

2022 A4LE Virginia Chapter and Southeast Region Joint Conference

Supporting Fluid Learning

ARCHITECTURAL EXHIBITION & AWARDS

Renovations – Additions Category

Jury Comments

- Celebrated History
- Designed around people
- Students are the focus
- Acoustics
- Good use of natural light

Descriptive Data

- size of site - 9 acres
- student capacity – 1,300
- area of building (SF) – 180,00 SF (140,000 SF original building, 40,000 SF Addition)
- total project cost - \$36.55 million
- cost per square feet (SF/S) - \$203/SF
- cost per student (\$/student) - \$28,115/student
- space per student (SF/student) – 138 SF/student

Renovations – Additions Category

Silver Award

Dorothy Hamm Middle School

Quinn Evans Architects

Arlington County Public Schools, VA

Dorothy Hamm Middle School

Dorothy Hamm Middle School, formerly known as Stratford Junior High School, opened in 1950 as one of the many schools built during the post-World War II construction boom in the Washington metropolitan area. The school was designed in the International Style prevalent during the era, and is today one of few remaining examples of that architectural style in Arlington County. The school was built according to a linear, rectangular plan and is clad in buff brick and sandstone veneer. The primary, northwest façade is highlighted by an elegant, columned portico that serves as the historic main entrance, flanked by two-story wings. Considered "Arlington's most ambitious school construction project" at the time, the original building features concrete post-and-beam construction and high-end materials such as glass block and terrazzo. Stratford also boasted the first science laboratory specifically built for that purpose in the county.

Dismantling Racial Barriers: A Socially Progressive Legacy

While the building itself is distinctive for its architecture and construction, as well as its ambitious mid-20th century educational programming, Stratford would also later play a prominent role in Virginia's civil rights history. On February 2, 1959, the all-White junior high school became the first public school in the Commonwealth of Virginia to desegregate with the admission of four African American students: Ronald Deskins, Michael Jones, Lance Newman, and Gloria Thompson. The four seventh-graders were escorted into the school accompanied by 85 police officers. This landmark event, which took place nearly five years after the Supreme Court's *Brown v. Board of Education* decision, finally signaled the end of "massive resistance" to the integration of schools throughout the state and the nation.





Before

Locating the Addition

Siting the 40,000-square-foot addition, which represented a significant intervention on the site, was the major challenge for the design team. Working with community stakeholders, we explored several alternatives. Considerations included maintaining a compact configuration with highly functional connections to the existing building; minimizing disruption to the site, including its recreational and green spaces; and preserving the façade and existing views of the historic structure.

The addition was ultimately positioned at the southwest end of the building on an existing parking lot. This allowed the new structure to connect to three of the four stories in the original building. This alternative proved to be the least invasive solution, preserving existing views and creating a vibrant new central core for the school. “The intersection between the old and the new is now considered the heart of the school,” Dorothy Hamm Middle School Principal Ellen Smith has noted.

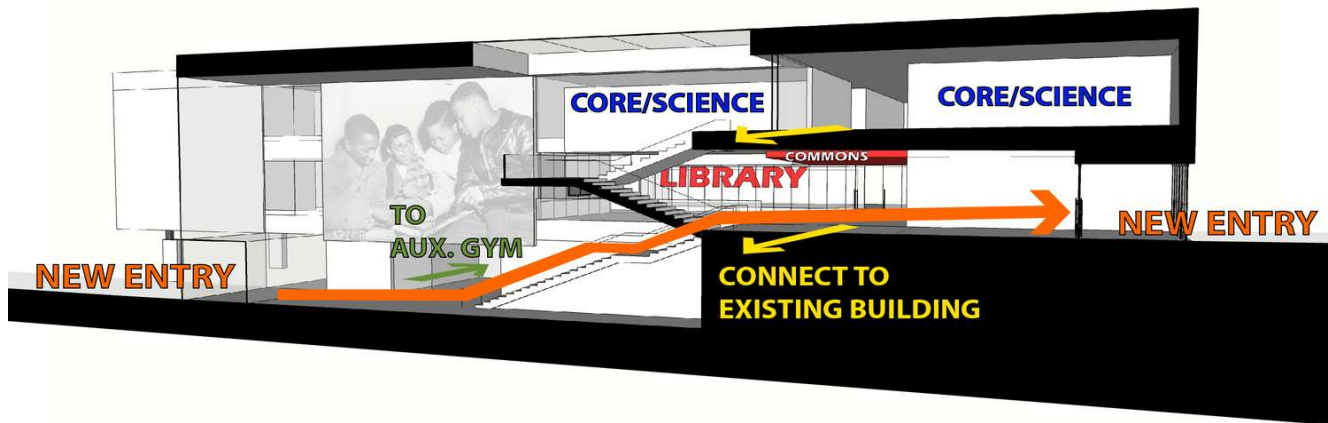
Siting the addition in this location preserved the historic view shed of the path the students took on their way to integrate the school.



After – Design Concept



Historic Viewshed



A New Central Core

An open, grand central stair highlights the new addition, connecting all three levels both physically and visually. A dynamically patterned, faceted wall spans the entire height of the space, also connecting all three levels. The library was relocated to the Addition and grouped with other “big box” spaces such as the gym and cafeteria in the existing building and the new auxiliary gyms. The first floor of the addition includes such high-energy spaces as the auxiliary gyms and locker rooms. The second floor introduces a vibrant student commons, an open, flexible space with a variety of comfortable seating options and a large media wall that encourages curiosity, knowledge, and activism. This commons space and nearby, glass-front classrooms surround the library and are highly integrated with the library programming. The third floor transitions to more focused, quiet spaces that include math and science classrooms. Colors change from floor to floor as a means of orientation and wayfinding, and to integrate the new structure with the original building.



New Expanded Library

The new library located next to the student commons area, has become the new heart of the school. It encourages students to engage with each other as well as provide quiet study opportunities. Classrooms are co-located within the Library area to provide more access and usage of the space throughout the day. The Library helps facilitate and encourage discovery, curiosity, and active learning.



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Renovations – Additions Category

Jury Comments

- Practically having herb garden to use in cooking
- Sustainability
- Design well thought out
- Floor to ceiling windows
- Good use of color

Descriptive Data

Size Of Site (Acres): .40 Acre

Student Capacity: 48 students

- 24 (classroom) + 24 (kitchen lab)

Area Of Building (SF): 11,260 SF

Total Project Cost: \$5 Million

Cost Per Square Feet (SF/S): \$327

- \$3,707,000 (original contract sum from pay app) / (6,560 SF (culinary arts addition) + 4,770 SF (classroom addition))

Cost Per Student (\$/Student): \$18,625

- 1989 SF (culinary arts lab) + 745 SF (culinary classroom) + x \$327 SF / students

Space Per Student (SF/student): 104 SF

- 1,989 (culinary arts lab) + 745 (culinary classroom) + 2,543 (victory works classroom) + 363 (life skills kitchen) / students

Renovations – Additions Category

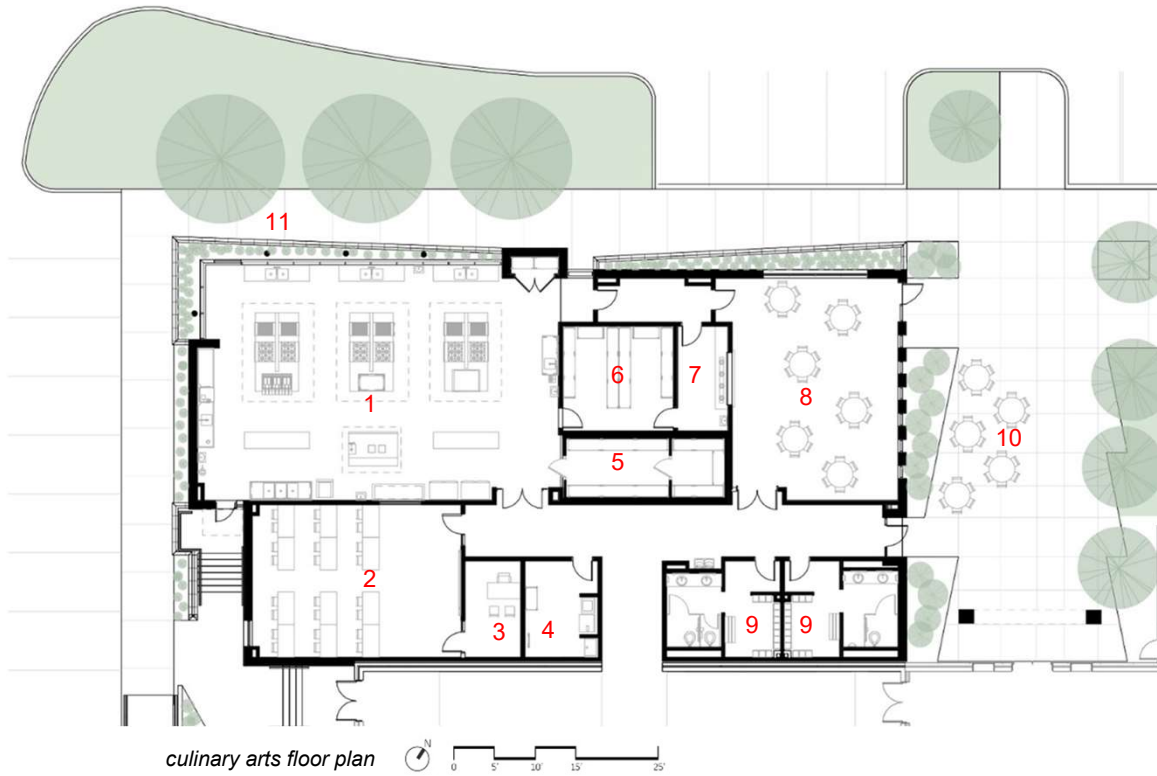
Gold Award

Heyward Career & Technology Center –
Culinary Arts & Classroom Additions

Quackenbush Architects + Planners

Richland School District One - Columbia, SC





- 1 CULINARY ARTS LAB
- 2 CULINARY CLASSROOM
- 3 INSTRUCTOR'S OFFICE
- 4 LAUNDRY
- 5 WALK IN COOLER/FREEZER
- 6 DRY STORAGE
- 7 SERVING STATION
- 8 DINING
- 9 LOCKER ROOMS
- 10 COURTYARD
- 11 HERB GARDEN



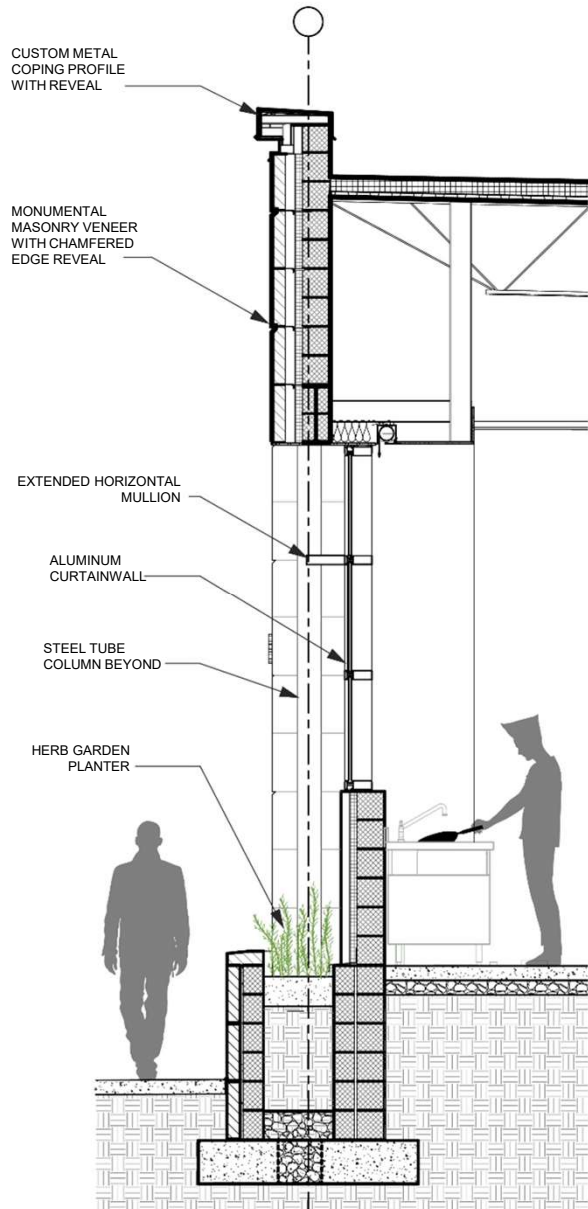
grow



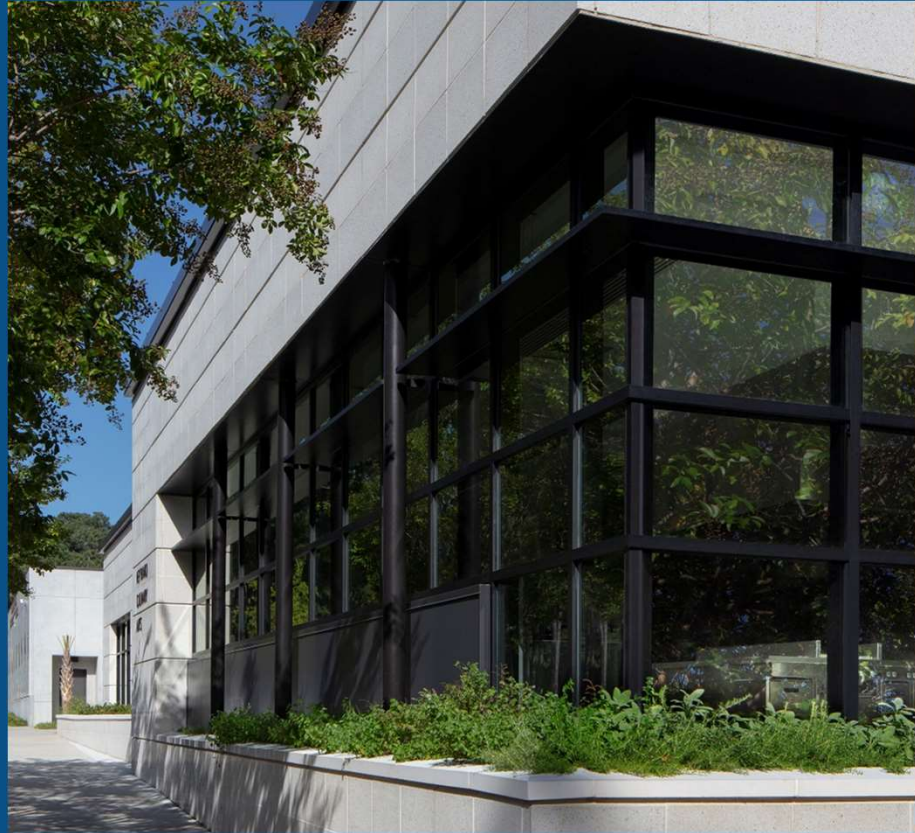
prepare



serve



wall section at culinary lab



NEW 16" x 24" POLISHED MASONRY VENEER

EXISTING PRECAST CONCRETE PANEL



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New Construction Category

Jury Comments

- Sustainability
- Utilize space under stairway
- Nice Social Heart
- Good Lighting
- Colors used for wayfinding

Descriptive Data

Size of Site	24 Acres
Student Capacity	1,500
Area of Building	257,784 SF
Construction Cost	\$65.0 M
Construction Cost per SF	\$252
Total Project Cost	\$77.9 M
Total Project Cost per SF	\$302
Total Project Cost per Student	\$51,933
Space per Student	172 SF

New Construction Category

Silver Award

Princess Anne Middle School

RRMM Architects

Virginia Beach City Public Schools, VA

PRINCESS ANNE MIDDLE SCHOOL Virginia Beach City Public Schools

In 2017, a team of Virginia Beach City Public School planners, faculty, students, community stakeholders, architects and engineers programmed and designed the new Princess Anne Middle School (PAMS). In September 2021, the PAMS faculty welcomed 1,450 students to their new home. The entire stakeholder team created this place with the following qualities:

CIVIC PRESENCE

... but at an appropriate scale. A smaller, colorful glass form reads "entrance" and an aggregation of smaller forms is used to integrate the 257,000+ sf school into the low density, suburban neighborhood.

WELCOMING YET SECURE

The entry sequence shows visitors the central outdoor learning spaces while directing them to the main and community entrances.

FOR AND OF THE COMMUNITY

Separate community entrance for secure use of theater, gyms and dining area along with exterior materials to fit the beach context let the community know this place is theirs.

ENVIRONMENTALLY RESPONSIVE

... and fiscally responsive. Resource and energy efficient features are incorporated at competitive costs, including: daylit spaces, high performance building envelope, solar power generation, stormwater infiltrated on site, rainwater flushes toilets, FSC certified wood and geothermal HVAC



MAIN ENTRANCE

MAIN ENTRANCE

PRINCESS ANNE MIDDLE SCHOOL Virginia Beach City Public Schools



The main elements to include in the building as decided by the stakeholders:

- | | | | |
|---------------------|----------------------|------------------------|---------------------------------|
| flexible spaces | security | DAYLIGHTING | Energy Efficiency |
| community gathering | Collaboration Spaces | Connections to Outside | every space to support learning |

PRINCESS ANNE MIDDLE SCHOOL Virginia Beach City Public Schools



OUTDOOR COMMONS

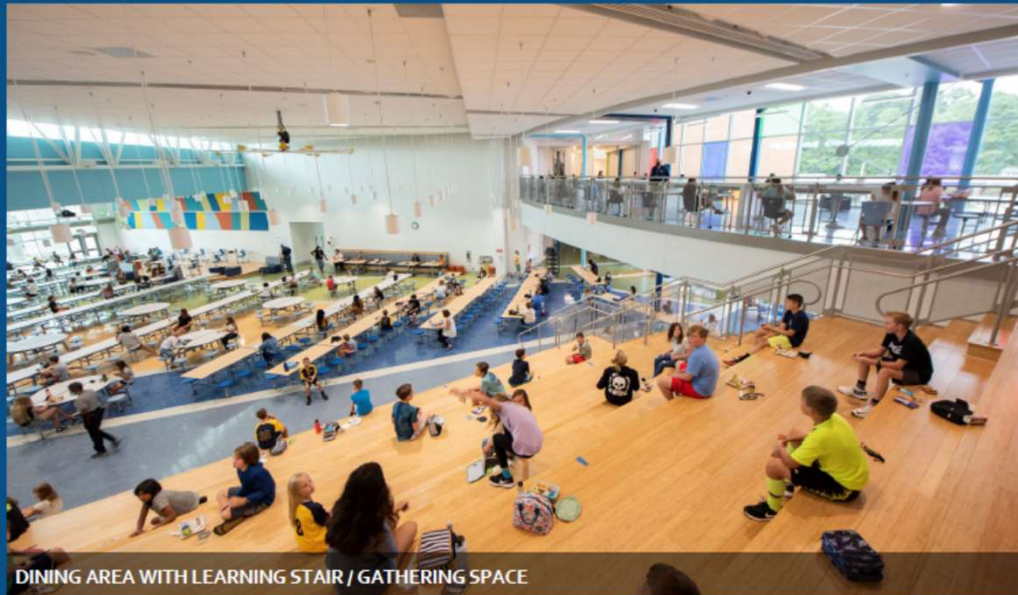
CONNECTIONS TO OUTSIDE The PAMS concept organizes all spaces around a protected central Outdoor Commons. With constant views and access to this space, the students, staff and visitors have a continuous reference to where they are in the building AND to what is important to the PAMS community. Features include outdoor learning areas, outdoor dining, and tiered seating with a presentation area.



CONTINUOUS CONNECTION TO OUTDOOR COMMONS



PRINCESS ANNE MIDDLE SCHOOL Virginia Beach City Public Schools



DINING AREA WITH LEARNING STAIR / GATHERING SPACE

LEARNING ENVIRONMENT Every inch of the school has been designed to support learning which is no longer limited to classrooms. A variety of teaching opportunities are available; from individual learning, to small group learning, to large group learning.



MULTIPLE DIRECT ACCESS POINTS TO OUTDOOR CLASSROOMS



GRADE HOUSE GATHER SPACE



STUDENT "LIVING ROOM" AT END OF EACH GRADE HOUSE



GRADE HOUSES: TURNING CIRCULATION INTO STUDENT SPACES

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New Construction Category

Jury Comments

- Small group rooms for collaborative spaces
- Wide Corridors
- Places for student work to be displayed
- Colors used to draw connections between inside and outside

Descriptive Data

Size of Site (acres): **23.33 acres**

Student Capacity: **900 students**

Area of Building (sf): **102,778 gsf**

Total Project Cost: **\$28,884,530.00**

Cost per Square Feet: **\$281/sf**

Cost per Student: **\$32,093/student**

Space per Student: **114 gsf/student**

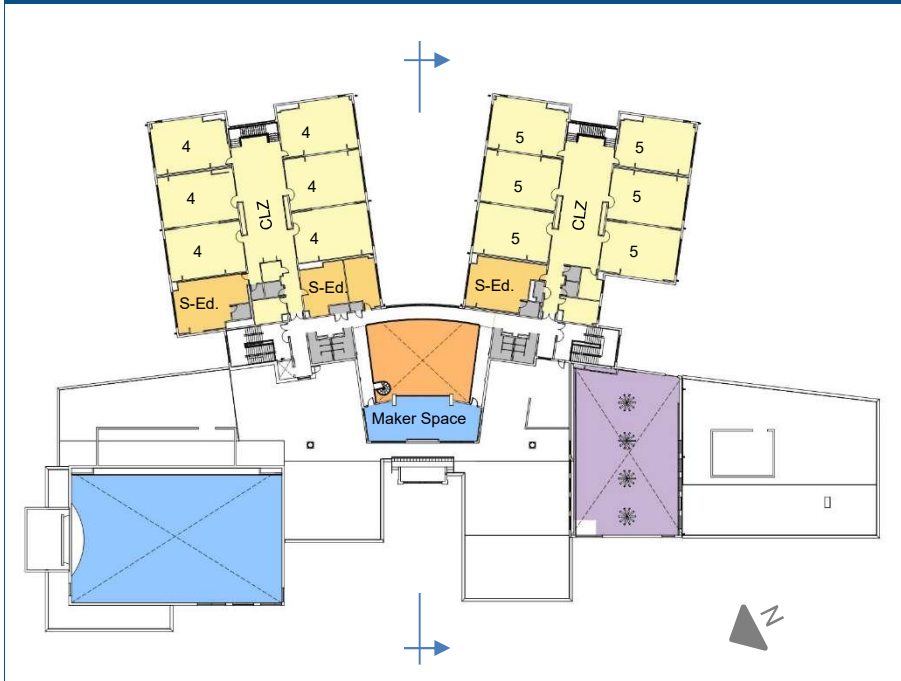
New Construction Category

Gold Award

Anne E. Moncure Elementary School

Grimm + Parker Architects

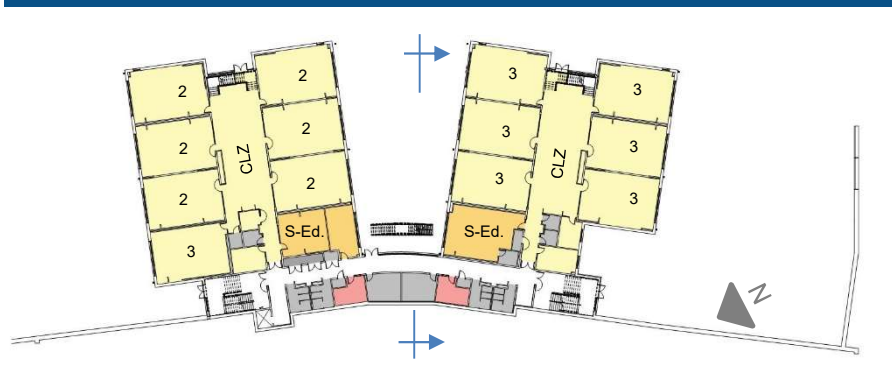
Stafford County Public Schools, VA



Upper Level Floor Plan



Main Level Floor Plan

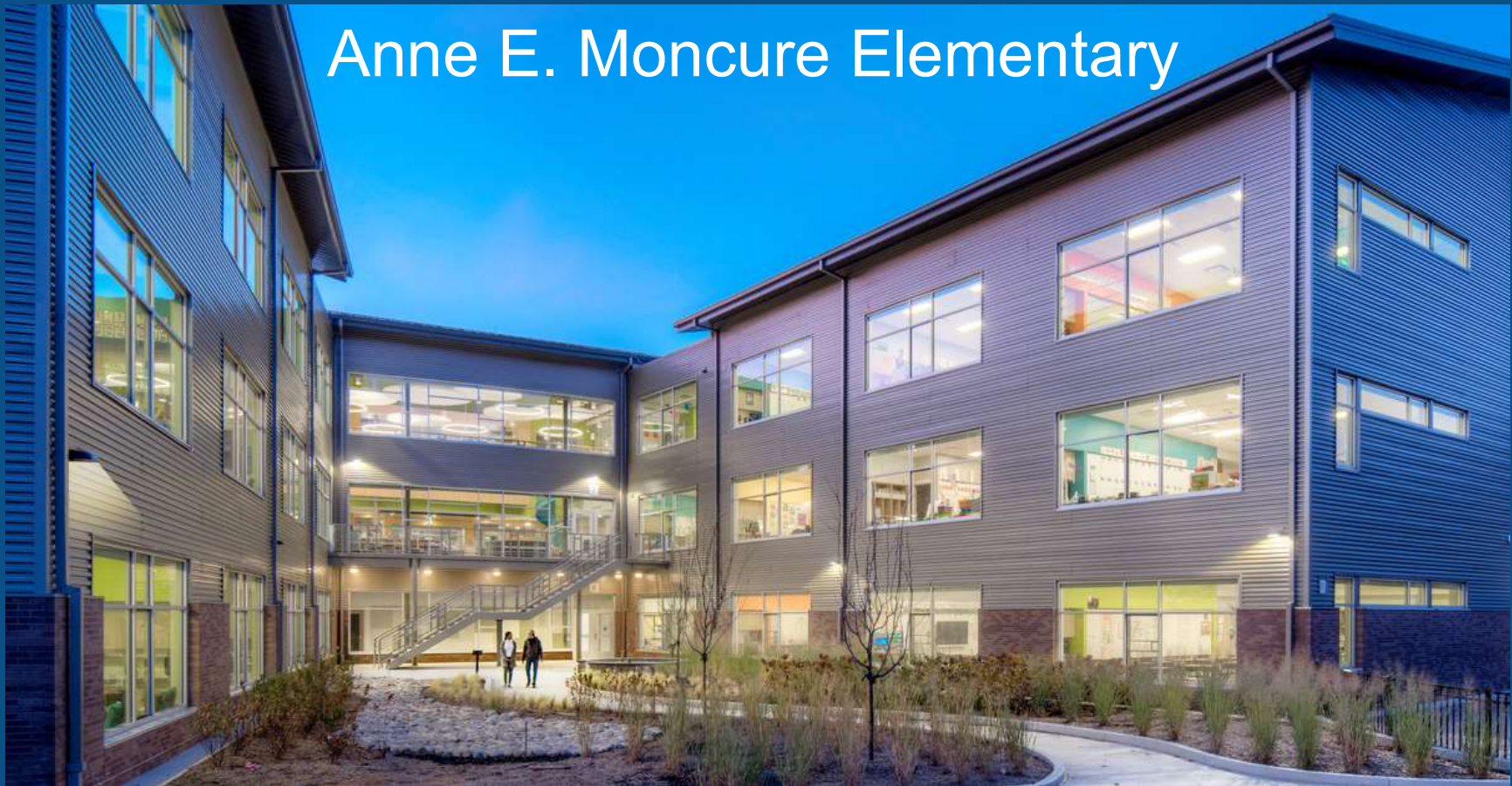


Lower Level Floor Plan



Building Section

Anne E. Moncure Elementary

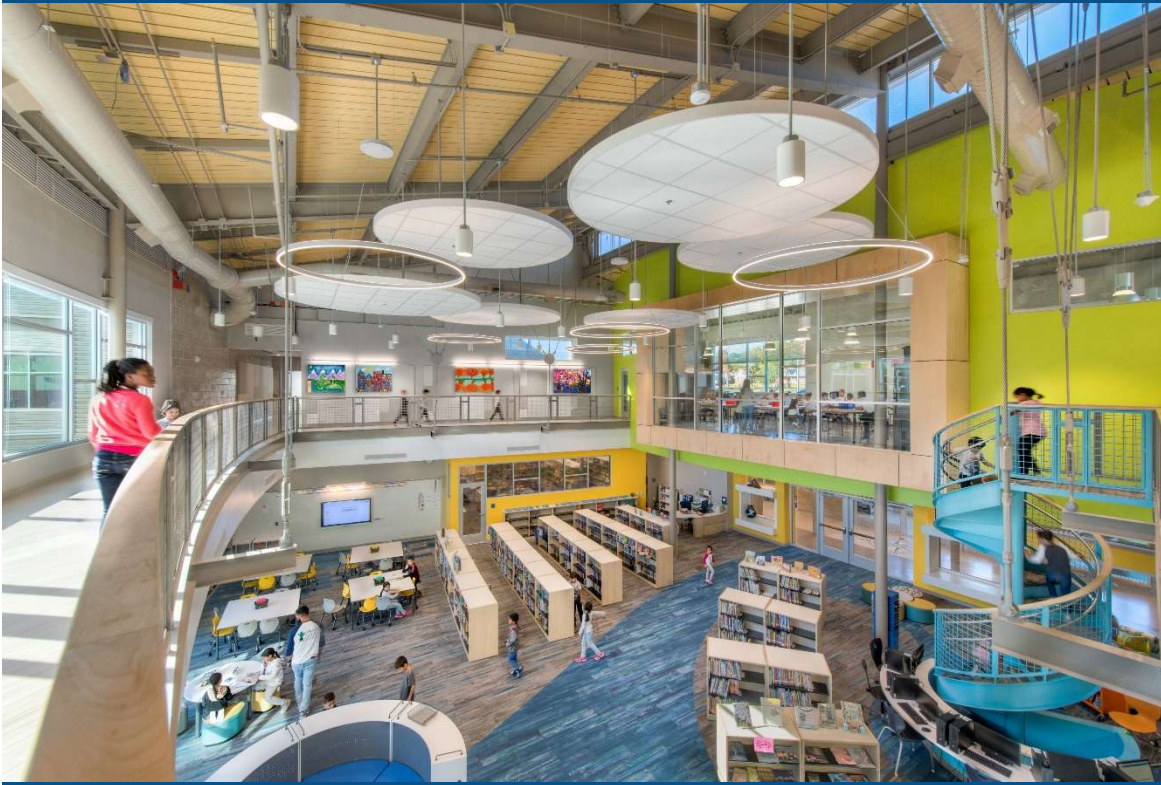


The new Anne E. Moncure embraces Stafford County Public Schools' (SCPS) pedagogical initiative where next-generation learning spaces facilitate learner-centered, student-driven, real-world, and project-based learning. These environments promote SCPS C5W All Century Learning Revolution by focusing on the whole person and where students are empowered and inspired to embrace Communication, Collaboration, Critical Thinking, Creativity, Citizenship, and Wellness.

SCPS believes that students should be exposed to holistic learning opportunities that advance their intellect, health, and spirit. SCPS's vision for these learning environments is defined by three guiding principles:

1. Build the skills, knowledge, and expertise students need to be lifelong learners and empower them to greatness.
2. Develop the wellness of students by providing environments that promote, support, and educate about proper nutrition and regular physical activity.
3. Provide an adaptable "learner-centered" culture of creativity and innovation for consistent student achievement and success.

Learning Commons



An integrated maker-space where students foster skills such as communication, problem-solving, critical thinking within collaborative activities that allow for active hands-on learning. Learning and its effects are on display throughout the school.

Innovative Features



Exposing mechanical systems



Exposing plumbing systems



Cardinal direction



Lego Wall

The building serves as a teaching tool that allows students and the community a variety of learning opportunities. Environments to support contemporary models of teaching facilitate learning in the most authentic way – creativity, inspiration, and commitment informed by real-world evidence and experience, where those who desire to use their heads, hands and hearts to productive endeavor will not only thrive, but prosper. Full of interesting things to observe, discover and get your hands dirty, outdoor learning environments are a necessity for connecting students to the natural world.



Mascot Sculpture relocated from old school



Outdoor Discovery Lab

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ARCHITECTURAL EXHIBITION & AWARDS

People's Choice Category

People's Choice Category

Potomac Shores Middle School

Moseley Architects

Prince William County Public Schools, VA

Potomac Shores Middle School
DUMFRIES, VIRGINIA

School Division Prince William County Public Schools

Superintendent Dr. LaTanya McDade

Owner Contact John Mills, AIA

Design Firm Moseley Architects

Principal in Charge William Riggs, AIA

Project Designer Kenny Durrett

Construction Administrator Sumita Carpenter, AIA

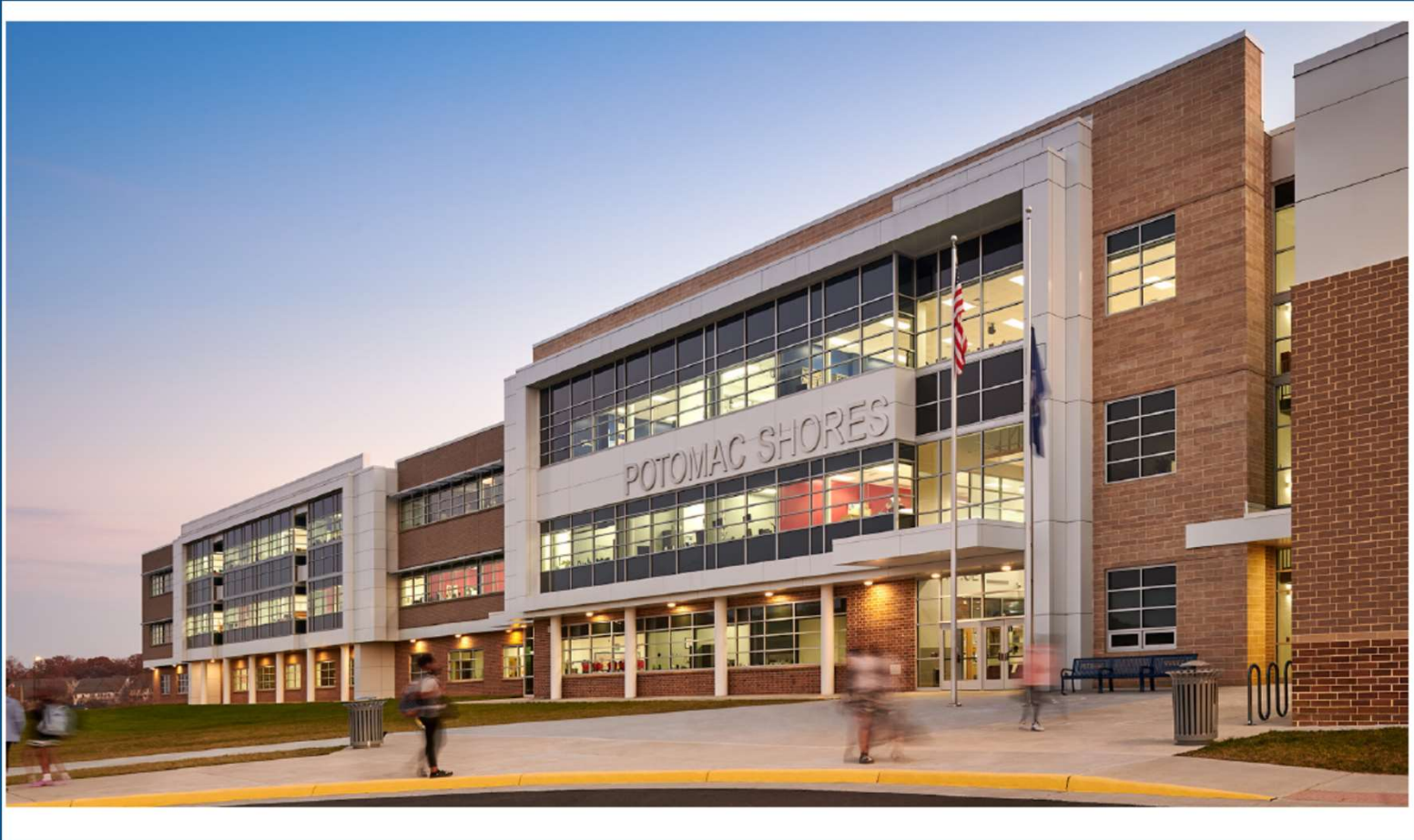
Civil Engineer Christopher Consultants

M/E/P, Structural, and Fire Protection Engineering Moseley Architects

Builder V.F. Pavone Construction Company

Photographer Hoachlander Davis Photography



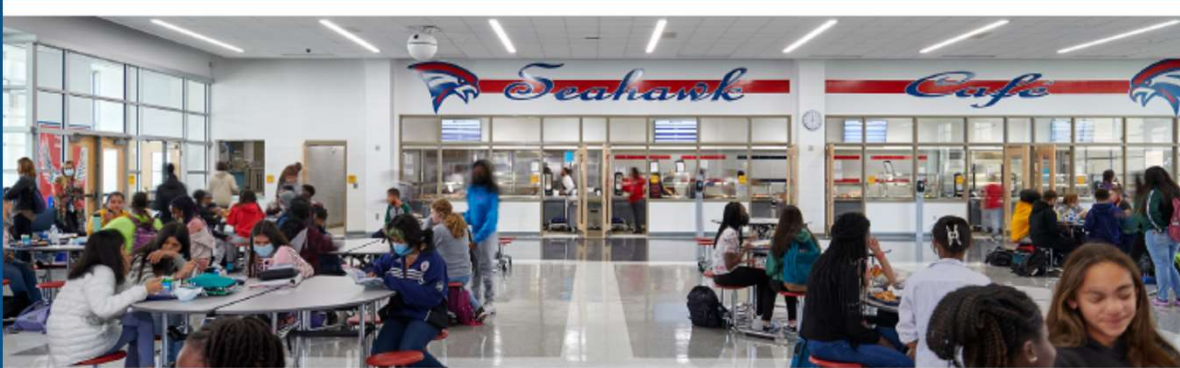




Potomac Shores Middle School
Prince William County Schools

SITE PLAN

- 1 New School
- 2 Staff Parking
- 3 Visitor Parking
- 4 Bus Parking
- 5 Football Field/Track
- 6 Baseball
- 7 Softball
- 8 Tennis
- 9 Basketball



Community Environment

Spacial Organization

The design is based on grouping public areas for secure and accessible after-hours use. The main corridor on the public side has dedicated and secure entrances for access to the gymnasium, dining, and auditorium. The academic areas on the first floor can be locked during after-hours events.

The gymnasium design is larger than other middle school main gymnasiums in Prince William County to accommodate community events. Potomac Shores Middle School is located in a newly developed area of Prince William County with large neighborhoods full of school aged children.

PWCPS is ranked as the 11th best Virginia employer. Because the design team knew the school would be on display to potential teachers and staff, these community spaces were designed to be inviting, welcoming, and customer oriented to support PWCPS mission.



Learning Environment

Programming, Innovation, and Technology

The extended learning area includes a maker space, which allows students from different classes to collaborate on projects with teacher supervision. The maker space is located at the end of each academic wing and includes a larger planning area that flows into the fabrication area. This area houses production equipment like 3D printers, laser cutters, and construction surfaces. Additionally, the maker space contains two small rooms for two to four students to collaborate in a quiet setting. Furthermore, each maker space has direct access to an outdoor learning environment for additional experiments, testing, and group discussion. Natural light filters into the extended learning area through the maker space's large spans of glazing.

Potomac Shores Middle School has a dedicated STEAM (science, technology, engineering, art, and math) lab centrally located in the school on the second and third floors. The lab consists of three connected spaces for preparation, production, and material storage. A large, flexible planning space includes work station for group discussion with overhead power reels, a computer numerical control (CNC) machine, plotter, and 3D printer. The production room supports the planning and preparation space with a laser cutter, vinyl cutter, and storage space.

The media center provides a foundation for PWCP's mission of supporting the academic, social, and emotional needs of all students. The new media center is on display to students, teachers, visitors, and the community as they enter Potomac Shores Middle School. It is the public space that greets everyone as they pass through security. Natural light fills the space through abundant glazing and southern sun exposure in the courtyard. Students have access to the latest technology and resources to further their academic lessons. Flexible furniture offers comfortable spaces to sharpen social skills. Small group spaces and easily accessible librarian staff are available to support their emotional needs.

The quotes graphics in the media center creates a focus wall and provides inspiration for students. This innovative graphic also motivates students in the STEAM lab on the second floor, which overlooks the media center.



The Physical Environment

Spatial Organization and Design Efficiency

The school has a capacity of 1,450 students in a three-story configuration that can house each grade level on a separate floor. The spatial organization of the school is based on a compact concept of a circular loop to connect public, shared, and academic spaces on the first floor. Then, each grade level house is clustered around an extended learning area, marker space, and support functions.

The heart of the school is centered around the enclosed courtyard. Previously missing from PWCPs' middle schools, this new design feature creates a secure environment for students and teachers to collaborate in the outdoor classrooms, which have chalkboards and tiered seating. The dining commons, media center, and art classes have direct access to the courtyard, which also allows natural light to pour into these heavily used areas.

Spacial organization is enhanced through the consistency of academic spaces on each floor in the academic wings creating neighborhoods. Students can know what to expect as they age up to each grade level. They can provide guidance for the younger students as they begin their journey in their new neighborhood. The color blocking visible on each floor of the academic wing helps with wayfinding and organizing. This approach also supports grade level-identify and creates a foundation for teachers to center their classroom design around.

For design efficiency and convenient access, the exploratory curriculum spaces are also distributed throughout the building levels. These spaces are flexible and can be used by different classes as the program changes.

Flexible spaces in each academic wing can accommodate multiple small groups for instruction, presentations, or large breakout sessions. These flexible spaces can also provide teachers with privacy for team meetings and individual planning.