

# Saint Paul Public Schools

## Designing for 21<sup>st</sup> Century Learning



### Humboldt High School School Design Committee Workshop 3: What do we Want?



CUNNINGHAM  
GROUP



# WELCOME!



CUNNINGHAM  
G R O U P

# HOMEWORK: WHAT INSPIRES YOU



# SITE + BUILDING ANALYSIS



# DESIGN EXERCISE!



# RECAP



# REFLECTIONS

# Recap Workshops 1 + 2

# Facilities Master Plan



“Plans are nothing;  
planning is everything”

-Dwight D. Eisenhower

- Provides roadmap for District to implement sustainable and responsive facility projects by:
  - Establishing district-wide baseline facility needs
  - Identifying facility gaps and inequities across district
  - Providing criteria to fulfill projects fairly and efficiently
  - Determining implementation priorities for construction projects



# Facilities Master Plan - Planning Process

May – August 2014

May 2014 - December 2014

January – June 2015

June - December 2015

Steering Committee



**Phase 1**  
**Prepare to Inform**



**Data Collection and  
Evaluation**

- Strong Schools, Strong Communities 2.0 (strategic plan)
- Enrollment and building capacities
- Demographic research
- Personalized Learning; Technology Plan
- Updated Educational Adequacy Assessment



**Facilities Master  
Plan Committee**

**Phase 2**  
**Consult > Involve**



**Establish District-wide  
Priorities, Baseline  
and Criteria**

- Determine large-scale system priorities
- Audit each site facility gaps/needs (baseline)
- Determine facility improvement prioritization criteria
- Estimate improvements costs
- Funding recommendations

**Phase 3**  
**Involve > Collaborate**



**Develop Site-based  
Priorities and Plans**

- Site and floor plan improvements and modifications
- Prioritized phasing of projects
- Estimated improvements costs
- Determine district's facilities governance committee structure

**Phase 4**  
**Inform**



**Finalize Plan and  
Share Results**

- Inform stakeholders
- Convene district facilities governance committee
- Board of Education presentation

Collaborate

Inform



## School Design Committee

Responsible for shaping the work at **Humboldt High School**. Includes all stakeholders.

## School Steering Committee

Responsible for guiding the overall process at Humboldt. Includes: the principal, district academic and facilities leadership, building engineer, a parent and a staff member,



**DESIGN WITH, NOT FOR**

**Welcome to the design team!**

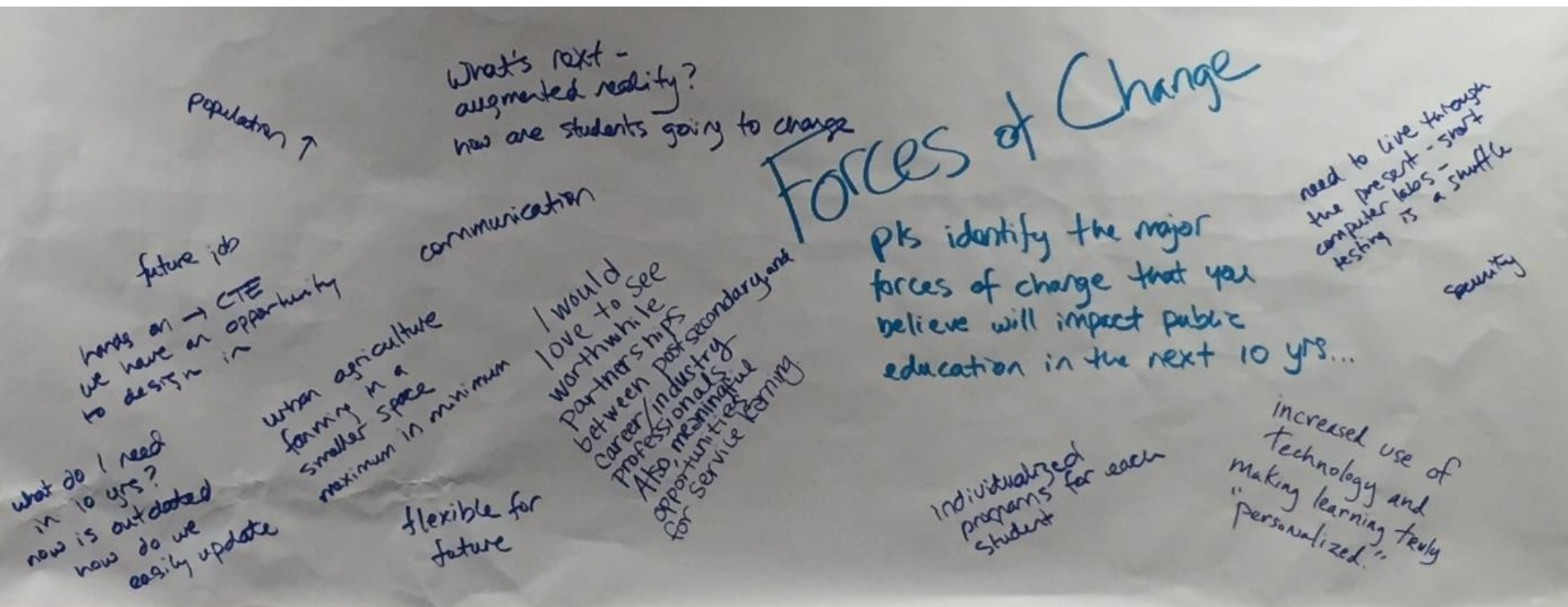






**CUNNINGHAM**  
G R O U P

# FORCES OF CHANGE



# DAY IN THE LIFE.....

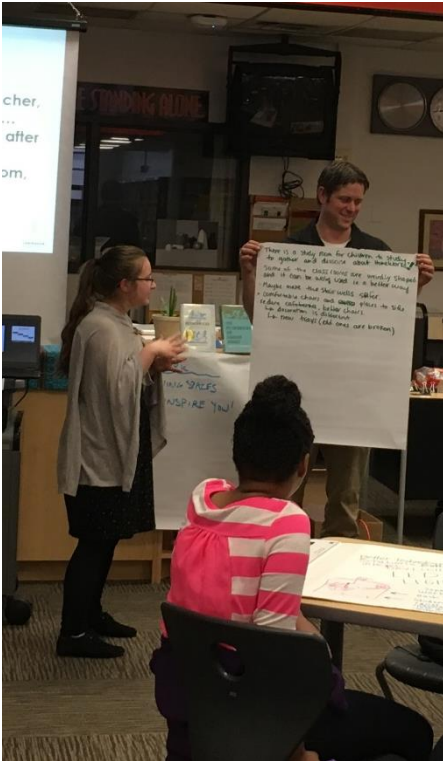
Once upon a time...  
A new group of 6<sup>th</sup>  
graders walked into  
Humboldt (2021) and  
they were amazed!  
They saw personalized  
learning all over.  
All the students were  
collaborating in a space  
that was warm &  
inviting. They saw  
people of many different  
cultures working together  
(wearing black & orange)

They saw green everywhere,  
it was like the outside  
was inside! They  
researched on their personal  
devices while sitting  
on couches & stools.  
Students were learning  
new techniques in different  
industries to prepare  
for their FUTURE!  
"Go HAWKS!!!"

"Once upon a time... a new group of 6<sup>th</sup> graders walked into Humboldt (2021) and they were amazed! They saw personalized learning all over. All the students were **collaborating** in a space that was warm and inviting. They saw people of many different **culture working together** (Wearing black and orange.) They saw **green everywhere**, it was like the **outside was on the inside**! They researched on their personal devices while sitting on couches and stools. Students were learning new techniques in different industries to prepare for their future.  
**Go Hawks!"**

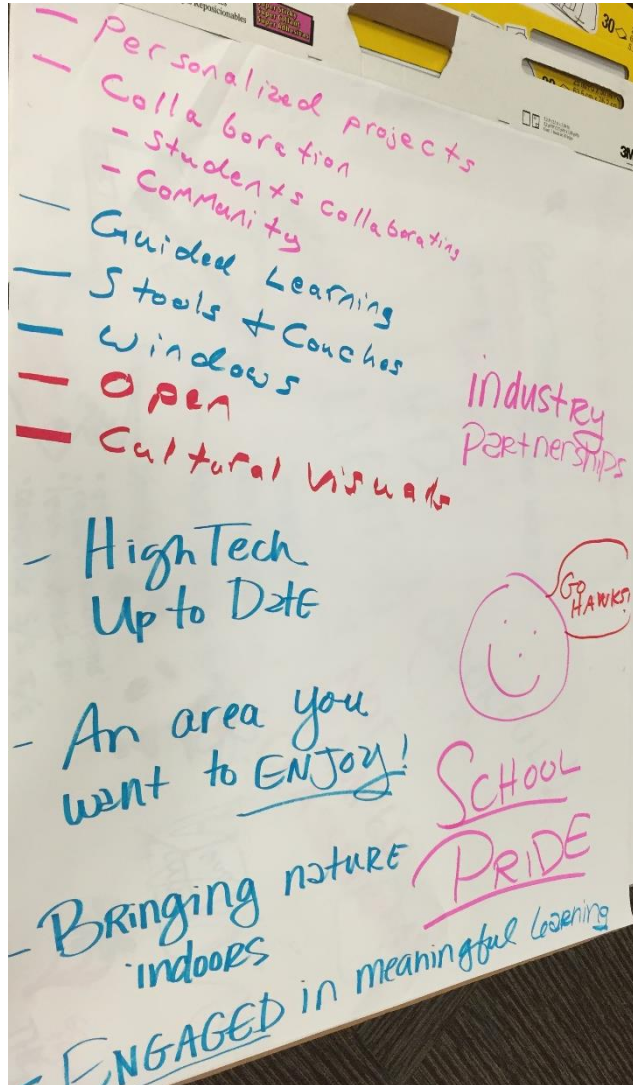


# DAY IN THE LIFE.....



*“Once upon a time we walked into the “NEW” Humboldt. We were **welcomed by natural light**, new technology signs, murals on walls with **green space everywhere**, white/ markerboard walls. Teachers had all the electrical devices they needed and didn’t need to go borrow something from another teacher. In front of the building there are more comfortable chairs for students to wait for their ride. There is a **study room for students to study and discuss homework**. The classrooms are better shaped and being utilized in a better way. The stairwells are safer. **Go Hawks!**”*

# DAY IN THE LIFE.....



- Better technology stations
- **Better ways to interact**
- **Daylight**
- Colorful
- Non-cramped classrooms
- Separate work area in each class for students
- Quiet
- Reward/ "Khantime"
- Less distraction
- Conference spaces
- Personalized projects
- **Collaboration – students + community**
- **Guided learning**
- Stools and couches
- **Open**
- Cultural visuals
- **High tech, up to date**
- An area you want to enjoy
- **Bringing nature indoors**
- Engaged in meaningful learning
- School pride
- Industry partnerships

# KEY CONCEPTS:

INCORPORATING NATURE  
PERSONALIZING LEARNING  
OPEN  
DAYLIGHT  
FLEXIBLE  
COLORFUL  
HIGH-TECH  
COLLABORATION SPACES  
WARM AND INVITING  
VARIETY OF SPACES  
SCHOOL PRIDE





### WORKSHOP

1



### GOAL

To orient the School Design Committee to their charge and the framework of the FMP to date including the Facilities Vision, Principles, Standards and the priorities and project scope identified for St. Anthony Park Elementary School.



### ACTIVITIES

- Introduction to process and conceptual scope
- Small Group work on what's special about St. Anthony Park Elementary School



### WORKSHOP

2

April 21  
4-6 pm



### GOAL

To provide and explore examples of what learning environments could look like to support 21st century learning.



### ACTIVITIES

- Introduction to what others are doing
- How do facilities impact learning?
- Small Group work



### WORKSHOP

3

**April 28**  
**4-6**



### GOAL

Program and adjacency exploration/validation



### ACTIVITIES

- Review of space, program and what's included
- Design thinking hands-on exercise
- Report back and next steps



### WORKSHOP

4

**May 12**  
**4-6**



### GOAL

Conceptual Design Validation



### ACTIVITIES

- Report back outcomes of Workshop 3
- Synthesis: Presentation of conceptual design
- Small Group discussion
- Report back and next steps

# HOMework

**Bring an example of a learning space that inspires you and tell us about it.**

GOAL:

# What Do We Want?

Explore Organization +  
Adjacencies

# **SITE + BUILDING ANALYSIS**

# STARTING POINT.....

## Conceptual Utilization Plan



### Legend:

- C1. General Classrooms
- C2. Main office renovation
- C3. New secure vestibule.
- C4. Community Commons
- C5. Art lab renovation / reconfiguration.
- C6. Shop space renovation / reconfiguration.
- C7. Music room renovation / expansion.
- C8. Media center renovation / reconfiguration.
- C9. Break-out Area
- C10. Conference rooms/Pull-out rooms
- C11. Provide Flex Classroom
- C12. Admin. Office
- C13. Staff Collaboration Room
- C14. Restrooms
- C15. Science Classroom
- C16. Locker Bay

- Demolition / Removal
- New / Existing
- Property Line
- Main Entry
- Secondary Entry
- Service Entry

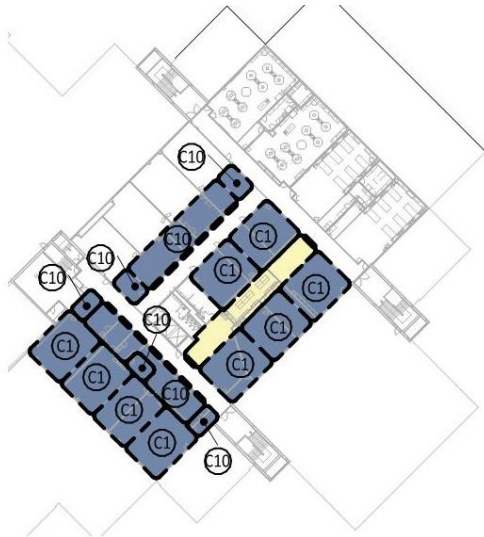
- General Learning
- Science
- Performing Arts
- Career & Tech Education
- Media Center
- Dining
- Athletics
- Circulation
- Facilities Support
- Administration
- Art

Main Level

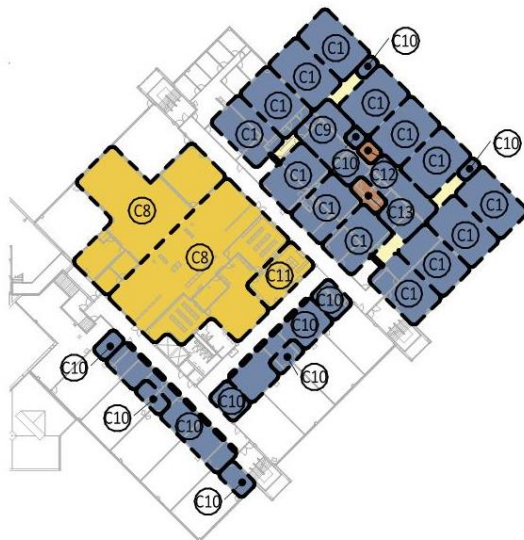
2142

4.1

# STARTING POINT.....



Third Level



Second Level

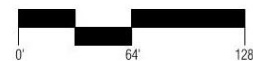
## Conceptual Utilization Plan

### Legend:

- C1. General Classrooms
- C2. Main office renovation
- C3. New secure vestibule
- C4. Community Commons
- C5. Art lab renovation / reconfiguration.
- C6. Shop space renovation / reconfiguration.
- C7. Music room renovation / expansion.
- C8. Media center renovation / reconfiguration.
- C9. Break-out Area
- C10. Conference rooms/Pull-out rooms
- C11. Provide Flex Classroom
- C12. Admin. Office
- C13. Staff Collaboration Room
- C14. Restrooms
- C15. Science Classroom
- C16. Locker Bay

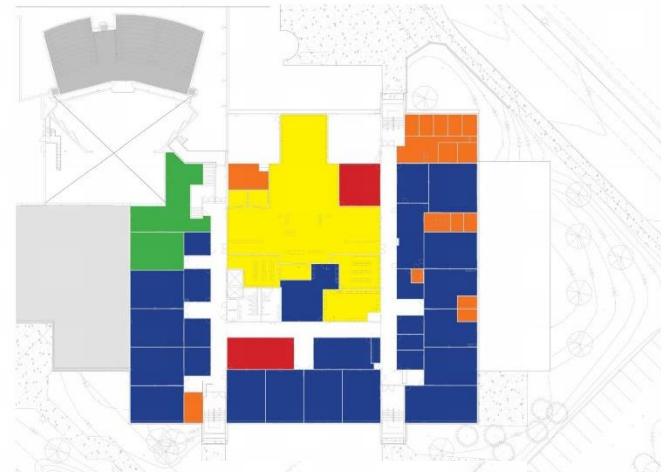
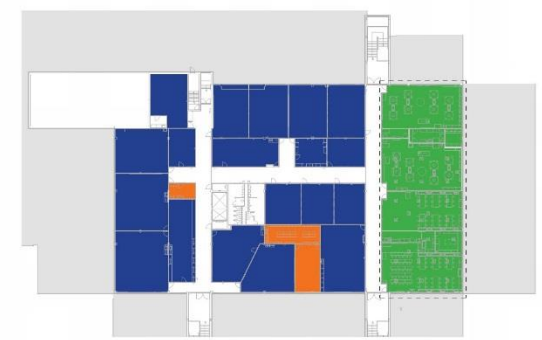
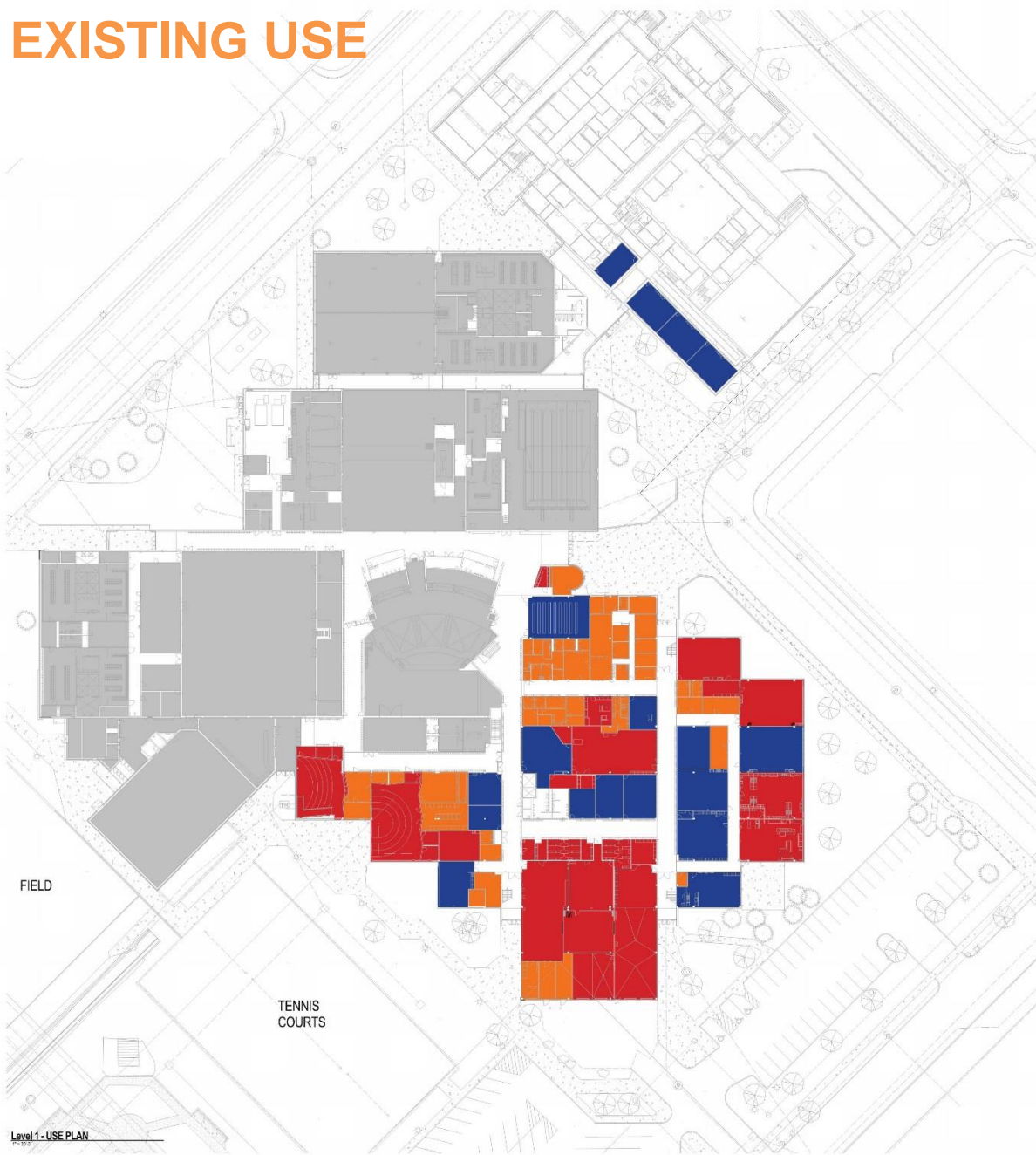
- Demolition / Removal
- New / Existing
- Property Line
- Main Entry
- Secondary Entry
- Service Entry

- General Learning
- Science
- Performing Arts
- Career & Tech Education
- Media Center
- Dining
- Athletics
- Circulation
- Facilities Support
- Administration
- Art





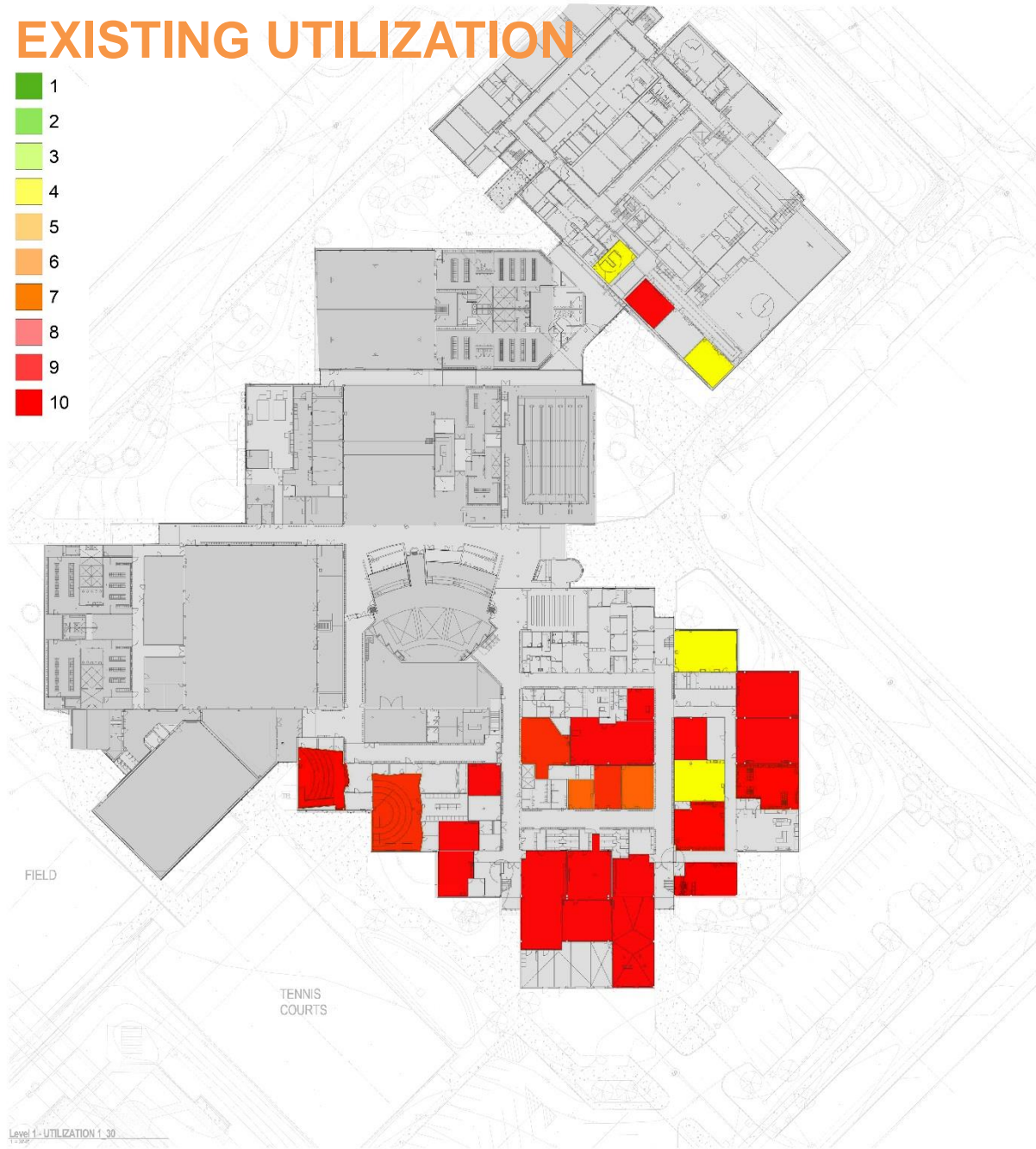
# EXISTING USE



- Gathering Space / Media Center
- General Learning / Special Ed, ELL
- Science
- Studios / Labs
- Staff Resource / Adult Space



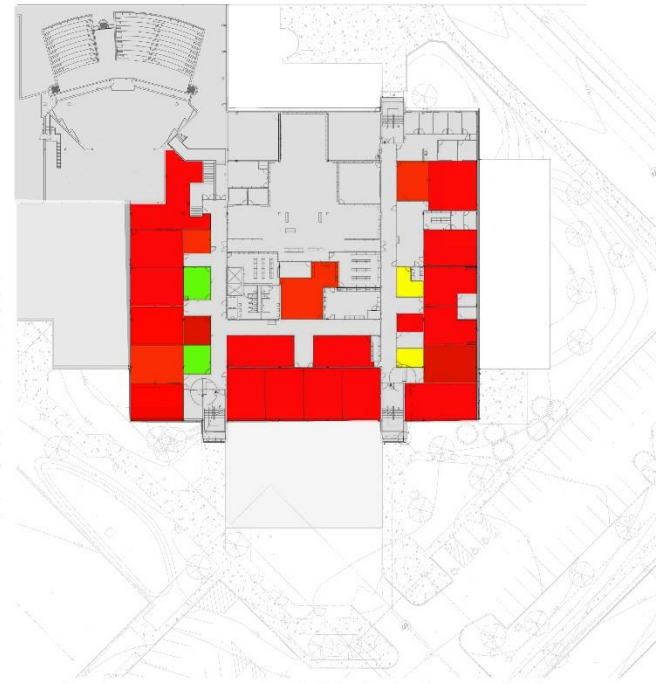
# EXISTING UTILIZATION



Level 1 - UTILIZATION 1\_30

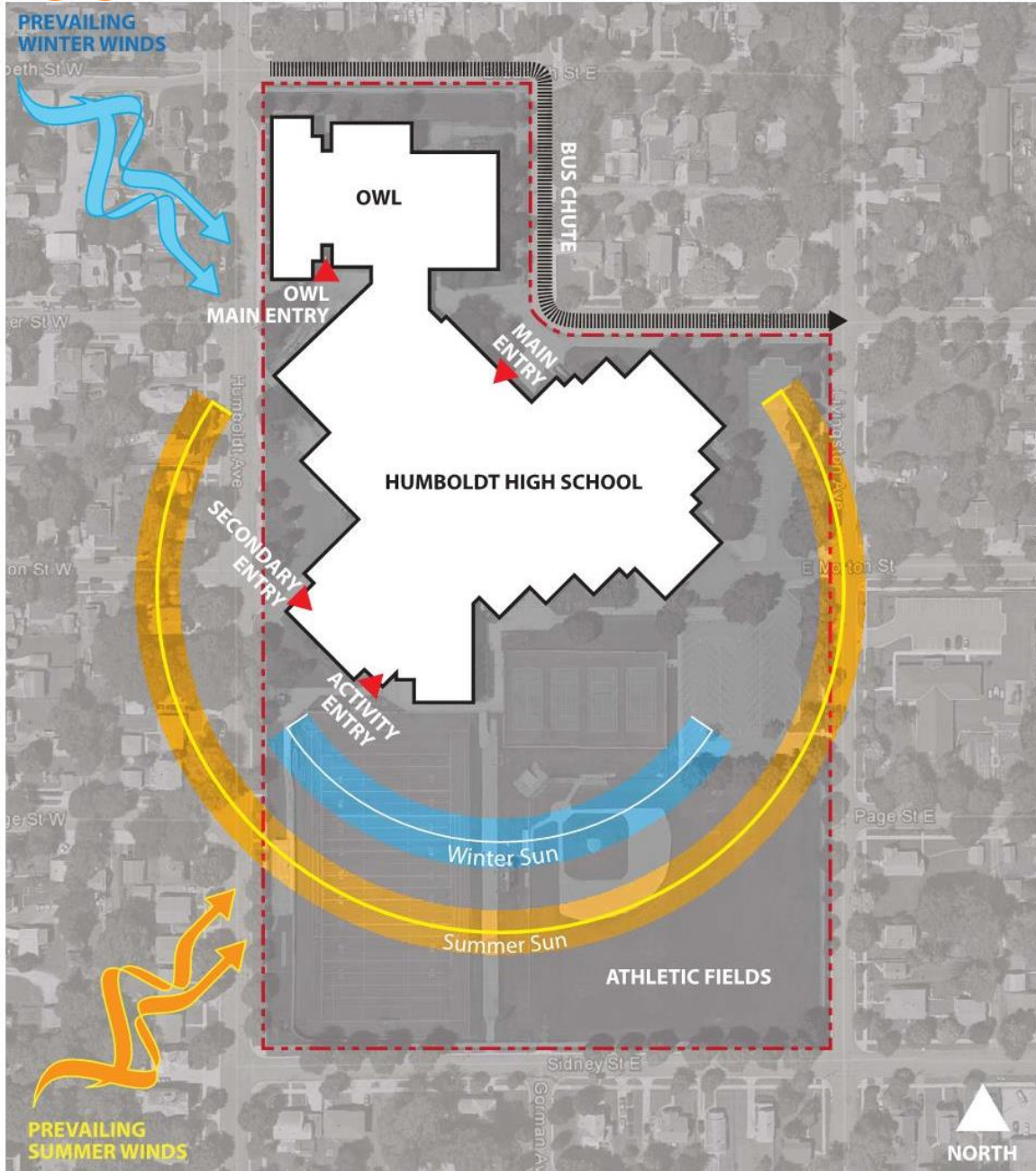


Level 3 UTILIZATION 130



Level 2 UTILIZATION 1\_30

# SITE ANALYSIS



# **BLOCK PARTY DESIGN THINKING EXERCISE**

# Design Exercise - INSTRUCTIONS

**Use your 'kit of parts' (blocks) to design, 3-dimensionally, your ideal Humboldt High School. Think about how the spaces will be used, types of activities, relationships between spaces. Where is the Middle School, 9th grade, 10-12 grades...**

## **PARAMETERS:**

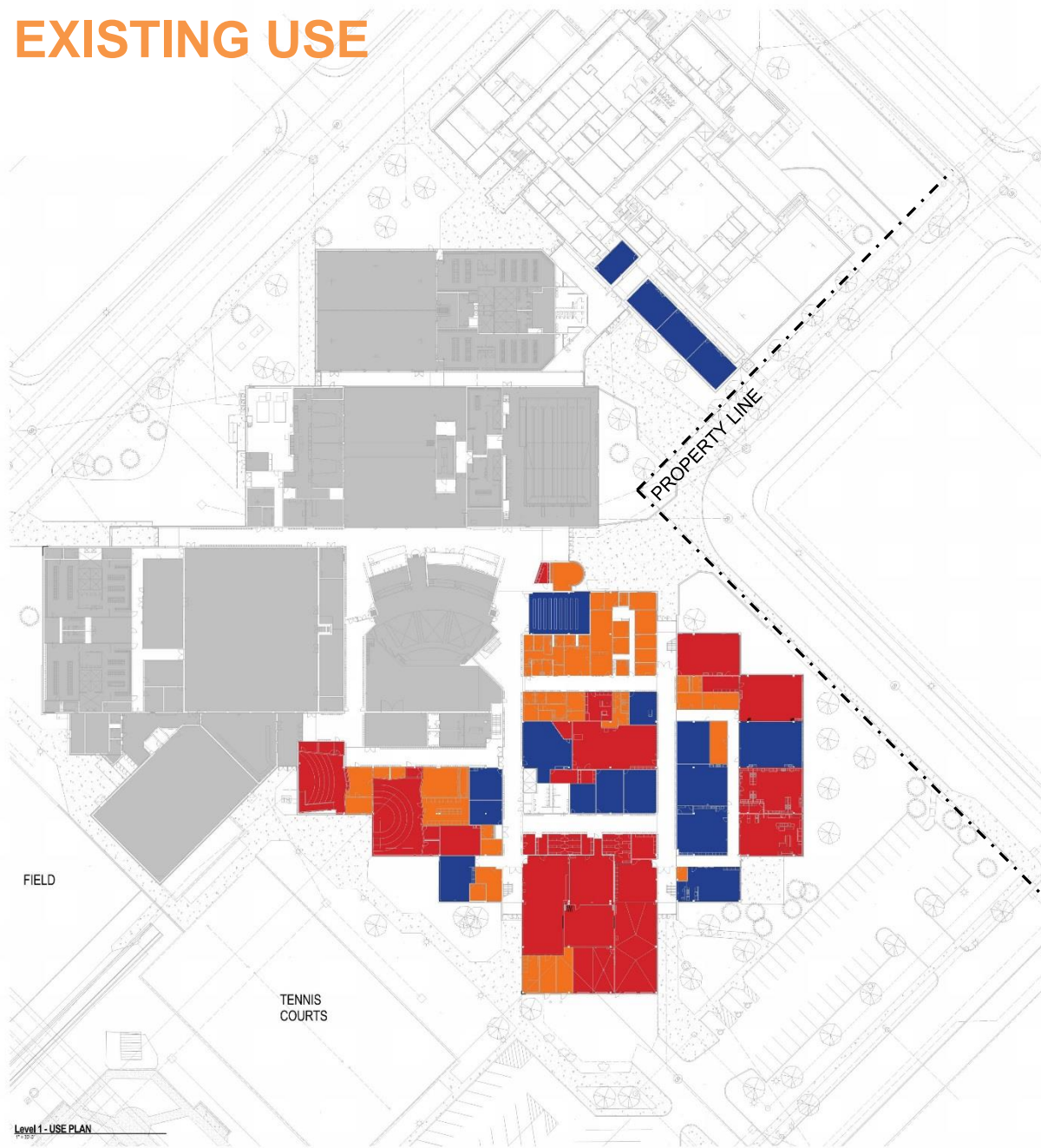
- You may go outside the walls.
- Employ the 'Key Concepts'
- Play, Have Fun, Don't Worry

## **SPPS FACILITIES VISION STATEMENT:**

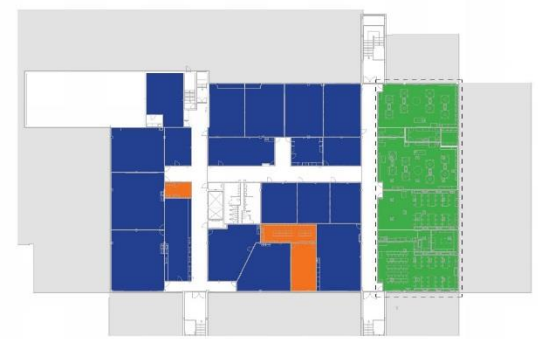
*“We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world.”*



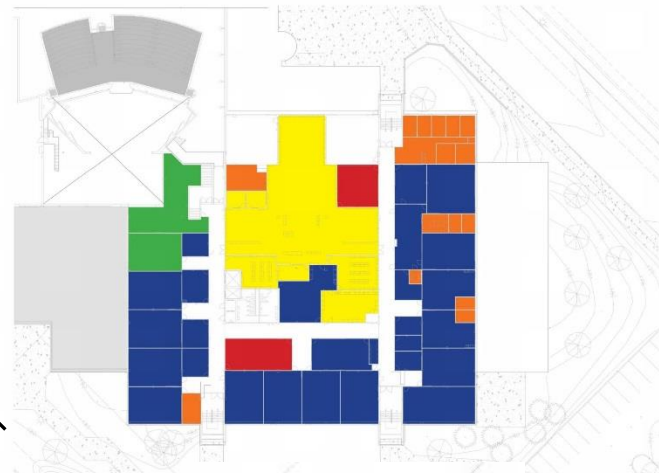
# EXISTING USE



Level 1 - USE PLAN



Level 3 - USE PLAN



Level 2 - USE PLAN

- Gathering Space / Media Center
- General Learning / Special Ed, ELL
- Science
- Studios / Labs
- Staff Resource / Adult Space

# KEY CONCEPTS:

INCORPORATING NATURE  
PERSONALIZING LEARNING  
OPEN  
DAYLIGHT  
FLEXIBLE  
COLORFUL  
VARIETY OF SPACES  
HIGH-TECH  
COLLABORATION SPACES  
WARM AND INVITING  
SCHOOL PRIDE



# BLOCK PARTY: KIT OF PARTS

## Building Blocks - KIT of PARTS



Yellow



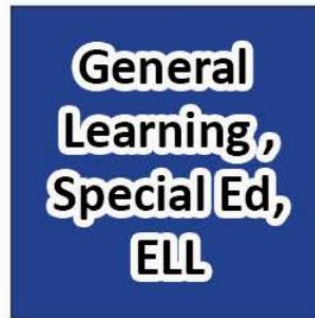
Orange



Green



Red



Blue



Purple

REPORT OUT

**COMMON  
GROUND**

**OUTLIERS WE'RE  
INTERESTED IN  
EXPLORING**

# SCHEDULE

COMMUNITY  
ENGAGEMENT

March-May 2016

DESIGN  
DEVELOPMENT

May-August 2016

DOCUMENTATION  
& BIDDING

Aug. - Dec. 2016

CONSTRUCTION

Spring 2017 Start





# Next Steps....

## Where are we?

### WORKSHOP 1

To orient the School Design Committee to their charge and the framework of the FMP to date including the Facilities Vision, Principles, Standards and the priorities and project scope identified for Como High School.



#### ACTIVITIES

- Introduction to process and conceptual scope
- Small Group work on what's special about Como High School

## Envisioning the Future

### WORKSHOP 2

April 21  
4-6 pm



#### GOAL

To provide and explore examples of what learning environments could look like to support 21st century learning.



#### ACTIVITIES

- Introduction to what others are doing
- How do facilities impact learning?
- Small Group work

## What Do We Want?

### WORKSHOP 3

April 28  
4-6



#### GOAL

Program and adjacency exploration/validation



#### ACTIVITIES

- Review of space, program and what's included
- Design thinking hands-on exercise
- Report back and next steps

## Synthesis & Design Validation

### WORKSHOP 4

May 12  
4-6



#### GOAL

Conceptual Design Validation



#### ACTIVITIES

- Report back outcomes of Workshop 3
- Synthesis: Presentation of conceptual design
- Small Group discussion
- Report back and next steps

# REFLECTIONS



CUNNINGHAM  
G R O U P

