



**EVERGREEN HIGH SCHOOL**  
SEATTLE, WASHINGTON



*The design establishes a highly visible, welcoming entry sequence that supports safety through a defined single point of access, balancing openness with clear security and supervision.*

Evergreen High School was reimagined through a deeply collaborative process that centered student voice, community identity, and connection to place. Located within a richly layered landscape shaped by glaciation, water movement, and generations of growth, the new school responds to both its physical setting and the aspirations of its diverse community—creating a learning environment where students feel seen, supported, and empowered to succeed.

Serving a student population in which 93% identify as students of color and 79% are economically disadvantaged, the project began with an intentional focus on listening. Through an inclusive visioning process engaging students, families, educators, and community partners, the design team identified a shared set of priorities: foster belonging, ensure safety, expand access to essential services, and create flexible environments that support a wide range of learning styles and educational pathways. These priorities directly shaped the project, resulting in a school that integrates a health

clinic, food pantry, and community resources alongside dynamic academic and social learning spaces.

The design reflects a synthesis of people and place. The campus is organized as two connected buildings that respond to site constraints while reestablishing historic natural systems through a restored watercourse and landscaped courtyard. This central outdoor space, along with strong indoor-outdoor connections, creates opportunities for gathering, reflection, and hands-on learning. Inside, daylight-filled commons and learning neighborhoods form the heart of the school, supporting collaboration, independent study, and personalized pathways. Flexible environments—ranging from seminar rooms to open commons and learning stairs—encourage student agency and mirror post-secondary learning experiences.

The impact of these design decisions is measurable. Students report a stronger sense of belonging and safety, while staff have observed increased engagement, collaboration, and ownership of learning. The school has

expanded its ability to offer college-level coursework, career-connected learning, and extracurricular opportunities, supported by spaces that make these programs visible and accessible. Attendance, academic performance, and participation metrics have all improved, reflecting the alignment between environment and educational goals.

Sustainability is integral to the project's long-term value. High-performance systems, daylighting strategies, and the use of mass timber contribute to a 59% reduction in energy use, achieving an EUI of 30.6 and significantly lowering operational and embodied carbon impacts. These strategies reflect a commitment to stewardship—of both environmental resources and public investment.

Evergreen High School demonstrates how a deeply inclusive process, grounded in both community voice and the character of place, can transform a school into a vibrant center for learning and connection—where every student has the opportunity to dig deep, rise up, and branch out.

## SCOPE OF WORK AND BUDGET

Owner: Highline Public Schools

Location: Seattle, Washington

Project Description: Community-driven replacement high school for 1,200 students, integrating inclusive learning environments, student support services, and flexible spaces for future-ready education.

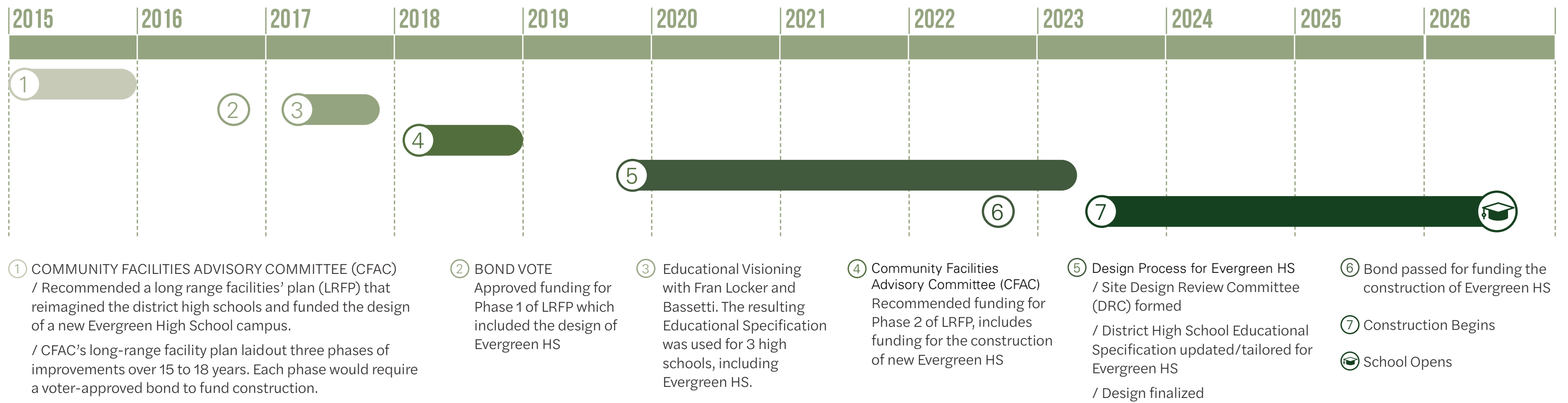
Building Area: 237,220 sf

Sustainability: Mass Timber / Cross Laminated Timber (CLT), energy efficiency, daylighting, low impact development strategies, healthy materials

Cost: \$142.5m

Completion: Fall 2025

## SCHOOL & COMMUNITY RESEARCH AND ENGAGEMENT



## CONTEXT

Located in White Center, just south of Seattle, Evergreen High School serves a diverse and evolving community within Highline Public Schools. The school sits within a richly multicultural area of South King County where students bring a wide range of cultural backgrounds, lived experiences, and aspirations. With 93% of students identifying as students of color and 79% experiencing economic disadvantage, the school community reflects both the richness and the challenges of its context. Many students and families are navigating systemic barriers while seeking access to opportunity, support, and a sense of belonging within the educational environment.

The existing campus no longer reflected the needs of its students or community. Aging facilities, limited access to support services, and a lack of safe, flexible learning environments created barriers to engagement, security, and student success. At the same time, the site itself—shaped by glacial landforms, mature evergreen canopy, and adjacency to Lakewood Park—offered an opportunity to reconnect students to both community and ecology. The history of the landscape, including a historic stream corridor that once crossed the site, became a catalyst for the design approach, informing building organization, landscape strategies, and the creation of spaces that support reflection, wellness, and connection to place.

## GUIDING PRINCIPLES

The Guiding Principles were developed through collaboration with students, educators, community members, and district stakeholders to establish a shared vision for the future of Evergreen HS. Informed by the school's motto—"Dig Deep, Rise Up, Branch Out"—and the unique ecological character of the site, the principles shaped the design approach around culture, belonging, academic growth, environmental connection, and student success.

### SCHOOL CULTURE

Promote a welcoming school community that is safe, secure and culturally responsive

### GROWTH & MASTERY

Empower student growth and mastery through rigorous, collaborative and exploratory instruction

### DIGITAL & MEDIA LITERACY

Develop digital and media literacy that is individualized and technology focused

### BILINGUAL AND BI-LITERATE

Promote responsible world citizenship and bilingual and bi-literate learners through collaborations with local, regional and international organizations

### HIGH SCHOOL GRADUATION

Encourage high school graduation by developing community connections and professional partnerships that stimulate all students



**PROCESS**

**REIMAGINING HIGH SCHOOLS IN HIGHLINE**

The planning and design of Evergreen High School began with a district wide process to reimagine the high school experience in the district. A Community Facilities Advisory Committee (CFAC) created a long-range plan that would fund school reconstructions throughout the district. After passage of the first bond measure, an intentional and inclusive process of community engagement began with a multi-day Visioning Workshop facilitated by Fran Locker of Locker Educational Architectural Planning (LEAP).

- The resulting Educational Vision put an emphasis on
- + Project-Based Learning modalities
- + integrating Career Technical (CTE) spaces with Small Learning Communities, and
- + Creating a variety of space types for collaboration and interdisciplinary learning.

**EDUCATIONAL SPECIFICATIONS FOR ALL**

Building on the Educational Vision, Bassetti developed an Educational Specification (Ed Spec) for the three new high schools planned. The Ed Spec was implemented first in the reconstruction of Highline High School. Following the completion of that project and in response to lessons learned, a second iteration of the Ed Spec was created for the Evergreen HS project and the parallel Tye HS project.

**ENGAGING WITH THE COMMUNITY**

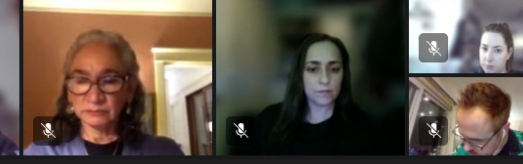
The planning and design process for Evergreen HS began with an engagement process that placed students and community members members at the center of decision-making. Highline Public Schools' Design Review Committee (DRC) was central to this effort, bringing together students, staff, families, and

community representatives to actively guide the design process. Rather than serving as an advisory group alone, the DRC helped establish the project's guiding principles, educational priorities, and long-term vision, ensuring the design reflected the lived experiences and aspirations of the Evergreen community.

Through visioning workshops, stakeholder meetings, collaborative exercises, and facility tours, the design team worked alongside students, educators, families, and community partners to better understand both the challenges and opportunities shaping the school's future. This process revealed a consistent set of priorities: the need for a safe and welcoming environment; access to essential services that support the whole student; stronger connections to nature and community; and flexible, adaptable spaces that reflect diverse learning styles and pathways.


Engagement was iterative and responsive. Feedback loops ensured that stakeholder input directly influenced key decisions, from site organization and building configuration to program adjacencies and the integration of community resources. As a result, elements such as the central commons, embedded student support services, outdoor learning environments, and welcoming public-facing spaces are not simply design features—they are direct responses to community-identified needs and aspirations.





**SITE PLAN / 100% SCHEMATIC DESIGN**

- + Reinforce the connection to Lakewood park
- + Celebrate existing evergreen trees
- + Regenerate portions of the site to their previous natural state
- + Develop the site to be a community asset



EHS DRC MEETING #8 / 01.20.2022



Our students report feeling more seen, more safe, and have a stronger reported sense of community.

– Joe Boyer,  
Principal

## DESIGNING FOR EQUITY AND BELONGING

Equity and inclusion were central to both the engagement process and the resulting design. Recognizing the diversity of the Evergreen community, outreach efforts were structured to ensure that all voices were heard and valued, including those of historically underrepresented groups. This approach fostered trust and created space for honest dialogue about student needs, barriers to access, and opportunities for support.

Community input directly informed the integration of essential services within the school, including a health clinic, food pantry, clothing closet, and spaces for family engagement—acknowledging that student success is deeply connected to access to resources beyond the classroom. The design also reinforces Evergreen's commitment to bilingual and bi-literate learning, celebrating the linguistic and cultural diversity of the school community through multilingual communication, inclusive wayfinding, and spaces designed to support collaboration and connection across cultures.

Culturally responsive and trauma-informed design strategies further support student well-being and inclusion. Natural materials, daylight, and strong connections to the surrounding landscape create calming, restorative environments, while a variety of space types—from active commons to quiet, reflective areas—support diverse social, emotional, and academic needs. Together, these strategies foster a learning environment where students feel welcomed, supported, and empowered to succeed.

*From early visioning workshops to everyday student interaction, the design of Mercer International Middle School was shaped through ongoing collaboration with students, educators, families, and community members. Inclusive spaces—including a community food pantry and welcoming shared environments—reflect the school's commitment to belonging, support, and creating spaces that respond to the lived experiences of the Mercer community.*





Multilingual experiential graphics at the main entry create a welcoming first impression that reflects the cultural diversity and identity of the Evergreen community, while the Upper Commons serves as a flexible gathering space that supports collaboration, informal learning, community events, and everyday connection between students, staff, and families.

### VALUE TO THE COMMUNITY

Evergreen High School extends far beyond a traditional school building, serving as a community-centered hub that supports students, families, and the broader neighborhood. Through welcoming gathering spaces, integrated support services, and strong connections to the surrounding landscape, the campus fosters pride, participation, wellness, and belonging.

Students now learn in an environment that reflects their identities and supports diverse pathways for learning, movement, and connection. Flexible academic spaces, collaborative commons, and inclusive physical education offerings—including dance, gymnastics, yoga, and wrestling—encourage engagement while supporting the whole student.

The school also expands access to essential health and wellness resources through an on-site community health clinic, food pantry, and clothing closet, helping

reduce barriers to learning and strengthening family support systems. Outdoor learning environments, gardens, rain gardens, and native plantings further reinforce environmental stewardship while creating restorative spaces for gathering and hands-on learning.

School history and identity remain deeply embedded throughout the campus. Salvaged elements from the original facility—including the wolverine logo and wood gym panels—honor generations of students while connecting past and future. Staff and families report improved attendance, stronger academic performance, and a heightened sense of belonging, demonstrating how meaningful engagement and human-centered design can strengthen an entire community.



Knowing that our community wanted this for our students and wanted it for their futures has been really impactful. We have also seen a rise in the number of community members who are coming to our sporting events, coming to the school wanting to volunteer, and rallying around our young people. That support is helping prepare students for the future and setting them up for success.

Kathryn Holley  
Dean of Special Education, Evergreen High School

## PHYSICAL ENVIRONMENT



The exterior facade is a dark brick veneer pierced with glass “crystals” that highlight important gathering spaces in the school. The brick forms are accentuated by colorful glazed brick arranged in a blended pattern that seamlessly integrates with the surrounding landscapes.

### SHAPED BY PLACE

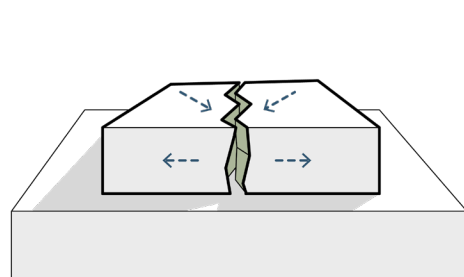
A significant site constraint—a major sewer easement running through the property—initially limited the placement and configuration of Evergreen High School. Rather than working against this condition, the design embraces it as a defining organizing element for the campus. The easement follows the path of a historic watercourse that once moved through the landscape, revealing an opportunity to align infrastructure with the site’s ecological history.

In response, the campus is composed of two buildings that strategically straddle the easement, maintaining necessary setbacks while remaining functionally connected by an enclosed bridge. Between them, a restored vegetated swale traces the historic watercourse, managing stormwater and reinforcing natural systems. This landscape becomes the central spine of the campus—a courtyard shaped by

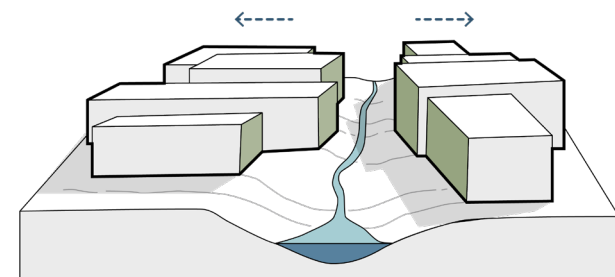
topography, mature evergreen trees, and adjacency to Lakewood Park—supporting outdoor learning, informal gathering, and moments of reflection.

By working with the site’s constraints rather than erasing them, the design preserves existing ecological features, reestablishes natural connections, and creates a physical environment rooted in place. What began

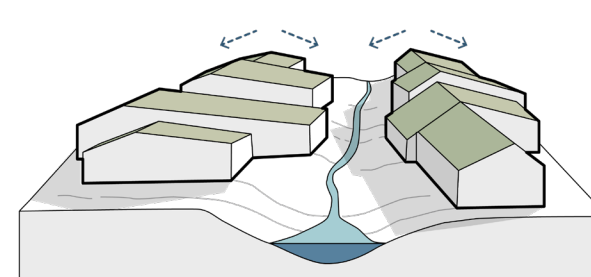
as a limitation ultimately strengthens the school’s identity, transforming infrastructure into landscape and enriching the student experience with a setting that feels both grounded and restorative.



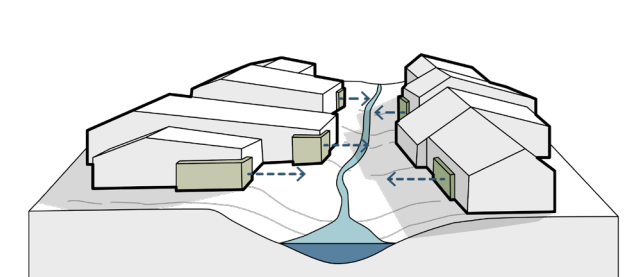
DIVIDE



SHIFT



TRANSFORM



REVEAL

## PHYSICAL ENVIRONMENT

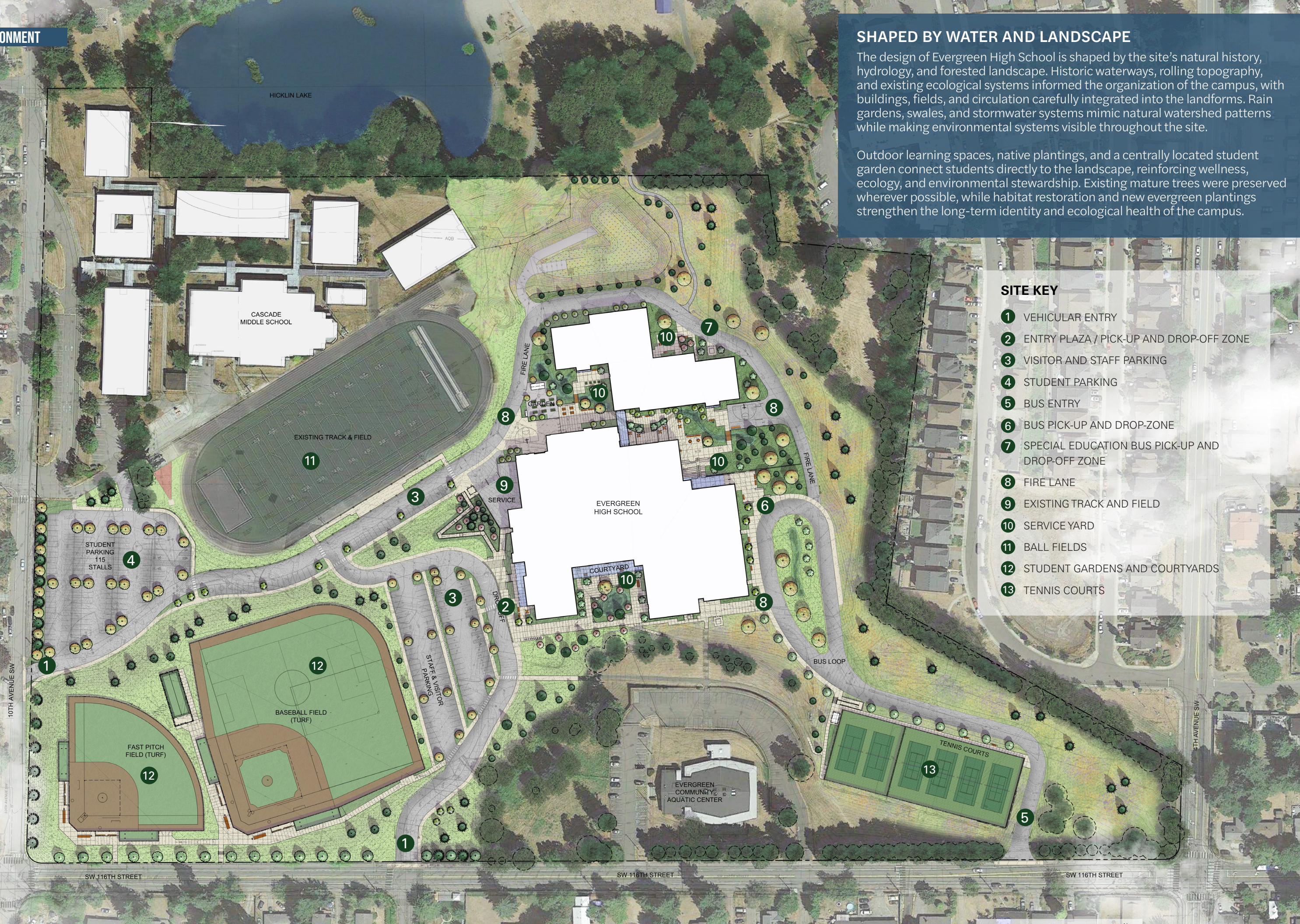
## SHAPED BY WATER AND LANDSCAPE

The design of Evergreen High School is shaped by the site's natural history, hydrology, and forested landscape. Historic waterways, rolling topography, and existing ecological systems informed the organization of the campus, with buildings, fields, and circulation carefully integrated into the landforms. Rain gardens, swales, and stormwater systems mimic natural watershed patterns while making environmental systems visible throughout the site.

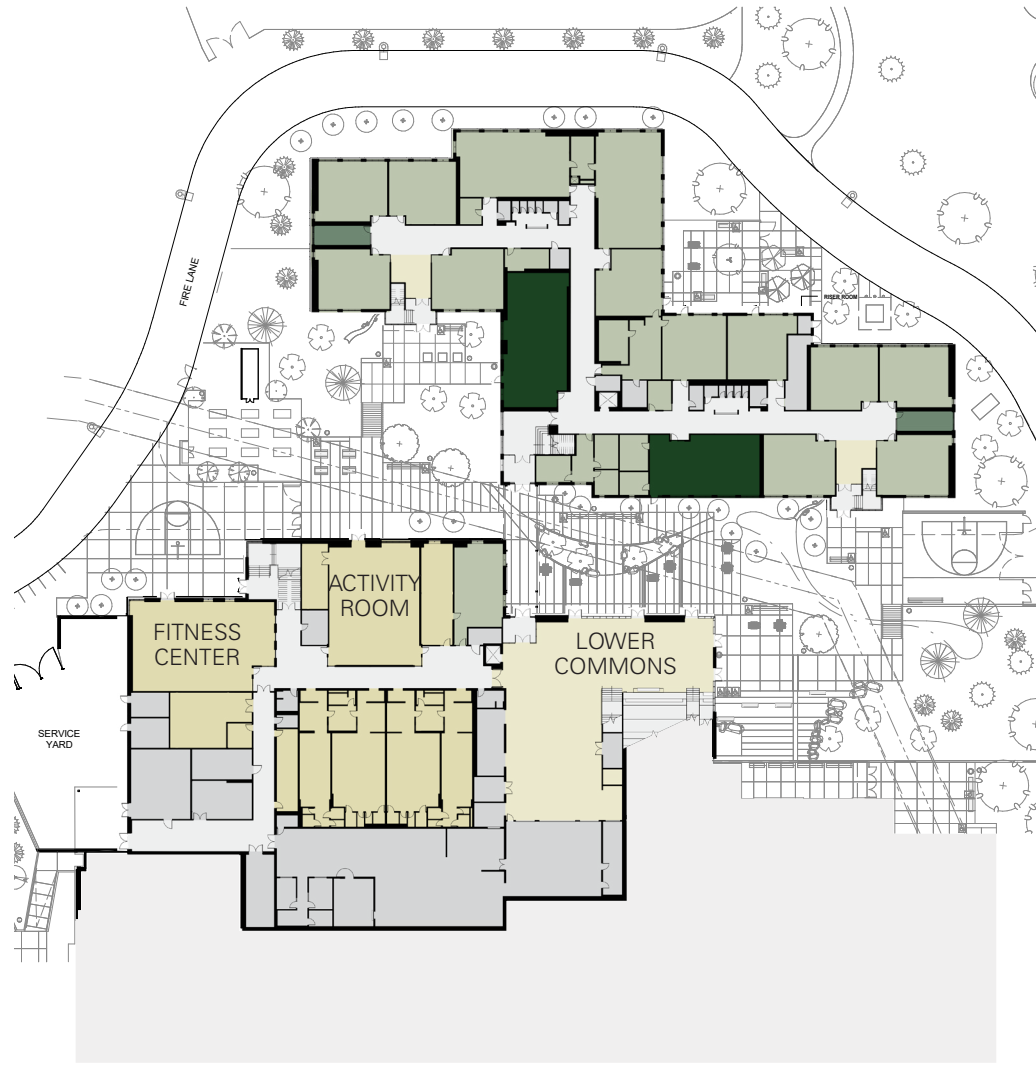
Outdoor learning spaces, native plantings, and a centrally located student garden connect students directly to the landscape, reinforcing wellness, ecology, and environmental stewardship. Existing mature trees were preserved wherever possible, while habitat restoration and new evergreen plantings strengthen the long-term identity and ecological health of the campus.

### SITE KEY

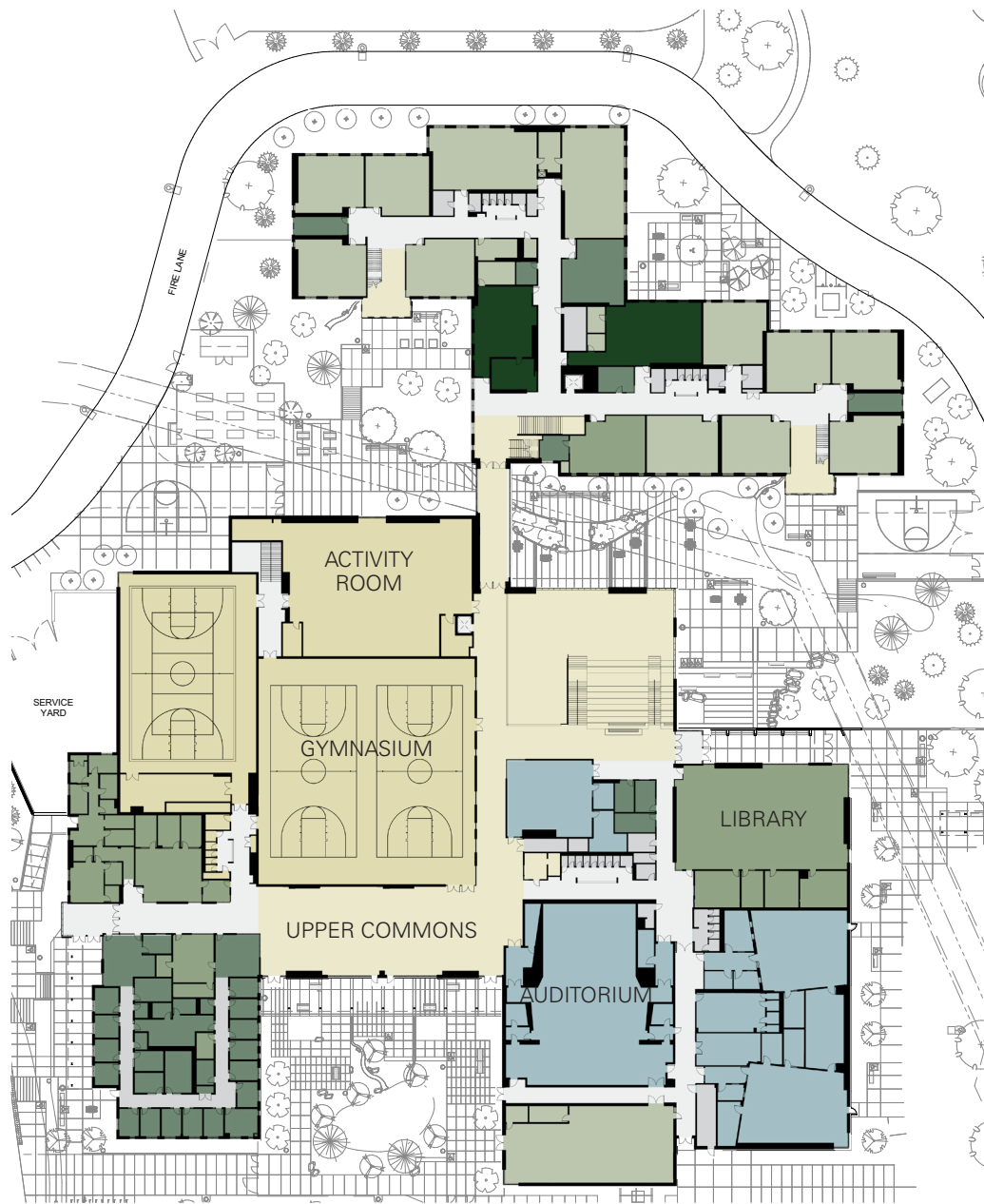
- 1 VEHICULAR ENTRY
- 2 ENTRY PLAZA / PICK-UP AND DROP-OFF ZONE
- 3 VISITOR AND STAFF PARKING
- 4 STUDENT PARKING
- 5 BUS ENTRY
- 6 BUS PICK-UP AND DROP-ZONE
- 7 SPECIAL EDUCATION BUS PICK-UP AND DROP-OFF ZONE
- 8 FIRE LANE
- 9 EXISTING TRACK AND FIELD
- 10 SERVICE YARD
- 11 BALL FIELDS
- 12 STUDENT GARDENS AND COURTYARDS
- 13 TENNIS COURTS



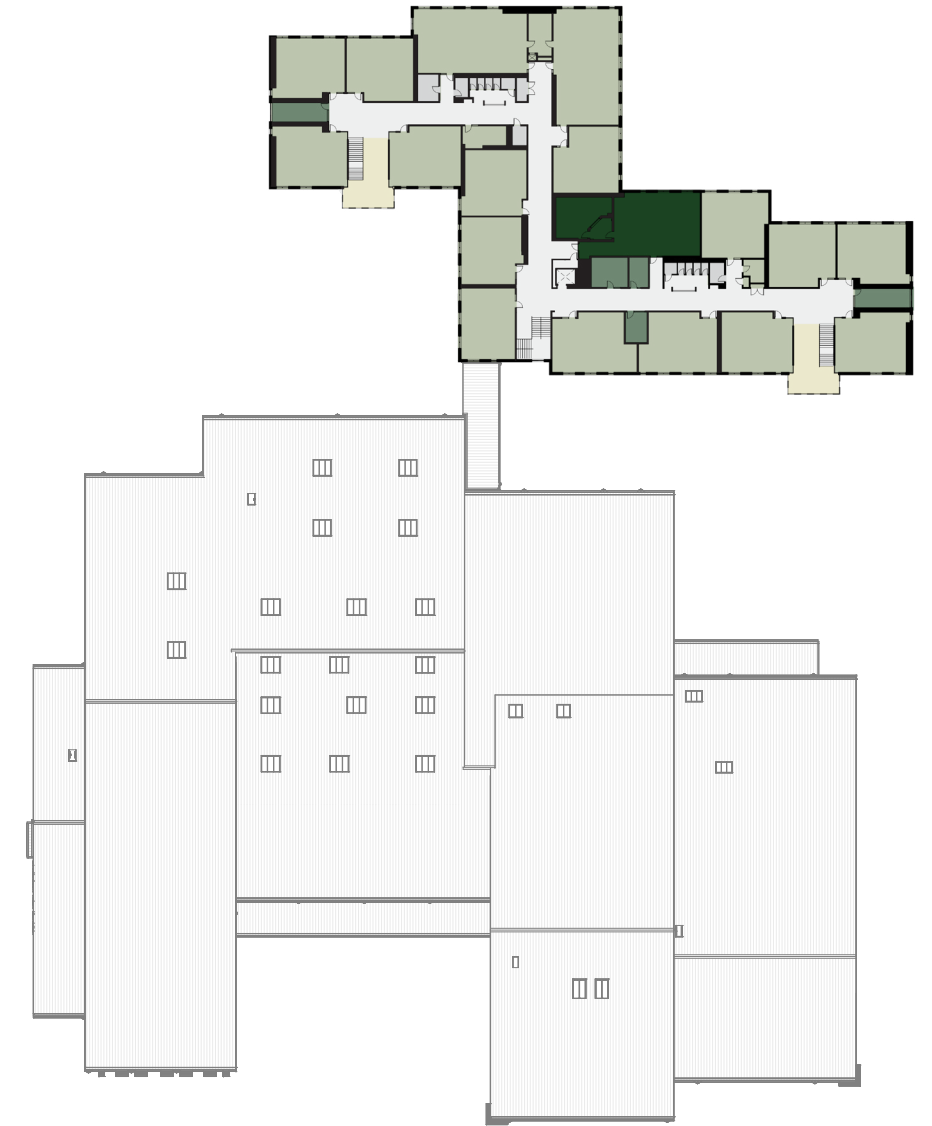
FIRST FLOOR



SECOND FLOOR



THIRD FLOOR



**LEARNING BEYOND THE CLASSROOM**

Learning at Evergreen extends well beyond traditional classrooms. A network of flexible, interconnected spaces supports a wide range of teaching and learning styles, empowering students to choose how and where they engage. Classrooms are complemented by small group rooms, open collaboration zones, and informal breakout areas that support everything from focused

study to dynamic, project-based work. Distributed CTE programs serve as anchors within the academic neighborhoods, increasing visibility of hands-on learning while strengthening connections between academic, technical, and career-focused pathways. Learning stairs, distributed commons, and shared spaces activate circulation areas as places of learning.

These environments encourage movement, visibility, and interaction—supporting both structured instruction and spontaneous engagement. The result is a campus where learning is continuous, visible, and deeply embedded in the physical environment.

**LEGEND**

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| <span style="display: inline-block; width: 15px; height: 15px; background-color: #8bc34a; border: 1px solid black; margin-right: 5px;"></span> LEARNING         | <span style="display: inline-block; width: 15px; height: 15px; background-color: #00838f; border: 1px solid black; margin-right: 5px;"></span> PERFORMING ARTS    |
| <span style="display: inline-block; width: 15px; height: 15px; background-color: #5e738e; border: 1px solid black; margin-right: 5px;"></span> ADMINISTRATION   | <span style="display: inline-block; width: 15px; height: 15px; background-color: #f1c232; border: 1px solid black; margin-right: 5px;"></span> PHYSICAL EDUCATION |
| <span style="display: inline-block; width: 15px; height: 15px; background-color: #2e7d32; border: 1px solid black; margin-right: 5px;"></span> STUDENT RESOURCE | <span style="display: inline-block; width: 15px; height: 15px; background-color: #f9e79f; border: 1px solid black; margin-right: 5px;"></span> STUDENT COMMONS    |
| <span style="display: inline-block; width: 15px; height: 15px; background-color: #004d40; border: 1px solid black; margin-right: 5px;"></span> CTE              | <span style="display: inline-block; width: 15px; height: 15px; background-color: #bdbdbd; border: 1px solid black; margin-right: 5px;"></span> SERVICE            |



## DESIGNED FOR BELONGING AND WELL-BEING

The physical environment at Evergreen High School is intentionally designed to support student well-being and foster a strong sense of belonging. A diverse range of space types—spanning active, social areas to quiet, restorative environments—allows students to navigate the day in ways that reflect their individual needs. This spectrum of choice supports not only different learning styles, but also varying social and emotional states, empowering students to engage more fully in their education.

Natural materials, abundant daylight, and framed views to the surrounding landscape create calming, biophilic environments that reduce stress and enhance focus. Interior spaces maintain strong visual connections to outdoor courtyards, mature trees, and adjacent parkland, reinforcing a continuous relationship between students and the natural world. Welcoming entries, clear circulation paths, and intuitive wayfinding contribute to a sense of safety and accessibility, ensuring that all students can confidently move through and inhabit the campus. Together, these strategies create an environment where students feel seen, supported, and connected—to both their community and their surroundings.





### MATERIAL EXPRESSION AND CONNECTION TO PLACE

Material expression reinforces a strong connection between the built environment and the surrounding landscape through a simple, cohesive, and highly durable material palette. The same restrained palette is carried consistently throughout the campus, creating a sense of continuity, clarity, and identity across interior and exterior spaces.

The architectural language draws inspiration from the site's topography, vegetation, and geological history, while emphasizing the honest expression of structure and materials. Exposed mass timber, polished concrete floors, and CMU walls provide durability and longevity while revealing how the building is constructed. Natural wood casework, paneling, and exposed structural elements introduce warmth and texture, creating biophilic environments that support comfort, well-being, and connection to nature.

This approach extends beyond aesthetics, balancing performance, maintenance, and long-term stewardship with a human-centered experience. By aligning architectural expression with the character of the site and emphasizing natural materials throughout, the design creates a school that feels resilient, grounded, and deeply connected to its Pacific Northwest context.



### REGIONAL MATERIALS, WARMTH, AND STEWARDSHIP

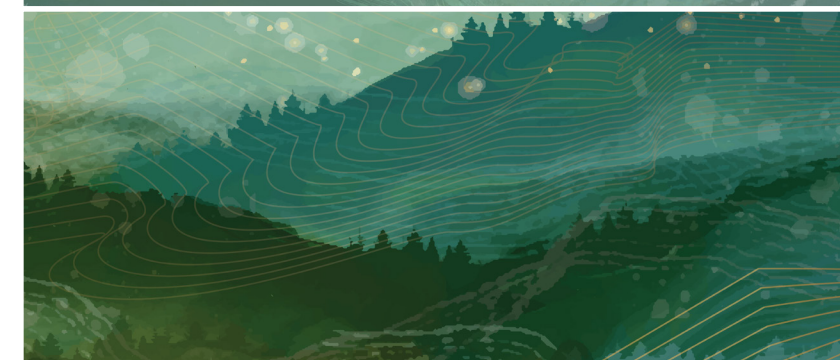
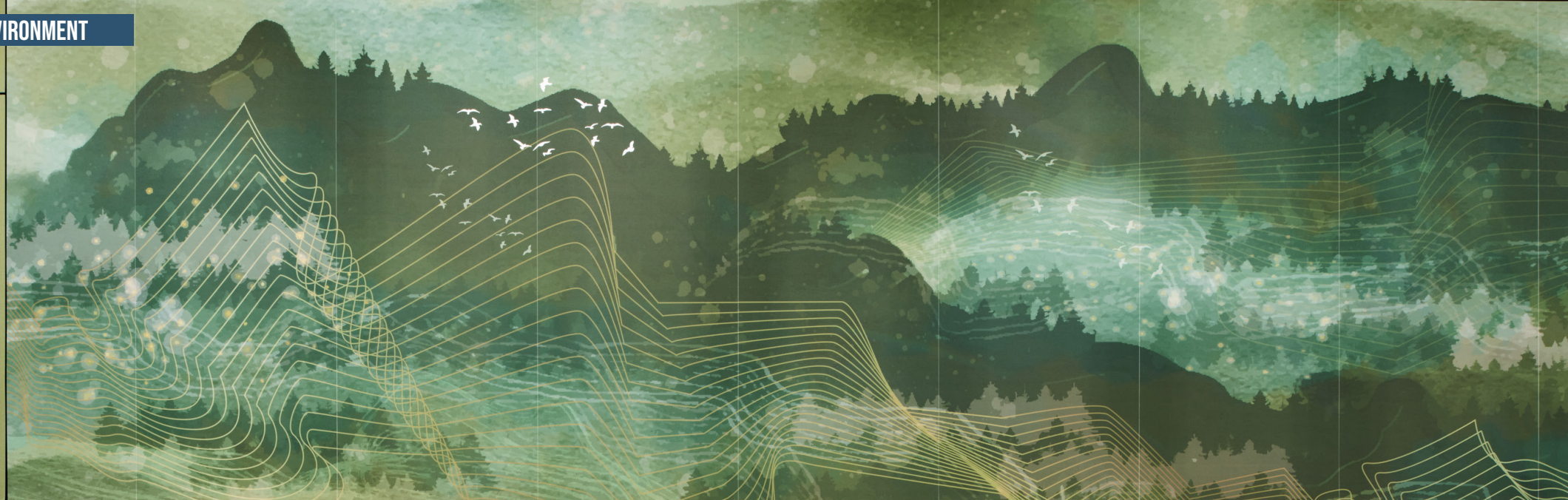
The use of wood as a warm, welcoming, and natural material emerged early in the Design Review Committee (DRC) process as an important aspiration for the new Evergreen High School. Stakeholders expressed a desire for a learning environment that felt calming, human-scaled, and deeply connected to the surrounding Pacific Northwest landscape. This vision ultimately led the design team to explore mass timber as both a structural and experiential strategy.

The use of cross-laminated timber (CLT) and glulam structure introduces warmth, texture, and a visible expression of how the building is made. Exposed wood elements create a tactile, biophilic environment that connects students to natural materials while reinforcing the school's relationship to the surrounding evergreen canopy and regional identity. Beyond aesthetics, the exposed structure also supports curiosity and learning by allowing students to better understand the systems and materials shaping their environment.

Mass timber plays a critical role in advancing the project's sustainability goals. As a low-carbon structural system, it significantly reduces embodied carbon while contributing to a high-performance building that achieves a 59% reduction in energy use and an EUI of 30.6. These strategies reflect a comprehensive approach to environmental stewardship, aligning long-term operational performance with responsible material choices.

Mass timber also enabled innovation in construction and project delivery. Prefabricated CLT roof panels—CNC-cut off-site and delivered with integrated weather protection—allowed for rapid installation, with approximately 29,000 square feet of roof completed in just one week. This approach improved construction efficiency, enhanced job site safety, and reduced disruption to the surrounding community. The use of prefabricated mass timber systems also contributed to an overall schedule savings of approximately four to six weeks, accelerating project delivery and enabling earlier occupancy for students and staff.

## PHYSICAL ENVIRONMENT



*Interior graphics evolve from sculpted glacial forms to layered woodland textures, echoing the surrounding Northwest terrain.*

### STORYTELLING OF PLACE THROUGH GRAPHICS

At Evergreen High School, experiential graphic design transforms the building into an extension of the learning environment—supporting identity, wayfinding, and a sense of belonging. Developed through close collaboration between the architectural, interiors, and graphic design teams, the graphics create a cohesive experience that reflects both the site and the community it serves.

Inspired by the concept of a glacial mass shaping the landscape, the graphic system extends the architectural

narrative throughout the building. At the main entry, cool blues and teals evoke the presence of the glacier, gradually transitioning into layered greens as students move deeper into the school—reflecting the surrounding evergreen forest. This progression reinforces a biophilic approach that supports student well-being while strengthening the connection between interior spaces and the natural environment.

Graphics also play a critical role in intuitive wayfinding. Subtle shifts in color, material, and pattern help guide students through the building, making navigation legible and accessible without reliance on traditional signage alone. This layered approach integrates

orientation into the environment itself, creating a more seamless and user-friendly experience.

Equity and inclusion are embedded throughout the system. Wayfinding and signage incorporate four languages commonly spoken within the community, while a welcoming graphic at the main entry features “welcome” in more than 20 languages—establishing an immediate sense of belonging for students and families. These elements ensure that the building is accessible, legible, and inclusive for all users.

Experiential graphics also extend learning beyond the classroom. Exterior signage highlights site features such

as bioswales, native plantings, and stormwater systems, reinforcing environmental education through everyday interaction. Inside, select graphics serve dual purposes, functioning as safety screens while maintaining daylight and visual openness.

Through the integration of narrative, materiality, and function, experiential graphic design at Evergreen High School creates a unified environment that supports learning, strengthens identity, and reflects a commitment to community-centered design.



## A CAMPUS THAT TELLS THE STORY OF PLACE

Through its integration of landscape, structure, and learning environments, Evergreen High School creates a campus that is both purposeful and inspiring—one that tells the story of the site itself. Rooted in the natural history of the landscape, the design draws from the site's topography, waterways, forests, and historic hydrology to shape both the physical environment and the student experience. Water becomes a central organizing narrative, expressed through rain gardens, swales, courtyards, and forms that reflect erosion, flow, and ecological systems.

Every aspect of the environment—from site planning to material expression—supports connection, fosters well-being, and reflects the voices of the community. The result is a campus that not only meets functional needs, but immerses students in an environment grounded in nature, place, and stewardship, empowering them to fully engage in their educational journey.





### FLEXIBLE, ADAPTABLE SPACES

Designed as a highly flexible, multi-use environment, the performing arts spaces support a shifting vision for arts education—one that extends beyond traditional theater to include dance performances, robotics competitions, presentations, collaborative learning, and everyday student use. Functioning as both a performance venue and community gathering space, the theater has become an active hub for creativity, connection, and engagement across the entire school.



## A VISION FOR PERSONALIZED, FUTURE-READY LEARNING

Educational visioning and the development of the project's educational specifications established early on that connection, visibility of learning, and flexibility would be central to Evergreen High School's learning environment. Grounded in a student-centered approach, the design supports personalized learning, collaboration, and college and career readiness through spaces that encourage independence, creativity, and engagement.

The school is organized into learning neighborhoods that create smaller, more connected communities within the larger campus. A mix of classrooms and shared common spaces supports a wide range of instructional styles and allows students to move seamlessly between whole-group instruction, small-group collaboration, and independent work. In addition to general classrooms and collaboration spaces, the learning communities include Career Technical spaces, science classrooms, teacher planning spaces, special education support spaces, and toilets. The result is six student-centered neighborhoods within the larger classroom building. Transparent connections between spaces reinforce the idea of "learning on display," making academic and creative activity visible throughout the school.

Flexible learning environments support diverse academic pathways, including interdisciplinary coursework, college-in-the-high-school programs, and career-connected learning. By extending learning beyond traditional classrooms into commons, collaboration areas, and informal gathering spaces, the design empowers students to take ownership of their educational experience while preparing them for success beyond graduation.



## LEARNING ON DISPLAY

Transparency and visibility are key drivers of engagement at Evergreen. Open sightlines, shared spaces, and activated circulation areas allow learning to be seen and experienced throughout the school. Commons areas, learning stairs, and informal gathering spaces become platforms for collaboration, presentation, and peer learning.

This visibility reinforces a culture of curiosity and accountability. Students see their peers engaged in a range of academic and creative activities—from small-group discussions to film production and project-based work—encouraging exploration and participation. Learning is no longer confined to the classroom; it becomes a shared, community-wide experience.





### **SUPPORTING THE WHOLE STUDENT**

The educational environment extends beyond academics to support the social, emotional, and physical well-being of students. Integrated resources—including a health clinic, food pantry, and spaces for counseling and family engagement—ensure that students have access to the support systems necessary for success. Learning environments are complemented by spaces

that encourage reflection, restoration, and informal connection. Outdoor learning areas, courtyards, and access to adjacent parkland provide opportunities for hands-on exploration and wellness-focused activities. These environments support a holistic approach to education, recognizing that student success is shaped by more than academic instruction alone.

### **MEASURABLE IMPACT ON LEARNING AND ENGAGEMENT**

The impact of Evergreen’s educational environment is evident in both student experience and measurable outcomes. Students demonstrate increased ownership of their learning, using a variety of spaces throughout the day to support their academic and personal goals. The flexibility of the environment has enabled expanded course offerings, including additional college-level classes and interdisciplinary programs.

Educators report stronger student engagement, improved collaboration, and greater ability to tailor instruction to individual needs. Students express a heightened sense of belonging and safety, contributing to improved attendance, academic performance, and participation in extracurricular activities. The building itself has become an active participant in the learning process—supporting, inspiring, and elevating the educational experience.

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### ADVANCING STUDENT SUCCESS AND ENGAGEMENT

Evergreen High School has fundamentally transformed the student experience by aligning the physical and educational environments with the needs and aspirations of its community. Students demonstrate increased ownership of their learning, actively choosing where and how they engage throughout the day. Flexible learning environments support a wide range of academic behaviors—from independent study to collaborative, project-based work—resulting in more dynamic and personalized learning experiences.

Educators report a noticeable shift in student engagement and energy. Students move with greater purpose, collaborate more naturally, and take initiative in how they use space to support their learning. Informal learning areas, such as commons, learning stairs, and breakout spaces, are regularly activated for small-group instruction, peer collaboration, and creative work, extending learning beyond the traditional classroom.

### STRENGTHENING A CULTURE OF BELONGING

The project has had a measurable impact on school culture, fostering a stronger sense of belonging and safety among students. The design's emphasis on visibility, accessibility, and a diversity of space types allows students to find environments where they feel comfortable and supported. Inclusive wayfinding and signage—featuring multiple languages spoken within the community—further reinforce accessibility and ensure that students and families can navigate the building with confidence. As a result, students report feeling more seen, more connected, and more confident in navigating their school environment.

This cultural shift is reflected in improved attendance, increased participation in school activities, and stronger relationships between students and staff. The building has become a place of pride for the school community—an environment that students respect, care for, and actively engage with throughout the day.



“There’s a noticeable shift in energy. Students show more ownership—treating the building as a place they’re proud of. Teachers report that students move with more purpose, collaborate more naturally, and take greater initiative in how they use the space. The building feels alive with curiosity, and that energy carries into day-to-day learning. Our attendance, grades, sense of belonging, staff survey, and parent survey results are all up by double digits. We have also been able to meet several of our goals around athletics and club participation because we now have the facilities that can support these lofty goals.”

Joe Boyer  
 Principal, Evergreen High School

## EXPANDING ACADEMIC OPPORTUNITIES

The new learning environment has expanded Evergreen's ability to deliver a broader range of academic programs aligned with college and career readiness. Purpose-built classrooms, labs, and flexible learning spaces support college-in-the-high-school courses, career-connected learning, and interdisciplinary instruction.

Sustainability is embedded as a teaching tool. Features such as stormwater systems, native planting strategies, and on-site food production landscapes provide real-world learning opportunities that connect science, environmental stewardship, and community health. Students engage directly with these systems, transforming the campus into a living laboratory.

The design enables new instructional models that were not previously possible. Students engage in hands-on, real-world learning experiences, while teachers are able to provide more individualized support through small-group instruction and flexible scheduling.

## SUPPORTING THE WHOLE STUDENT

The integration of student support services within the school has strengthened Evergreen's ability to address barriers to learning and support the whole student. On-site resources—including a health clinic, food pantry, and family support spaces—provide critical access to services that directly impact student well-being and academic success.

Outdoor learning environments and connections to the surrounding landscape introduce opportunities for both wellness and environmental awareness. Spaces such as rain gardens, native plantings, and garden areas support hands-on learning while promoting physical activity, mental health, and a deeper understanding of ecological systems.

These strategies reflect a holistic approach in which environmental health and human well-being are inherently linked.



**59%**  
ENERGY REDUCTION

**30.6**  
EUI

**45%**  
REDUCTION IN EMBODIED CARBON

**548**  
ACRES FOREST EQUIVALENT



### DELIVERING MEASURABLE PERFORMANCE AND STEWARDSHIP

Evergreen High School demonstrates strong performance in both environmental sustainability and long-term stewardship of public resources. The building achieves a 59% reduction in energy use, with an EUI of 30.6, significantly lowering operational costs while improving occupant comfort.

Sustainable strategies extend beyond energy performance. The building incorporates high-efficiency systems, daylighting, healthy materials, and photovoltaic readiness, alongside biophilic design principles that support indoor environmental quality.

Site systems further reinforce this performance. Stormwater is managed through rain gardens, underground filtration, and infiltration systems that clean and slow runoff before it returns to the watershed. Native plantings stabilize soil, support biodiversity, and reduce long-term maintenance needs.

The use of mass timber significantly reduces embodied carbon while also enabling faster construction, improving efficiency and minimizing disruption to the surrounding community. Durable materials and flexible planning strategies ensure the building will continue to perform over time, supporting evolving educational needs while maximizing long-term value.



## A LASTING IMPACT

The success of Evergreen High School is evident in both measurable outcomes and the lived experience of its community. Improvements in attendance, academic performance, and participation reflect a stronger alignment between environment and educational goals. Students are more engaged, educators are better supported, and families are more connected to the school.

Beyond metrics, the project has created a lasting sense of identity, pride, and belonging that extends across generations. At the school's grand opening, alumni returned with their families and proudly shared stories of their own experiences at Evergreen, telling younger generations that one day they too would attend the

school. These moments reflected a renewed sense of connection to place and demonstrated how deeply the new campus resonates not only with current students, but with the broader Evergreen community and its history.

Evergreen High School is not only a place of learning, but a model for how sustainable design can support human connection, environmental stewardship, and long-term community resilience. By aligning process, place, and performance, the project demonstrates how thoughtful, sustainable design can create meaningful and lasting impact for students, families, and the community it serves.



