated precepts and concepts that would drive the design strategy for Galveston Elementary were distilled into four memorable goals that would act as filters for design decisions going forward. These goals were used to determine major as well as seemingly minor detailed aspects of the project



COMMUNITY-FOCUSED LEARNING

- To create environments that unify students, teachers, staff, volunteers and neighbors into one learning community, sharing resources and able to reflect issues and solutions to one another.



LION PRIDE

- Create a place to take pride in; where the students, staff, and neighborhood's sense of Lion Pride can grow stronger and support the proud identities and cultures of the community.



WELLNESS

- To provide the students with a resilient hub that promotes physical, emotional, and intellectual well-being; that will survive with them; and that enables them to pilot the community into the future.

COMMUNITY-FOCUSED LEARNING

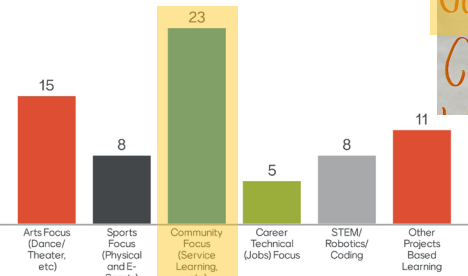
Frequently occurring words in engagements.



2) Community Focused
- care center
- parents student families
- community projects
- City of Eandler partnerships
- data
- community events

Engagement Community
- Student engagement
- Graduate engagement
- Parent engagement
- Teacher engagement
- Community Space for current & former students to collaborate
- Traditional & Non-Traditional School Hours
- languages connection
- getting to know
- diverse
- laughter

Based on the discussion from last week, vote for your top 3 choice of Curriculum/Programs for Consideration?



Community of learners
Cultural Community
Global studies
Festivals multi-culture events
Chess Outreach
Clubs civic minde
Volunteering
Community enliven

ORGANIZING FOR SERVICE LEARNING

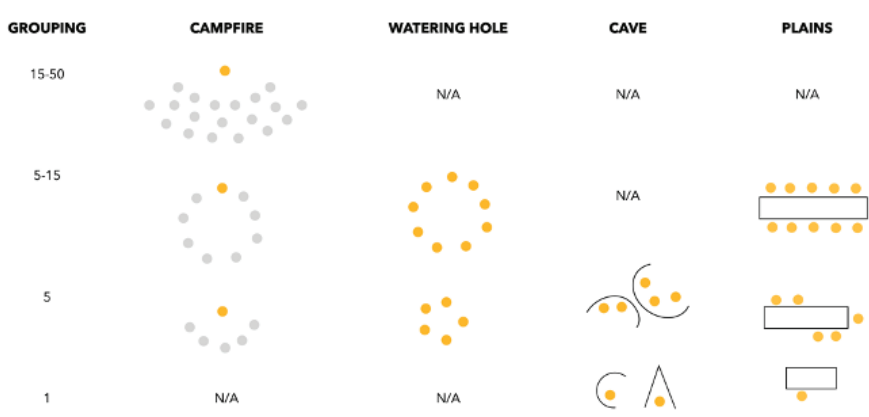
Personalizing, differentiated instruction and learning is a critical goal for the design for Galveston Elementary. The design therefore sought to create learning environments that are tightly integrated with curricular and pedagogical objectives, and offer opportunities for differentiation and personalized learning. The steering committee embraced brainbased learning models, the most famous of which put forth by educational theorist and futurist David Thornburg. The design team worked to distill brain based learning metaphors such as the campfire, cave, watering hole, swamp, and plains, into spatial infrastructure. These metaphors, when filtered through Service Learning activities such as preparation, action, reflection, and demonstration, also lent themselves new meaning using neighborhood-scale based vocabulary to communicate learning intentions: home, porch, and yard. These layered meanings allowed the design team to organize learning communities that provide multi-dimensional learning opportunities that can span the age-ability spectrum. The design team's approach was to create a learning infrastructural field overlaid with Learner Centric Design Principles such as Flexibility, Collaboration, Variety, Novelty, and Multi-Dimensionality.

LEARNING COMMUNITY ORGANIZATION

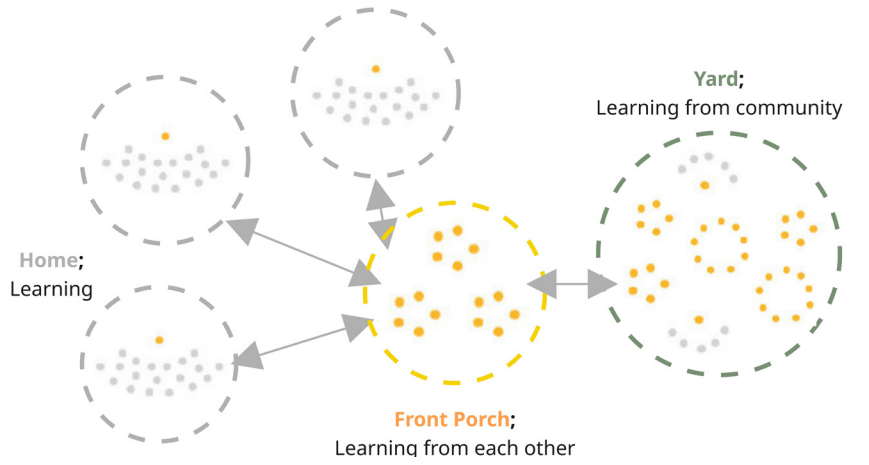
The forces of obsolescence are constantly at work in education: even most school facilities feel obsolete as soon as the first year of occupancy, and only more so thereafter! The design team emphasized how essential it is to build in flexibility to accommodate evolutions in curricular objectives to suit the ever-changing needs of students.

- A learning community-based organization has the ability to travel across the spectrum of learning, and one that can function not just today but tomorrow and adapt with such changing needs.
- Galveston Elementary features learning communities loosely structured around standard age-based grade bands, with opportunities to overlap.
- The learning community is designed as an infrastructural field that provides multi dimensional learning opportunities at various scales.
- This offers variety both in qualitative terms (Brain-based paradigms), and quantitative terms (grouping sizes).
- This offers staff a great deal of flexibility to traverse the spectrum of learning and offer competency based, differentiated and personalized learning as appropriate to the learner needs.
- The learning communities provides infrastructure for movement between different levels of activities that support the service learning curriculum: preparation, action, reflection, demonstration.

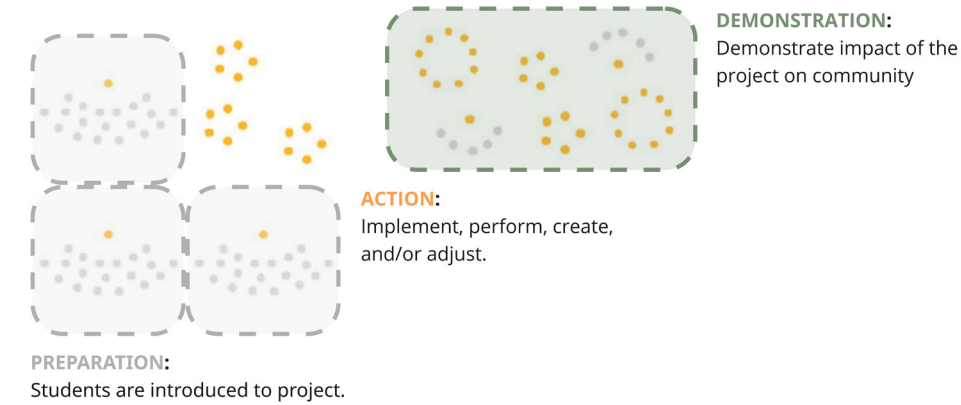
Archetypal learning Space Diagrams



Neighborhood Vocabulary



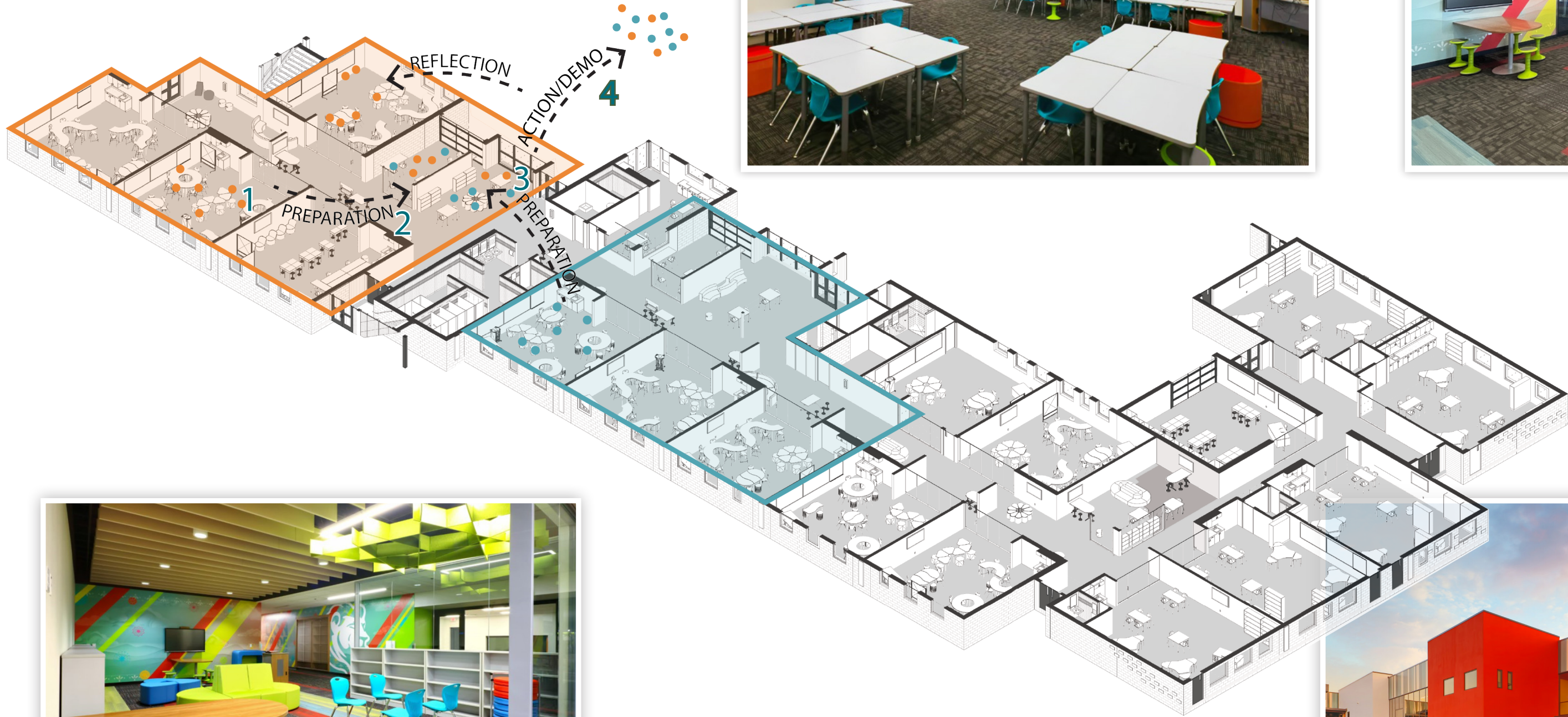
Service Learning Oranization



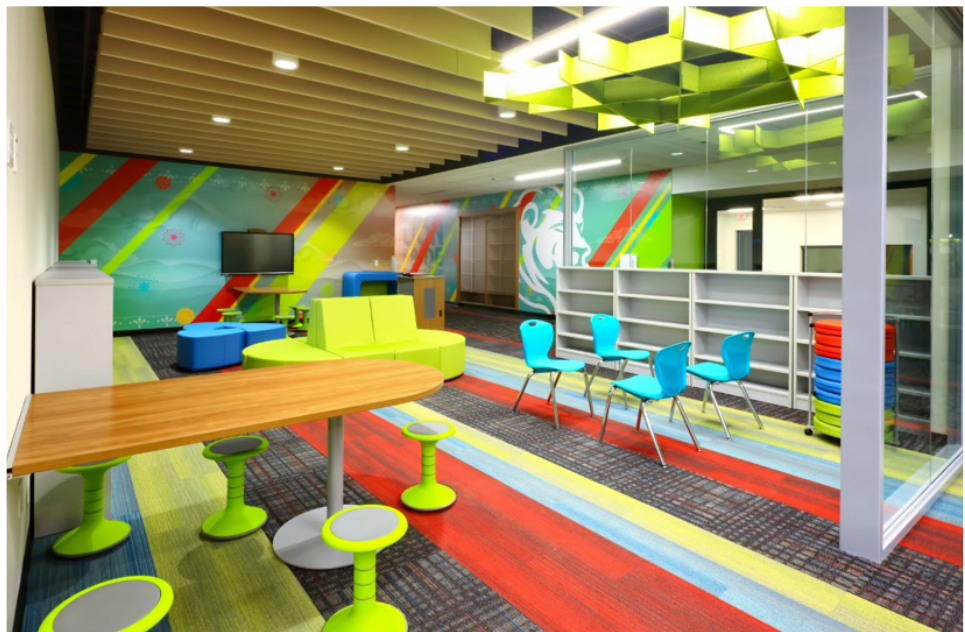
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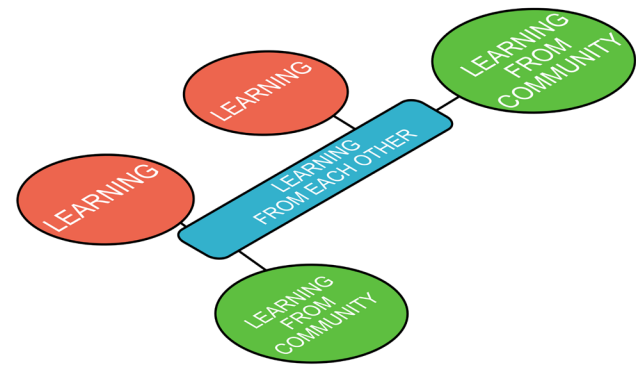
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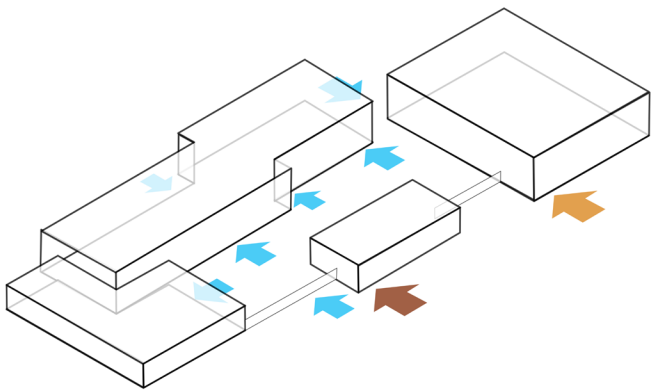
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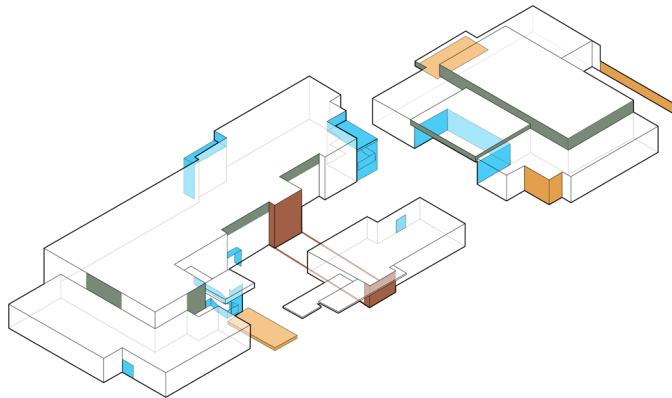
EDUCATIONAL ENVIRONMENT : HOW THE LEARNING ENVIRONMENT SUPPORTS THE CURRICULUM, THROUGH A VARIETY OF TEACHING AND LEARNING STYLES



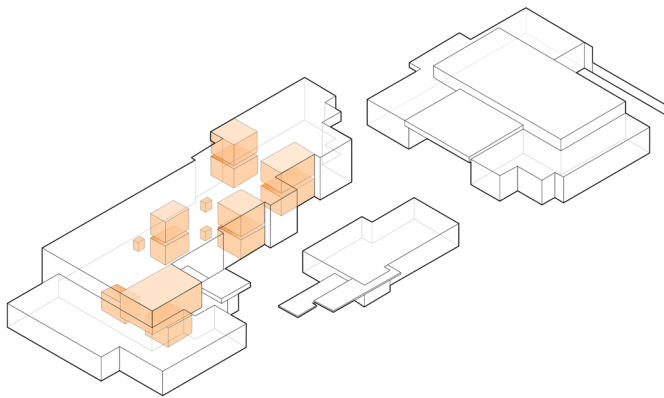
Site Diagram



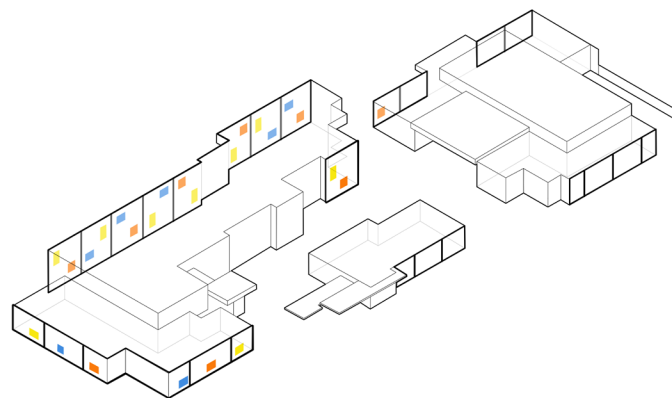
Basic Mass and Access



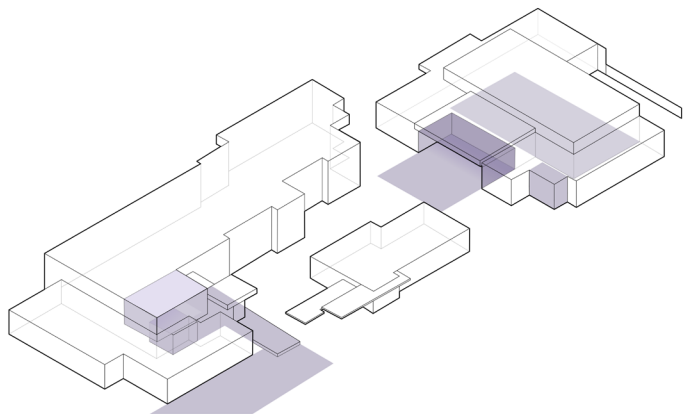
Color Wayfinding



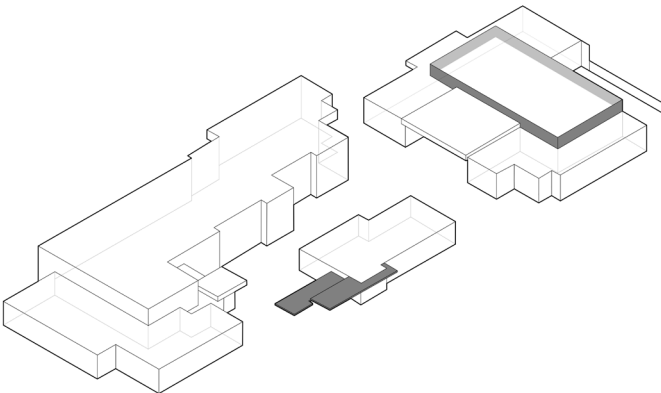
Collaborative, Flexible Spaces of varying scales along the connectors



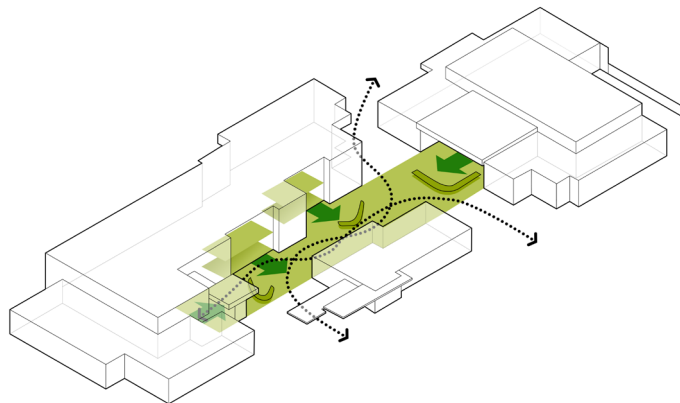
Neighborhood Scale



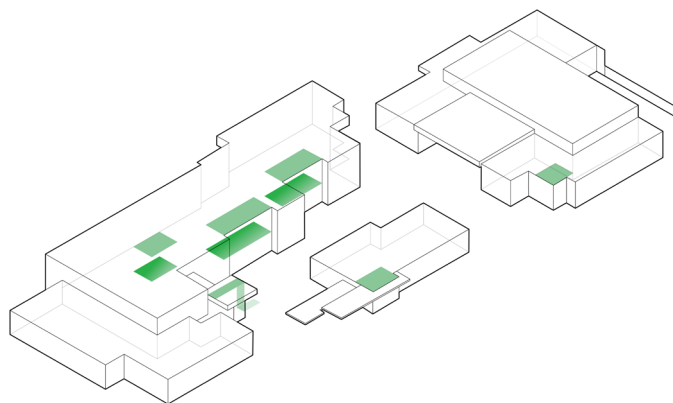
Community and Service Learning Centric



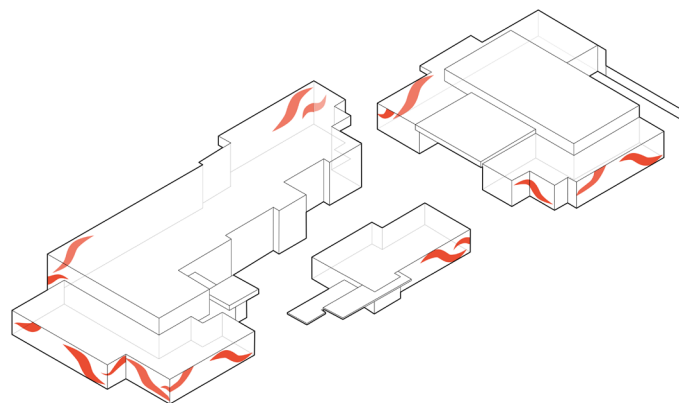
Metal Panel Pattern



Courtyard and Outdoor Learning



Biophilic Areas



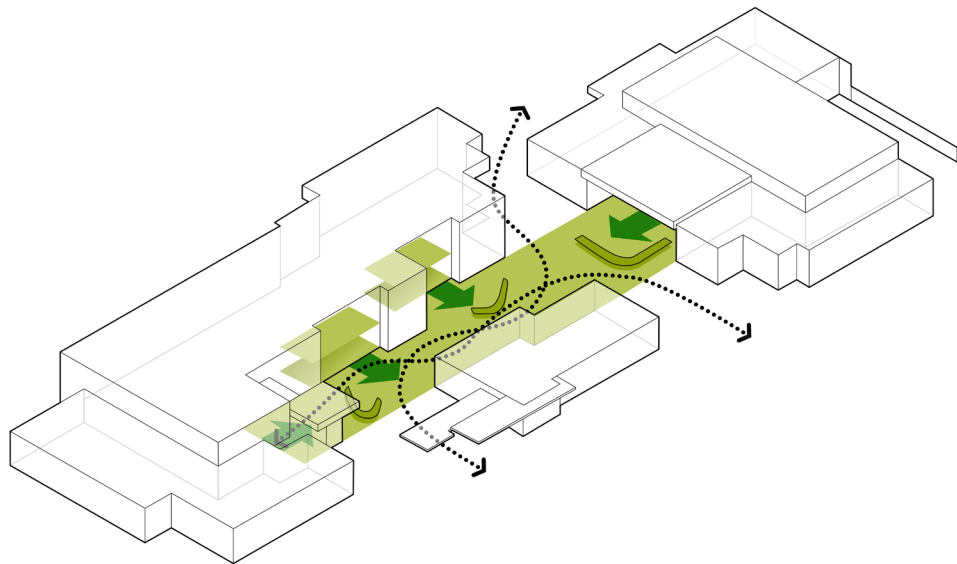
Masonry Pattern

EDUCATIONAL ENVIRONMENT : SUSTAINABILITY AND WELLNESS

The design for Galveston Elementary School is grounded in Maslow’s hierarchy of needs and focuses on creating a high-performance learning environment that is considered foundational to developing self-actualized learners. Daylighting is a big area of emphasis with every occupied space provided with ample daylight with glare control, and full spectrum LED lighting used as a minimal supplement. The facility consequently uses **36% less** energy for lighting end use than the minimum threshold for code. The facility is also designed with the most efficient heating and ventilation system possible within district standards. High SEER packaged units and the use of energy recovery ventilators helps reduce HVAC energy end use by **12%** compared to a code baseline building.



BENEFITS OF ENGAGING WITH OUTDOORS



Outdoor learning and connection to the outdoors was a feature design strategy to incorporate the known physical, physiological and psychological benefits of engagement with the outdoors. Every learning hub such as the learning communities, academic and social commons either take place outdoors or are provided with adjacent outdoor learning spaces to provide both structured and unstructured opportunities to engage with outdoors. Strategic use of building forms and shade structures help extend the “outdoor learning” season into the shoulder months and provide teachers with a wide variety of flexible use options for their learners.

- **HANDS ON EXPERIENTIAL LEARNING** : The first floor flex maker space and the second level tinkler terrace open by way of overhead doors, and are vertically connected by the outdoor learning terrace and celebratory rain downspout. These are examples of such a space that provides immediate outdoor component so kids can engage in the outdoor elements.
- **ACTIVITIES THAT CREATE ENGAGEMENT** with landscape in structured or unstructured ways such as gardening, planting, nature inspired play, etc., allow kids to exercise social emotional skills such as collaboration, persistence, patience, perspective taking, etc. are provided as “friction points” adjacent to indoor spaces.
- **STRUCTURED ACTIVITIES:**
 - **Outdoor Amphitheater:** Event space that provides outdoor community and school use during comfortable shoulder months
 - **Outdoor Central Courtyard:** Is available from learning community commons and can be used to engage with nature, kids can observe seasonal changes, research and document fulfilling various content area requirements (science, PE, LA)
 - **Classifying:** Depending on the type of life events introduced kids can learn to classify animate, inanimate, botanical, zoological and other aspects in the learning gardens.
 - **Measuring:** Could be an extension of the first two, or could be totally different.
 - **Communicating:** Students can keep a science journal to note their outdoor observations and use the journal during class discussions.





Existing school prior to new construction

CONTEXT OF THE COMMUNITY

In a further step to keep the existing community connection to the campus while providing a next-gen learning environment, the design team pulled from the familiarity of materials and color palette of the existing structures. Rather than making an exact copy, colors and materials would appear in familiar orientations. Where one might have seen green metal panel roofing on the existing buildings, the new design would feature green metal wall panels at the highest soffits. The warmth of the existing brick buildings would be seen at some building entries in orange and terra cotta hues, differentiated to benefit wayfinding.

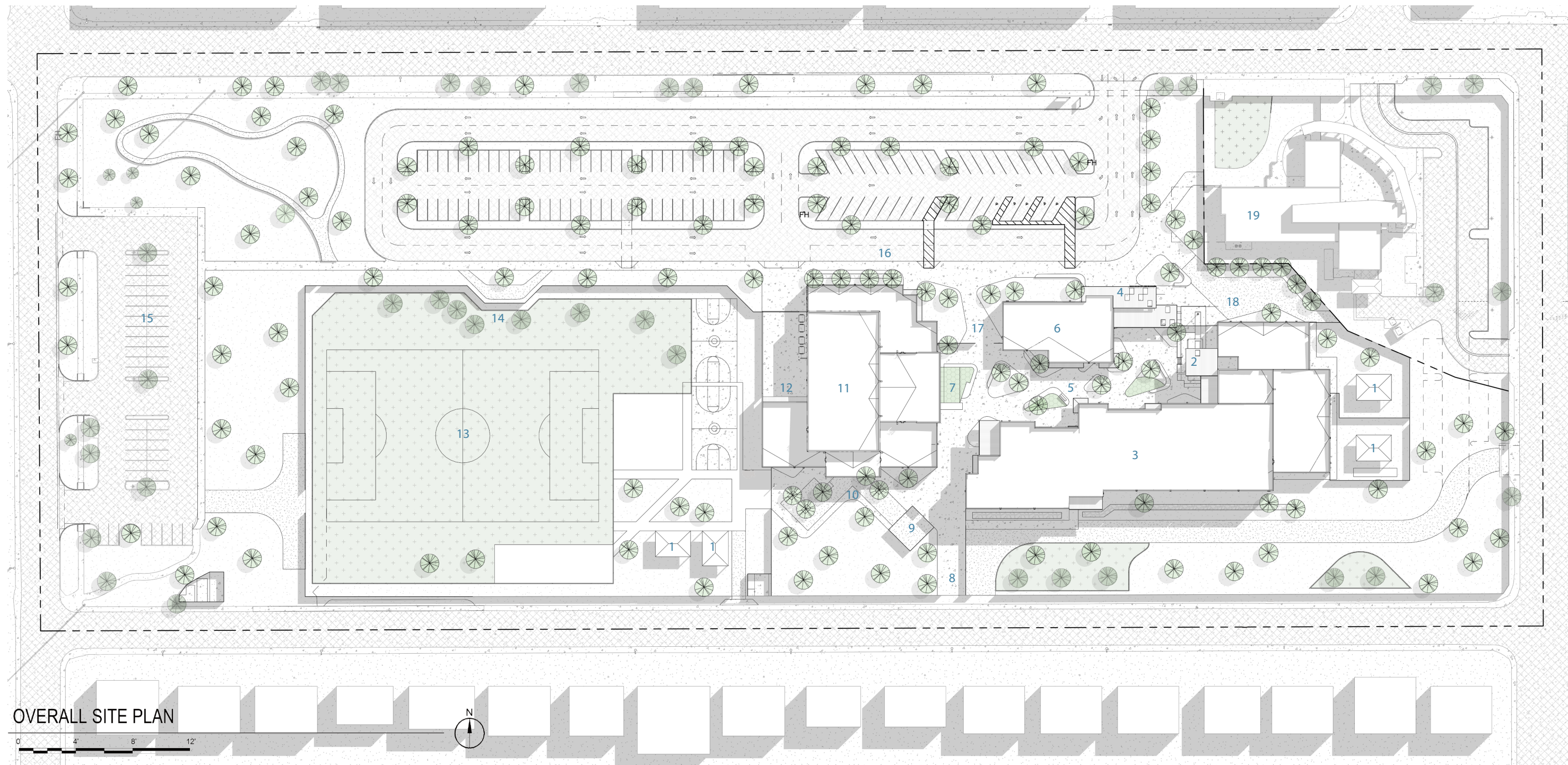


New Galveston Elementary School

PHYSICAL AND EDUCATIONAL ENVIRONMENT

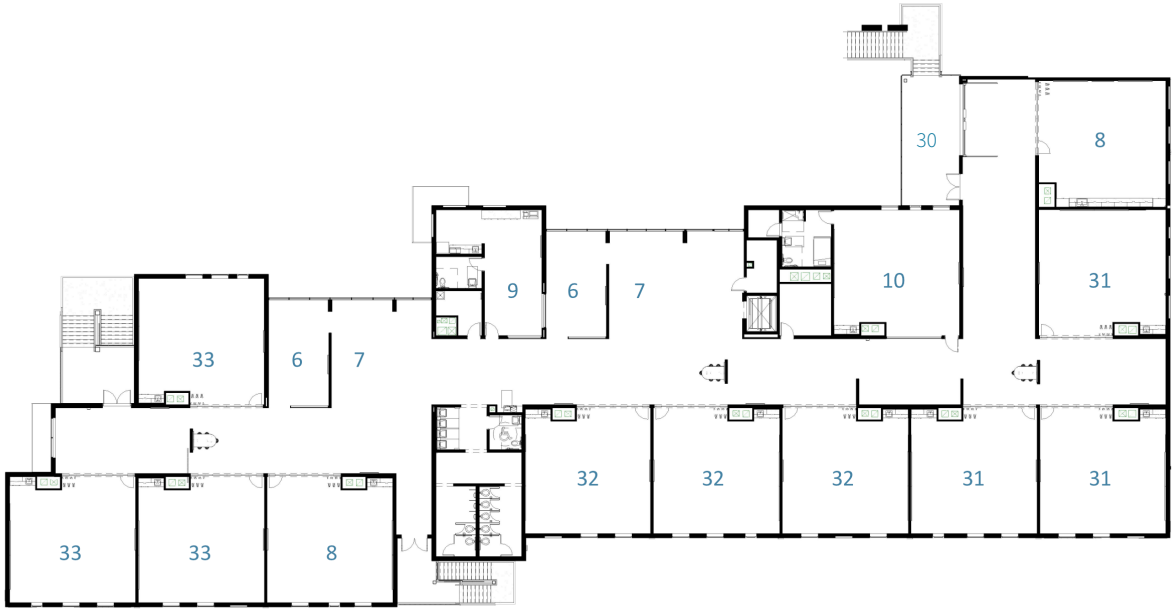


PHYSICAL ENVIRONMENT: SITE PLAN



- | | | | | | | | |
|----|--------------------------|----|--------------------|----|-----------------------|----|---------------------|
| 01 | Play | 05 | Quad | 09 | Bike racks | 13 | Play Fields |
| 02 | Learning Terrace | 06 | Bldg A- Admin | 10 | Outdoor Dining | 14 | Existing Tree Grove |
| 03 | Bldg C-2 story Classroom | 07 | Amphitheater | 11 | Bldg B- Multi-Purpose | 15 | Existing Parking |
| 04 | Main Entry | 08 | Rear Student Entry | 12 | Service Yard | 16 | Pick-up/ Drop off |

PHYSICAL ENVIRONMENT: FLOOR PLANS



CLASSROOM BUILDING UPPER LEVEL

01	Pre K	07	Literacy	13	Lobby	19	Office	25	Multi-Purpose Indoor Dining
02	Kinder	08	Flex	14	Receptionist	20	Principal	26	Multi-Purpose PE
03	1st	09	Faculty	15	Staff/ Work Break Room	21	Sec.	27	Kitchen
04	2nd	10	Neurodivergent	16	Nurse	22	Band	28	Service Yard
05	3rd	11	Commons	17	Conference Room	23	Platform	29	PE/ chair
06	Collab	12	Sensory Nook	18	AP	24	Music	30	Tinker Terrace

PHYSICAL ENVIRONMENT

“Every child deserves learning environment where we can help them reach their full potential. Galveston Elementary will be a beacon of that promise”

*-Dr. Narducci
Chandler Unified School District Superintendent*



PHYSICAL ENVIRONMENT

"This courtyard truly represents the hub - the heart of the neighborhood - for Galveston Elementary School."

*-Tony Alcala
Galveston Elementary Principal*



PHYSICAL ENVIRONMENT: INSPIRE AND MOTIVATE

INSPIRED BY COMMUNITY

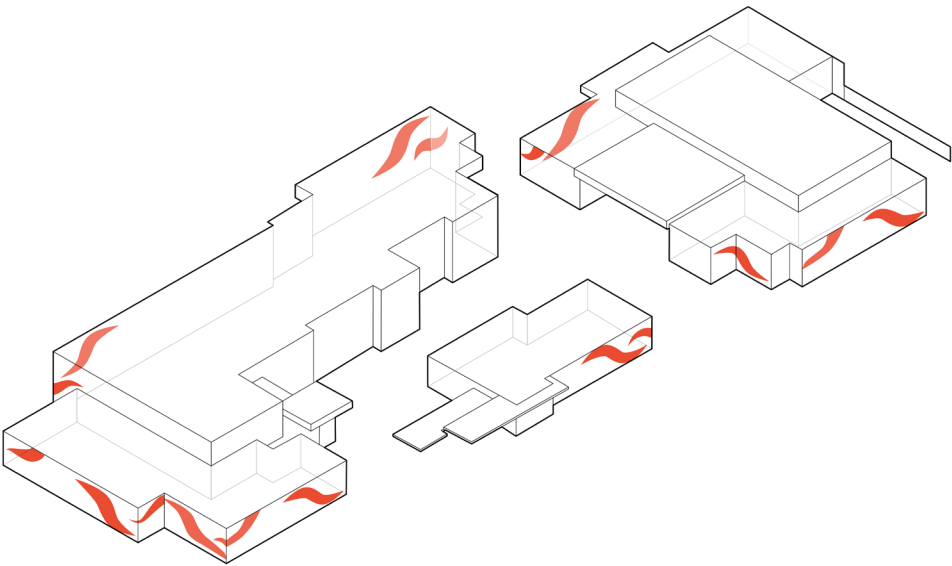
The design team drew several inspirations from the culture and neighborhood of the generational Galveston Elementary community. Celebrating the opportunity to incorporate bold, fun colors, the interior material palette pulled hues and patterns from traditional textiles, creating a sense familiarity in the school environment. As the principal noted, these are the colors the students are already bringing to the campus, for example, in the colors of ribbons on the girl’s hair. These colors and textures were further integrated in interior graphics, which paired them with both biophilic mountain landscapes, and patterns from papel picado, a traditional decorative craft.

This process was carried out through several iterations with the school district leadership, desiring to strike a delicate balance of influences to ensure the environment was welcoming to all while providing familiarity and comfort to those already within the community. Words from the school’s mission statement in Spanish and English were integrated in key locations to maximize exposure and emphasize the core values of the community.



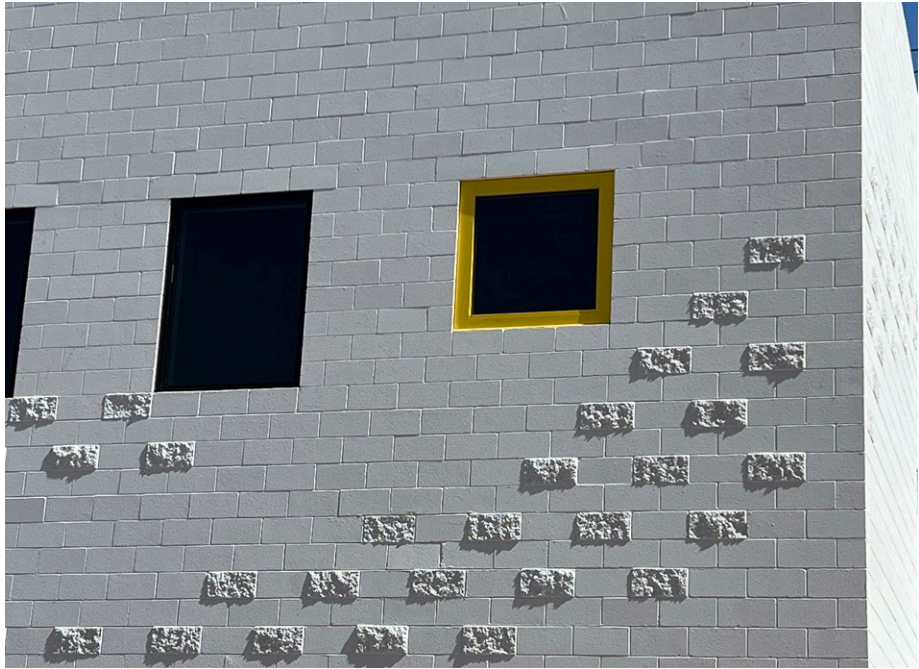
Galveston Elementary Principal, Tony Alcala





DESIGN FOR BELONGING

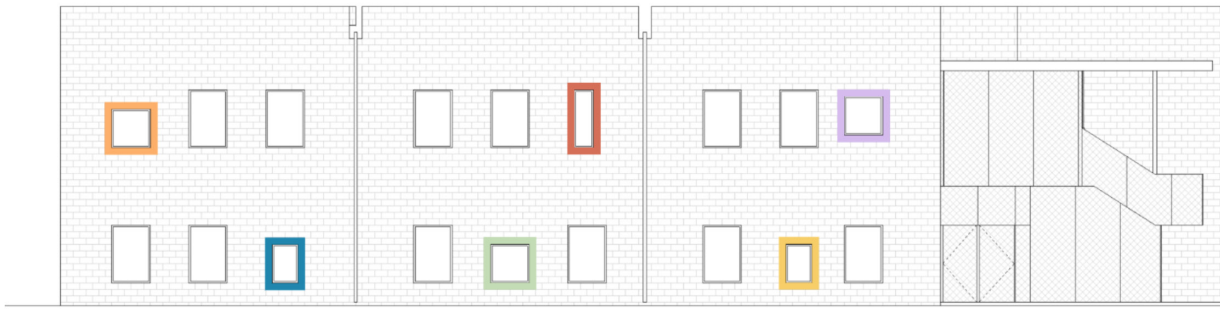
The community’s connection to the existing campus takes the form of after-school groups and clubs utilizing the campus amenities. A prominent after-school use at Galveston Elementary is Ballet Folklórico, a traditional folk dance that features brightly colored flowing skirts twirled in patterns by the dancers, in contrast to the rhythmic stomping of the dance steps. The design team sought to encode the flowing and rhythmic relationship onto the building facade, to both soften the potential hardness of the new building mass in comparison to the existing campus, as well as deepen the community’s connection to the facility through this traditional dance. The masonry around the building is textured to evoke the flowing of the dancer’s costumes, while series of windows with accent colors also speak to the stepping and stomping accents of the dance.



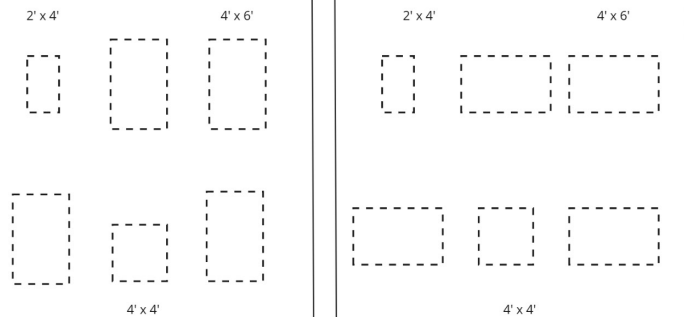


LEARNER-CENTRIC FEATURES

In a school that embraces a high level of openness and transparency, the design team was careful to provide “refuge” spaces for children that need a bit of recluse. The Sensory Nook was one such idea borne out of this mindset. Each floor had a nook adjacent to the neurodiverse classrooms where colors darken and acoustic absorption heightens to provide sensory relief from the general corridor, as well as furniture with unique textures, biophilic ceiling materials and wall graphics. Galveston Elementary would be a truly learner centric environment. The design team helped the steering committee visualize scenarios where a traditional mindset might erode learner centrism. One major shift towards learner needs is that Galveston Elementary DOES NOT have a Media Center. Traditional media center functions such as reading, technology access, and collaboration were all brought to where kids are - the learning communities. Each learning community had a literacy commons, that served children in different ways, and provided access to books and reading as kids engaged in their day to day learning. This space has high visibility, ample natural light, and at the same time had great acoustics and comfortable seating, cushions, and mats where kids can spread out with a book.



each home within the neighborhood has a varying elevation that speaks to its identity.

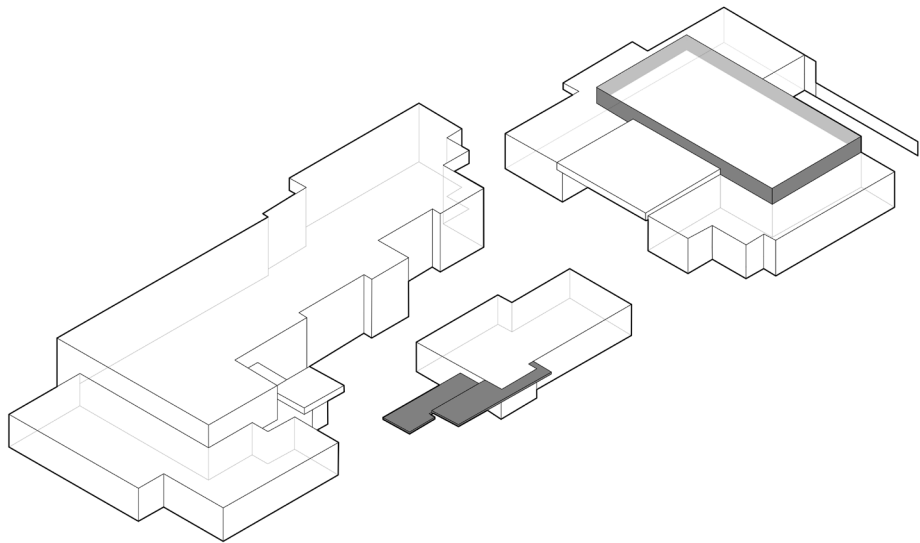
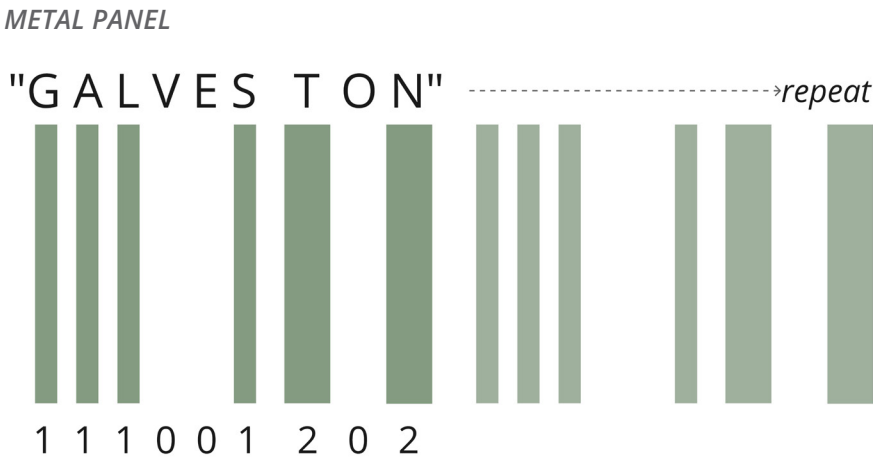
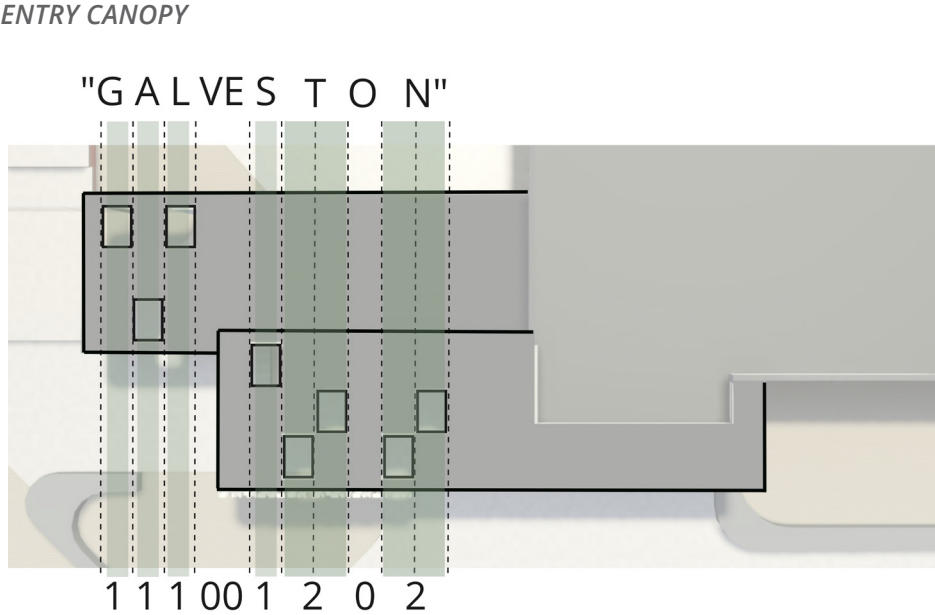
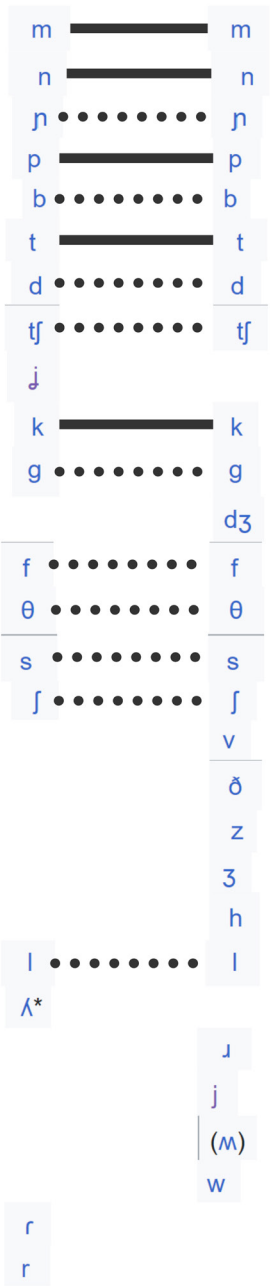


The design team understood that the community had grown up with 60 years of experience with single-story gable roof campus buildings that blended into the neighborhood scale and texture. A departure from that with a 2-story building mass presented a challenge to maintain a respectful neighborly scale and texture. Materials and structural members, where visible, were treated in a way to recall building methods one may see on their own home. The mass of the building frontage was also broken down into residential scale blocks, to reflect the scale of adjacent homes. In addition, each residential ‘block’ was given a unique arrangement of windows with highlighted colors on thicker window frames, to reflect the way homes in the neighborhood choose to express their unique identities.

COMMON GROUND:
A CELEBRATION OF LANGUAGE, CULTURE, AND CONNECTION

It was clear to the design team in the early stages of co-creation with the steering committee that maintaining clear communication would be a pivotal factor in reaching consensus and buy-in from the community. An initial obstacle that was quickly remedied was not having enough interpreters present or engagement materials prepared in both Spanish and English. This key moment became a theme for the main entry onto campus. The word “Galveston” has notable differences in pronunciation when spoken in the Spanish language or the English language, as well as similarities. These differences and similarities, when mapped phonetically sound-by-sound, gave rise to a pattern of light and shadow to be cast on the entry sidewalk through a perforated canopy. And thus, the celebration of differences and building on commonalities between languages, cultures, and communities, becomes the welcoming message to campus.

This pattern is also seen in the rhythm of metal panels around the tall mass of the Multi-Purpose building, broadcasting this message at a place of higher visibility to the community at large.



POSITIVE IMPACTS

While the new Galveston Elementary School has been occupied for less than a full school year, the staff has already noted immediate positive impacts, such as:

- Enrollment has increased
- Neighborhood kids who had gone to other schools have returned to Galveston
- Fewer Bullying incidents due to folding glass doors into halls - proactively impact negative behavior incidents
- Hosting after-school basketball tournament in new multi-purpose, something previously impossible.
- Increased use of technology
- English language proficiency assessment results have improved, class taught out of flex room with outdoor space.
- Neighbors attribute the school for raised property values. Whether actually responsible or not, the perception of the new school as a positive influence is there.





Galveston

ELEMENTARY SCHOOL