



MARTIN LUTHER KING JR. ELEMENTARY SCHOOL

Vancouver Public Schools | Vancouver, WA



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EXECUTIVE SUMMARY

Inviting, whimsical, and instantly familiar, the design for Martin Luther King Jr. Elementary takes its cues from the school's passionate, diverse community of students, staff, and visitors.



Overall Goals and Outcomes of the Project

Planned and executed in close collaboration with student representatives, teachers, staff, and District stakeholders, the team began by imagining ways to empower its pre-K to grade 5 students through nurturing, accessible spaces, flexible learning environments, and lively gathering points. Drawing from this set of goals, the design team poured these ideas into a design that would embrace students, families, teachers, and invite all to make lasting memories at Martin Luther King Jr. Elementary (King Elementary).

The resulting 67,816 sf building brings the school's progressive curriculum, equity-based philosophy, and extracurricular program together on an easily-navigated campus.

Divided into two wings, one side of the school is dedicated to active learning and the arts; this includes the commons area, gym, kitchen, dance, music, and fine arts spaces. The accompanying wing is dedicated to classrooms and learning studios that are bolstered by a social and emotional support network within the school system. These elements are enhanced by a strong design that creates a safe, energizing environment that stimulates creativity and a healthy connection to nature.

The following core themes capture the educational goals for King Elementary, and provided guiding principles for the design to follow:

A Community Hub That Feels Like Home

- Comfortable, warm, and inviting
- Builds trust, safety, and respect
- Has strong support for physical, social, and emotional needs

A Place to Celebrate Diversity

- Playful and fun
- Welcomes and represents the rich variety of cultures in the community
- Provides a place for gathering and connection

A Place to Inspire Student Aspirations

- School uses Advancement Via Individual Determination (AVID)
- Nurtures students, provides for unmet needs, and builds a foundation for lifetime success
- Empowers students with extraordinary opportunities

SCOPE OF WORK & BUDGET

Occupancy Date: Fall 2020

Grades Housed: Pre-K- Grade 5

Student Capacity: 430 Students

Gross Area: 67,816 sf

Area per student: 158 sf/Student

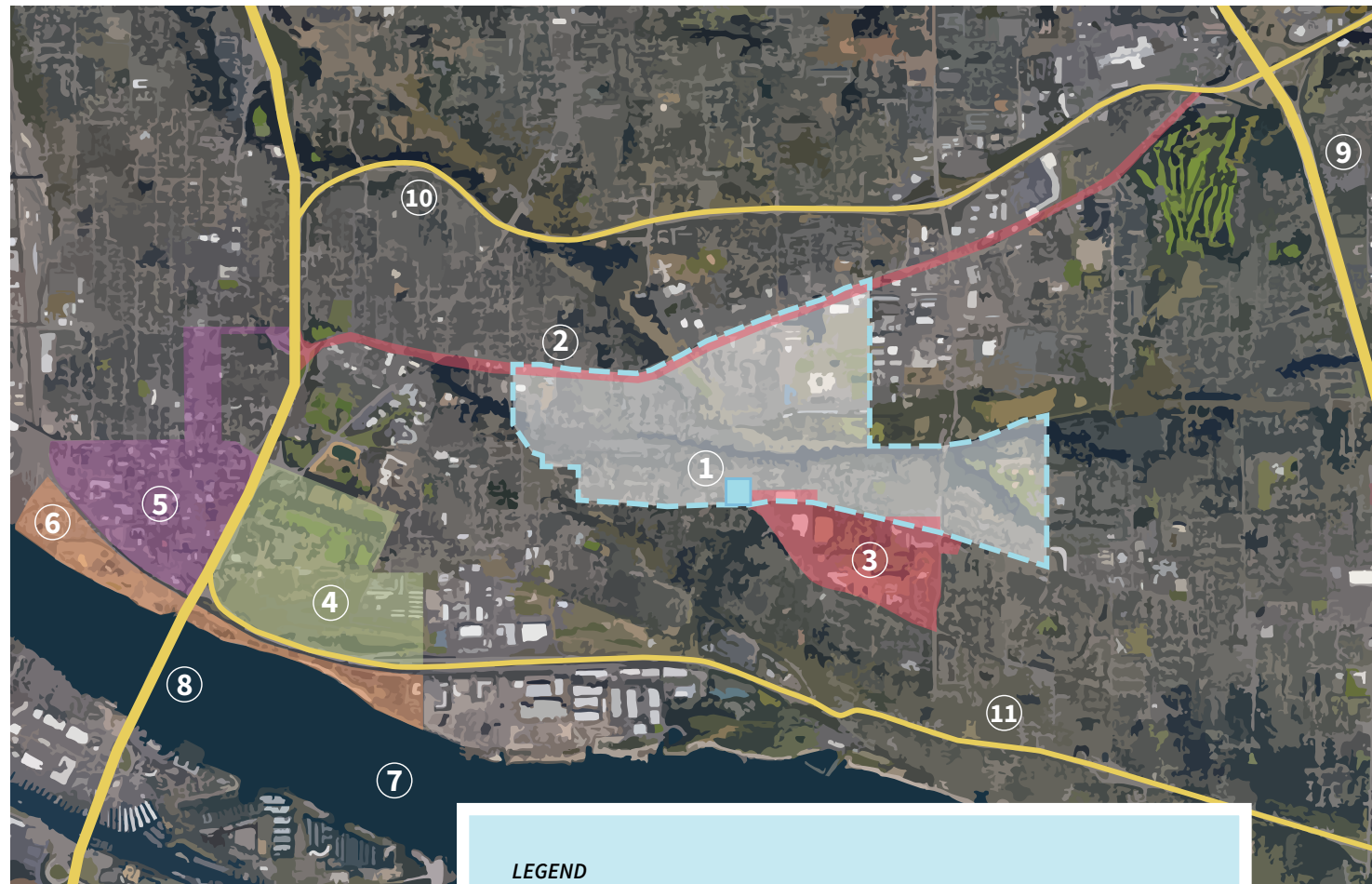
Site Area: 10 Acres

Construction Cost: \$27,819,142

Cost Per SF: \$410

Predicted EUI: 28.5 kBtu/sf/year

SCHOOL & COMMUNITY ENGAGEMENT



Community Context

When a replacement building for King Elementary was included in a 2017 bond measure, staff and students leapt at the opportunity to provide insight and input in the redesign of their school. Previously occupying an inwardly focused building designed in 1972, King Elementary's new home is intended to be a beacon of community pride. The school is a central feature within one of Vancouver's most economically challenged and emerging neighborhoods, represented by a diverse and historically under-served population. King Elementary provides an inclusive, equity-focused environment that aims to empower students in pre-K through grade 5 through its progressive curriculum.

LEGEND

- | | |
|--|-------------------------------------|
| 1. School Location and Catchment Area | 7. Columbia River |
| 2. Fourth Plain International District | 8. I-5 Bridge |
| 3. Heights District Redevelopment Area | 9. I-205 Veteran's Memorial Freeway |
| 4. Fort Vancouver Historic Site | 10. SR 500 |
| 5. Downtown Vancouver | 11. Highway 14 |
| 6. Vancouver Waterfront | |

SCHOOL & COMMUNITY ENGAGEMENT



A Core Team of Engaged Stakeholders

To provide insight into King Elementary's existing culture and advocate for the school's most critical and lofty goals, a Core Team was established that included school administration, teachers, and District staff. Pulling ideas from an initial public symposium process that garnered broader community input, the Core Team met 10 times over the course of three months to cast and test the vision of the design. Through this iterative process the team uncovered important needs, allowed space for perspectives and views, and built consensus in large, diverse groups.

*In addition to the diversity of the student body and staff, it is important to note the constancy of the staff — they have established a safe environment and a sense of trust for the students. Their rigor and goal-oriented programs unlock potential and instill resilience within the students, ultimately building greater citizens. Programs that engage the community are what set the staff apart from other schools. They establish genuine relationships with the students and their families. Currently, King Elementary is the only elementary school within VPS that houses a general education preschool program. **We Believe all students can be successful, all students deserve opportunities to be successful, and King Elementary supports that child in getting there.***

- Core Team Statement, Meeting 1

SCHOOL & COMMUNITY ENGAGEMENT



Project Challenges

Managing phased construction during the school year: While the site was large enough to accommodate a new building next to the former, it was in the best interest of students and staff to demolish the original building and rebuild in its place. During demolition and construction, to avoid disruption, students were temporarily housed for one school year, in the neighboring Ogden Elementary.

Meeting the moment for King Elementary students: For such an important, overdue project, it was critical to ensure the heart of the school was preserved while delivering solutions that elevate the learning experience in and out of the classroom for everyone. There were many important considerations in support of this goal, including:

- **Embracing Change** - Teachers were excited about opportunity to offer new teaching/learning but knew they had to adapt to make the most of it
- **Making Sure All Voices Are Heard** - The Core Team was excited and happy to be part of process and worked to capture ideas/thoughts of other staff and the students and the community
- **Territoriality** - Building users releasing their attachment to their current space and embracing reduced classroom sizes in exchange for more collaborative space
- **Challenged Budget** - Working with a standard budget to deliver an extraordinary product
- **COVID-19 Impacts** - As construction neared completion during an unprecedented pandemic, it was critical to keep students and teachers informed and updated on progress, and to provide opportunities to see and become familiar with the new school building



Main entrance to old building at King Elementary

Available Assets

Existing Programs and Culture: King Elementary is an established Advancement Via Individual Determination (AVID) school and has a preset goal to become an AVID Demonstration site. This organization offers training and strategies to affiliated schools, in support of its overarching mission to close the achievement gap by preparing all students for college and other postsecondary opportunities. This has proven to be a boon to the goals, programs, and culture established at King Elementary prior to the design.

Title I Status and Funding: King Elementary is a Title I School, a federal program that provides financial assistance to states and school districts to meet the needs of educationally at-risk students. The goal of Title I is to provide extra instructional services and activities that support students identified as failing or at-risk of failing the state's performance standards in math, reading, and/or writing. With this funding, classroom sizes are limited to 16-24 students which enables more personalized learning.

Commitment to limitless academic success for each student: The culturally responsive teaching and community atmosphere at King Elementary is summed by its familiar mantra of *Dream, Believe, Achieve: We Can Succeed!* Expressions of this commitment in practice include:

- College culture/readiness and Professional Learning Communities
- Positive behavior support
- No excuse university
- Childhood trauma training
- Family-Community Resource Center (FCRC)
- Preschool and Jumpstart Kindergarten
- Summer STEM and after school programs
- Muffins with Moms, Donuts with Dads & Coffee with Principal
- Active and engaged parent-teacher organization

Existing Site Amenities

- Community park with large shade trees
- Relatively open and flat site
- Views to natural elements - existing plantings and Mount Saint Helens
- Connectivity to adjacent neighborhoods and transit

SCHOOL & COMMUNITY ENGAGEMENT

Value of Process and Project to Community

The following notes were recorded during the design symposia where the Core Team, community members, and students shared thoughts and ideas regarding what they wanted for the new King Elementary.

Why King?

- To empower the whole system and our staff
- To have pride for our students and our families
- To develop stronger relationships by overcoming obstacles
- To provide more community amenities, like recreation and play
- For the facility to be a platform for success rather than a barrier to our work
- For the facility to take advantage of site views, such as Mount Saint Helens
- To capitalize and grow existing community partnerships within the community, like Trader Joe's food support, as well as medical and dental services
- To maximize early intervention support by targeting learners between birth and age 5 by identifying problems early and bringing in support services
- To provide effective de-escalation and sensory space that reduces stress without feeling isolating
- To support collaborative teaching and spontaneous learning opportunities
- To provide more self-directed and student-driven opportunities, where kids can have the freedom to learn about the things they are interested in
- To have space for families to volunteer and get involved
- To have accessible technology for students and families

“Empower students with opportunities they may not have access to: give students tools for their future.”

“We need flexible learning environments that feel less institutional and more like Home.”

“Aside from being on time and budget, it is important for the entire staff and student body to be comfortable within the new building. The building needs to be welcoming and needs to embrace the community; sufficient space for activities — extracurricular, private spaces, volunteer spaces, possible expansion of early learning.”

“All-In, these kids can do anything when given the opportunity.”

“MLK Elementary School is more than a school that teaches — it inspires. We hope the school honors the cultural diversity and interactions; a place where all the kids can be themselves.”

EDUCATIONAL ENVIRONMENT

Educational Vision and Goals

At King we are committed to creating a school that knows no limits to the academic success of each student. We believe and stand behind our mission:

Dream, Believe, Achieve: We Can Succeed!

Drawing from King Elementary's mission, as well as the input received from Core Team meetings, the design vision can be summarized within these three overarching themes:

- *A Community Hub That Feels Like Home*
- *A Place to Celebrate Diversity*
- *A Place to Inspire Student Aspirations*

“ *The ‘why’ behind the school design process is that it’s a higher purpose to give kids a space that they can thrive without barriers and create an opportunity for inspiration and allow them to grow into great humans. It’s all for the kids.”*

- Whitney Henion, Capital Project Lead | ALEP



EDUCATIONAL ENVIRONMENT

A Community Hub That Feels Like Home

King Elementary maintains a strong connection to its community by fostering genuine relationships with students and their families. The goal is to cultivate comfort, build trust, and give students a place where they can bring their whole selves. To prioritize equity, a range of programs and services, coordinated through the Family-Community Resource Center (FCRC), plays a key role in eliminating barriers to food, clean clothing, and daily essentials that would otherwise present as financial or social barriers. The idea being that students are prepared for learning when they enter the classroom.

*Spaces to support this vision include:

- *A place for casual interactions and informal gathering; evening classes and workshops*
- *A commercial kitchen that can support large community events*
- *Access to inclusive, outdoor spaces that encourage discovery and exploration*
- *A prominent, accessible, state-of-the-art Media Center and Commons that serve as the heart of the school*
- *A playful, flexible, interconnected learning environment that empowers students to learn in their own way and take ownership of their space*

*Reference floor plans can be found on page 14.



Social Courtyard connected to Commons, Media Center, and Fitness



Main Entry into secure vestibule and Family-Community Resource Center (FCRC)

EDUCATIONAL ENVIRONMENT

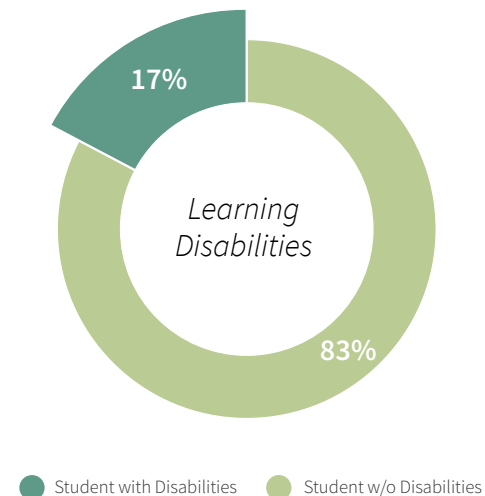
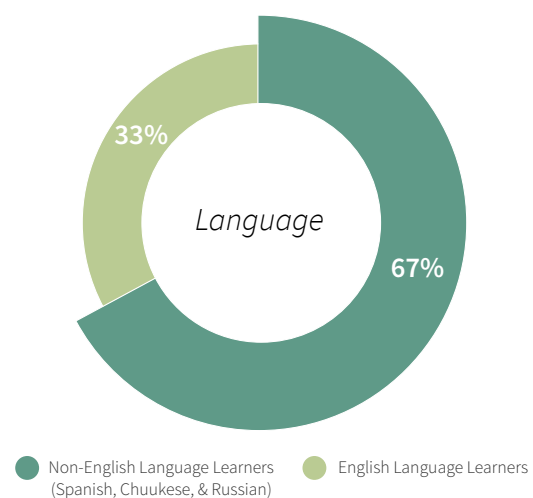
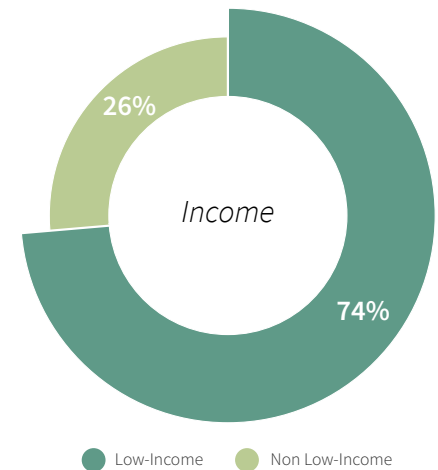
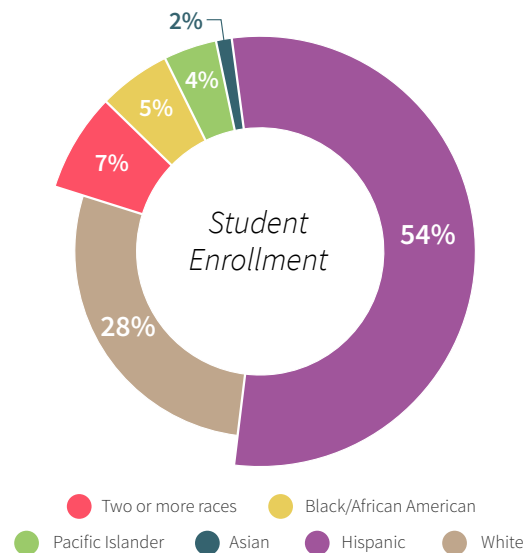
A Place to Celebrate Diversity

Recognizing the diverse student and family population at King Elementary, teachers and staff are intentional about acknowledging and celebrating the languages and cultures within their community. From curriculum material to food, music, and stories shared at gatherings, this inclusive approach to life becomes a way of opening students up to differing perspectives and strengthens the community. Elements to support this vision include:

- A variety of languages are woven into building signage, including: English, Spanish, Chuukese, and Russian. Following construction, King Elementary officially became the home of one of the District's Spanish Immersion Programs.
- A sensitive approach to preparing and serving food, students are exposed to culturally diverse cuisine. Many family and community events are centered around sharing meals.
- The program supports the philosophy that everyone has a right to an education. Different learning styles are nurtured to foster lifelong learning.



Students playing drums in the music room



EDUCATIONAL ENVIRONMENT

A Place to Inspire Student Aspirations

King Elementary is a member of the *No Excuses University Network of Schools* and supports its belief that all children can attend college through its inclusive, uplifting educational environment and culture of empowerment. The staff support a *We Can Succeed* mentality that builds the idea that students can overcome adversity and be successful. Ideas that support this vision include:

- Resources and programs such as AVID¹, PBIS², Response to Intervention³, and Professional Learning Communities⁴, as well as collaboration with community partners, help to empower students to achieve academic excellence.
- Teachers and staff receive skills training to promote strategies for closing the achievement gap.
- Through the FCRC, students and families are exposed to schools of learning that offer practical experiences and prepare kids for college and careers. With the assistance from these partnerships, unmet needs are provided so when students enter the classroom they are ready to learn.
- Motivational imagery and quotations from Martin Luther King Jr. and others are displayed throughout the school, paying homage to the school's namesake and promoting accountability and leadership.

“Staff within the District talk about how King Elementary feels very mature without it being kid-centric in a way that diminishes itself. The aesthetic gives the kids that expectation that they can have nice things and they don’t always have to be in primary colors.”

- Whitney Henion, Capital Projects Lead | ALEP

1 <https://vansd.org/avid/>
2 <https://vansd.org/creating-safe-and-supportive-learning-environments/>
3 <https://vansd.org/student-welfare-attendance/substance-use-prevention/>
4 <https://vansd.org/plc/>



Commons accent wall: “The time is always right to do what is right.” - Martin Luther King Jr.

EDUCATIONAL ENVIRONMENT

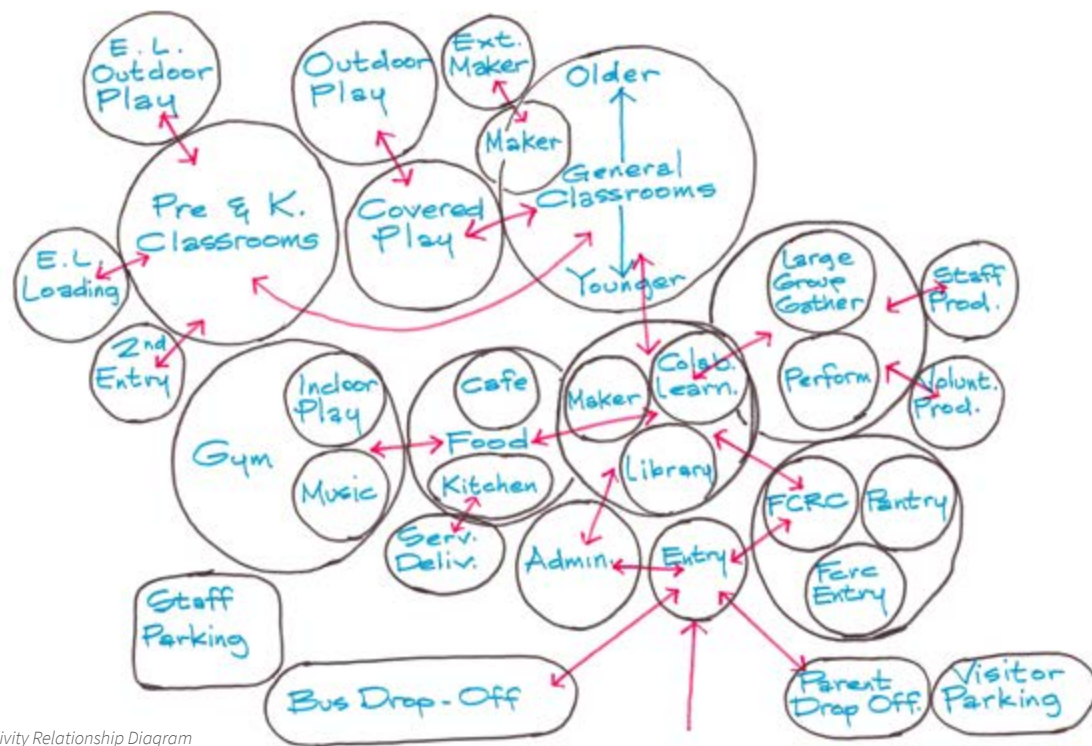
How the Environment Supports the Curriculum

The original King Elementary building maintained a strong inward focus, placing classrooms in clusters that were largely isolated from one another and lacked any meaningful connection to the outdoors. Hearing the desire for an open, collaborative, and flexible environment, the design team responded with a welcoming and vibrant space that learners and families can easily navigate.

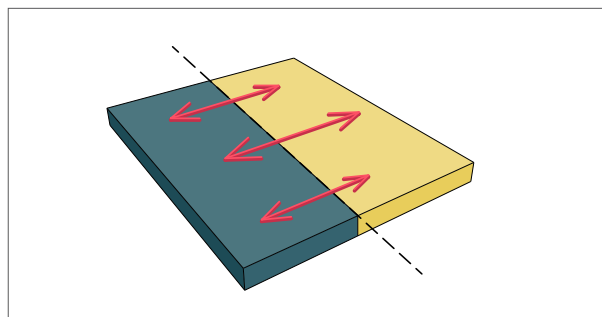
The new building is configured into an L shape, wrapping around existing site trees, and fronting the neighborhood. Generous single-loaded corridors provide more flexible circulation and double as CO-OP space that acts as the “living room” for the school. The CO-OP is a gathering point and supports collaboration in big or small groups, with moveable furniture, built-in bench seating, and delineated focus space. It also provides flexible space that classrooms can expand into when needed. The space is punctuated by movable furniture and expansive windows that offer views to the courtyard and daylight the entire space.

Bright colors, shapes, and textures have been used to create a light, vibrant atmosphere that positively impacts emotional support. The relationship between environments is flexible and connected, inviting students to safely learn, play, and move about the space in a way that best suits their individual needs.

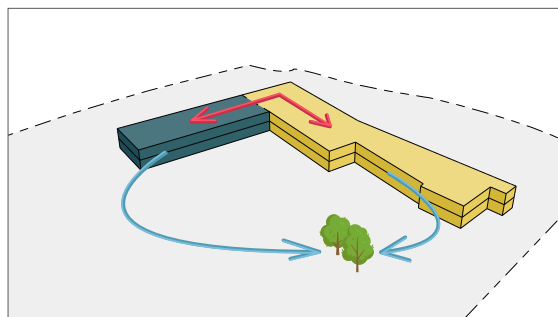
Additional descriptions and illustrations that support a variety of learning and teaching styles, as well as adaptable and flexible spaces, are represented in the Physical Environment section.



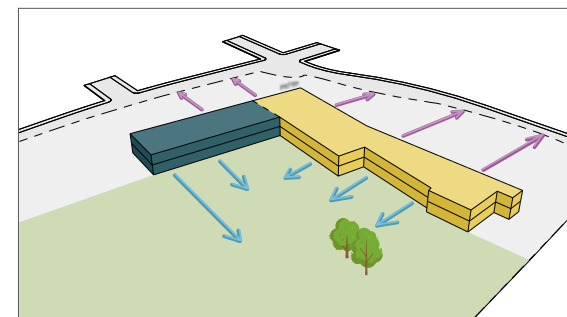
Activity Relationship Diagram



Public and private zones are separated and shared activities are connected.



The building form wraps around the park and preserves existing trees. Inside the main entry, building circulation opens and is easily navigated.



The building fronts the neighborhood and opens towards the park and landscape features.

PHYSICAL ENVIRONMENT



Physical Attributes of the Environment

As a pillar of the community, the school is contextually appropriate and welcoming; it engages with the natural world and prioritizes inclusivity.

The physical environment can be described within the following themes:

- Building Organization
- Connection to Nature and Outdoor Learning
- Resilient and Healthy Lifestyles
- Accessibility and Safety

“The new building speaks to the original goal - to make King stand out as a place of pride for students, parents, staff and the community... a building that students walk into and think anything is possible. Our King kids now learn in classrooms full of natural light, sit on benches with the view of the PNW beauty, walk the nature trail pointing out different plants, cozy up in quiet areas, and walk with an elevated walk (a sense of pride) while strolling down the hallways.”

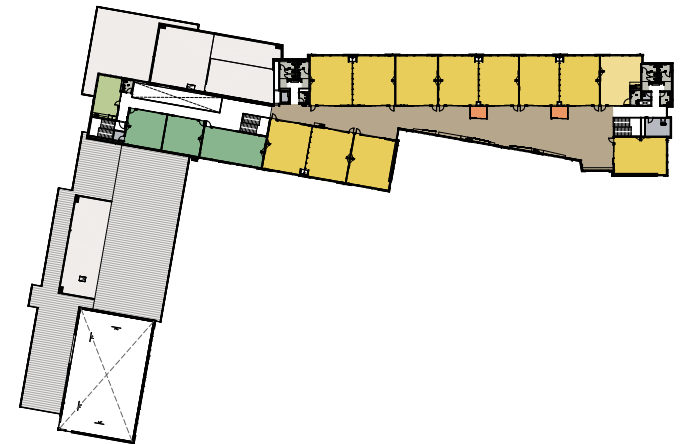
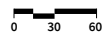
- Kendra Yamamoto, Teach on Special Assignment (TOSA)
Regional Teacher of the Year 2016-2017

PHYSICAL ENVIRONMENT

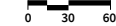
Building Organization



First Floor Plan



Second Floor Plan



LEGEND

Administration	Classroom	Kitchen
Learning Support	Colab / Focus	Commons
Media & Maker Space	Art, Music, & Dance	Circulation
CO-OP Studio	FCRC	Utility
Kinder & SpEd Classroom	Fitness	Restroom

PHYSICAL ENVIRONMENT

Connection to Nature and Outdoor Learning

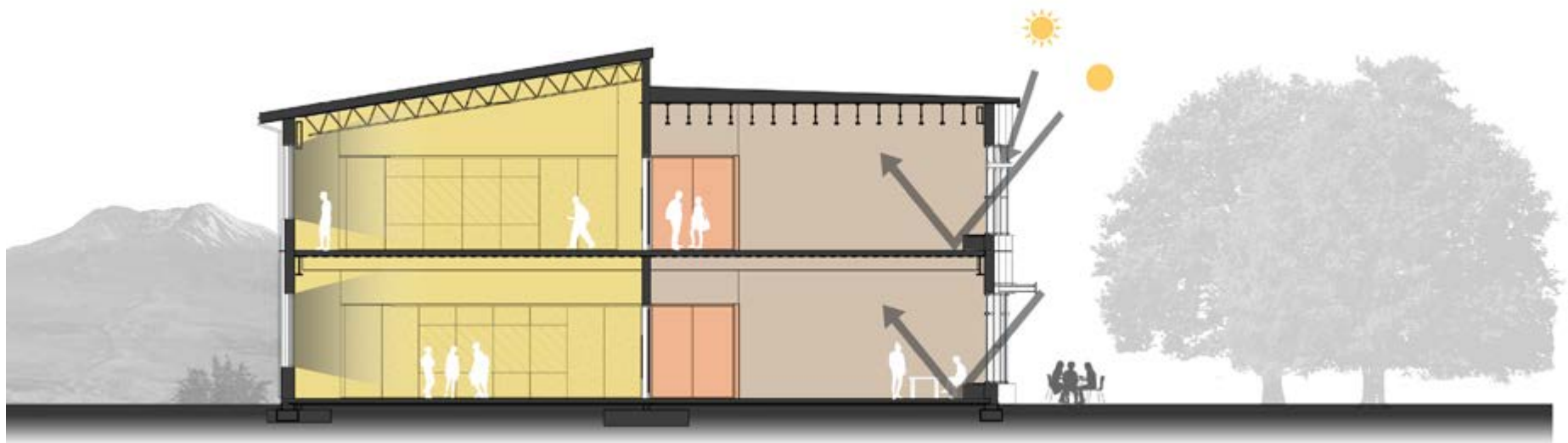
A primary design consideration was transparency between spaces, allowing teachers to monitor students in multiple areas at once and creating layers of activity both inside and outside the building. The following themes were applied throughout the building:

- *Controlled Daylight*
- *Prominent Views to Natural Elements*
- *Hierarchy and Flexibility of Learning Spaces*
- *Diverse Landscape Zones Tied to Curriculum*

Controlled Daylight: Ample natural light is provided in all learning spaces and is tuned through the use of exterior sunshades and specialized glazing. The majority of classrooms receive light from two sides; tall, north facing apertures provide gentle, northern light deep into the spaces and large, controlled openings to the south light-up the larger studio volume and bounce light into classrooms. Permanent shading is provided on all south facing glass, preventing unwanted glare and filtering the daylight deep into the space. Glazing types are refined to appropriately temper each exposure of the facade.



Large, south facing windows bring daylight into CO-OP Studios.



Classrooms receives ambient light through north facing view windows. Daylight from the south is refracted into Classrooms and CO-OP Studios.

0 4 8 16

PHYSICAL ENVIRONMENT

Prominent Views to Natural Elements: Recognizing that many students may not have access to nature in their home environments, it was vitally important to provide them green space and connection to seasonal and temporal changes. Across both levels of the school, there are expansive views to the exterior courtyards and playgrounds, connecting the interior and exterior spaces. Shifting from the inward facing model of the old building, it was important to users that the new building felt open, transparent, and connected with the surrounding park and neighborhood. All classrooms have view windows that frame neighboring trees, mountains, and native landscapes. Each space features a window that has a floor level sill, so that students of all sizes have the opportunity to look outward. Operable windows, for fresh air and natural ventilation, are included in all classrooms.



The Commons opens towards the courtyard and outdoor learning areas.



Learning trees, stone seating for group work, and layers of textures and smells shape the outdoor learning environment.

PHYSICAL ENVIRONMENT



Striped circuit track outside Fitness wing and Social Courtyard with adjacent Kinder Play

Diverse Landscape Zones Tied to Curriculum: Learning can happen anywhere in the school and extends to the outdoors. A generous learning courtyard connects to the primary CO-OP Studio and allows student work to spill out into the landscape. Adjacent discovery gardens, rock groupings, and tree canopies create diverse environments for students to work collaboratively and make connections between their curriculum and the natural environment. Site elements are tied to STEM curriculum and give students the ability to do hands-on learning. The landscaping was intentionally selected to create a sensory garden and allow for students to physically touch (or smell) different textures and materials around the site. Spaces include:

- A butterfly garden connects students with native habitat and stages of development.
- Bioswales are used to discuss storm water filtration and connect to the health of local streams and salmon. Older grades discuss soil profiles, composting, and gray water harvesting for irrigation.
- ADA planter beds tie botany curriculum to seasonal plantings and provide the opportunity for students to grow fruits and vegetables that broaden their understanding of food sources.
- A paved track with striping creates a safe environment for students to learn to ride a bicycle and practice basic traffic safety skills. The track is specifically designed to be 1/5 of a mile loop, supporting the curriculum's fitness goals and getting kids interested in moving and making healthy choices.



Layers of landscape textures and butterfly garden

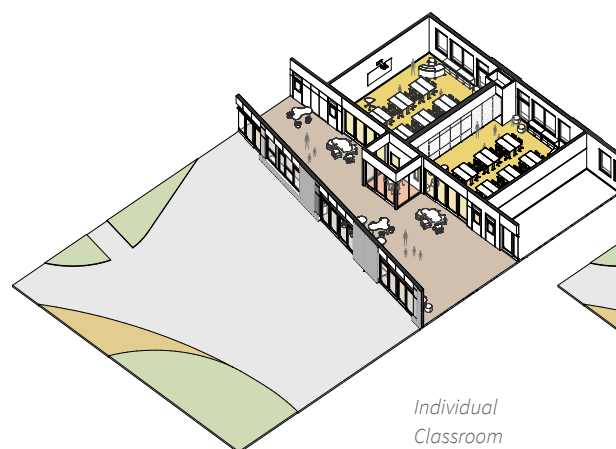
PHYSICAL ENVIRONMENT

Hierarchy and Flexibility of Learning Spaces*: The programmatic layout of the school is structured to create many opportunities for interaction between students and staff, with flexible spaces that accommodate various group sizes as well as gradations of acoustic and visual privacy. Classrooms have operable walls that can be opened for team teaching and collaboration, as well as sliding glass doors that open to collaboration space in CO-OP Studios. Acoustically separate focus space is provided in each CO-OP, where small group work can happen more independently but still be monitored by staff. Additional break-out nooks and alcoves on the edges of the space allow for students to choose if they want to be in the center of action or observe from the periphery. CO-OPs can be opened to the outdoor learning courtyard, discovery gardens, and large canopy trees, which provide additional zones of learning.

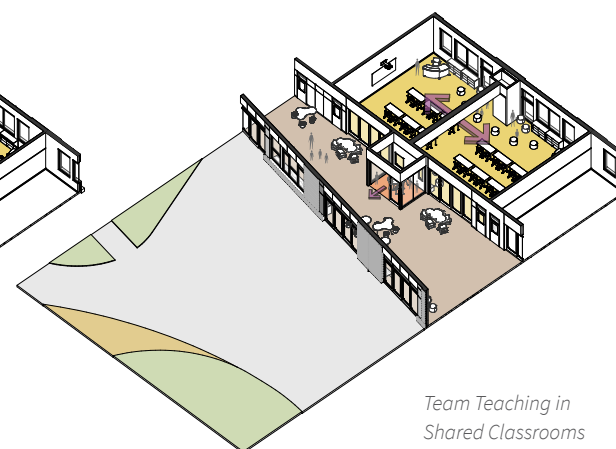
Unique within the school district, King Elementary houses a pre-K and kindergarten program. Classrooms to support these students are located within the main classroom wing and adjacent to supporting functions like the media center, music and art rooms, and Commons. Pre-K students have their own outdoor play area, located directly outside their classrooms and next to the larger playground. This relationship allows younger students to interact and observe older students, and also give them a choice for when they want to be adventurous or cautious. Additionally, these specialized classrooms include their own single-user restroom.

On both floors, the Special Education (SpEd) Classrooms are located on the northeast edge of the CO-OP. Stakeholders identified the importance of meeting student needs without isolating them. The placement of this classroom and associated support space allows students with special needs to be in the mix, and included with the general population, while also having the ability to create more acoustic or visual privacy as needed.

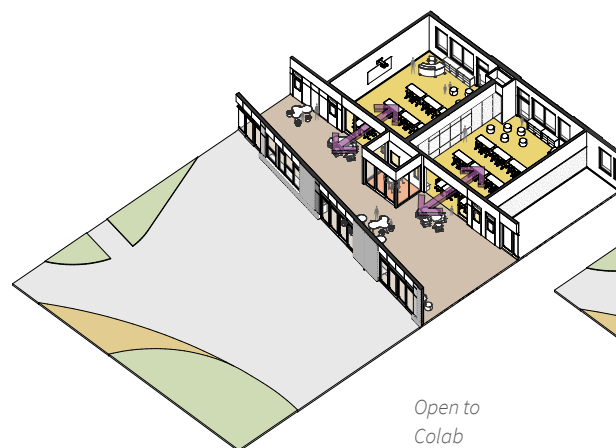
*Reference floor plans can be found on page 14.



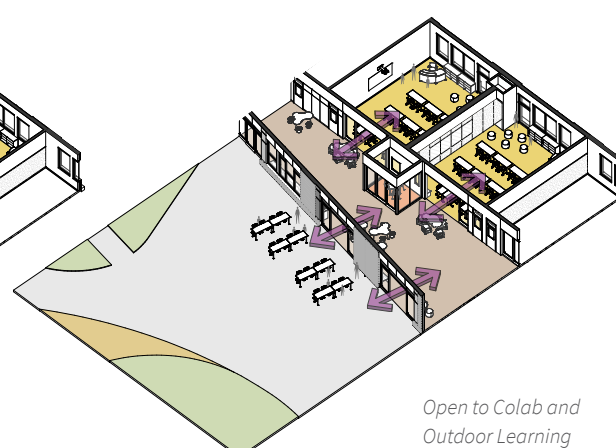
Individual Classroom



Team Teaching in Shared Classrooms



Open to Colab



Open to Colab and Outdoor Learning

PHYSICAL ENVIRONMENT



Sliding glass doors connect classrooms and CO-OP Studios.



Generous windows in CO-OP Studios open towards diverse landscape zones.



Group work space has acoustic and visual controls, supporting a variety of activities.

PHYSICAL ENVIRONMENT

Resilient and Healthy Lifestyles

To promote a sustainable lifestyle, special attention was paid to elements that support the physical, mental, and emotional well-being of building users.

Indoor air quality, movement, and nutrition were elements that stakeholders identified as top priorities within the new building. A high-efficiency mechanical system, low VOC finishes, and operable windows in every classroom were strategies used to meet indoor air quality goals.

Plentiful bike parking at the building entry, a 1/5 mile loop trail, as well as a combination of modern playground equipment and nature play zones supports student movement throughout the school day and after hours. Raised planter beds for growing fruits and vegetables connect curriculum with the food service provided in the kitchen.

Program spaces that support students and their families are positioned towards the front of the school, normalizing the idea that it is okay to ask for help and that the school is a resource to serve the community. The FCRC, conference rooms, and counseling rooms are accessible and prominently located at the front of the school. Within these zones, more private areas are set aside to ensure that mental and emotional support can be provided with dignity and respect. Outside the building, a short looping path serves as a de-escalation circuit, where students can practice self-soothing and come down from strong emotions in a safe and protected area.



Front entrance with adjacent FCRC



1/5 mile trail and raised planter beds



Kinder-play



Art room with doors opening to the courtyard

PHYSICAL ENVIRONMENT

Accessibility and Safety

The site and building circulation are organized to promote safety and accessibility for all. Parking circulation, for both parent and bus drop-off, is separated from pedestrian crossings, so students can easily navigate to the building entries. A single point of entry through a secure vestibule is used during school hours to monitor and control site visitors. Outside the administration wing, staff can easily survey the entire school, looking in either direction down the main corridors, towards the classroom wing to the east, or to Commons, Arts, and Fitness wing to the south. This simple organization creates clear and intuitive wayfinding throughout the school and separates public and private zones. Portions of the building can be separately locked for after hours events, enabling the community to use the space while securing the rest of the school.

In the playground, field, and hardscape courts, site lines were considered for safety. At recess, two playground monitors can be strategically positioned to observe the entire area. During construction, overgrown shrubs were cleaned up on the south fence line towards East Mill Plain Blvd, which opened site lines towards the street.

Inclusivity played a significant role in the building design. Recognizing the diverse backgrounds of students and families, the vision was to provide experiences for students that aren't typically available to them outside of school and normalize access for all. Internal features include single-user restrooms and ADA access throughout the building. Outside the building, the playground is fully accessible including the play structure and swings. In the nature play area, an ADA sand table and garden planters invite people of all abilities to participate.



The Media Center is at the heart of the school and crossroads of the building wings.



Fitness room opens to Commons and Courtyard



Hardscape courts and playground with ADA play structure. East Mill Plain Blvd in the background.

PHYSICAL ENVIRONMENT



A meandering stone pathway, lined with quaking aspen and twinkle lights creates a magical, sensory experience.

How the Facility Fits Within the Larger Context of the Community

The school community requested a welcoming space that is contextually appropriate and invites students and their families inside. To address this desire, the main entrance on the north side of the building is marked by a meandering, sensory stone path that weaves between quaking aspen and is canopied by catenary twinkle lights. Initially a controversial addition to the design, the community has voiced a love for the overhead lighting and celebratory atmosphere it creates. The pathway serves as a more contemplative approach to the school, with several benches and moments of pause sprinkled along it. Within the vestibule, the entry to the FCRC looks straight onto this path, as if creating a welcome sign. This alignment speaks to the core of King Elementary's equity goals, which focus on eliminating barriers and destigmatizing the use of essential services.

Building massing and materiality were designed to blend into the fabric of the surrounding neighborhood. The simple materiality and repetitive, colorful banding dance along the building facade, symbolizing the festive character of the school. Above the main entry, tunable globe lighting is visible to the community and used as a beacon to communicate celebration and support for community affiliations, such as holidays and local sports teams.



Orb lights change colors, signaling celebrations and the support of community groups and teams.

RESULTS OF THE PROCESS & PROJECT

“ For me, the biggest struggle is to see a teacher hindered by the architecture of their classroom. Sometimes they don't even realize it. But to take that hindrance away and let them thrive — that's the best thing we can do. And that's what we've done at King.”

- Whitney Henion
Capital Projects Lead | ALEP

“ I am proud to have been a part of a committee where we stuck with our goal—to make King a place where kids and families want to be...talking with one community member, I was thrilled to hear that everything she appreciated from the outside of the building held true for the inside as well.”

- Kendra Yamamoto
Teacher on Special Assignment
Regional Teacher of the Year, 2016-2017

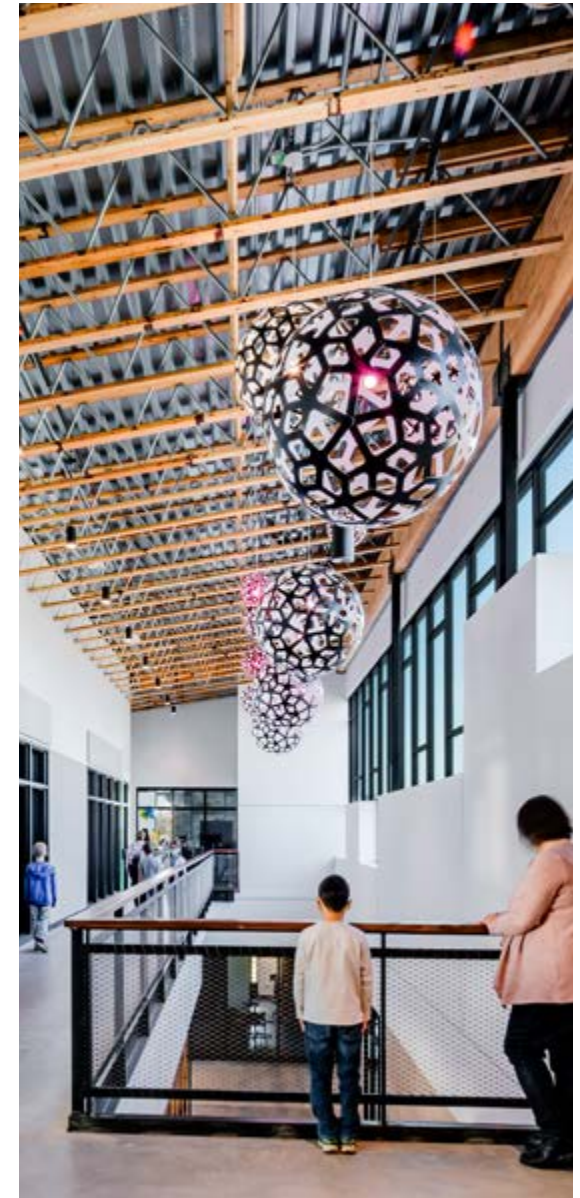
“ This school is truly a source of pride for the entire neighborhood and others in the Vancouver community. Thank you to all the bond supporters in Vancouver, WA.”

- Karla Schlosser
District Employee & Community Member

Achievement of Goals

With the new facility, King Elementary is on track to meet their initial 5-year goals:

- Be a demonstration school for AVID
- Express our culture / diversity at King and celebrate it
- Have strong community ties and be a center of our neighborhood
- Create the culture where kids WANT to go to King – the don't even think about wanting a boundary exception
- Showcase our kids talents



Color changing orb lights hang in the double-height gallery, above the media center.

RESULTS OF THE PROCESS & PROJECT



Students and staff gather around the learning trees on the last day of school, 2021.

EDUCATIONAL SPECIFICATIONS



The Vancouver Public Schools Board of Directors adopted Design II, Chapter 2, the second phase of the District's Strategic Plan, on June 10, 2014. The plan reflects the community's vision for Vancouver Public Schools and is intended to guide the District through the year 2020. Described on the right are their six main goals.

Instructional Quality: Creating the context and conditions to personalize learning

Flexible Learning Environments: Integrating digital technology tools and modernizing facilities to ensure all students are prepared to thrive in the globally interdependent economy and community

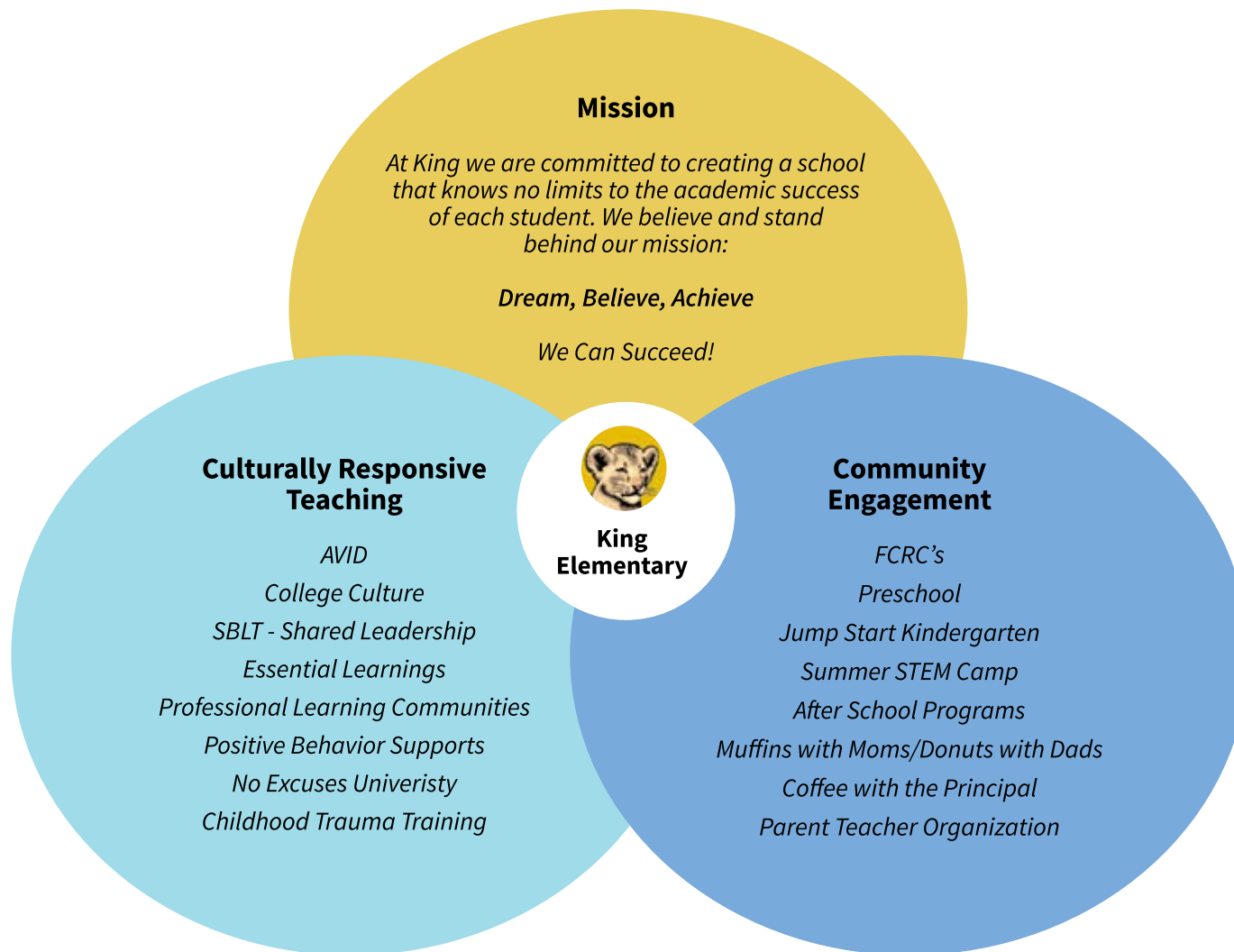
Programs of Choice: Helping students discover and develop their abilities, talents, and interests

Early Learning: Collaborating with parents and partners to promote readiness to learn

Family Engagement/Family-Community Resource Centers: Building a culture that welcomes and supports parents' participation in their children's education, and forging community partnerships focused on student success

Safe and Supportive Schools: Creating more inviting, culturally respectful, and emotionally safe places for students to learn

EDUCATIONAL BRIEF AND/OR VISIONING DOCUMENTS





MARTIN LUTHER KING JR. ELEMENTARY SCHOOL

Vancouver Public Schools | Vancouver, WA