

2015 Exhibition of School Planning and Architecture

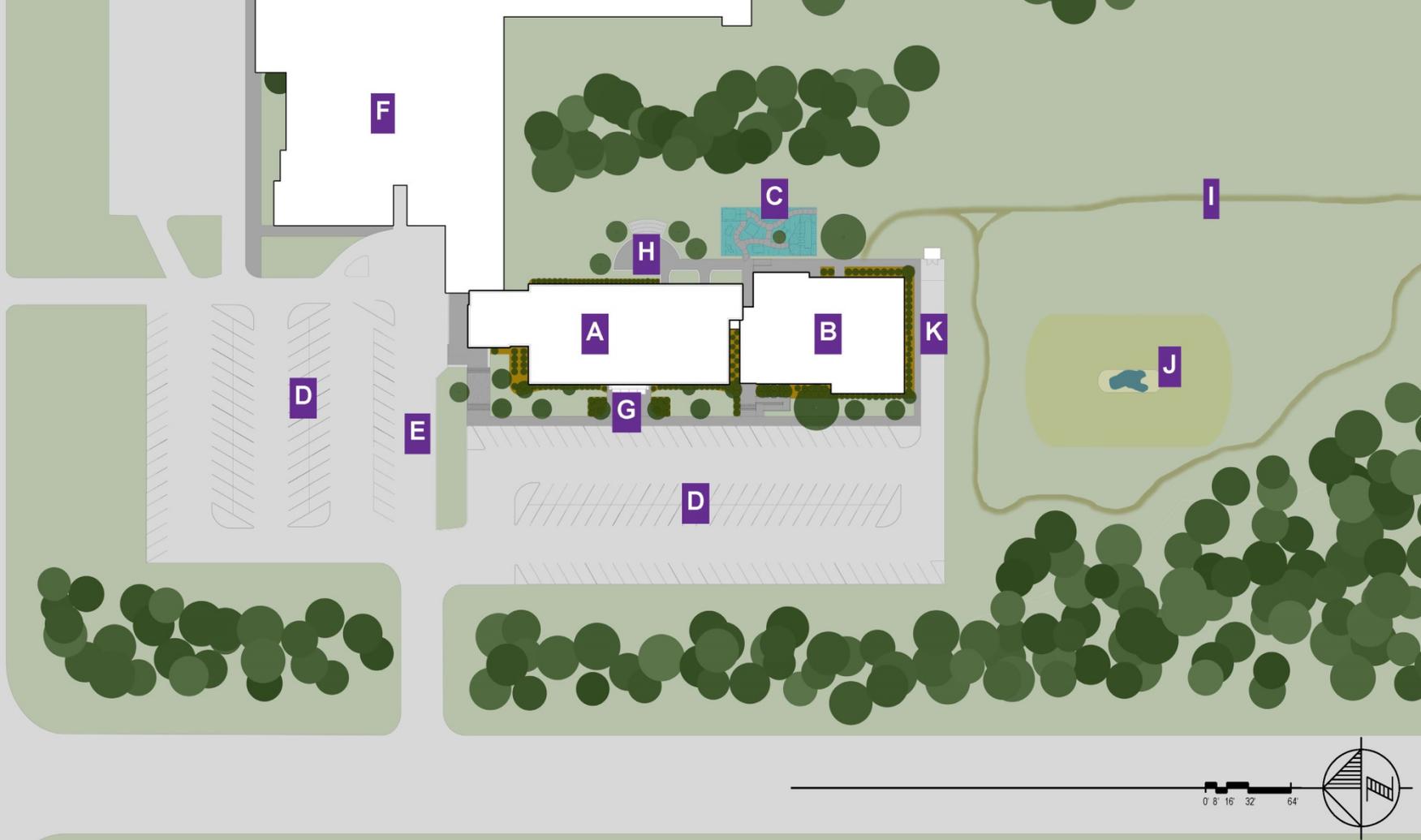
MID CITY HIGH SCHOOL RENOVATION

Davenport Community Schools
Davenport, Iowa

MID CITY HIGH SCHOOL



MAVERICK – mav·er·ick ('mav(ə)rik/) an unorthodox or independent-minded person.
synonyms: individualist, nonconformist, free spirit, unorthodox person, original, eccentric



MID CITY HIGH SCHOOL Site Diagram

- | | | | | | |
|----------|-----------------------------------|----------|--------------------------|----------|----------------|
| A | Renovated MOB | E | Bus Drop Off | I | Fitness Trail |
| B | Physical Activity Center Addition | F | Existing Hospital/Clinic | J | Detention Pond |
| C | Daycare Playground | G | Main Entry | K | Service Drive |
| D | Parking | H | Outdoor Learning Studio | | |

Creating a Place for MAVERICKS



Community Environment:

Mid City High School was developed to house the Davenport Community School's Alternative High School program. The District recognized that some students "check out," either voluntarily or due to outside factors.

The district wanted to embrace the uniqueness of alternative learners, by creating a place and community of non-conformists – a place that would enhance student pride and make the facility a destination school.

The school was branded as a school for mavericks, for students who don't fit the traditional mold. By celebrating their maverick nature, the district turned the tide, changing the way that students viewed themselves and their ability to succeed.



RESHAPING expectations



Community Environment:

An existing medical office building was renovated into a state-of-the-art, 21st century education facility for the new Mid City High School. The district wanted to **create a MODEL FACILITY for future high schools** in Iowa, and they needed to have the project operational in under eight months.

The school was designed to change the way maverick students felt about school... telling them their uniqueness is special. By creating a place that engages them, that celebrates their uniqueness, the district worked to create a school of choice.

The district's goal was to create a **community atmosphere** for the students within the school, one in which they will hold each other accountable. This atmosphere will not only serve to increase the student's engagement, it will also serve to make them better community members.

Learning Environment:

The learning environment reflects the educational culture, values and approach of the people within it. As an alternative school, a school that celebrates the uniqueness of the individual, the Mid-City High's **learning environment is nontraditional and convertible:** designed for flexibility to accommodate a full range of learning styles and educational deliveries: from “teacher centered” self-contained classrooms to self-paced learning where students can be “the architect” of their own learning.

Complementary activity settings create the basic building blocks of the learning environment that can be reconfigured as needed. Hands on experiential spaces, flexible lecture areas, and office conference areas are joined together by a student collaboration space, creating a multi-layered setting that can provide the structure of a teacher centered educational program.



SPACES designed to ENGAGE



Flexibility for MAVERICKS

Learning Environment:

With the opening of glass partitions, the flexible lecture areas join the collaboration space reinventing the learning environment into a **fluid and flexible space** for project based learning and self-paced instruction that can be isolated to specific zones, or extended throughout the entire learning environment.

Flexible furnishings facilitate this convertibility, which allows educators to alter or customize the learning environment to meet the individual needs of the Mid-City High learner.



CONVERTIBLE environments



before



before



after

ADAPTIVE reuse

Physical Environment:

Building re-use is not only possible, it can create a wonderful alternative to throwing buildings away. Adaptive re-use is an incredibly important approach to conserving our natural resources.

This project consists of the adaptive re-use of a three story medical office building with a 12,000 sf addition for larger spaces. The former medical office building presented challenges with respect to limited floor to floor heights, as low at 8' clear, and structural bay spacings that limited the proportions of the spaces.

Another significant challenge to the design team, construction manager, and contractors was to complete the 38,000 sf renovation portion of the project within 7 1/2 months from when the architect was interviewed until move-in date.



Physical Environment:

The design solution for the renovation includes a **new secure front door** adjacent to the administrative spaces and a **new central stair that connects all three floors**. The first floor incorporates a media center, kitchen, and the Head Start daycare and pre-school program. The 2nd floor includes maker spaces, classrooms, and open collaborative learning spaces. Science labs, classrooms, and open learning areas make up the 3rd floor.

The building addition accommodates spaces that were not suitable for the renovated area of the project. These spaces include a gym and fitness area, an industrial lab, and a choral / music room.



Physical Environment:

Flexibility was created with reconfigurable student seating and mobile storage solutions. Teachers can instruct from movable lecterns or wirelessly access smart boards. Office space was hardened to serve as shelters during lock down events. Separating the teacher offices from individual classrooms allows for maximum utilization of classroom spaces.

Materials needed to be carefully chosen to stand up to the institutional level of use but also to provide a warm, home-like atmosphere to help students feel at home. The incorporation of operable glass partitions between the classrooms and collaboration areas allow borrowed daylight into the center core of the building, while allowing for passive supervision of those collaboration areas.



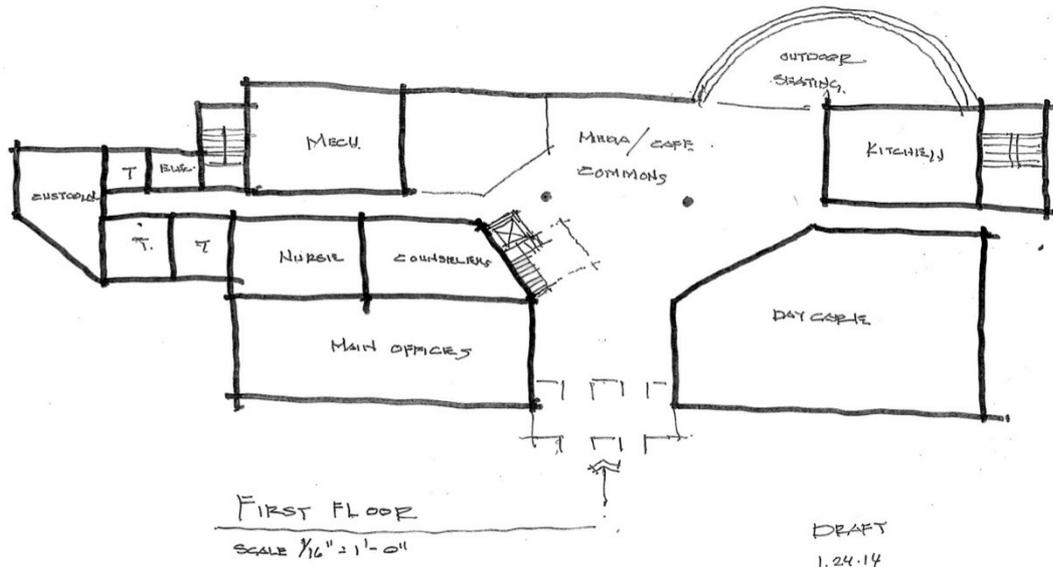
Environmental graphics enhance student pride and make the facility a destination school.

Planning Process:

The project's extraordinarily compressed **schedule (7 months 9 days for DESIGN AND CONSTRUCTION of phase I)** required an equally extraordinarily compressed planning process.

An initial planning meeting was held on January 14th to map out the entire project, from the start of planning to the completion of construction and owner occupancy. To facilitate the rapid and effective decision making needed to meet the compressed schedule, a leadership team (representing the entire group of operational, instructional, student and community stakeholders) was empowered to make decisions.

The programming and design solution nevertheless needed to be informed by ideas, aspirations, and goals of the entire stakeholder group, so the activities of Programming and Design were combined into a **two day Programming and Design Charrette process.**

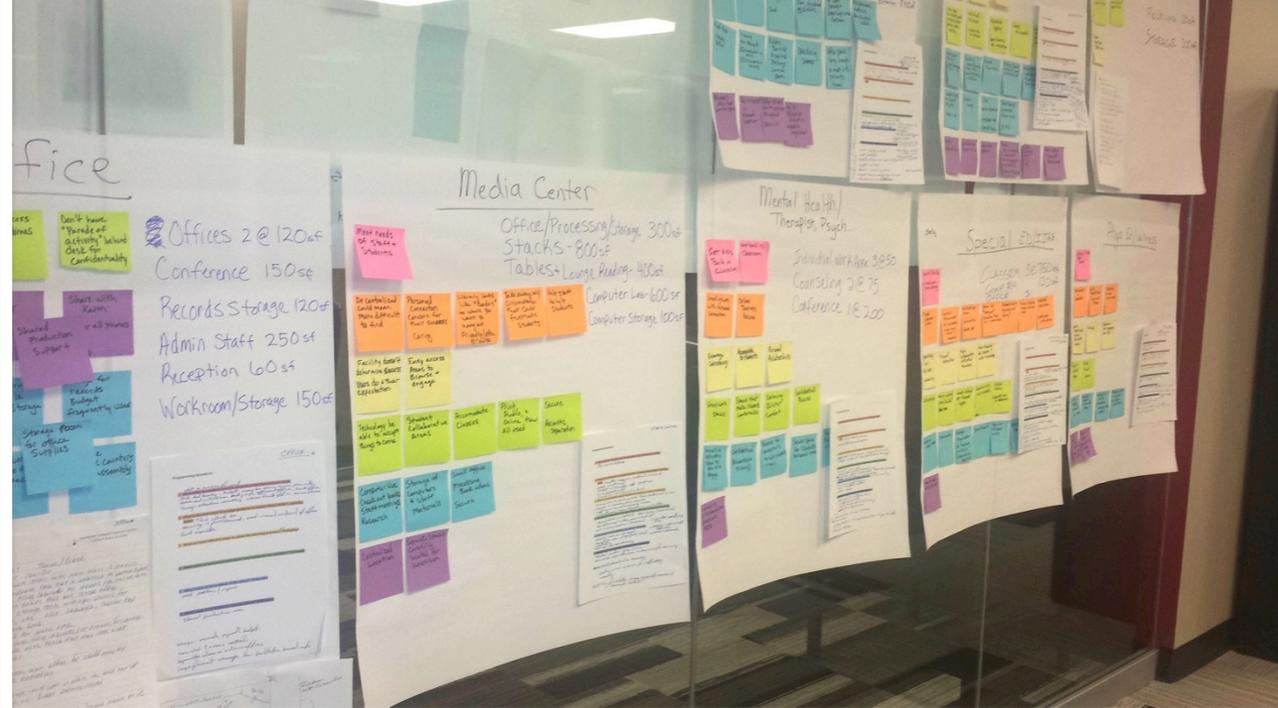


REDEFINING what is possible

Planning Process:

Day 1 (Jan 22) – Every member of the instructional and operational stakeholder groups was interviewed during the first day (see programming meeting schedule), and information was collected describing the educational and operational goals for the learning environment. This information was distilled into a draft program document, and preliminary learning environment concepts were developed overnight.

Day 2 (Jan 23) – Preliminary Concepts were presented to the leadership team which identified conceptual approaches that warranted further investigation and those that could be set aside. The leadership team and architects worked throughout the day to evolve the strongest concepts into feasible solutions.



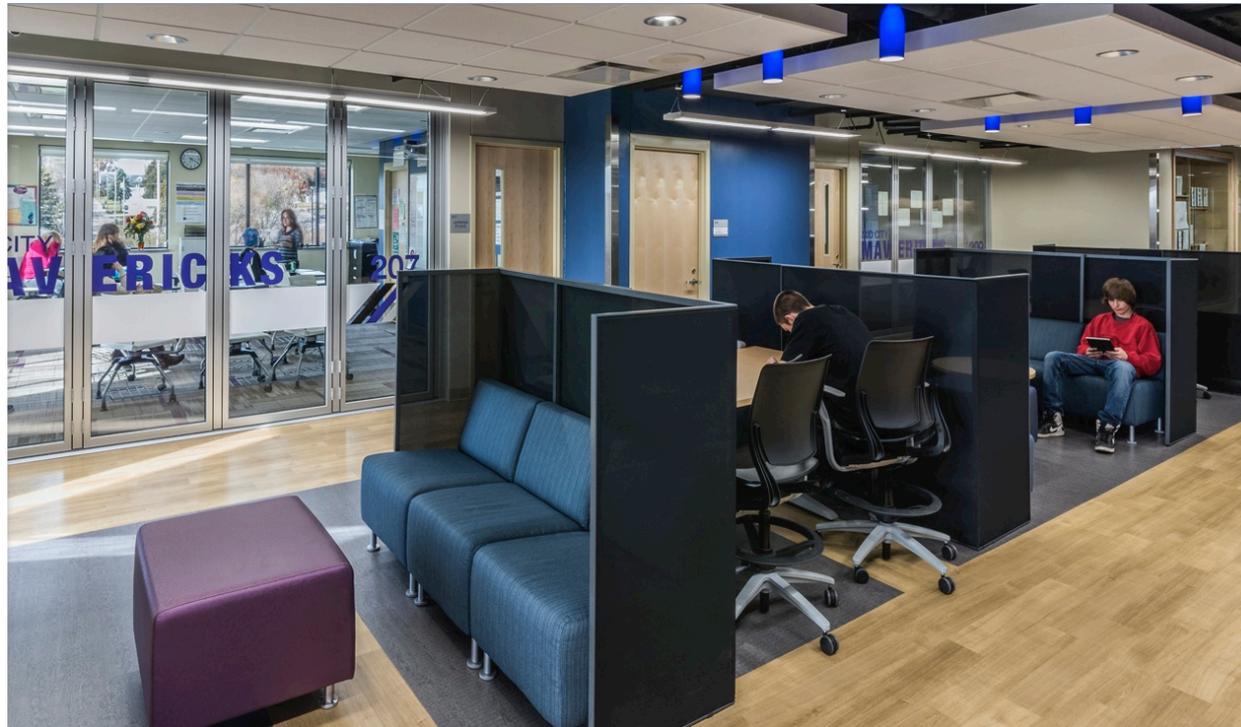
Planning Process:

Jan. 29th – Weekly meetings (between design and construction team and the school district leadership team) commenced and continued throughout the duration of the design process. The preferred conceptual design solution attributes began to emerge.

In two subsequent meetings (the first with student leaders and the second with the entire student body) students were asked to describe their goals and aspirations for the project, and then for critical feedback and review of the evolving conceptual design solutions.

Feb 19 – A presentation of the evolving design concepts (as of that date) was made to the entire operational and instructional staff. Feedback gathered allowed the leadership team to identify and adopt the final design solution the following day.

March 12 – Focus group meetings (by instructional area) with the entire instructional staff guided the final iteration of the design solution.



Architecture Meetings - Wednesday, January 22, 2014 (1/17/14)					
NOTE: Group I will meet in Room 101, Group II will meet in room 102					
Content Area	Staff Name	Time	Period	Architecture Group	Substitute
Industrial Tech	Dave Thede	11:30-11:50		I	
Mental Health Therapist, Psychologist, Juvenile Court Liaison	Annette/Terry/Neika	11:30-11:50		II	
Counselors	Jessica and Leanne	11:50-12:20		I	
Media Center	Dennis Holbrook	11:50-12:20		II	
Science	Tom McGuire	12:22-12:53	5th	I	Prep
	Lynn Meyers	12:22-12:53	5th	I	Substitute
Special Ed	Tera Papke	12:22-12:53	5th	II	Prep
	Shelley Wallace	12:22-12:53	5th	II	Substitute
	Lisa DeBates	12:22-12:53	5th	II	Case Mgr coverage
Math	Heather Kormann	12:56-1:27	6th	I	Prep
	Elizabeth Mastalio	12:56-1:27	6th	I	Substitute
	Sam Nielsen	12:56-1:27	6th	I	Substitute
Office Staff	Janet/Karen/Tammy	12:56-1:27	6th	II	No Sub Needed
Language/Arts	Morgan Brewer	1:30-2:01	7th	I	Prep
	Ila Mishra	1:30-2:01	7th	I	Substitute
	Nick Smallwood	1:30-2:01	7th	I	Substitute
	Rea-Eleene Woolley	1:30-2:01	7th	I	Prep
Elective	Jill Lafrenz	1:30-2:01	7th	II	Prep
Social Studies	Carol Baxa	2:05-2:35	After school	I	
	Marshall Callaway	2:05-2:35	After school	I	
	Mark Matheis	2:05-2:35	After school	I	
	Travis Shepherd	2:05-2:35	After school	I	
Art	Nichol Gillette	2:35-3:00	After school	I	
Computer Apps	Randy Lincoln	2:35-3:00	After school	I	
Physical Ed	Jim Wessel	2:35-3:00	After school	II	
Nurse	Kathy Schadel	3:00-3:30	After school	I	
Custodians	Mark/Sam	3:00-3:30	After school	II	
Case Managers/ School to Career		3:30-4:00	After school	I	
Overflow/maybe Daycare		3:30-4:00		II	
Music	Samantha Richards	give list of suggestions to Sheri			
Paraprofessional		give list of suggestions to Sheri			

PROGRAMMING MEETING SCHEDULE

- Admin
- Circulation
- Classroom
- Collaboration
- Commons
- Kitchen
- Mechanical
- Office
- Toilets



1 FIRST FLOOR PLAN - 21,860 SF
1/16" = 1'-0"

First Floor Plan

- Admin
- Circulation
- Classroom
- Collaboration
- Commons
- Kitchen
- Mechanical
- Office
- Toilets

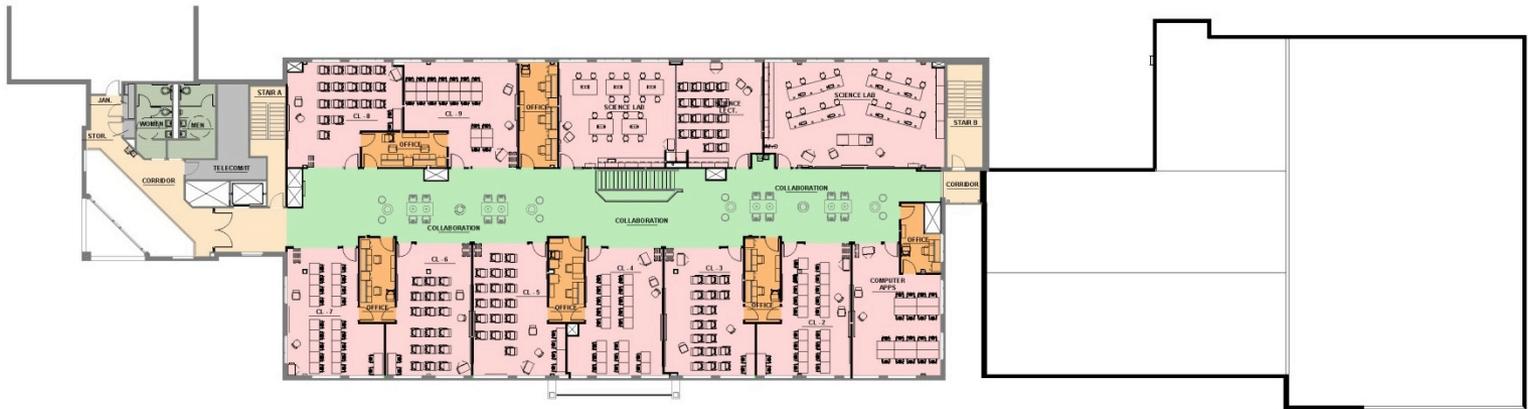


1 SECOND FLOOR PLAN - 17,047 SF
1/16" = 1'-0"



Second Floor Plan

- Admin
- Circulation
- Classroom
- Collaboration
- Commons
- Kitchen
- Mechanical
- Office
- Toilets



① THIRD FLOOR PLAN - 12,620 S.F.
1/16" = 1'-0"



Third Floor Plan

Exhibition of School Planning and Architecture Project Data

Submitting Firm :	BLDD Architects, Inc.
Project Role	Architect
Project Contact	Bruce Maxey, AIA, LEED AP
Title	Principal
Address	100 Merchant Street
City, State or Province, Country	Davenport, Iowa
Phone	844-784-4440

Joint Partner Firm:	
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Other Firm:	KJWW Engineers
Project Role	M/E/P, Plumbing, & Technology Design Engineers
Project Contact	Brandon Pearson
Title	
Address	623 26 th Ave
City, State or Province, Country	Rock Island, Illinois
Phone	309-288-0673

Construction Firm:	Estes Construction
Project Role	Construction Manager
Project Contact	Matt Larson
Title	Project Manager
Address	131 West 2 nd Street, Suite 400
City, State or Province, Country	Davenport, Iowa
Phone	563-322-7301

Exhibition of School Planning and Architecture

Project Details

Project Name	Mid City High School
City	Davenport
State	Iowa
District Name	Davenport Community Schools
Supt/President	Dr. Arthur Tate, Superintendent
Occupancy Date	August 15, 2014 (Renovation) / August 1, 2015 (Addition)
Grades Housed	9-12
Capacity(Students)	400 students
Site Size (acres)	11.85 acres
Gross Area (sq. ft.)	50,856 s.f.
Per Occupant(pupil)	377.14 s.f. / pupil
gross/net please indicate	50,856 gross s.f. / 38,425 net s.f. = 1.32
Design and Build?	No
If yes, Total Cost:	
Includes:	
If no,	
Site Development:	\$627,000
Building Construction:	\$10,613,966
Fixed Equipment:	\$718,261
Other:	\$3,290,000 (building purchase + A/E & CM fees)
Total:	\$15,249,227



before



after





FERRICKS

I am more than my past. The is mine to create.





MID CITY HIGH SCHOOL



CREATE

MAVERICK – mav 'er ick ('mav(ə)rik/) an unorthodox or independent-minded person.
synonyms: individualist, nonconformist, free spirit, unorthodox person, original, eccentric

