

2014 Exhibition of School Planning and Architecture

Henderson-Hopkins School

City of Baltimore Public Schools

operated by

Johns Hopkins School of Education/Morgan State

Baltimore, Maryland

Henderson-Hopkins School



The Elmer A. Henderson: A Johns Hopkins Partnership School and the Harry and Jeanette Weinberg Early Childhood Center, together called Henderson-Hopkins, is the first new Baltimore public school built in more than 20 years.

Henderson-Hopkins School





An Urban Catalyst

Community Environment

Good public schools are critical institutions in supporting and developing successful communities. A school is not a civic monument, but a living, engaging institution. Henderson-Hopkins, built as part of broader efforts to revitalize greater Middle East Baltimore, was conceived as a community hub, housing innovative early childcare facilities, a school and shared resources for residents and businesses. To promote urban regeneration, the campus also incorporates a family health center, a library, an auditorium, and a gym, as shared resources with residents and businesses in the community.

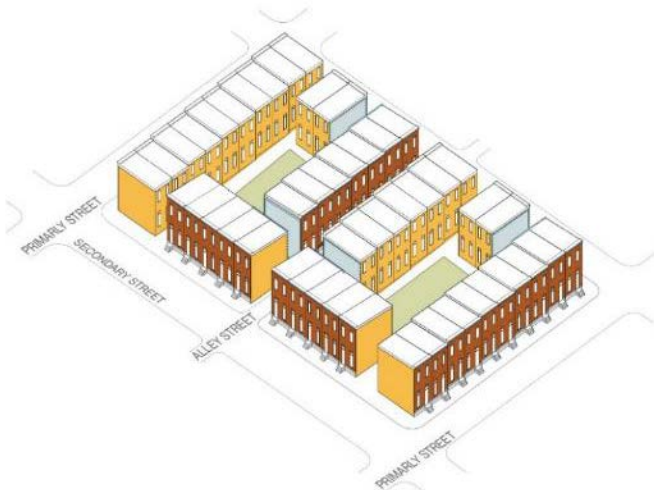


Integrated Urban Planning

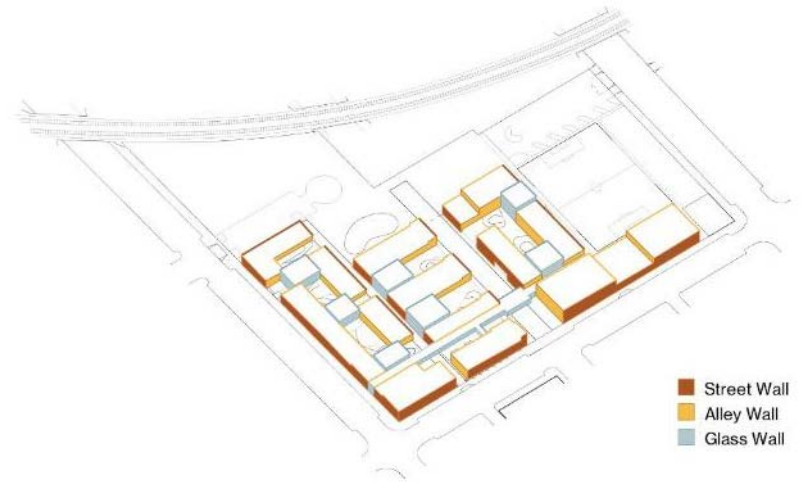
Community Environment



Eight Outdoor Learning Terraces, Duncan Commons and Collington Commons, playground and ball fields form the open space strategy.



Block Analysis: Facades vary by their orientation on the block; open spaces are accessible and distributed interior to the block.

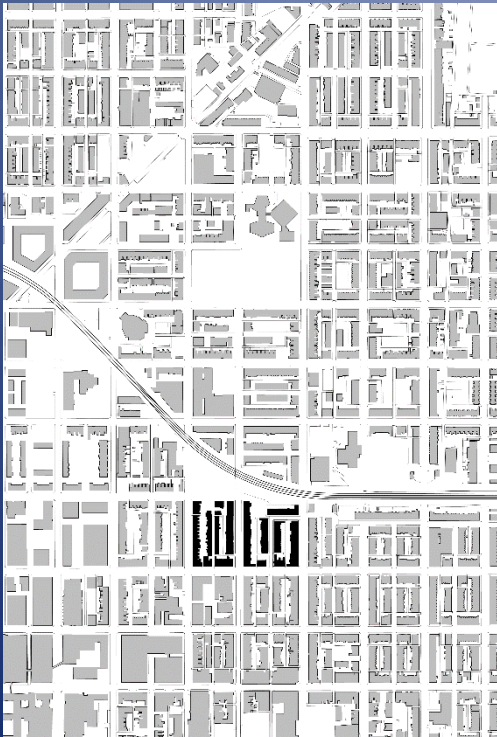


Stained precast concrete on the street wall and natural concrete on the alley walls contrast with the translucent polycarbonate Commons and main hallway.

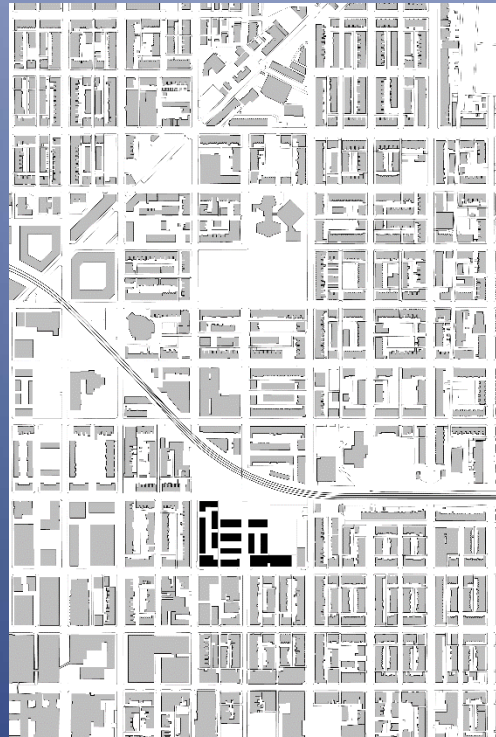
Rebuilt Fabric

Community Environment

Envisioned to catalyze the revitalization of East Baltimore, the project integrates innovative educational facilities with community and recreational resources and reflects the neighborhood's urban fabric. The seven-acre campus will house 540 K-8 students and 175 pre-school children.



2009



2013



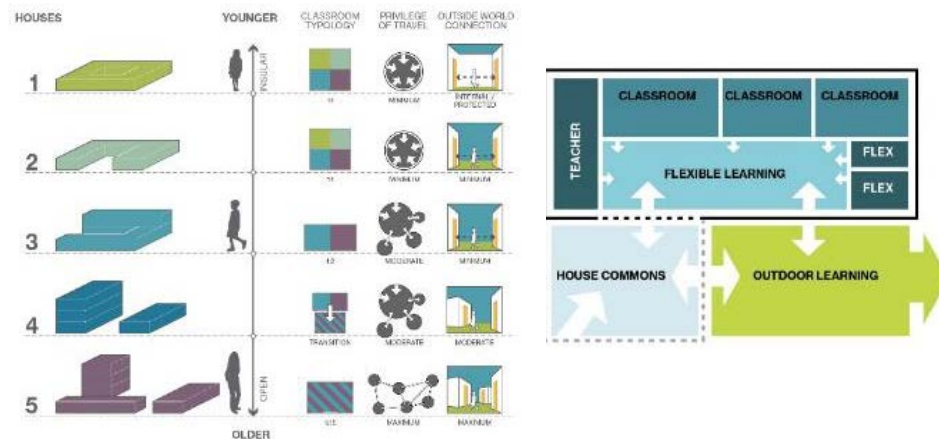
Progressive Education

Learning Environment

Henderson-Hopkins is conceived as 'container' for learning and teaching that can adapt over time to the progressive visions of the school's operators, Johns Hopkins School of Education/Morgan State. Organized into five Houses that visually connect to each other, each House includes traditional classrooms and flex spaces, as well as a Commons: a large, luminous volume used for flexible learning and communal lunch. The interior spaces are modular and adaptable to any type of pedagogical program and conform to students' varying learning abilities, habits and ages. Windows everywhere provide optimal sunlight in every building. International precedents were researched to design these traditional and non-traditional learning spaces that accommodate multiple and spontaneous activities.

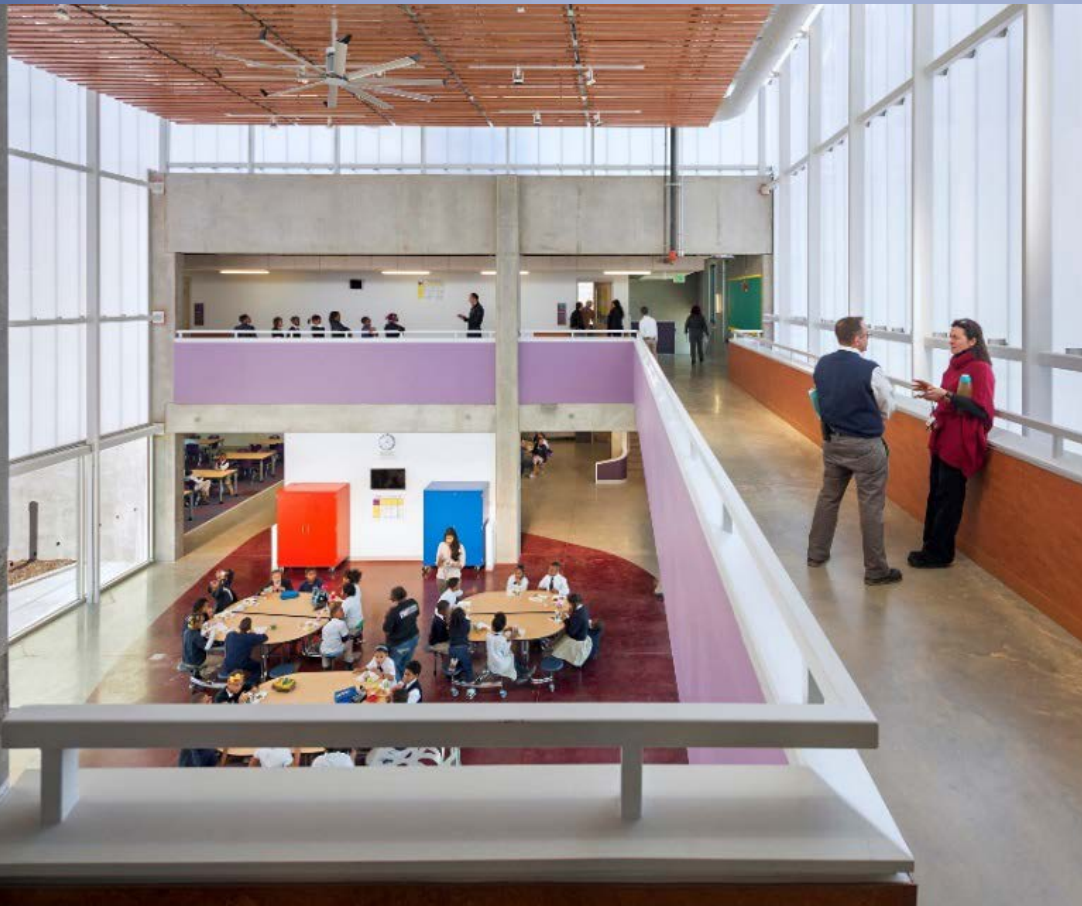


The school is organized into five Houses, whose configurations progressively change by age to serve development needs.



A typical House cluster offers varied and connected learning environments.

Flexibility of Space and Use



Learning Environment

The Commons is the hub for each House. While some children lunch, others are learning in the flex space behind; on the second floor, a group is getting ready to enter a classroom while teachers discuss the latest pedagogical changes on the bridge.

Flexibility of Space and Use

Learning Environment



Architecture of its Place



The school's main artery, Collington Commons, becomes an extension of the existing urban street.

Physical Environment

The scale, composition, pattern, and rhythm of East Baltimore inspired the planning and the architecture of the school. Streets are continued through the school's two-block site as major communal arteries and social centers. Baltimore's building block of row houses and internal courtyards inform the plan of interior and exterior learning spaces. Facades step down along the street; the ubiquitous neighborhood form-stone is reimagined in the grooved pre-cast concrete; the glowing Commons set education as a visual landmark following the city's church steeples' tradition.



Recover the Alley

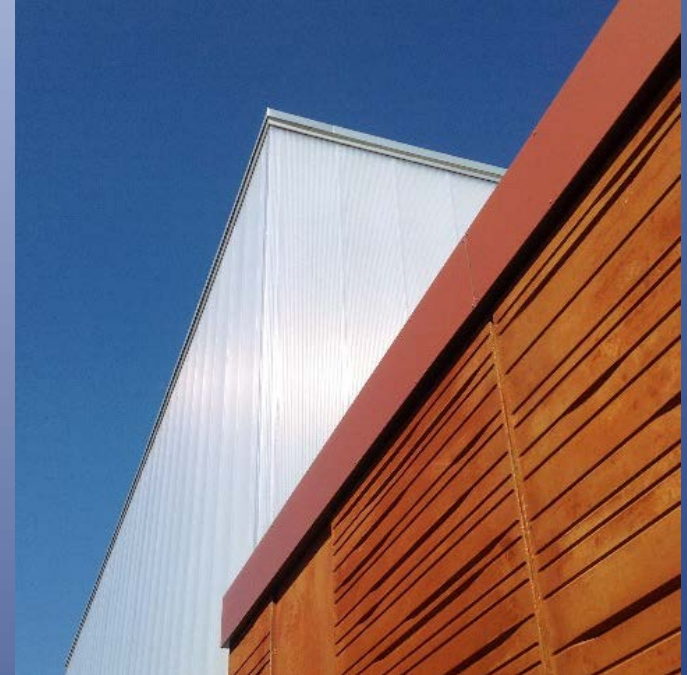
Physical Environment



Similarly to the street, Duncan continues on the campus as an alley, organizing the campus in the local urban grid.



Local Materiality



Local materials are reimagined in the color-stained, custom-grooved pattern of the precast composite concrete panels.

Community Engagement

Planning Process

Henderson-Hopkins school was envisioned as an integration of innovative educational facilities with community and recreational resources that reflects the neighborhood's urban fabric and addresses the needs of the community. The very nature of these diverse goals required an inclusive and collaborative process that engaged members from the client group and the community.

To foster a collaborative exchange of information, committees were established at the earliest stages that became an integral part of the design process. These committees included members from the various client groups including Johns Hopkins University, East Baltimore Development Incorporated, and East Baltimore Community School Inc., as well as community groups and local interests.



The school initiated a 'Hopes and Dreams' fence around the new school site, encouraging the community and future students to express their hopes for the new school.



Community 'Hopes and Dreams' Exercise at East Baltimore Community School Night.

Inclusive Process

Planning Process

Extensive research was conducted by the design team on topics including history and culture, precedents, pedagogy, programming, site analysis, and materials which was presented to the committees and to the community. Input was solicited through multiple sessions with committee members, program questionnaires, and presentation reviews; a program and master plan for the project were then developed. The document reflected the summary of the site planning and programming exercises for both the school and early childhood center.

As a result of this inclusive process, Henderson-Hopkins successfully incorporated the needs of the neighborhood into this progressive learning environment that reflects the history and culture of the community it serves.





Floor plan





Exhibition of School Planning and Architecture

Project Data

Submitting Firm :	Rogers Partners Architects+Urban Designers
Project Role	Architect
Project Contact	Vincent Lee, RA
Title	Design Leader
Address	100 Reade Street
City, State or Province, Country	New York, NY 10013
Phone	212-309-7570

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

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

Construction Firm:	The Whiting-Turner Contracting Company
Project Role	Construction Manager/Builder
Project Contact	Stephen Mayoryk
Title	Project Manager
Address	2100 Ashland Avenue
City, State or Province, Country	Baltimore, MD 21205
Phone	410-337-2316

Exhibition of School Planning and Architecture

Project Details

Project Name	Henderson-Hopkins School
City	Baltimore
State	Maryland
District Name	City of Baltimore Public School
Supt/President	Dr. Gregory Thornton
Occupancy Date	January 2014
Grades Housed	K8 and Early Childhood Center
Capacity(Students)	Early Childhood Center: 175; K8: 540
Site Size (acres)	7+ acre site
Gross Area (sq. ft.)	124,855 gsf
Per Occupant(pupil)	174.6 gsf/student
gross/net please indicate	gross
Design and Build?	Yes
If yes, Total Cost:	
Includes:	
If no,	
Site Development:	\$4 million
Building Construction:	\$34 million
Fixed Equipment:	\$3 million
Other:	
Total:	\$41 million