

Dallas Independent School District

L.G. Pinkston High School



226,000 SF | \$75.7 M | 2815 Bickers Street, Dallas, Texas 75212 | New Construction | February 2022



Executive Summary

The new state-of-the-art L.G. Pinkston High School serves the richly diverse community of West Dallas. Key challenges in this project include; building equity in an under served community, health and family services, social and environmental justice, cutting edge educational technology, climate technology, and cultural identity. The building took shape in a series of focus group discussions among community residents and expert consultants. For many teachers, students, parents and others, this was a first encounter with design as collective process. The architects was there to listen to every idea, to orchestrate many voices into a harmonic whole and to honor the proud legacy of the Pinkston Alumni.

Despite its limited budget, the school is an efficient 226,000 SF facility, and arguably a large-scale work of art that recognizes the community's unique culture. With demographics of roughly 73% Hispanic and 25% African American, the architects recognized an opportunity for the design to reflect the rich culture of the West Side. Renowned climatologist, Nicole Hernandez-Hammer was invited to participate in a Student Congress, addressing the need for "Green" building systems and technology to give our students a future. The words selected by the students at the congress are interpreted into the design of the school. The inspiration for the design itself came from the late Cuban-American abstract minimalist painter, Carmen Herrera. Her use of sharply delineated blocks of color often energized by strong diagonal lines, were utilized in an assemblage of architectural forms referencing the strong use of color prominent in Latino and African American art, as well as creating "lines of sight."

The 3-story school houses an early college wing, a performing arts auditorium, two gymnasiums that also serve as community storm shelters, indoor and outdoor dining, and full athletic fields, all of which surround a large central courtyard where performances and outdoor classes can take place. The use of white and gold glazed brick, along with black screening devices, represents the proud colors of the L.G. Pinkston Vikings.

The Youth and Family Center is a joint collaboration with Parkland Hospital and provides health and social benefits to the community. The center's distinction as a community cultural resource is further accentuated by its placement amidst city parks, single and multi-family residential and senior living, establishing this structure as the area's preeminent educational landmark without equal. In the end, L.G. Pinkston High School counters official government statistics of economic disadvantage by boldly asserting a realistic optimism. This reframed perception elevates the community to a greater appreciation of its traditions and time-honored standards. As the agent for re-evaluation, the school brings new impetus to re-envisioned dreams and youthful possibilities.



Community Outreach and Engagement

Pinkston High School was the replacement for a 1950's school in West Dallas, which had long suffered from inattention for an under-served student population. The district, under pressure by the community, was determined to make a meaningful statement about its commitment to equity and opportunity. This initial focus was translated into a design reflecting high cultural and environmental justice values.

To serve the needs of the long neglected West Dallas community within this large urban school district, the seventy-year-old high school needed to be replaced on a new site. The community, largely minority, and under-served, has a very active alumni organization who determined that they should have an equitable facility second to none.

A series of community engagement meetings and social media campaign revealed that pride and the legacy of the School's founder Dr. Lee Gresham Pinkston, its many graduates, and former principals was very important. Homage to the historic feeder schools for Pinkston was incorporated by etching large scale names of the schools into the plaza paving. The school design was grounded in the cultural attributes of the communities served by

the school and extrapolated the artistic forms of the work of Carmen Herrera, one of the first woman and Latina artists prominent in the early modernist art movement. Her geometric forms reflected the patterns of vernacular African American and Hispanic American fabric design. This artistic inspiration was carried forward as a theme in the dramatic main entry tower, the geometric sunscreens around the building and into the interior design patterns.

Keeping in mind the near urban context, a concept of a U-shaped campus plan was developed to provide a secure place for students to eat, study and learn outdoors. The geometric paving and landscape of the new Legacy Plaza was anchored by a sundial gnomon that also signified the horns of the school mascot, the Viking.

In addition, a Student Design Congress was formed to engage students in a charrette for interior design elements reflecting their hopes and desires for the new school. This resulted in their words expressed as large-scale inspirational word art throughout the lobby and cafeteria, and etched as "Rays of Hope", that came down the façade in glazed yellow brick onto key words of hope etched in the paving at the front of the school.



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One Pinkston High School

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L.G. Pinkston H.S. Community Meeting 10.23.2018

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Design Challenges

Designing Pinkston High School in South Dallas presents several challenges that need to be addressed to create an effective and successful educational facility. These challenges include:

Contaminated Soil: Dealing with contaminated soil requires careful planning and remediation strategies to ensure the safety and health of students, staff, and the surrounding community. Proper assessment, cleanup, and mitigation measures need to be implemented during the design and construction phases.

Budget Constraints: Designing within budget limitations necessitates careful resource allocation and cost-effective design choices. Prioritizing essential features and seeking innovative solutions can help maximize the available funds while still meeting the educational needs of the students.

Market Conditions: Understanding the local market conditions was crucial to align the design with the needs and aspirations of the community. Conducting market research and engaging with stakeholders can help identify the requirements and preferences of students, parents, and educators.

Reinforcing Identity in Design: Creating a design that reflects and reinforces the school's identity and values is essential to foster a sense of pride and ownership among students and staff. Incorporating elements that reflect the community's culture, history, and aspirations can help establish a strong identity for Pinkston High School.

Rectifying a Sense of Neglect from the Community: Addressing the community's perception of neglect requires proactive engagement and transparent communication. Involving the community in the design process and demonstrating a commitment to their concerns and aspirations can help rebuild trust and strengthen the relationship between the school and its surroundings.

Equity: Ensuring equity in design means creating an inclusive environment that supports the diverse needs of all students, including those with disabilities or special requirements. Incorporating universal design principles, accessibility features, and inclusive spaces can promote equity and foster an environment of equal opportunity.

Small Urban Site: Designing on a small urban site necessitates efficient space planning and utilization. Maximizing available space, incorporating vertical design elements, and creating flexible multi-purpose areas can help optimize the limited footprint and still accommodate the required facilities.

Competition of Charter Schools and Declining Enrollment: Adapting to the competitive educational landscape and addressing declining enrollment requires innovative approaches and programs that differentiate Pinkston High School. Developing specialized academic programs, extracurricular activities, and community partnerships can help attract and retain students, making Pinkston High School the preferred choice among the available options.

By addressing these challenges in the design process, Pinkston High School can create a modern, inclusive, and vibrant learning environment that meets the needs of the students, promotes community engagement, and ensures a sustainable future for the school.

Available Assets

Designing Pinkston High School in Dallas brought together numerous assets that contributed to its success and positive impact on the school community. Through the collective participation of the student body, alumni, community, district leaders, and the spirit of teamwork, Pinkston High School was able to create a design that reflects the unique needs, aspirations, and values of its stakeholders. This collaborative approach ensures a school environment that fosters engagement, pride, and a strong sense of community ownership.

Buy-In of Program for the New School: Achieving buy-in from the community and district for the program of the new school was a key success. By engaging stakeholders and obtaining their support for the educational programs and initiatives that would be offered at Pinkston High School, the design could be tailored to meet the specific needs and goals of the students, faculty, and community members. This buy-in ensured that the new school would effectively serve its purpose and provide a quality education to the students.

The placement of the new high school on the site is the result of climatic conditions (breezes, solar orientation) and programmatic considerations such as circulation, sports field area requirements and fire code.

A parent/student drop off lane is provided to the main entry to the proposed high school while buses and faculty access the school through the rear courtyard. This separation of uses allows for efficient travel by both types of uses and reduce vehicular congestion. The northeast parking was added to be used as overflow for events and student parking.

Pedestrians can access the high school via the main entrance along the south side of the building or at the secondary entrance (courtyard) at the Bus Drop off area. Street sidewalks (six feet wide) was installed along the perimeter of the site running parallel to the roadways. The design considered the existing public transportation stops along Bickers Street and along Holystone Street.

Value of process and project to the community at large

The design process and project of Pinkston High School in Dallas brought significant value to the community at large through various means, including:

Consistent Cadence of Community and District Meetings: The regular and ongoing community and district meetings ensured that the voices and perspectives of stakeholders were heard and incorporated into the design. This allowed for a deep understanding of the community's needs and aspirations, fostering a sense of ownership and pride in the final outcome. By involving the community throughout the process, the design of Pinkston High School reflects the character and values that are important to the local community.

Alumni Assistance with Depth and Clear Vision: The involvement of alumni in the design process brought a wealth of knowledge, experience, and a clear vision for the future of Pinkston High School. Alumni were able to provide insights into the school's history, traditions, and values, helping to shape the design in a way that honored the past while embracing the future. Their assistance added depth and authenticity to the project, ensuring that the final design reflected the school's rich heritage and set a clear path for its continued success.

Overall, the value of the design process and project of Pinkston High School to the community at large can be seen in the deep-rooted character displayed in the design, the successful buy-in of the program for the new school, and the invaluable contribution of alumni with their depth of knowledge and clear vision. This collaborative and inclusive approach not only creates a physical space but also fosters a strong sense of community, pride, and engagement among stakeholders, ensuring that Pinkston High School becomes a cornerstone of the community for generations to come.



Lobby Entrance and Main Circulation Stair



Library overlooking courtyard

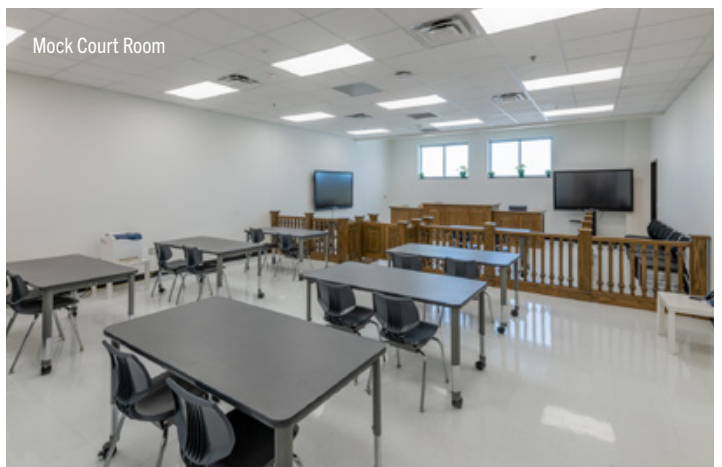


Library overlooking courtyard



Library overlooking courtyard





Educational Environment Design

Vision and Goals of the School

The architectural design of Pinkston High School successfully achieved the educational vision and goals by embodying the principles of equity, pride, and hope while emphasizing the motto "The Pride of the West Side." The design transformed the school into an iconic landmark and pillar of the South Dallas community.

Equity: The architectural design of Pinkston High School was centered around creating an equitable learning environment. The design ensured that all students had access to modern facilities, resources, and technologies, regardless of their backgrounds or abilities. It incorporated inclusive and flexible spaces that catered to diverse learning styles, promoting an environment of equal opportunity for all students.

Landmark of South Dallas Pride: The design of Pinkston High School aimed to create a visually striking and distinct structure that became a symbol of pride for the South Dallas community. The architecture featured unique and memorable elements that set it apart, making it a recognizable landmark. The design reflected the community's cultural heritage and values, fostering a sense of ownership and connection among students, staff, and the wider community.

Pillar of Hope: The architectural design of Pinkston High School was envisioned as a symbol of hope and aspiration for the students and the community. It created an inspiring and uplifting atmosphere that encouraged students to dream big and pursue their goals. The design incorporated open and inviting spaces, natural light, and inspiring artwork to create a positive and motivating learning environment.

Highlighting the motto "The Pride of the West Side": The architectural design of Pinkston High School incorporated elements that highlighted and reinforced the motto "The Pride of the West Side." This could include prominent signage, artwork, or architectural features that showcased the motto throughout the campus. The design aimed to instill a sense of pride, unity, and identity among students, faculty, and the community, reminding them of their collective achievements and potential.

Overall, the architectural design of Pinkston High School successfully achieved its educational vision and goals by becoming an icon for equity, a landmark of South Dallas pride, and a pillar of hope. The design not only provided a conducive learning environment but also inspired students, fostered a strong sense of community, and celebrated the unique identity of the West Side.

Support the Curriculum by Design

The architectural design of Pinkston High School has been carefully planned to support its comprehensive curriculum, which includes a Law Magnet, Ptech Program, NAF Academy, elite Athletics Facilities, and a Fine Arts Theater with a robust black box for programs. Here is a depiction and description of how the designed environment supports each of these programs:

Law Magnet: The architectural design incorporates dedicated spaces for the Law Magnet program, such as mock courtrooms and legal research libraries. These spaces are designed to simulate real-world legal environments and provide students with hands-on experience and practical training. The design also includes collaborative spaces for group discussions and study, enabling students to engage in teamwork and critical thinking.

Ptech Program: The architectural design includes specialized areas for the Ptech Program, such as state-of-the-art laboratories and technology-focused classrooms. These spaces are equipped with advanced equipment and resources, fostering a hands-on and innovative learning experience. The design also incorporates flexible spaces that can be easily adapted to accommodate changing technologies and project-based learning.

NAF Academy: The architectural design provides dedicated spaces for the NAF Academy, tailored to specific career pathways such as business, engineering, or healthcare. These spaces include specialized classrooms, labs, and industry-standard equipment, allowing students to gain practical skills and experience relevant to their chosen career fields. The design promotes collaboration and industry engagement, facilitating partnerships with local businesses and professionals.

Elite Athletics Facilities: The architectural design includes state-of-the-art athletics facilities, such as a well-equipped gymnasium, fitness center, and sports fields. These spaces are designed to meet the needs of various sports and athletic activities, providing a safe and inspiring environment for student athletes. The design incorporates spectator seating, locker rooms, and coaching offices to support the overall athletics program.

Fine Arts Theater and Black Box: The architectural design features a dedicated Fine Arts Theater with advanced audiovisual capabilities and seating arrangements to accommodate performances and events. The theater is designed to enhance acoustics and provide optimal viewing experiences for the audience. Additionally, the design includes a robust black box theater, which is a versatile and flexible space for smaller productions, rehearsals, and experimental performances.

The overall architectural design prioritizes flexibility, functionality, and adaptability to support the diverse curriculum offerings at Pinkston High School. It provides spaces that align with the specific needs of each program, fostering immersive and engaging learning experiences for students. The design also promotes collaboration, creativity, and community involvement, creating an environment that inspires and supports the success of students across various disciplines.



Designed to supports a variety of learning and teaching styles

The architectural design of Pinkston High School has been carefully planned to support a variety of learning and teaching styles, utilizing different types of spaces throughout the campus. Here's how the design incorporates and supports each of these spaces:

Maker Spaces: The architectural design includes dedicated maker spaces equipped with tools, equipment, and materials for hands-on, project-based learning. These spaces encourage students to explore their creativity, problem-solving skills, and innovation. They provide a flexible and interactive environment where students can engage in design, prototyping, and construction activities.

Mobile Spaces: The design incorporates mobile spaces, such as movable furniture and flexible classrooms. These spaces can be easily rearranged to accommodate different learning needs and teaching styles. They allow for collaborative group work, individual study, or whole-class discussions, giving teachers the flexibility to adapt the space according to the lesson requirements.

Smart Boards: The architectural design includes smart boards in classrooms and other instructional areas. These interactive digital boards enhance teaching and learning by enabling multimedia presentations, interactive lessons, and real-time collaboration. Smart boards facilitate dynamic and engaging instruction, catering to different learning styles and promoting student participation.

Wi-Fi Accessibility: The architectural design ensures widespread Wi-Fi accessibility throughout the campus, allowing students and teachers to connect to online resources, collaborate digitally, and access educational materials. Reliable and fast internet connectivity supports digital learning, research, and communication, facilitating a seamless integration of technology into teaching and learning processes.

Flex Classrooms: The design incorporates flexible classrooms that can be easily reconfigured to adapt to different teaching and learning approaches. These spaces provide adjustable furniture, movable walls, or partition systems that enable teachers to create various learning environments, from traditional lecture-style to small group discussions or project-based collaborations.

Collaboration Spaces in Library: The architectural design includes collaboration spaces within the library, providing students with dedicated areas for group work, research projects, or study sessions. These spaces are designed to facilitate collaboration, brainstorming, and information sharing among students. They offer comfortable seating, writable surfaces, and access to technology for seamless collaboration.

Legacy Plaza: The architectural design features Legacy Plaza, designed to provide small group learning opportunities. This outdoor space offers a gathering area with seating arrangements, allowing students to work together in a relaxed and inspiring environment. Legacy Plaza may also serve as a venue for outdoor classes, discussions, or presentations, promoting experiential and outdoor learning.

Outdoor Learning Spaces: The design incorporates outdoor learning spaces, such as gardens, courtyards, or outdoor classrooms. These spaces provide opportunities for hands-on learning, observation, and exploration of the natural environment. Outdoor learning spaces offer a change of scenery and a connection to nature, supporting kinesthetic and experiential learning approaches.

By incorporating these diverse spaces, the architectural design of Pinkston High School caters to a variety of learning and teaching styles. It promotes flexibility, collaboration, creativity, and the integration of technology, fostering an environment that supports the needs and preferences of both students and educators.



Courtyard View



Adaptable and Flexible Learning Environment

The architectural design of Pinkston High School has been elevated to create an adaptable and flexible environment in various types of spaces including;

Maker Spaces: This space is designed to be modular and versatile, allowing for easy reconfiguration of furniture, equipment, and tools based on the specific project or activity. The layout promotes flexibility, enabling students to have ample space to work on their projects and experiment with different materials and tools.

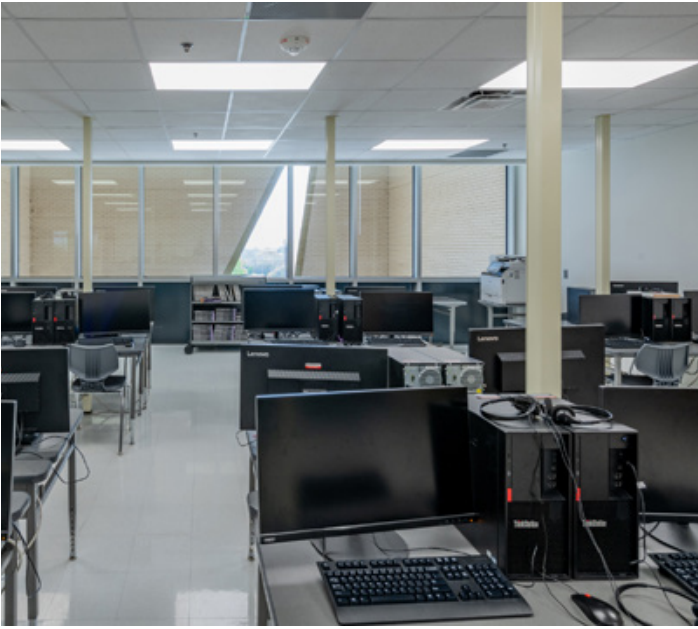
Mobile Spaces and Flex Classrooms: The architectural design incorporates mobile spaces and flex classrooms to ensure adaptability and flexibility. Movable furniture, partition walls, or flexible seating arrangements enable quick and easy changes to the layout, allowing teachers to create different learning environments as needed. This adaptability supports various teaching styles, collaborative activities, and different group sizes.

Collaboration Spaces in Library: Group learning spaces in the library are equipped with movable furniture and writable surfaces to encourage collaborative work. The design allows for easy reconfiguration, accommodating small groups, large teams, and individual study. Students can collaborate, brainstorm ideas, and engage in group discussions as per their requirements.

Legacy Plaza: The architectural design of Legacy Plaza is designed to be adaptable and flexible to support small group learning. The layout offers flexible seating arrangements, such as movable benches or seating pods, allowing students to configure the space based on their needs. The area can be easily transformed into different configurations to facilitate small group discussions, presentations, or outdoor projects.

Outdoor Learning Spaces: The architectural design of outdoor learning spaces is adaptable and flexible to provide an engaging environment. These spaces include flexible seating options, movable whiteboards, or writable surfaces to accommodate different learning activities. The design also considers the natural elements, integrating shade structures, greenery, and landscaping to create a comfortable and inspiring outdoor environment that can be adapted for various educational purposes.

The elevated architectural design of Pinkston High School prioritizes adaptability and flexibility in these spaces. It enables educators and students to modify the layout, furniture, and resources to meet the needs of different projects, activities, and group sizes. This adaptability fosters a dynamic and engaging learning environment that supports collaboration, hands-on experiences, and the exploration of different teaching and learning styles.



Results of the Process and Project

How the project achieves district educational goals and objectives

The new design of Pinkston High School aligns with the vision, mission, and goals of the Dallas Independent School District (DISD) to create a premier urban school district and educate all students for success. The vision is centered on fostering a supportive and inclusive learning environment that empowers students to reach their full potential and become responsible, well-rounded individuals.

Academic Excellence: Pinkston High School is dedicated to providing rigorous and engaging academic programs that challenge and inspire students. The school aims to cultivate critical thinking skills, creativity, and a love for learning. The new design of Pinkston High School prioritizes academic excellence by creating modern and well-equipped classrooms and facilities. It provides resources and technology that enhance teaching and learning, enabling students to excel in their academic pursuits.

College and Career Readiness: The design of Pinkston High School includes dedicated spaces for college and career guidance, counseling, and exploration. These spaces offer resources and support to help students navigate post-secondary education and career pathways effectively. The school design also integrates vocational training facilities and partnerships to ensure students gain practical skills for future careers.

Social and Emotional Development: Pinkston High School recognizes the importance of supporting students' social and emotional well-being. The school fosters a positive and inclusive climate where students feel safe, valued, and respected. Through counseling services, mentorship programs, and social-emotional learning initiatives, the school aims to nurture students' emotional intelligence, resilience, and interpersonal skills.

Community Engagement: Pinkston High School emphasizes the importance of community engagement and civic responsibility. The school encourages

students to actively participate in community service initiatives, leadership opportunities, and collaborative projects that address local needs. By instilling a sense of social responsibility, the school aims to develop compassionate and engaged citizens who contribute positively to society. The design includes multi-purpose areas for community events, a West Dallas Youth and Family Center, and spaces that showcase student work, achievements, and cultural diversity.

Cultural Awareness and Appreciation: Pinkston High School values and celebrates the diversity of its student body and the larger South Dallas community. The school promotes cultural awareness, respect, and appreciation through multicultural programs, events, and curriculum. The goal is to foster an environment that values diversity, promotes inclusivity, and prepares students to thrive in a multicultural society.

Technology Integration: Pinkston High School recognizes the importance of technology in today's world. The school aims to integrate technology into the curriculum and provide students with access to modern tools and resources. By leveraging technology, Pinkston High School prepares students for the digital age, equipping them with the skills necessary for success in the 21st-century workforce.

Overall, the educational vision and goals of DISD and Pinkston High School revolve around empowering students to become lifelong learners, critical thinkers, and responsible members of society. The school strives to create an educational environment that supports academic excellence, college and career readiness, social-emotional development, community engagement, cultural appreciation, and technological proficiency. By pursuing these goals, Pinkston High School aims to prepare students for success in a rapidly evolving world.

How the project achieves community goals

The new design of Pinkston High School takes into consideration the goals and aspirations of the South Dallas community, aiming to serve as a catalyst for positive change and growth within the neighborhood. Here's how the design aligns with the community goals:

Community Integration: The design of Pinkston High School emphasizes community integration by creating spaces that are accessible and open to the public. It may include community meeting rooms, multipurpose spaces, or a community resource center that can be used by both students and community members. These spaces foster collaboration, dialogue, and engagement between the school and the South Dallas community.

Cultural Representation: The new design embraces the cultural heritage of South Dallas, recognizing the importance of representing the community's identity within the school. This can be achieved through architectural elements, artwork, and displays that reflect the local culture, history, and traditions. It helps foster a sense of pride, belonging, and cultural appreciation among students and community members.

Community Services: The design of Pinkston High School incorporates facilities and spaces that can be utilized for community services. This may include healthcare clinics, counseling centers, adult education classrooms, or vocational training facilities that provide valuable services to the South Dallas community beyond traditional education. By offering these resources, the school becomes a hub for holistic community development.

Sustainable Design and Green Spaces: The new design of Pinkston High School may incorporate sustainable features and green spaces that benefit the South Dallas community. This could include energy-efficient systems, renewable energy sources, water conservation measures, and outdoor areas for recreation and relaxation. These elements contribute to environmental sustainability and promote health and well-being among students and community members.

Economic Opportunities: The design considers opportunities for economic development within the South Dallas community. It may include spaces for entrepreneurship, vocational training, and partnerships with local businesses and organizations. By connecting students to real-world experiences and promoting economic empowerment, the school design contributes to the community's economic growth and vitality.

Community Pride and Engagement: The design of Pinkston High School is aimed at creating an environment that instills a sense of pride and engagement within the South Dallas community. This can be achieved through architectural aesthetics that reflect the community's values, public art installations, or dedicated spaces that showcase the achievements and talents of students. These elements inspire community involvement, support, and active participation in the school's activities and events.

By incorporating these community-focused elements, the new design of Pinkston High School seeks to create a collaborative and inclusive environment that addresses the specific goals and aspirations of the South Dallas community. It strives to be an educational institution that not only serves the academic needs of students but also acts as a catalyst for community development, empowerment, and engagement.

Unintended results and achievements

The design of Pinkston High School led to several valuable surprises and positive impacts on student achievement, cost savings, and overall school morale. Here are some examples:

Improved Student Engagement: The design of the school created a welcoming and inspiring environment that positively impacted student engagement. The use of vibrant colors, collaborative spaces, and innovative classrooms fostered a sense of excitement and motivation among students, leading to increased participation and academic performance.

Enhanced Collaboration and Communication: The intentional design of collaborative spaces, such as open common areas and flexible classrooms, promoted teamwork, communication, and peer-to-peer learning. Students were encouraged to collaborate on projects, share ideas, and develop stronger interpersonal skills, leading to a more interactive and supportive learning environment.

Technological Advancements: The design incorporated the latest technological advancements, such as smart boards, interactive displays, and high-speed Wi-Fi accessibility. These tools enhanced digital learning, encouraged creativity, and prepared students for the digital age, equipping them with essential skills for future success.

Improved Indoor Environmental Quality: The design prioritized factors like natural light, proper ventilation, and acoustic control, which significantly improved the indoor environmental quality. This created a comfortable and conducive space for learning, reducing distractions and promoting student well-being.

Cost Savings in Maintenance: The thoughtful design of Pinkston High School considered long-term maintenance costs. The use of durable and sustainable materials, energy-efficient systems, and low-maintenance features resulted in cost savings over time. Reduced maintenance requirements translated into more efficient use of resources and financial savings for the school.

Enhanced School Morale and Pride: The architectural design, incorporating school colors, student artwork, and inspiring elements, instilled a sense of pride and belonging among students, staff, and the entire school community. The physical environment played a crucial role in fostering school spirit, building a positive school culture, and creating a space where students felt valued and supported.

Increased Community Engagement: The design of Pinkston High School created spaces that were not only conducive to learning but also encouraged community involvement. The school became a hub for various community activities, events, and partnerships, strengthening the bond between the school and the surrounding community.

Positive Impact on Academic Achievement: The design's intentional focus on creating an inspiring and inclusive learning environment positively impacted student achievement. The combination of improved student engagement, collaborative spaces, advanced technology, and supportive surroundings created a conducive atmosphere for academic growth and success.



Physical Environment Design

This project includes the design and construction of a new facility for the existing L.G. Pinkston High School population within the Dallas Independent School District. The new facility will be placed on a 20.8 Acres site north of the exiting campus and is surrounded by three streets; Bicker Street, Holystone Street and Greenleaf Street. West of the site and across Holystone Street is the Old Trinity River Channel. The site is surrounded by residential single family and multi-family clusters to the north and west, a senior living community to the southeast and a Park and recreational area to the south.

The site has a relatively flat grade and few mature trees. It is surrounded by residential housing (single and multi-family) to the north and west, a Senior Living / Skilled Nursing community to the southeast, and a park and recreational area to the south. The Old Trinity Channel Greenway also runs along the west of the property. Prevailing breezes are from the south. The design of Pinkston High School incorporates robust physical attributes that ignite student achievement and collaboration, leveraging the following features:

Created Strategic Spaces with Architecture: The architectural design strategically creates spaces that are conducive to student achievement and collaboration. Classrooms, labs, and specialized areas are carefully placed to optimize functionality and accessibility. The design considers the flow of students and staff, promoting efficient movement and minimizing disruptions.

Urban Site Land Lock and Program Accommodation: Despite being situated in an urban, land-locked area, the design of Pinkston High School successfully accommodates the required programs. The architecture utilizes vertical space efficiently, incorporating multi-story buildings or specialized wings to house specific programs. This approach maximizes the available land while still providing the necessary facilities for a comprehensive educational experience.

Natural Light Throughout Assisted in Wellness: The design prioritizes the integration of natural light throughout the campus. Large windows and skylights allow abundant daylight to filter into classrooms, common areas, and shared spaces. The presence of natural light positively impacts the well-being and productivity of students and staff, promoting a healthy learning environment.

Sense of Orientation with Large Windows: The design incorporates large windows strategically placed to provide a sense of orientation within the school. These windows offer visual connections to the surrounding landscape, creating a link between the indoor and outdoor environments. By allowing glimpses of the outside world, the design fosters a sense of connection, inspiration, and a greater appreciation of the learning environment.

Through the inclusion of these physical attributes, the design of Pinkston High School enhances student achievement and collaboration. It creates an efficient and effective school layout, accommodates various programs within a limited space, and prioritizes natural light for student well-being. Additionally, the strategic use of large windows contributes to a sense of orientation and connectivity, promoting a positive and inspiring learning environment.

The South Dallas community faces unique challenges and needs due to its economic and socioeconomic status. Recognizing these needs, the design of the school, in collaboration with the community, answered the call by creating spaces that foster partnerships between Dallas ISD and Parkland Hospital Systems.

The West Dallas Youth & Family Center incorporates dedicated spaces within the school that are fully staffed by professionals from Dallas ISD and Parkland Hospital Systems. These spaces serve as a hub for providing comprehensive services to the community. They are equipped with the necessary facilities, equipment, and personnel to address the diverse needs of the community effectively.

Social Services: The design includes dedicated areas for social services, such as counseling services. These spaces are designed to provide a safe and supportive environment for individuals and families seeking counseling and support. The design ensures privacy and confidentiality, enabling the community to access much-needed mental health services.

Health Services: The West Dallas Youth & Family Center also provides access to crucial healthcare resources, including immunizations, testing, and clinic services. The design ensures that the facilities are equipped with the necessary equipment and staffed by medical professionals to provide quality healthcare services to the community.

Partnership with Parkland Hospital Systems: The West Dallas Youth & Family Center is a partnership with Parkland Hospital Systems. This collaboration ensures that the community receives the expertise and resources from a renowned healthcare institution. The design includes spaces that facilitate seamless communication and coordination between the school and the hospital, allowing for efficient and effective service delivery.

By integrating these services within the school's design, the South Dallas community gains access to vital resources and support. The design ensures that individuals and families have a convenient and trusted location to receive comprehensive services, addressing their physical and mental health needs. This collaborative approach between Dallas ISD and Parkland Hospital Systems demonstrates a commitment to improving the well-being and quality of life for the citizens of South Dallas.

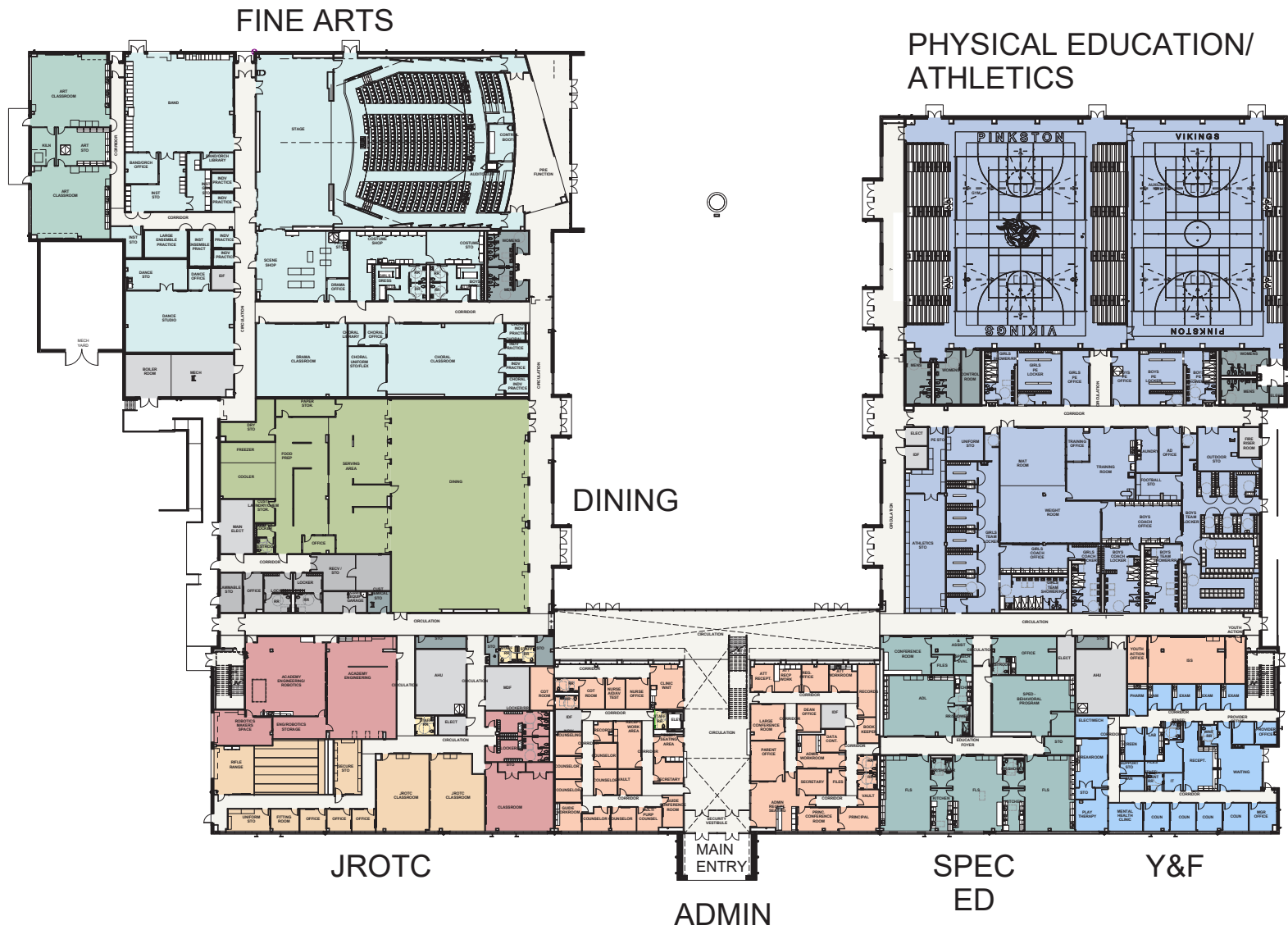


Small Site = Efficient School: Despite having limited space, the design maximizes the efficiency of the school layout. The architectural design optimizes the use of available space, ensuring that every area serves a purpose and supports student achievement. The compact layout fosters a sense of community and allows for easy navigation between classrooms, common areas, and specialty spaces.



















FIRST FLOOR

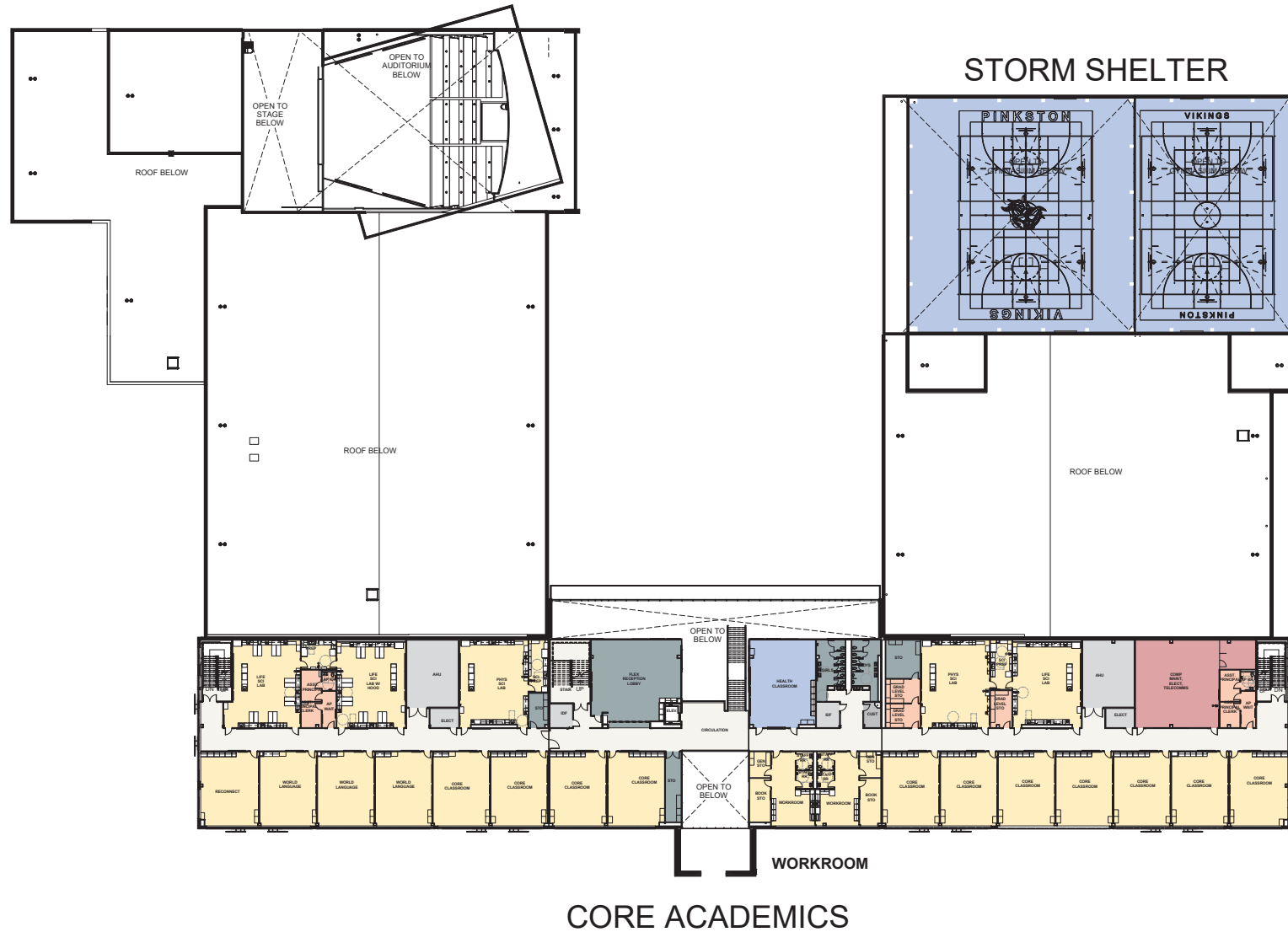


DEPARTMENT LEGEND









 Administration and Guidance	 Building Support	 Career ED - Specialized	 Circulation	 Core Academic Area
 Dining	 JROTC	 Maintenance and Custodial	 Non Scheduled	 Performing Arts
 Physical Education	 Special Education	 Visual Arts	 Youth and Family	



SECOND FLOOR

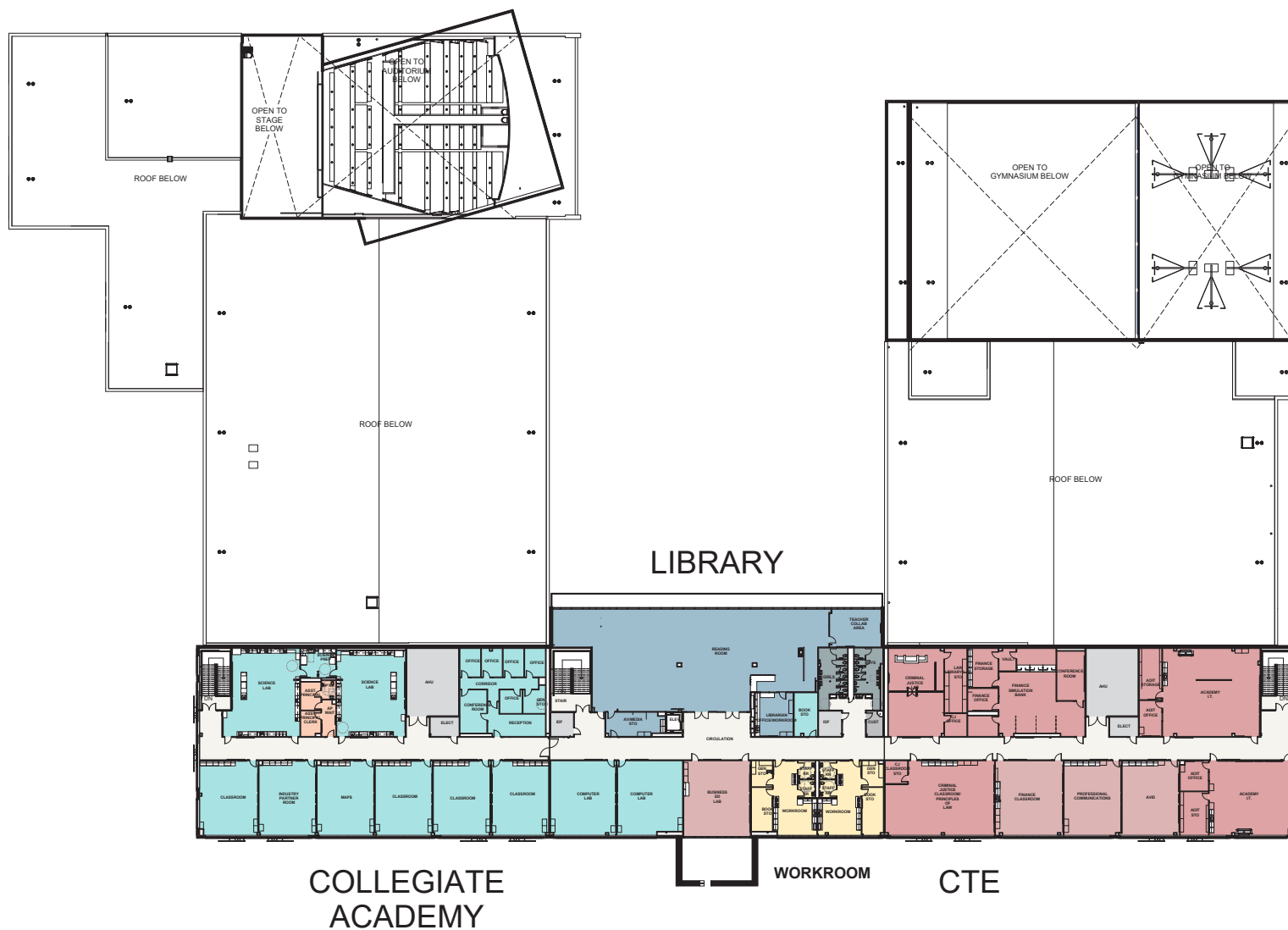


DEPARTMENT LEGEND

 Administration and Guidance	 Building Support	 Career ED - Specialized	 Circulation	 Core Academic Area
 Maintenance and Custodial	 Non Scheduled	 Physical Education		



THIRD FLOOR



DEPARTMENT LEGEND

Administration and Guidance	Building Support	Career ED - Comprehensive	Career ED - Specialized	Circulation
Collegiate Academy	Core Academic Area	Maintenance and Custodial	Media	Non Scheduled
Physical Education				





L.G. Pinkston High School Grand Opening Ceremony



How the project inspires and motivates

The design of Pinkston High School was carefully wrapped around the pillars of the community, staff, and the High School's student congress, infusing motivation and inspiration throughout the campus. Bold shapes and the school's vibrant colors, black and gold, were incorporated to create a visually striking environment. The design embraced the power of natural light, which played a significant role in igniting the soul of everyone within the campus.

One of the standout features of the design was the integration of student-led inspirational words throughout the campus. These empowering messages served as constant reminders of the students' potential and their ability to make a positive impact. Additionally, the front of the school showcased paving artwork aligned with the vision of 'rays of hope.' Over 200 pavers were adorned with inspirational words chosen by the students. As the sun hit each paver, they would ignite, creating a powerful symbol of hope and serving as a well-lit beacon for the entire community.

Renowned artist Carmen Herrera collaborated on the design, adding her artistic touch to the campus. A monumental spire was erected in the legacy plaza, taking the shape of Viking horns, symbolizing the 70-year spirit of the campus. This iconic centerpiece became a focal point, radiating the pride and history of Pinkston High School. Word art, inspired by the students, adorned benches and niches in the hallway walls, creating inspiring collaboration spaces.

The legacy corner was thoughtfully designed as a reflective area, allowing students and visitors to contemplate the 70-year soul of the campus. A principal hall was also implemented, honoring the previous principals since the inception of the building. The names dedicated to the building were given a special area that highlighted their background as pioneers in creating hope within the South Dallas community.

Each classroom was meticulously outfitted to maximize natural light, promoting increased wellness and creating bright, inviting spaces for learning. Despite the small urban site, the design achieved maximum site utilization, ensuring that every space served a purpose and contributed to the overall vision of the campus.

The design of Pinkston High School brought together the elements of motivation, inspiration, and community pride. Through bold shapes, vibrant colors, natural light, student artwork, and the visionary contributions of Carmen Herrera, the campus became a testament to the power of education and hope. It stood as a beacon of light and inspiration for all who entered, fostering a sense of unity, purpose, and a belief in the limitless potential of every student.

L.G. PINKSTON HIGH SCHOOL

L.G. Pinkston High School was designed to meet Texas CHPS criteria of a High Performance School.

Schools that meet TX-CHPS criteria are healthy and environmentally sustainable places of learning and demonstrate that while high performance technologies may be new, they need not be complicated, expensive, or unreliable.



High-performance features are defined in 7 major categories:

WATER

- Reduction in Indoor Potable Water Use
- Reduction in Irrigation and Exterior Water Budget
- Reduced Potable Water for Landscaping

SITES

- Reduced Heat Islands
- Landscaping/Cool Roofs/Green Walls
- School Garden
- Local Native Plants for Landscaping

INDOOR ENVIRONMENTAL QUALITY

- Enhanced Filtration
- Low Emitting Materials
- Daylight Availability

MATERIALS & WASTE MANAGEMENT

- Construction Site Waste Management
- Storage & Collection of Recyclables

INTEGRATION & INNOVATION

- Enhanced Integrated Design
- School Master Plan
- Climate Change Action /Carbon Footprint Reporting

ENERGY

- Advanced Energy Management Systems
- Natural Ventilation & Energy Conservative Interlocks
- Building Envelope Verification

OPERATIONS & METRICS

- Facility Staff & Occupant Training
- Performance Benchmarking
- Anti-Idling Measures



Sustainability and Wellness

Dallas ISD participates in the Collaborative for High Performance Schools and requires new construction to meet a minimum sustainable standards. Here are some sustainable features that were incorporated into the architectural design:

High-performance Building Envelope: The design includes advanced insulation materials, efficient windows, and well-sealed building envelope to minimize heat gain or loss. This helps reduce the need for excessive heating or cooling, resulting in lower energy consumption.

Cool Roofing Materials: Cool roofing materials, such as reflective roof coatings help reduce heat absorption and minimize the urban heat island effect. By reflecting sunlight instead of absorbing it, these materials help lower cooling demands and improve energy efficiency.

Energy-Efficient HVAC Systems: The design features high-efficiency heating, ventilation, and air conditioning (HVAC) systems. These systems utilize advanced technologies, such as variable refrigerant flow (VRF) to optimize energy use and provide precise temperature control.

Intelligent Lighting Systems: The design integrates intelligent lighting systems with occupancy sensors, daylight harvesting, and dimming capabilities. These systems automatically adjust lighting levels based on occupancy and natural light availability, significantly reducing energy waste.

Energy Monitoring and Management: The design incorporates energy monitoring and management systems to track energy consumption, identify areas of improvement, and enable data-driven decision-making for further energy efficiency enhancements.

Low VOC (Volatile Organic Compounds) Materials: Volatile Organic Compounds are chemicals found in many building materials that can be harmful to human health and the environment. Opting for low VOC materials, such as low VOC paints, adhesives, and sealants, promotes better indoor air quality and reduces the impact on occupants' well-being.

Natural Light: The design of Pinkston High School prioritized the infusion of natural light throughout the campus, with the intention of igniting hope, sunshine, and dispelling darkness. Sunlight has been proven to have numerous positive effects on students, both physiologically and psychologically.

Green Spaces: Outdoor green spaces enhance the aesthetic appeal of the campus and provide opportunities for outdoor learning and relaxation. Green spaces also contribute to improved air quality and support biodiversity.

By incorporating sustainable design elements, Pinkston High School's architectural design fosters a healthier and more environmentally conscious learning environment. It embraces the positive effects on students' well-being and leverages sustainable practices to create a campus that promotes both academic excellence and a sustainable future.