

2020 MACCONNELL AWARD SUBMISSION

Cherry Park Elementary School of Language Immersion



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Executive Summary



EXECUTIVE SUMMARY

Serving kindergarten through fifth grade, Rock Hill Schools' Cherry Park Elementary School of Language Immersion represents the successful consolidation of language immersion programs previously housed at three separate Rock Hill schools. The merging of these programs and resources at a central location provides a cohesive language immersion program that fosters bilingualism, biliteracy, and bicultural awareness from an early age.

The new facility was built alongside the existing Sullivan Middle School, which was also partially renovated to house a fourth- and fifth-grade classroom wing. This location positions students for a smooth transition from elementary to middle school, where they may continue their in-depth language studies uninterrupted through the eighth grade.

The nature of the language immersion program, the district's stated sustainability goals, and the logistics of merging three school communities called for thorough planning and a high level of stakeholder involvement from the outset. The result is a facility that truly complements the school's educational program and mission. Cherry Park Elementary is a notable example of successful collaboration in the development of effective design solutions.

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Scope of Work and Budget



Main Level Addition



Upper Level



Lower Level Addition

	Classrooms
	Circulation
	Casa Maison
	Food Services
	Multi-purpose
	Teacher Center
	Art/Music
	Special Education
	Media Center
	Guidance
	Science Lab
	Career Technical Education
	Home Arts
	Auditorium
	Lockers

Scope of Work

The scope of Cherry Park Elementary School expansion and improvements to Sullivan Middle School included:

- The addition of a new K-3 facility
- Renovations to the existing "F" wing at Sullivan Middle School to accommodate grades four and five
- Renovations to accommodate existing program and space deficiencies at Sullivan Middle School

The project totaled 73,258 square feet of new space and 183,607 square feet of renovated space.

Budget

\$19,000,000

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School and Community Engagement



The Community

South Carolina's fifth-largest city, Rock Hill lies near the North Carolina border and is considered part of the greater Charlotte metropolitan area. It is home to more than 74,000 residents, and its school district serves roughly 18,000 students across 27 schools.

Stakeholders

This project's stakeholders include:

- Students
- Faculty/staff
- Families/parents
- The school district
- The broader Rock Hill community



Challenges

This project presented the distinct challenge of designing a facility to meet the needs and expectations of three established school communities, each with its own students, teachers, and administrators.

Additionally, this project was approached with the specific intent of becoming the district's first LEED-certified school. This goal informed range of decisions throughout the process.

Available Assets

The Sullivan Middle School facility, which once operated as a high school, had space available to accommodate Cherry Park's fourth and fifth grades. The existing building now connects to a K-3 addition, creating an educational pipeline that strengthens the district's language immersion program by easing students' progression through the end of middle school.





Value of Process and Project to Community at Large

The Charrette Process

The design team hosted a two-day charrette with participation by school administrators, teachers, students, parents, community members, architects, and engineers. In an idea mining session, attendees discussed and prioritized the project's primary challenges and opportunities. Special attention was also paid to identifying types of spaces specifically supporting the language immersion program's activities.

These concepts were then discussed in smaller groups in relation to three initial options for the project, which were then developed further into a fourth option. This early community collaboration benefited the project significantly and gave stakeholders a genuine sense of ownership in the process.

Project Sustainability

As a LEED-certified facility, the school saves the district dollars in energy expenses and provides a healthy environment for students and staff. Indoor contaminants are reduced through the use of low- or zero-VOC (volatile organic compounds) materials, high-rated filters in ventilation systems, and sufficient exhaust systems for spaces (such as housekeeping areas and art rooms) that might house hazardous gases or chemicals.

Community Value

The quality of the completed facility and the client's satisfaction throughout the process have established a new precedent for future Rock Hill Schools projects. The standard set will have an impact that is felt far beyond the teachers, students, and families of Cherry Park.



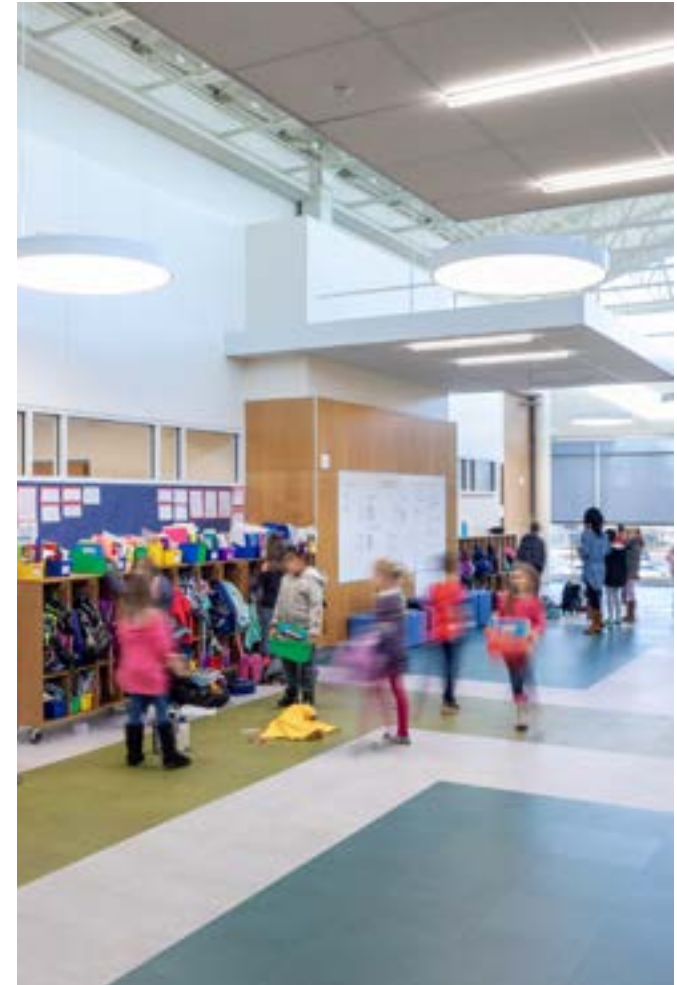
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Educational Environment



Educational Vision and Goals of the School

Cherry Park Elementary aspires to achieve national recognition for developing bilingual, biliterate, and bicultural students. Their goal for students is the expansion of communication skills and an increased connection to the world community. The school's language immersion program is based on the Utah Dual Language Immersion model. Under this approach, students spend half of the school day learning in English, while the other half of their day is taught in a foreign language.



How the Environment Supports the Curriculum

Because the students split their time between two languages, classrooms are arranged in pairs sharing a common door. While one class is being conducted in English, the neighboring class might be learning math in French. The connection between classrooms allows teachers to move easily between the spaces as the classes transition between languages.

One of the key concepts arising from the design charrette was the Casa Maison, named for the Spanish and French words for "house." This open, collaborative space outside the classrooms allows teachers to instruct jointly or facilitate small group work. The school has three Casa Maisons, one in each classroom wing.



How the Environment Supports a Variety of Learning and Teaching Styles

The Casa Maison concept allows instructors to take students out of the traditional classroom setting for collaborative learning. The space is adaptable for a range of activities and teaching styles.

The new addition also includes a flexible learning lab, which can be used for a range of educational or professional development purposes by students, teachers, or community members.

How the Environment is Adaptable and Flexible

Flexible furniture throughout the school may be arranged and rearranged as needed, and the facility's spaces were designed to support a variety of configurations. The ability to immediately adapt the space to suit instructional needs enhances learning and engagement for students.

Additionally, flexible walls and room dividers allow further modification to the environment. The fourth- and fifth-grade Casa Maison, flexible lab (above), and cafeteria/multipurpose space (left) can all be separated into smaller environments with operable walls that can be entirely hidden when not in use.

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Physical Environment



Physical Attributes of the Environment

Cherry Park's multilevel design takes advantage of the existing site. In particular, the position of the K-I playground between the building wing and the upper level parking provides an enhanced feeling of security.

Inside, 50 percent of the school's floor area meets LEED V4 targets for daylight autonomy.

How the Facility Fits within the Larger Context of the Community

Sullivan Middle School, originally a high school, has stood in the community for roughly half a century. The design of the adjoining Cherry Park Elementary addition brings new life to the site and also places the school district's consolidated language immersion program at a more centralized location.



How the Project Inspires and Motivates

Having a direct involvement in the project's early stages gave Cherry Park teachers a strong sense of ownership over the school and its features. Their knowledge of and appreciation for the design process has allowed them to become the facility's greatest champions, and their enthusiasm for the project is one of the most inspiring outcomes of the process.

As Rock Hill Schools' first project to receive LEED certification, Cherry Park Elementary School of Language Immersion has also set a standard that will continue to spur the district's sustainability efforts going forward.

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Results of the Process and Project



How the Project Achieves Educational Goals and Objectives

The design charrette process laid the foundation for the creation of an educational space that truly supports Cherry Park's mission. This collaborative discussion resulted in a clear vision for Cherry Park Elementary School that guided the project from that point forward. The concepts generated at this early stage, most notably the Casa Maison, allowed the design to be tailored to the specific requirements of the educational program.

How the Project Achieves School District Goals

The new, centralized facility allows Rock Hill Schools to provide a cohesive language immersion program for elementary school students that now feeds directly into the adjoining middle school property. The project allowed the school district to successfully bring together three programs, consolidating resources and creating a clear pipeline for students through their middle school years.

This project also achieved the goal of becoming the district's first LEED-certified school, a major milestone in Rock Hill Schools' sustainability efforts.



How the Project Achieves Community Goals

This project saw the successful merging of three separate school communities and programs, and the inclusion of community input during the process ensured that final outcome reflected a collaborative process.

Unintended Results and Achievements of the Process and Project

The positive effect of the design charrette upon the entire design process exceeded all expectations. Rock Hill Schools' follow-through on the concepts developed at this early stage allowed for the creation of a facility that truly caters to the school's program. As such, the school is fully and enthusiastically embraced by its occupants.

Additionally, the quality of the final design and the achievement of the district's first LEED certification have set a new bar for future school construction projects in the area. Perhaps the clearest indication of the client's satisfaction with this design is the district's expressed desire that all future projects meet the standard established by Cherry Park Elementary.

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Educational Specifications



Educational Specifications

Specifications for the new Cherry Park facility were largely based on the particulars of the language immersion program, which is based on the Utah Dual Language Immersion model. A number of key considerations were taken into account during the design process.

Transitions

Language immersion students experience more frequent transition in their day than do children in a more traditional curriculum, spending 50 percent of their class time in English and 50 percent in either French or Spanish. It was therefore essential that the design allow for easy flow. The adjacency of the classrooms gives teachers the ability to more efficiently and seamlessly switch from one class to the next.

Teacher Observation and Small Group Instruction

The Casa Maison allow for the maximization of instructional time just outside the classroom.

Immersion Instructional Time

Several design elements were geared toward making the most of allotted instructional time. These include the Casa Maison spaces, which allow for increased efficiency, the location of cubbies in the Casa Maison spaces rather than in the classrooms, and the adjacency of the cafeteria space.



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Educational Brief and/or
Educational Visioning Documents



Educational Visioning

Early collaboration with project stakeholders established a guiding vision statement for the new facility. This identified a goal for the creation of a new school

- that is nationally renowned for developing bilingual, biliterate, and bicultural students whose global skills are applied inside and outside the walls of the school;
- which supports expanding communication skills and connections to the world community;
- that is focused on supporting academic achievement and language development of all students through effective collaboration and targeted interventions; and
- that fosters strong partnerships with our local agencies, universities, businesses, volunteers, and families resulting in authentic experiences and service opportunities for the school community.

Details and benefits of the language immersion program as implemented at Cherry Park are discussed further by faculty, students, and parents in these district-produced videos:

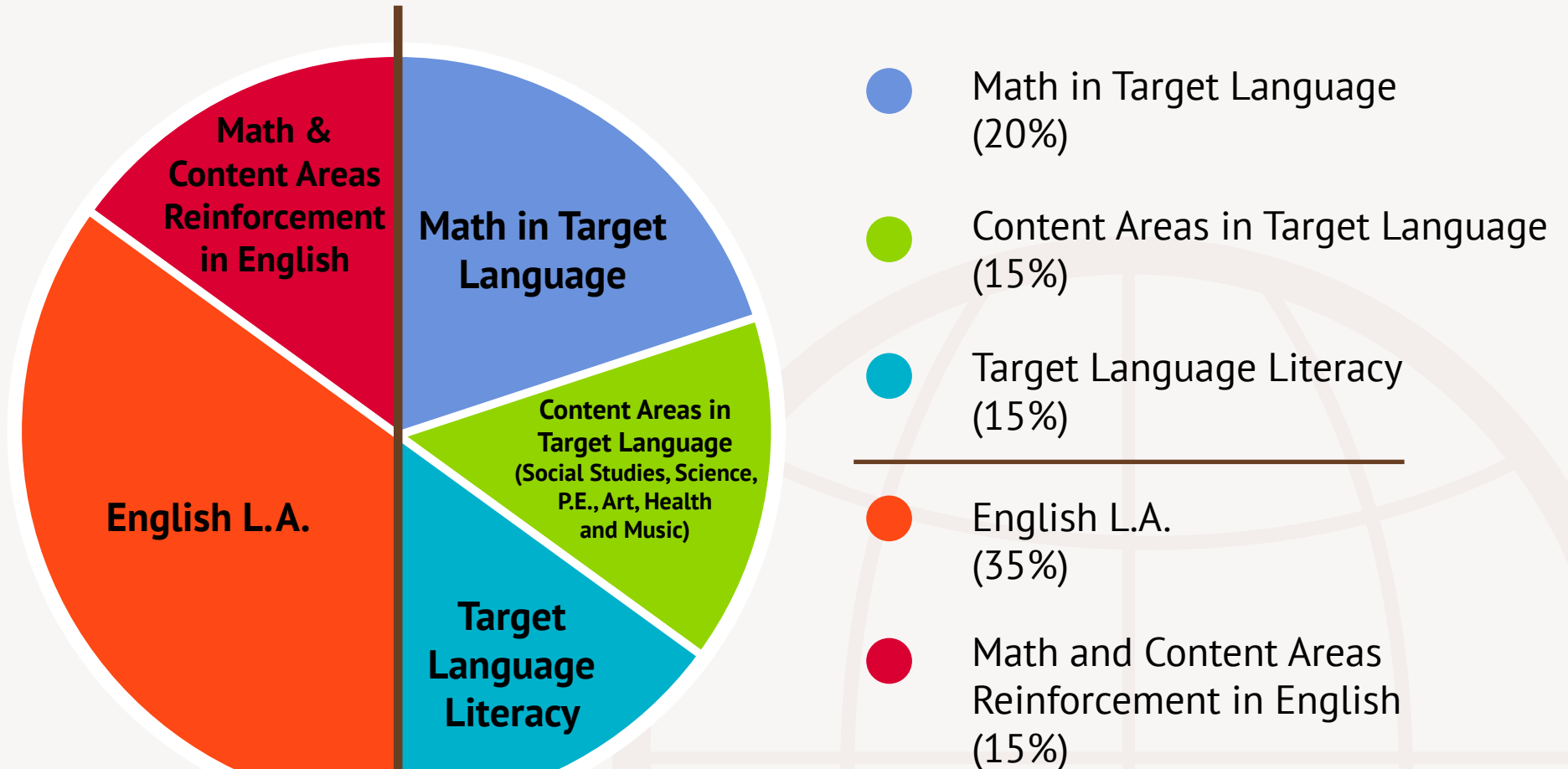
- https://www.youtube.com/watch?time_continue=209&v=PSf1Sdu3t-cE&feature=emb_logo
- https://www.youtube.com/watch?time_continue=53&v=Bt0SqySH-hi0&feature=emb_logo

The following pages include educational briefing materials developed by the Utah Dual Language Immersion Program, the basis for Rock Hill Schools' language immersion program. This information and more can be found at <http://www.utahdli.org>.

"From kindergarten through third grade, the target language curriculum includes literacy study and the majority of the content subjects (math, science, and social studies). The English curriculum focuses on English language arts and some collaborative reinforcement of the content. Teamwork is essential! The curriculum shifts in the fourth and fifth grades, as most conceptual instruction in math and social science is taught in English. Practical application of these subjects remains in the target language. In the sixth grade, social science shifts back to the target language and science shifts to English instruction. These curriculum changes in the upper grades purposefully allow for more instruction time in the target language, focusing on literacy study and increasing student proficiencies. Specific proficiency goals for every Dual Language Immersion language are set at each grade level in all areas: reading, writing, speaking, and listening."

—"Why Immersion?"
Utah Dual Language Immersion

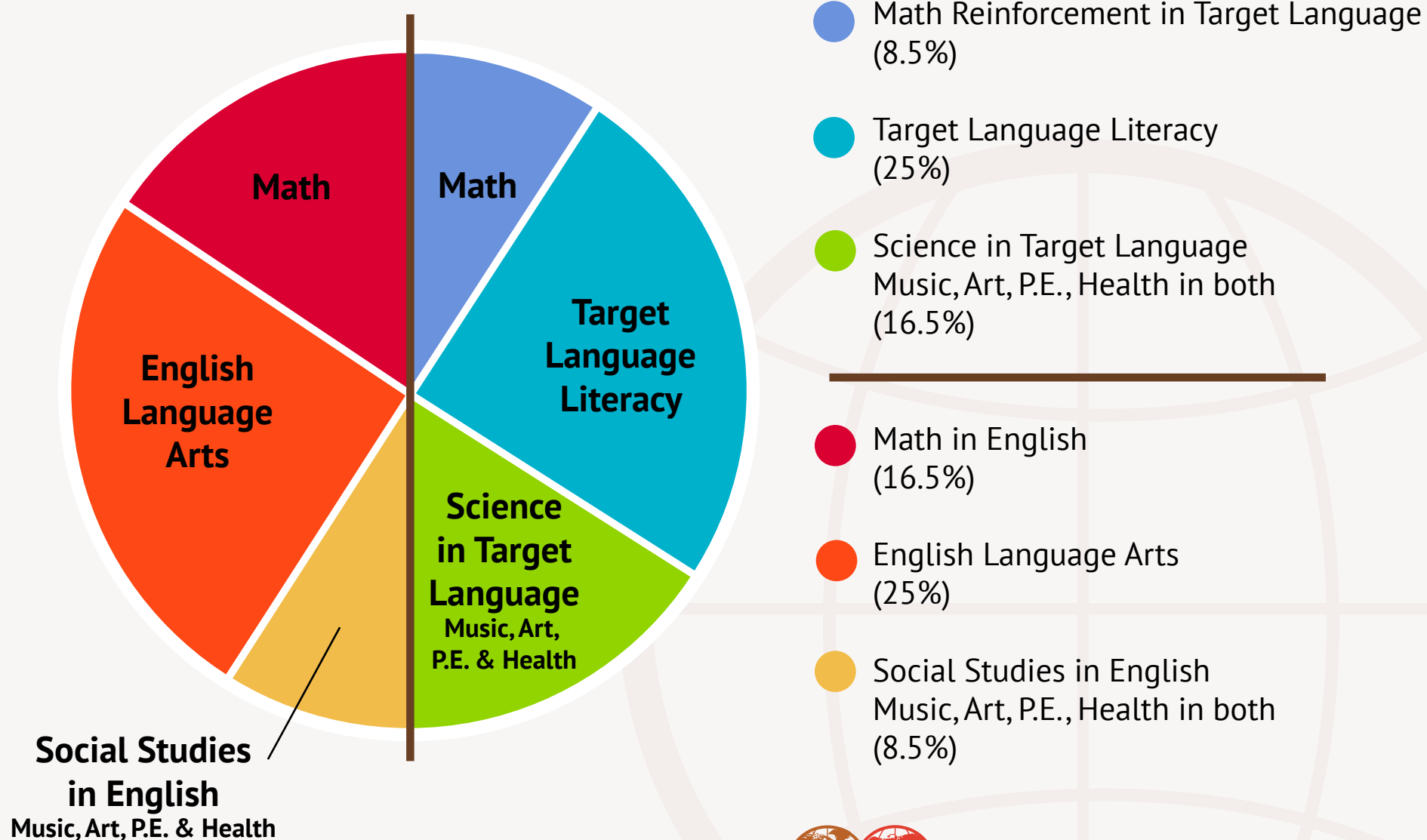
Dual Language Immersion Instructional Time : Grades 1-3



UTAH DUAL LANGUAGE IMMERSION
Providing a world of opportunities for students.

Dual Language Immersion

Instructional Time : Grades 4-5



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Providing a world of opportunities for students.

DLI Program Fidelity Assurances Grades 1 – 6

Assurances	Evidence Source	Evaluation Criteria
<p>1. Instructional model for both English and the target language is implemented with triangulation among:</p> <ul style="list-style-type: none"> • subjects taught according to grade level pie chart; • use of adopted materials by the state; and • ensuring minimum number of minutes in core subjects: math, science, social studies, and target language literacy. 	<ul style="list-style-type: none"> • Master schedule that aligns with DLI instructional model • Documented observations by third party evaluation team • Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks 	<ul style="list-style-type: none"> • Instructional day is divided according to percentages on state pie charts. • Materials are purchased and implemented according to buy orders from DLI directors. • TARGET LANGUAGE MINIMUMS: <u>1st – 3rd</u> <ul style="list-style-type: none"> - 4 x/week of 50 min literacy & 60 min math - 2 x/week of 30 min science/social studies <u>4th – 6th</u> <ul style="list-style-type: none"> - 4 x/week of 75 min literacy & 20 min math - 3 x/week of 45 min science/social studies <u>6th (middle school)</u> <ul style="list-style-type: none"> - 2 courses: DLI 2 Honors and Social Studies • ENGLISH MINIMUMS: <u>1st – 3rd</u> <ul style="list-style-type: none"> - 4 x/week of 20 min math reinforcement - implementation of district language arts block <u>4th – 6th</u> <ul style="list-style-type: none"> - implementation of district math, language arts, and science/social studies blocks
<p>2. All programs must be started with two-teacher model and sustained as such unless enrollment necessitates other alternatives.</p>	<p>Target language teacher provides evidence of:</p> <ul style="list-style-type: none"> • minimum score of Advanced-Mid on an Oral Proficiency Interview; and • endorsements (or SAEs) in World Language and Dual Language Immersion. 	<ul style="list-style-type: none"> • Target language teacher meets the required minimum score of Advanced-Mid on an Oral Proficiency Interview. • Teacher has obtained or is in pursuit of: <ul style="list-style-type: none"> - World Language Endorsement; and - Dual Language Immersion Endorsement.
<p>3. Target language teachers:</p> <ul style="list-style-type: none"> • communicate in the target language in the classroom at all times and in front of his/her students in all school environments; and • may only deliver instruction to students participating in the dual language immersion program. 	<ul style="list-style-type: none"> • Documented observations by third party evaluation team • Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks • Random parent and student surveys 	<ul style="list-style-type: none"> • Teachers deliver instruction in the target language to target language students 100% of the time. • Teachers deliver instruction to dual language students 100% of their assigned instructional time.



UTAH DUAL LANGUAGE IMMERSION
Providing a world of opportunities for students.

4. There are clear, enforced, and reinforced expectations that students communicate in the target language in the classroom.	<ul style="list-style-type: none"> • Documented observations by third party evaluation team • Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks • Random parent and student surveys • Evidence of a motivational program that encourages accountability and reinforces target language use expectations 	<ul style="list-style-type: none"> • By January 15th of first grade, students are no longer permitted to use English in the target language classroom.
5. Schools and districts conduct annual AAPPL testing in grades 3 – 8 according to state guidelines.	<ul style="list-style-type: none"> • Evidence of AAPPL test results 	<ul style="list-style-type: none"> • 90% of students meet Utah DLI grade level proficiency benchmarks.
6. English and target language teachers collaborate as a DLI partnership on a weekly basis.	<ul style="list-style-type: none"> • Evidence of completed weekly collaboration template 	<ul style="list-style-type: none"> • Minimum of 30 minutes per week of collaboration time • Evidence through the documented template of curriculum coordination across the two languages
7. Enrollment in dual language immersion is open to all students of varying backgrounds and all ability levels.	<ul style="list-style-type: none"> • Copy of DLI enrollment policy • Evidence of outreach efforts by school and district to make the policy published and accessible to the public • Report comparing DLI enrollment demographics to school-wide enrollment demographics 	<ul style="list-style-type: none"> • Enrollment policies are consistent with open access for students of varying backgrounds and all ability levels (no prerequisite screening requirements for program entrance). • Actual enrollment in the program reflects the demographics of the school population.
8. DLI teachers (both English and target language) participate in professional development as follows: <ul style="list-style-type: none"> • all state-sponsored professional development days; and • AUDII for first and second year teachers. 	<ul style="list-style-type: none"> • Documented attendance rolls from professional development days 	<ul style="list-style-type: none"> • 100% full-day attendance by all teachers, unless absence is pre-approved by state and district personnel
9. School principals and DLI district administrators are required to: <ul style="list-style-type: none"> • attend AUDII new administrator's strand once and Dual Language Immersion Advisory Council semi-annual meetings (September and March); and • provide evidence of adherence to DLI fidelity assurances. 	<ul style="list-style-type: none"> • Documented attendance rolls from trainings and meetings 	<ul style="list-style-type: none"> • 100% attendance by principal and/or designated representative, unless absence is pre-approved by state and district personnel