



## SMOTHERS ELEMENTARY SCHOOL MODERNIZATION



WASHINGTON D.C.

U.S. COMMISSION OF FINE ARTS  
CONCEPT SUBMISSION  
OCTOBER 15, 2020



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# 01 EXECUTIVE SUMMARY



The modernization of Smothers Elementary School is a part of the overall plan to modernize schools throughout the District of Columbia. Modernizations provide students with effective learning environments. This project will seek to expand Smothers' design capacity to 318 students in order to meet the projected enrollment demands of the school age population within Smothers' attendance zone.

Under the direction of the District's Department of General Services (DGS) and with the guidance of DCPS, the DLR Group design team has further developed the concept scheme selected by DGS and DCPS for this Schematic Design submission.

## Design Considerations

The design for the Smothers Elementary School modernization will seek to provide a state-of-the-art educational facility while balancing issues related to the site and the project budget. Some considerations to be addressed in the design include:

- Improved alignment of program and facility: An effective design will facilitate a deep alignment between educational philosophy, curriculum, exploratory activities, and space design to form a coherent whole. The project will meet DCPS educational specifications requirements while serving the specific needs of the Smothers community. The BOLD process has been initiated to foster a creative dialogue between the school's leadership team and the design team. This process will continue into the next design phases.
- Thoughtful Interpretation of the Historic Preservation: In order to be

successful, the design must provide an optimal learning environment while preserving much of the existing historic building fabric.

- Commitment to Net-Zero Readiness, sustainability, and student well-being: The challenge of achieving a net-zero or net-zero ready school for a historic renovation project is a key element of the concept analysis.
- Maximizing a challenging site: The design approach must make the most of the existing site, recognizing and mitigating for its small size, limited options for vehicular access, and slopes. Maximizing play space while meeting DCPS standards for service vehicles and for parking is essential to the success of the project.
- A beacon of hope: The Smothers design must reach to the school's vision, which states (in part) that "Smothers Elementary will be a beacon of hope for families East of the River. Our students will leave with a strong foundation that will enable them to have choices and opportunities in life."

## Project Design Team

### Architect: DLR Group

- Sarah Woodhead, AIA, NCARB (Principal-in-Charge)
- Erika Lehman, AIA, NCARB (Project Manager)
- Edgar Moreno, RA, LEED-AP (Project Architect)
- Jason Lembke, AIA (Design Leader)
- Taryn Kinney, AIA, LEED-AP (Education Leader)
- Marilyn Denison, Ed.D (Education Planner)
- Emily Oldham (Project Designer)
- Kwame Bailey (Community Engagement Liason)

### MEP Engineers: CMTA

### Structural Engineers: SK&A

### Civil Engineers: Bowman Consulting Group

### Landscape Architect: CGLA

### Traffic Engineers: Gorove Slade

### Historical Resources: EHT Traceries

### Environmental: ECS Capitol Services

## Acknowledgements & Participants

This Smothers ES Design was conducted for D.C. Public Schools (DCPS) by DLR Group architects. This new elementary school modernization and expansion was performed under the direction of the D.C. Department of General Services, Capital Construction Services. Through a series of engagement meetings, input has helped establish the priorities of the Smothers ES community while the site and building design options for the new school were developed. The proposed plans presented herein were developed based on coordination with DCPS and members of the school staff and community.

The design team would like to thank all participants for their essential role in developing the project.

### Concept Phase Participants

Smothers ES School Improvement Team (SIT)

Smothers ES Campus Leadership Team

District of Columbia Public Schools

District of Columbia Department of General Services

02

**BUILDING  
PROGRAM**

## Educational Specifications Expansion

DCPS has developed standard Educational Specifications for elementary schools, sized appropriately for the projected design capacity. We have reviewed these during the concept phase with DCPS and DGS, to ensure an understanding of degrees of flexibility in interpretation. Following is the Ed Spec summary provided by DCPS/DGS, highlighting deviations of the existing building against the proposed program.

## Plan-to-Program Tables

The folowing program tables provide a comparison between the current floor plan spaces and Ed Spec program requirements.

Major Spaces	Quantity
PS – 1 <sup>st</sup> Grade Classrooms	8
2 <sup>nd</sup> – 5 <sup>th</sup> Grade Classrooms	8
Self – Contained Classrooms	3
Art	1
Music	1
Specials	1
Media Center	
PE	
Dining	

Smothers Elementary School Plan-to-Program Table

Core Academic Areas	Area	Ed SPEC Area	Area Difference	% Area Diff.	Level	Notes
Pre-S/Pre-K	1,005	1,025	-20	-2%	Level 01	
Pre-S/Pre-K	946	1,025	-79	-8%	Level 01	
Pre-S/Pre-K	956	1,025	-69	-7%	Level 01	
Pre-S/Pre-K	1,009	1,025	-16	-2%	Level 01	
Kindergarten/Grade 1 Classroom	1,133	1,025	108	11%	Level 02	Space larger than programed due to irregular shape of the building on the NW end of the addition.
Kindergarten/Grade 1 Classroom	1,025	1,025	0	0%	Level 02	
Kindergarten/Grade 1 Classroom	962	1,025	-63	-6%	Level 02	
Kindergarten/Grade 1 Classroom	992	1,025	-33	-3%	Level 02	
Pre-S/Pre-K/Kindergarten/ Grade 1 Storage	Not Placed	100	-100	-100%	Not Placed	Two Pre-K rooms on the First Floor share a storage room because of the limited space in the existing building and the need for a new Heat Pump room
Pre-S/Pre-K/Kindergarten/ Grade 1 Shared Storage	95	100	-5	-5%	Level 01	
Pre-S/Pre-K/Kindergarten/ Grade 1 Storage	Not Placed	100	-100	-100%	Not Placed	Two Pre-K rooms on the First Floor share a storage room because of the limited space in the existing building and the need for a new Heat Pump room
Pre-S/Pre-K/Kindergarten/ Grade 1 Storage	92	100	-8	-8%	Level 01	
Pre-S/Pre-K/Kindergarten/ Grade 1 Storage	101	100	1	1%	Level 02	
Pre-S/Pre-K/Kindergarten/ Grade 1 Storage	101	100	1	1%	Level 02	
Pre-S/Pre-K/Kindergarten/ Grade 1 Storage	139	100	39	39%	Level 02	Space larger than programed due to location of existing structural walls.
Pre-S/Pre-K/Kindergarten/ Grade 1 Storage	110	100	10	10%	Level 02	Space larger than programed due to location of existing structural walls.
Pre-S/Pre-K/Kindergarten/Grade 1 Restroom	59	60	-1	-2%	Level 01	
Pre-S/Pre-K/Kindergarten/Grade 1 Restroom	60	60	0	0%	Level 01	
Pre-S/Pre-K/Kindergarten/Grade 1 Restroom	58	60	-2	-3%	Level 01	
Pre-S/Pre-K/Kindergarten/Grade 1 Restroom	60	60	0	0%	Level 01	
Pre-S/Pre-K/Kindergarten/Grade 1 Restroom	60	60	0	0%	Level 02	
Pre-S/Pre-K/Kindergarten/Grade 1 Restroom	60	60	0	0%	Level 02	
Pre-S/Pre-K/Kindergarten/Grade 1 Restroom	80	60	20	33%	Level 02	Space larger than programed due to location of existing structural walls.
Pre-S/Pre-K/Kindergarten/Grade 1 Restroom	70	60	10	17%	Level 02	Space larger than programed due to location of existing structural walls
Outdoor Storage Early Childhood	Not Placed		-	-	Not Placed	To be included in Site Plan.
Grades 2-5 Classroom	993	900	93	10%	Level 03	Space larger than programed due to location of existing structural walls
Grades 2-5 Classroom	907	900	7	1%	Level 03	
Grades 2-5 Classroom	900	900	0	0%	Level 03	
Grades 2-5 Classroom	900	900	0	0%	Level 03	
Grades 2-5 Classroom	880	900	-20	-2%	Level 03	
Grades 2-5 Classroom	848	900	-52	-6%	Level 03	
Grades 2-5 Classroom	880	900	-20	-2%	Level 03	
Grades 2-5 Classroom	903	900	3	0%	Level 03	
Specials Lab	1,005	1,000	5	1%	Level 02	
Discovery Commons Area	604	-	-	-	Level 01	
Discovery Commons Area	236	-	-	-	Level 02	
Discovery Commons Area	56	-	-	-	Level 01	
Discovery Commons Area	55	-	-	-	Level 01	
Discovery Commons Area	125	-	-	-	Level 02	
Discovery Commons Area	117	-	-	-	Level 03	
Discovery Commons Area	381	-	-	-	Level 02	
Discovery Commons Area	371	-	-	-	Level 03	
Discovery Commons Area	52	-	-	-	Level 02	
Discovery Commons Area	54	-	-	-	Level 02	
Discovery Commons Area	68	-	-	-	Level 03	
Discovery Commons Area	66	2,000	185	9%	Level 03	Difference calculated from sum of Discovery Commons Areas (2,185 SQFT)

Smothers Elementary School Plan-to-Program Table  
 (Continued)

Core Academic Areas	Area	Ed SPEC Area	Area Difference	% Area Diff.	Level	Notes
Resource Room/ Small Group	327	360	-33	-9%	Level 02	
Resource Room/ Small Group	382	360	22	6%	Level 03	
Resource Room/ Small Group	385	360	25	7%	Level 02	
Resource Room/ Small Group	385	360	25	7%	Level 03	
Self Contained Classroom Grades 2-5	834	900	-66	-7%	Level 03	
Self Contained Classroom Grades Pre-S - 1	916	1,025	-109	-11%	Level 01	Space smaller than programed due to location of existing structural walls
Self Contained Classroom Grades Pre-S - 1	1,025	1,025	0	0%	Level 02	
Self Contained Classroom Grades Pre-S - 1 Restroom	59	60	-1	-2%	Level 01	
Self Contained Classroom Grades Pre-S - 1 Restroom	62	60	2	3%	Level 02	
Self Contained Classroom/ Grades Pre-S - 1 Shared Storage	115	100	15	15%	Level 01	Space larger than programed due to location of existing structural walls and because shared between two rooms
Self Contained Classroom Grades Pre-S - 1 Storage	104	100	4	4%	Level 02	
OT/ PT	452	450	2	0%	Level 02	
OT/ PT	468	450	18	4%	Level 03	
Speech/ OT/ PT Shared Storage	208	150	58	39%	Level 03	Due to space constraints in the existing building we are providing one larger and one smaller Speech/ OT/ PT Shared Storage room
Speech/ OT/ PT Shared Storage	57	150	-93	-62%	Level 02	Due to space constraints in the existing building we are providing one larger and one smaller Speech/ OT/ PT Shared Storage room
Independent Area	90	75	15	20%	Level 03	Space larger than programed due to location of existing structural walls and windows
Special Education Coordinator Office	146	150	-4	-3%	Level 03	
Teacher Collaboration Room	274	300	-26	-9%	Level 02	
Teacher Collaboration Room	359	300	-150	20%	Level 03	Space larger than programed due to location of existing windows
Teacher Collaboration Room	299	300	-1	0%	Level 03	
Leveled Reading Storage Room	285	300	-15	-5%	Level 02	
General Classroom Storage	235	200	35	18%	Level 03	Space larger than programed due to location of existing windows
Laptop Cart Storage	88	75	13	17%	Level 03	Space larger than programed due to location of existing structural walls
Laptop Cart Storage	103	75	28	37%	Level 02	Space larger than programed, under further review during DD
Laptop Cart Storage	88	75	13	17%	Level 03	Space larger than programed, under further review during DD
Outdoor Classroom	Not Placed	-	-	-	Not Placed	To be included in Site Plan
Garden	Not Placed	-	-	-	Not Placed	To be included in Site Plan
Speech	190	150	40	27%	Level 03	Space larger than programed, under further review during DD
Specials Office/ Storage	282	250	32	13%	Level 02	Space larger than programed due to location of existing structural walls
Total	27,792	27,840	-	-	-	-
Library Spaces	Area	Ed SPEC Area	Area Difference	% Area Diff.	Level	Notes
Reading/Learning/Circulation	2,187	2,500	-313	-13%	Level 02	Space smaller than programed, under further review during DD
Maker Space	492	500	-8	-2%	Level 02	
Small Group/ Conference Room	152	150	2	1%	Level 02	
Small Group/ Conference Room	152	150	2	1%	Level 02	
Office/ Workroom	336	400	-64	-16%	Level 02	Space smaller than programed, under further review during DD
Conference Room	251	250	1	0%	Level 02	
Total	3,570	3,950	-	-	-	-
Visual Arts Spaces	Area	Ed SPEC Area	Area Difference	% Area Diff.	Level	Notes
Art Lab	997	1,000	-3	0%	#REF!	
Kiln Room	61	60	1	2%	#REF!	
Art Storage	151	150	1	1%	#REF!	
Total	1,209	1,210	-	-	-	-
Performing Arts Spaces	Area	Ed SPEC Area	Area Difference	% Area Diff.	Level	Notes
General Music Room	930	900	30	3%	Level 02	
General Music Storage	240	250	-10	-4%	Level 03	
Total	1,170	1,150	-	-	-	-

Smothers Elementary School Plan-to-Program Table  
 (Continued)

Physical Education Spaces	Area	Ed SPEC Area	Area Difference	% Area Diff.	Level	Notes
Gymnasium	3,389	3,400	-11	0%	Level 01	
Stage (optional)	-	700	-	-	Level 01	Murphy stage, SQFT included in Gymnasium
PE Office	137	150	-13	-9%	Level 01	
PE/ Bicycle Storage	472	550	-78	-14%	Level 01	Combined PE Storage and Bicycle storage. Space smaller than programed, under further review during DD
Chair Storage	96	100	-4	-4%	Level 01	
Outdoor PE Storage	Not Placed	-	-	-	Level 01	Will be included in Site Plan.
<b>Total</b>	<b>4,094</b>	<b>4,900</b>	-	-	-	-
Administrative Spaces	Area	Ed SPEC Area	Area Difference	% Area Diff.	Level	Notes
Entrance Lobby	168	Gross Up	-	-	Level 01	
Welcome Center	415	459	-44	-10%	Level 01	
Security Area	82	75	7	9%	Level 01	
Conference Room	191	200	-9	-5%	Level 01	
Principal's Office	191	200	-9	-5%	Level 01	
Administrative Office	142	150	-8	-5%	Level 03	
Administrative Office	123	150	-27	-18%	Level 03	Space smaller than programed, under further review during DD
Administrative Workroom	280	250	30	12%	Level 01	Space larger than programmed, however; the extra space will be used for circulation
Records Room	137	150	-13	-9%	Level 01	
Parent Resource Center	184	200	-16	-8%	Level 01	
Counselor's Office	152	150	2	1%	Level 03	
Student Services	143	150	-7	-5%	Level 03	
#REF!	Not Placed	150	-150	-100%		Space left out in error, will be added in DD
Student Services Conference	243	200	43	22%	Level 03	Space larger than programed due to location of existing windows
After School Program Office	278	300	-22	-7%	Level 03	
Staff Lounge	397	400	-3	-1%	Level 01	
Wellness/ Lactation Room	141	150	-9	-6%	Level 01	
<b>Total</b>	<b>3,267</b>	<b>3,334</b>	-	-	-	-
Health Suite Spaces	Area	Ed SPEC Area	Area Difference	% Area Diff.	Level	Notes
Waiting Area	152	150	2	1%	Level 01	
Treatment Area	142	150	-8	-5%	Level 01	
Cots	102	100	2	2%	Level 01	
Office	96	100	-4	-4%	Level 01	
Toilet	51	50	1	2%	Level 01	
Storage	29	25	4	16%	Level 01	Space larger than programed, under further review during DD
<b>Total</b>	<b>572</b>	<b>575</b>	-	-	-	-
Food and Dining Spaces	Area	Ed SPEC Area	Area Difference	% Area Diff.	Level	Notes
Student Dining Area	2,183	1,696	487	29%	Level 01	Space larger than programmed due to size of existing Multipurpose Room
Stage (optional)	120	800	-680	-85%	Level 01	Size of existing stage reduced to maintain character of MPR, but the main stage for school performances will be relocated to the Gymnasium
Chair/ Table Storage	131	125	6	5%	Level 01	
Kitchen/ Food Preparation	652	650	2	0%	Level 01	
Serving Area	299	275	24	9%	Level 01	
Dry Food Storage	249	250	-1	0%	Level 01	
Freezer and Cooler	245	250	-5	-2%	Level 01	
Ware Washing	101	100	1	1%	Level 01	
Cleaning Storage	51	50	1	2%	Level 01	
Food Service Office	157	150	7	5%	Level 01	
Toilet/ Lockers	153	150	3	2%	Level 01	
<b>Total</b>	<b>4,341</b>	<b>3,696</b>	-	-	-	-

Smothers Elementary School Plan-to-Program Table  
 (Continued)

Building Support	Area	Ed SPEC Area	Area Difference	% Area Diff.	Level	Notes
Mechanical/ Electrical Space	814		-	-	Basement	
Mechanical/ Electrical Space	180		-	-	Basement	
Mechanical/ Electrical Space	67		-	-	Basement	
Mechanical/ Electrical Space	115		-	-	Level 01	
Mechanical/ Electrical Space	101		-	-	Level 01	
Mechanical/ Electrical Space	285		-	-	Level 02	
Mechanical/ Electrical Space	103		-	-	Level 02	
Mechanical/ Electrical Space	89		-	-	Level 03	
Mechanical/ Electrical Space	70		-	-	Level 03	
Restroom	75		-	-	Level 01	
Staff Restroom	63		-	-	Level 03	
Restroom	61		-	-	Level 03	
Staff Restroom	51		-	-	Level 01	
Restroom	62		-	-	Level 02	
Staff Restroom	59		-	-	Level 02	
Girls Restroom	175		-	-	Level 01	
Girls Restroom	176		-	-	Level 03	
Boys Restroom	162		-	-	Level 01	
Boys Restroom	153		-	-	Level 03	
Mechanical/ Electrical Space	101		-	-	Basement	
Supply Storage	97	150	-53	-35%	Level 02	Space smaller than programed, under further review during DD
Laundry Room	Not Placed	80	-80	-100%		Space not yet located, will be included in DD
Toilet/ Shower/ Locker Room	151	150	1	1%	Level 01	
Custodial/ DGS Office	151	150	1	1%	Level 01	
Custodial/ DGS Office	151	150	1	1%	Level 01	
Custodial Closet	32	25	7	28%	Level 01	Space larger than programed due to location of existing structural walls
Custodial Closet	Not Placed	25	-25	-100%	Not Placed	Space not yet located, will be included in DD
Custodial Closet	32	25	7	28%	Level 03	Space larger than programed due to location of existing structural walls
Custodial Closet	35	25	10	40%	Level 02	Space larger than programed due to location of existing structural walls
Custodial Closet	29	25	4	16%	Level 03	Space larger than programed due to location of existing structural walls
Custodial Closet	29	25	4	16%	Level 01	Space larger than programed due to location of existing structural walls
Custodial Closet	Not Placed	25	-	-	Not Placed	Space not yet located, will be included in DD
Electrical Closet	Not Placed		-	-	Not Placed	Included in general "Mechanical/ Electrical" space, will be specifically located in DD
MDF Room	Not Placed	200	-	-	Not Placed	Included in general "Mechanical/ Electrical" space, will be specifically located in DD
IDF Room	Not Placed	100	-	-	Not Placed	Included in general "Mechanical/ Electrical" space, will be specifically located in DD
IDF Room	Not Placed	100	-	-	Not Placed	Included in general "Mechanical/ Electrical" space, will be specifically located in DD
IDF Room	Not Placed	100	-	-	Not Placed	Included in general "Mechanical/ Electrical" space, will be specifically located in DD
Custodial Equipment Storage	300	300	0	0%	Level 01	
Central Storage Area	303	318	-15	-5%	Level 02	
Receiving Area	156	150	6	4%	Level 01	
Technology Storage	81		-	-	Level 02	
<b>Total</b>	<b>4,509</b>	<b>2,123</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Smothers Elementary School Plan-to-Program Table  
 (Continued)

Circulation	Area	Ed SPEC Area	Area Difference	% Area Diff.	Level	Notes
Circulation	906	-	-	-	Level 01	
Circulation	2,776	-	-	-	Level 01	
Circulation	88	-	-	-	Level 01	
Circulation	1,322	-	-	-	Level 02	
Circulation	1,756	-	-	-	Level 02	
Circulation	1,200	-	-	-	Level 03	
Circulation	2,864	-	-	-	Level 03	
Circulation	84	-	-	-	Level 01	
Circulation	680	-	-	-	Level 02	
Circulation	190	-	-	-	Level 01	
Circulation	556	-	-	-	Level 01	
Elevator	74	-	-	-	Level 01	
Elevator	70	-	-	-	Level 02	
Elevator	61	-	-	-	Level 03	
Stair A	268	-	-	-	Level 01	
Stair A	287	-	-	-	Level 02	
Stair A	287	-	-	-	Level 03	
Stair B	291	-	-	-	Level 02	
Stair B	291	-	-	-	Level 03	
Stair B	377	-	-	-	Level 01	
Stair C	199	-	-	-	Level 02	
Stair C	199	-	-	-	Level 03	
Stair D	108	-	-	-	Level 01	
Stair D	168	-	-	-	Level 02	
Stair D	172	-	-	-	Level 03	
Vestibule	63	-	-	-	Level 01	
Vestibule	8	-	-	-	Level 01	
<b>Total</b>	<b>15,345</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Assignable Area</b>	<b>50,388</b>	<b>48,778</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Gross-up</b>	<b>15,481</b>	<b>19,023</b>			<b>-</b>	<b>-</b>
<b>Total Gross Area</b>	<b>65,869</b>	<b>67,801</b>			<b>-</b>	<b>-</b>
<b>Efficiency Ratio</b>	<b>1.31</b>	<b>1.39</b>				

# 03 EXISTING CONDITIONS

EXISTING SITE  
EXISTING BUILDING

AN ANALYSIS OF THE EXISTING SITE IS INCLUDED IN THIS SECTION. THESE DIAGRAMS DEPICT SOME ESSENTIAL ELEMENTS OF THE CURRENT CONDITIONS AND HAVE HELPED INFORM THE SITE PLANNING PROCESS.

EXISTING CONDITIONS - EXTERIOR PHOTOS



FRONT FACADE - CENTAL BAY



FRONT FACADE - BROOKS STREET NE



MAIN ENTRY VESTIBULE SURROUND



BAY WINDOW - EAST ELEVATION



NORTH ELEVATION - CHIMNEY STACK



EAST ELEVATION



MURAL ON MULTI-PURPOSE ROOM



NORTH ELEVATION AND MULTI-PURPOSE ROOM

EXISTING CONDITIONS - INTERIOR PHOTOS



BUILT IN BOOK SHELVES



ARCHED ENTRY FOR CLOAKROOM



CLOAKROOM



INTERIOR VIEW CLASSROOM



INTERIOR OF MULTIPURPOSE ROOM WITH PROSCENIUM



WARPED WOOD FLOORING IN CLASSROOM



WEST STAIRWAY



INTERIOR DOORS





SITE ACCESS

# EXISTING FLOOR PLANS

- Admin & Teacher Collab Workrooms

Support / Storage / Copy

Health Suite

Classrooms

Pre-K/K Classrooms

Specialized Learning (labs)

Special Education
- Media Center

Dining and Food Service

Multi-Purpose

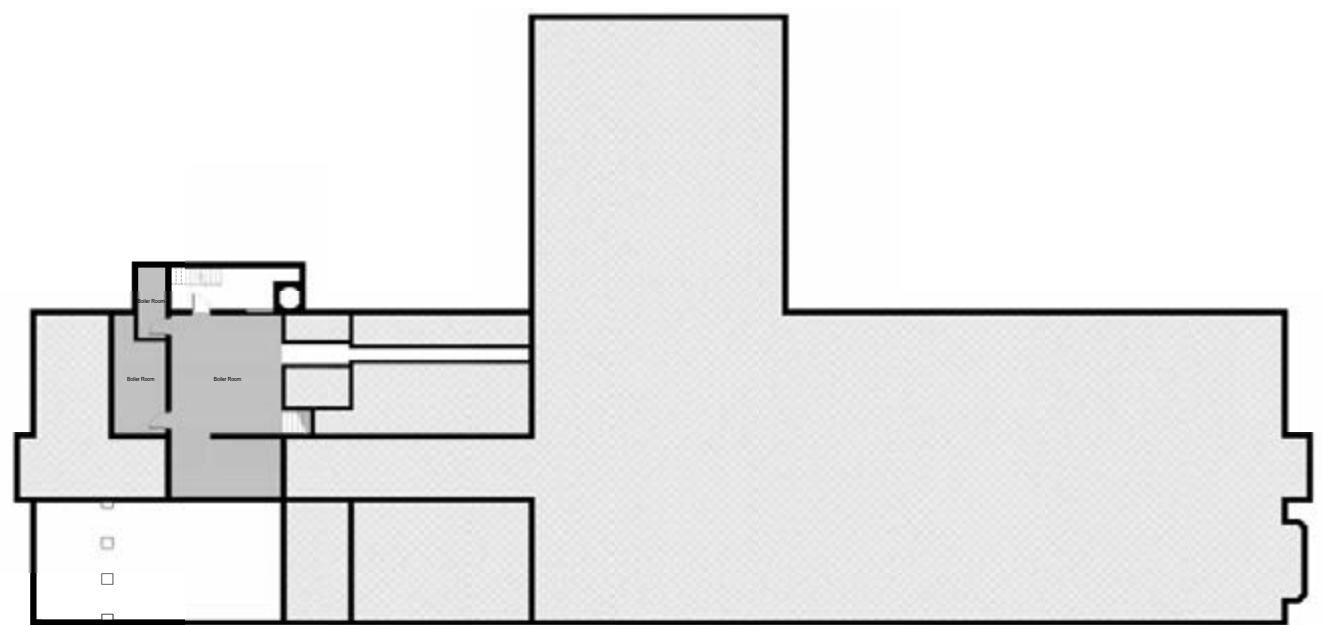
Student Restrooms

Circulation

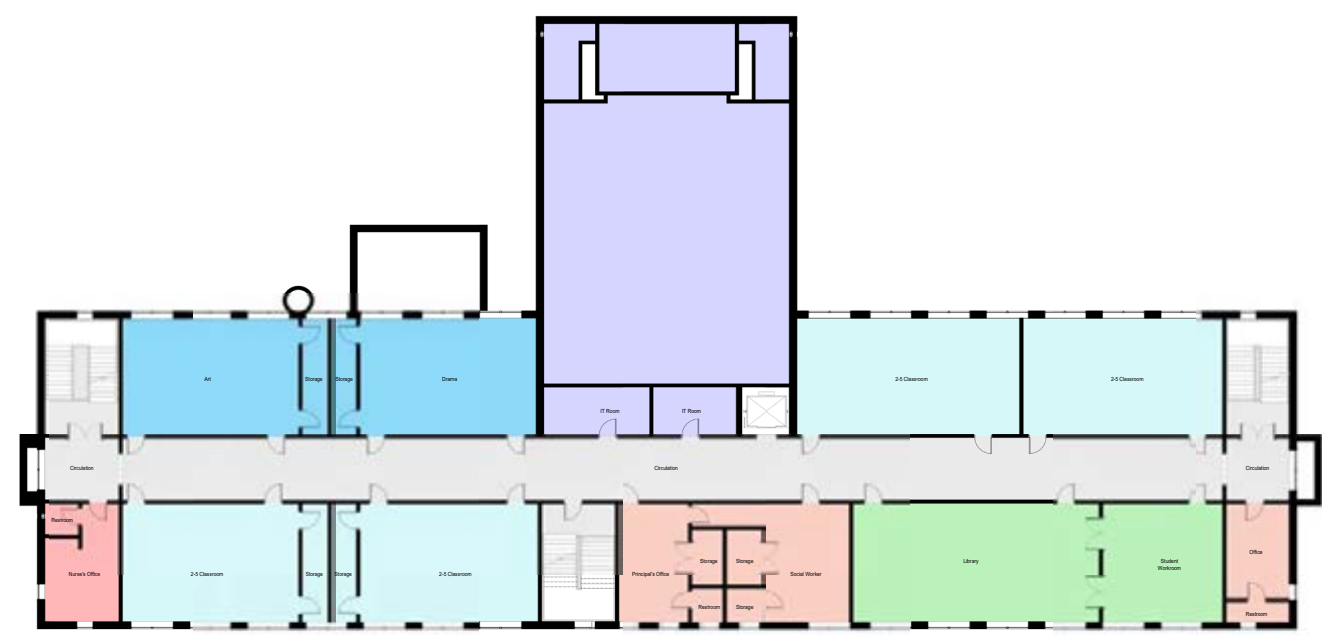
Building Services



GROUND FLOOR PLAN



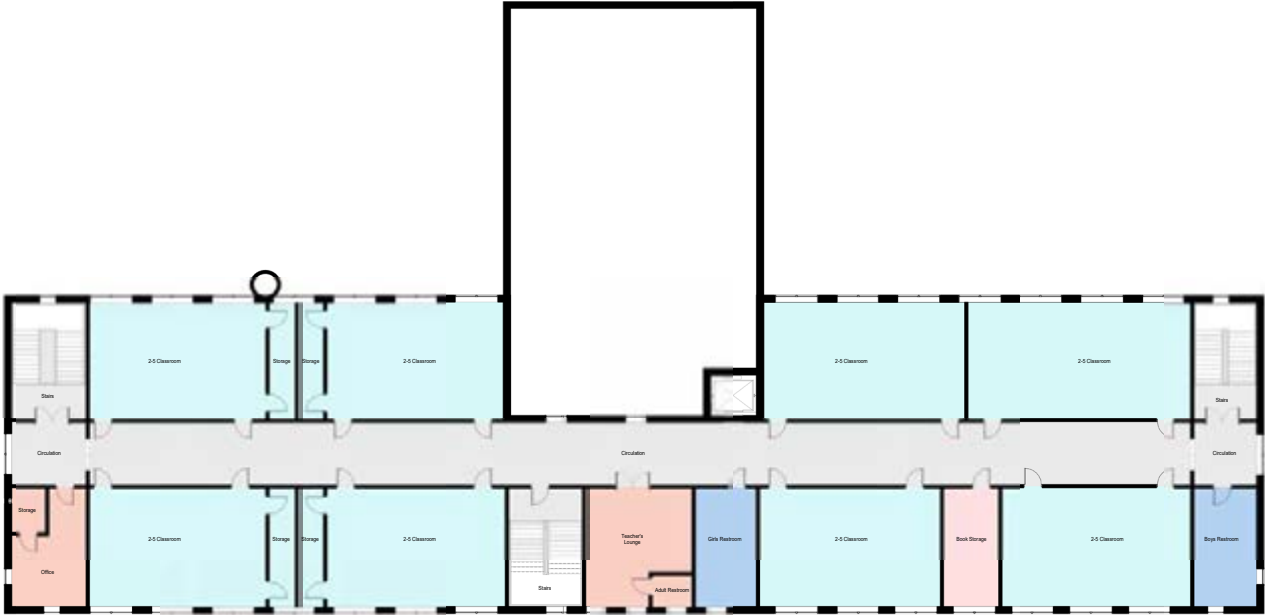
BASEMENT PLAN



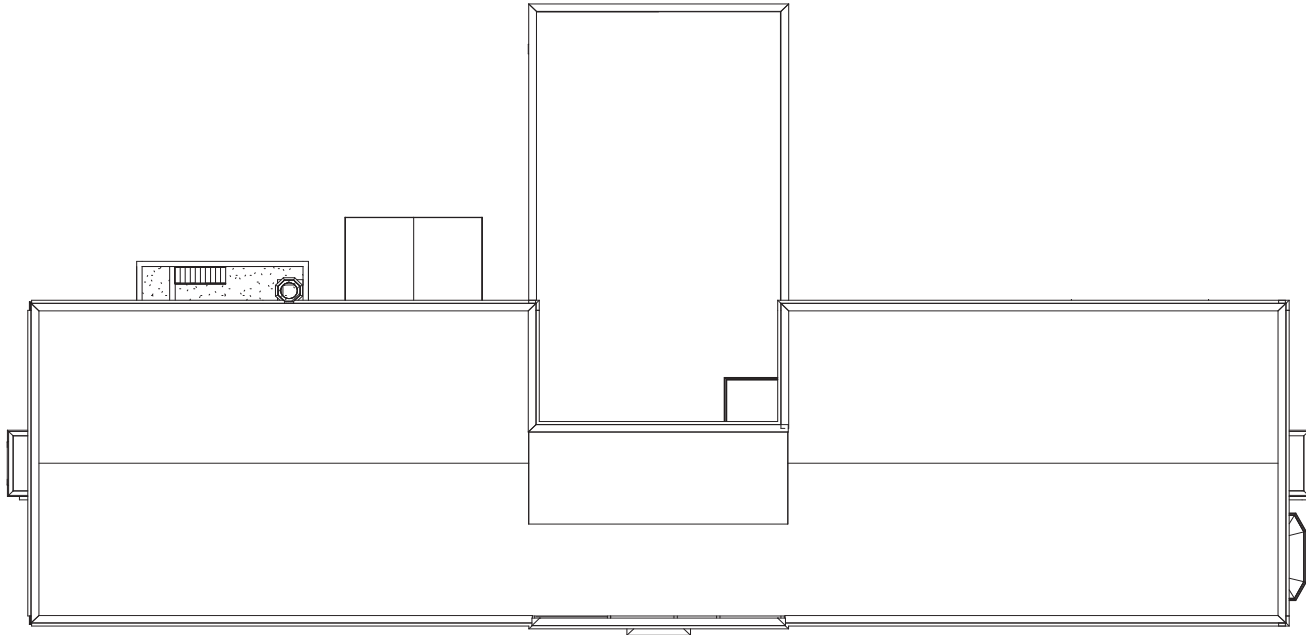
SECOND FLOOR PLAN

# EXISTING FLOOR PLANS

## EXISTING BUILDING PLANS



THIRD FLOOR PLAN



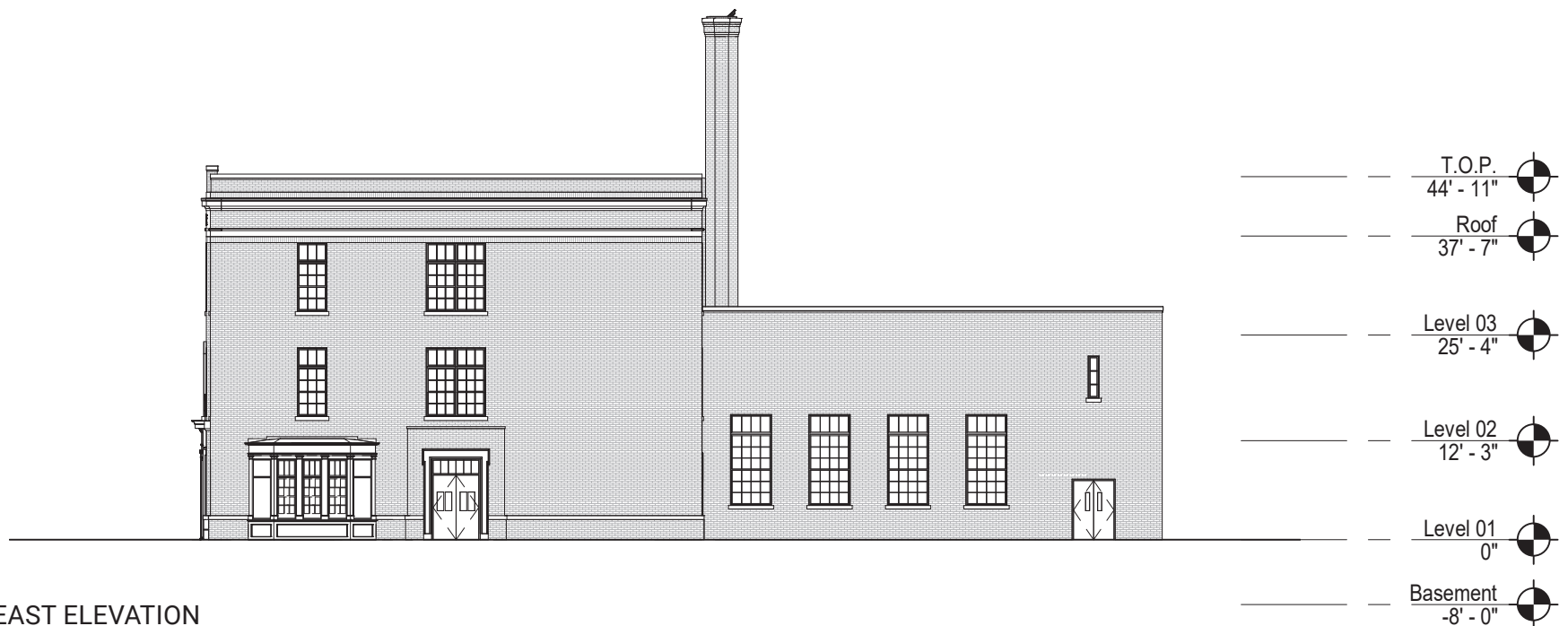
ROOF PLAN

- Admin & Teacher Collab Workrooms
- Support / Storage / Copy
- Health Suite
- Classrooms
- Pre-K/K Classrooms
- Specialized Learning (labs)
- Special Education
- Media Center
- Dining and Food Service
- Multi-Purpose
- Student Restrooms
- Circulation
- Building Services

# EXISTING ELEVATIONS

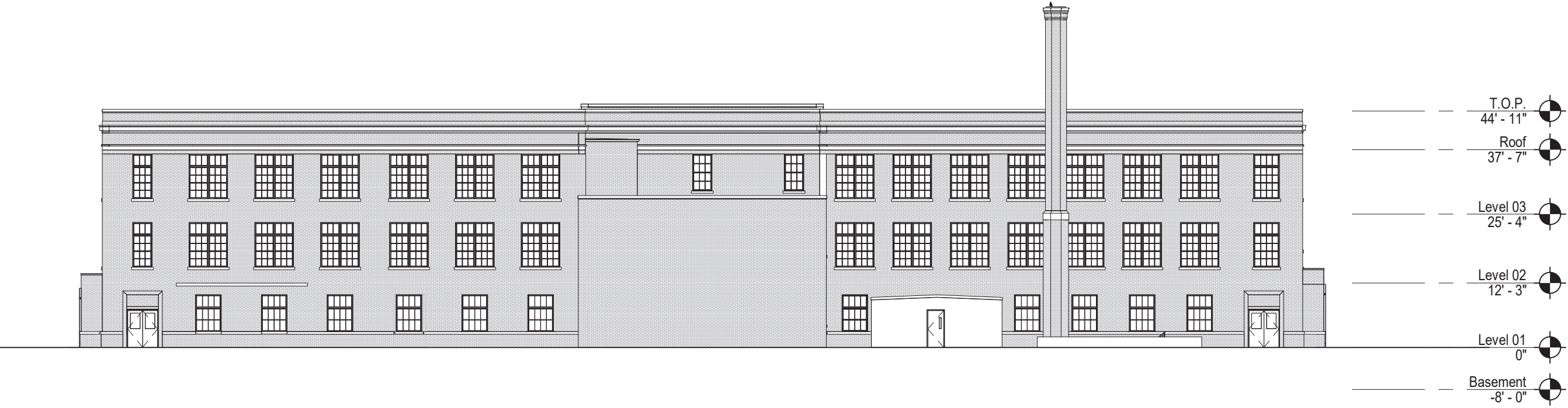


SOUTH ELEVATION

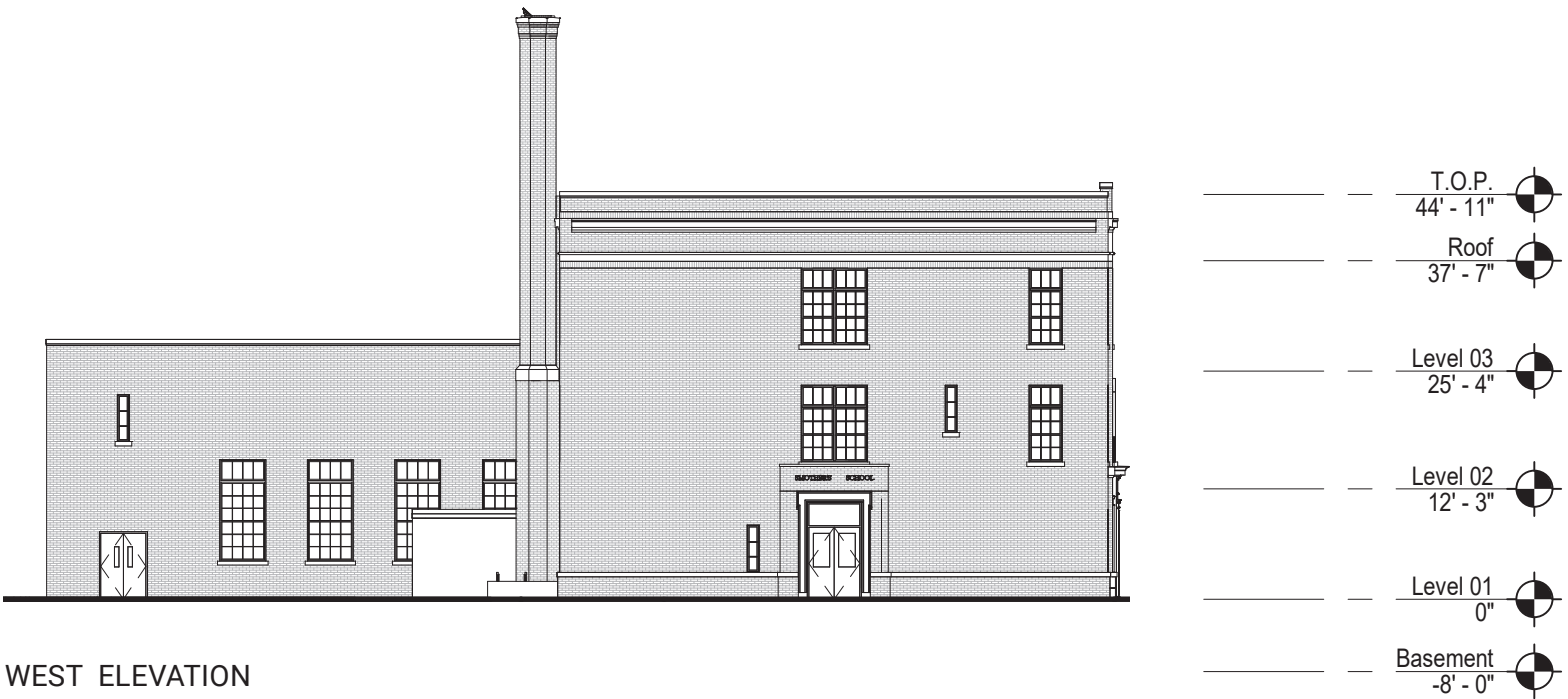


EAST ELEVATION

# EXISTING ELEVATIONS



NORTH ELEVATION



WEST ELEVATION



DURING THE CONCEPT DESIGN PHASE, THE SCHOOL COMMUNITY HIGHLIGHTED THE FOLLOWING OBJECTIVES AS KEYS FOR SUCCESS:

**THE NEED FOR MAXIMIZING OUTDOOR OPEN PLAY SPACE**

**RETAINING THE HISTORIC CHARACTER OF THE EXISTING BUILDING AS A MEANS TO ACKNOWLEDGE AND CELEBRATE THE SCHOOL’S MULTI-GENERATIONAL COMMUNITY**

**NATURALLY LIT ENVIRONMENT TO PROMOTE FOCUS AND WELLNESS**

**TEACHER COLLABORATION AND RESTORATION AREAS**

**SAFE AND SECURE FACILITY**

**READILY ACCESSIBLE RESTROOMS**

**WELCOMING ENVIRONMENT FOR THE COMMUNITY TO FOSTER FAMILY ENGAGEMENT AND INVOLVEMENT**

EXISTING SITE AND BUILDING CHALLENGES REQUIRED CAREFUL EVALUATION IN ORDER TO ADEQUATELY ACCOMMODATE A 21ST CENTURY EDUCATIONAL PROGRAM.

IN ORDER TO FULFILL THE OBJECTIVE OF MAXIMIZING OPEN PLAY AREA ON A LIMITED SITE, THREE **VEHICULAR ACCESS AND CIRCULATION** LAYOUTS WERE EXPLORED DURING THE CONCEPT PHASE. THE SELECTED SCHEME UTILIZES A ONE-WAY DRIVE LANE ALONG THE EAST AND NORTHERN EDGES OF THE SITE ACCESSIBLE FROM BROOKS STREET. THIS LANE SERVES STAFF PARKING, SERVICE ACCESS, DELIVERIES, AND OMITTS THE NEED FOR VEHICLE TURN-AROUND SPACE. BY STREAMLINING THE VEHICULAR ACCESS ROUTE ALONG THE PERMETER, A WELL-DEFINED, EASILY ACCESSIBLE, AND CENTRALIZED OPEN PLAY AREA CAN BE PROVIDED. ADJACENT TO THE OPEN PLAY AREA IS A COVERED PLAY AREA ZONED FOR PRE-K AND K STUDENTS. THE ROOF AREA OF THE GYMNASIUM PROVIDES AN ADDITIONAL OPPORTUNITY FOR PHYSICAL ACTIVIES AND IS CURRENTLY REFLECTED ON THE FLOOR PLANS.

WITHIN THE BUILDING, **HISTORIC ELEMENTS** ARE RETAINED IN THE CURRENT DESIGN SCHEME, THESE INCLUDE RETAINING THE ORIGINAL 1923

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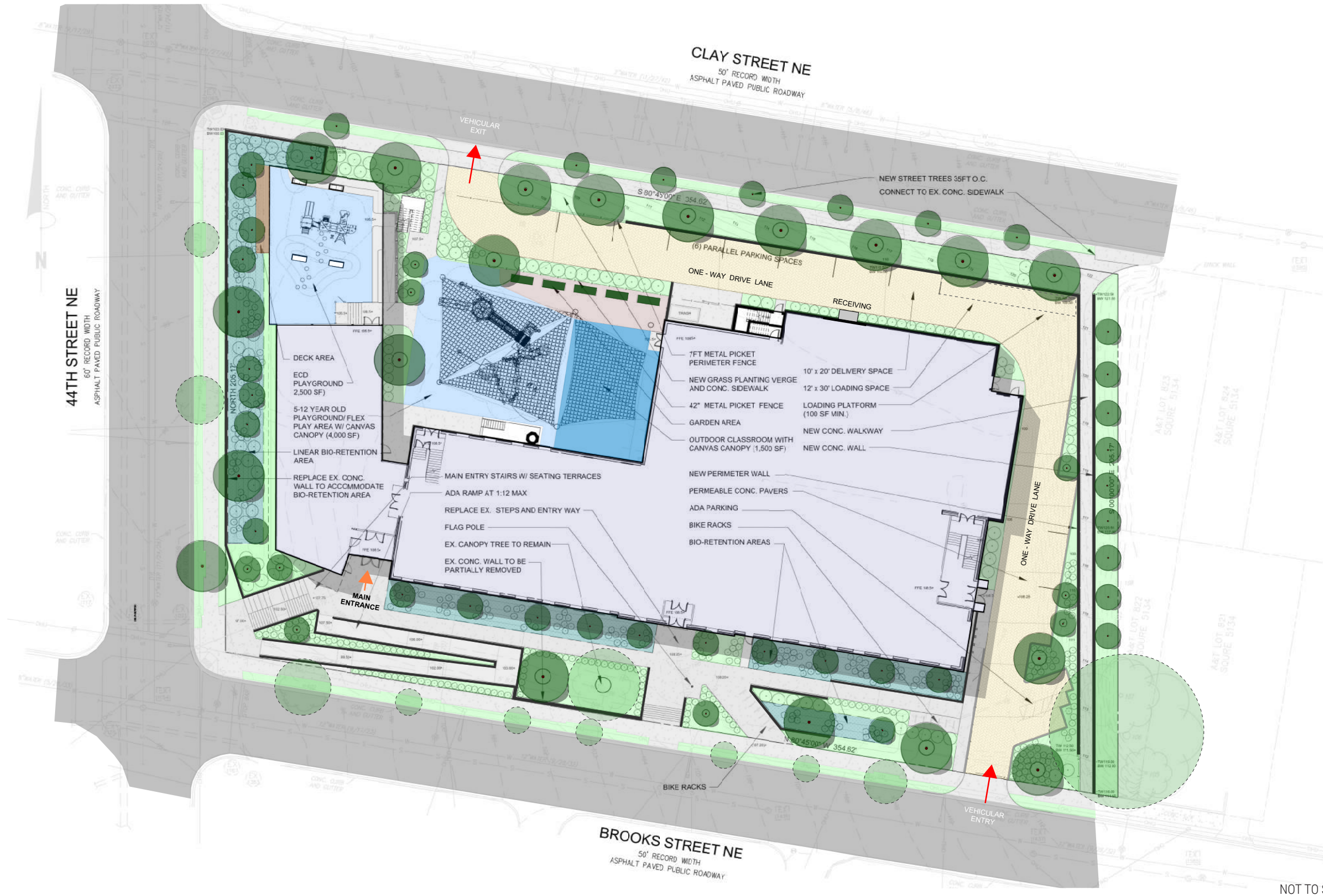
## CONCEPT DESIGN

SCHOOL ENTRANCE ON THE WEST SIDE OF THE BUILDING, THE CURRENT 1939 MAIN ENTRANCE, THE MULTIPURPOSE ROOM, SMOKESTACK, AND BAY WINDOW AT THE EAST EDGE OF THE BUILDING.

EXISTING **LOAD BEARING WALLS AND STRUCTURE** WERE REVIEWED TO DETERMINE HOW CLASSROOMS AND OTHER PROGRAM ELEMENTS COULD BE ACCOMMODATED WHILE MEETING CURRENT ED SPEC REQUIREMENTS. THE CURRENT DESIGN FACTORS RESULTS OBTAINED FROM THE DESIGN TEAM’S STRUCTURAL ANALYSIS AND RETAINS KEY ELEMENTS REQUIRED TO MAINTAIN THE PRE-EXISTING STRUCTURAL SYSTEM.

**ACHIEVING NET ZERO ENERGY PERFORMANCE** WILL BE AN ONGOING DISCUSSION WITH PROJECT STAKEHOLDERS AS THE DESIGN DEVELOPS. DUE TO THE LIMITED SITE AREA AND RESULTING BUILDING FOOTPRINT, ROOF AREA IS LIMITED TO RECEIVE PHOTOVOLTAICS PANELS, A KEY COMPONENT TO MEETING NZE GOALS.

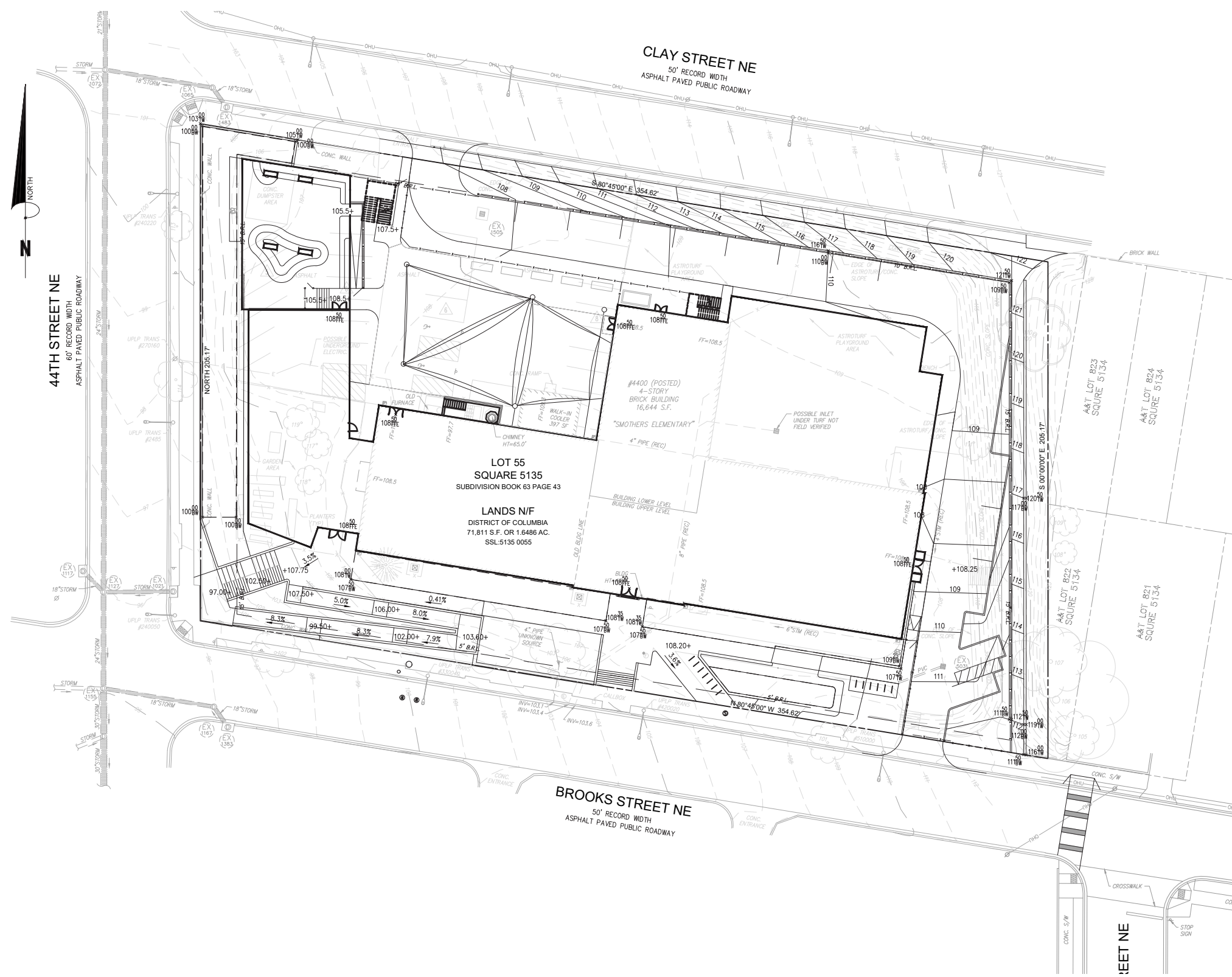
# SITE PLAN



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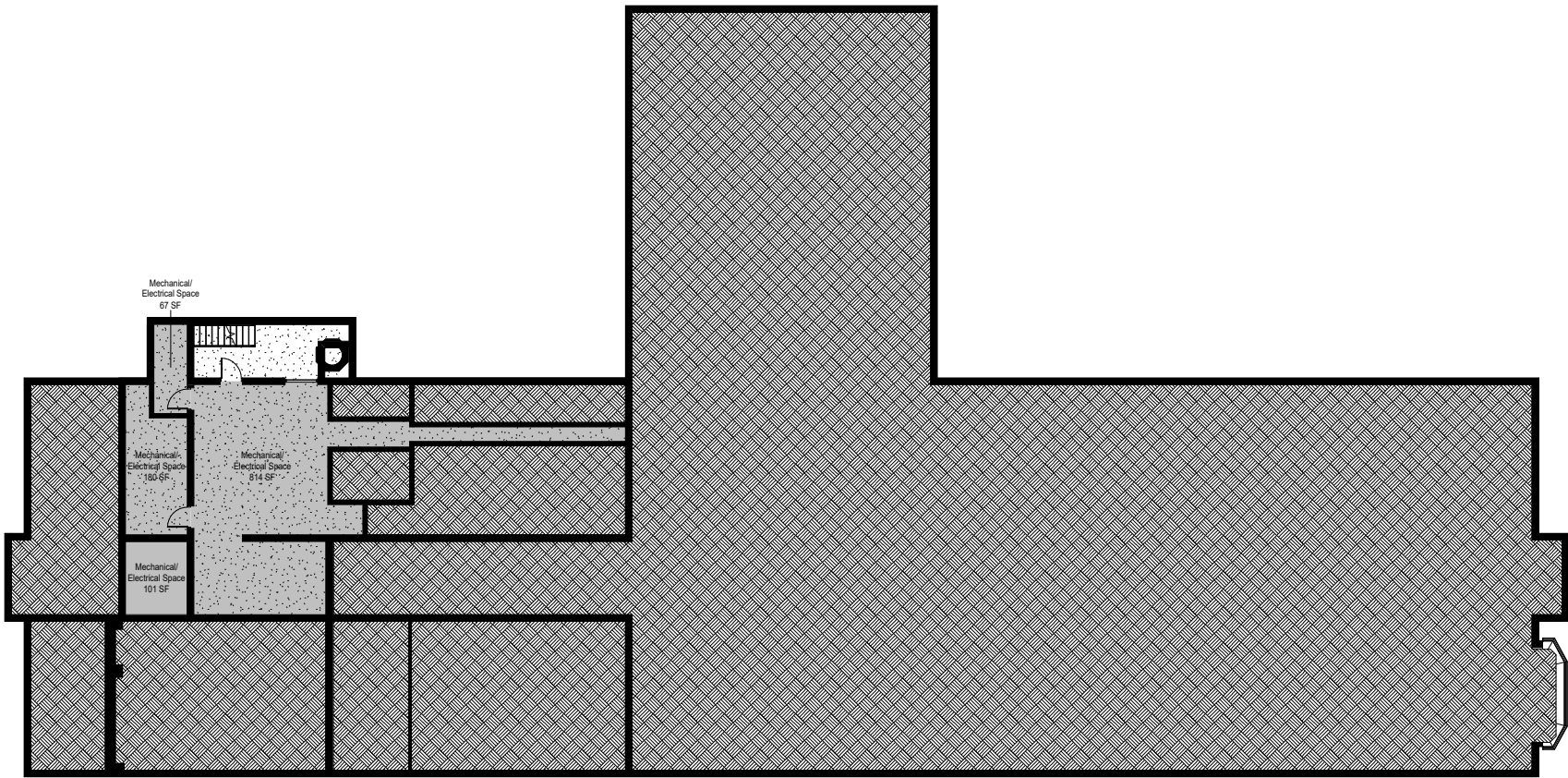


# GRADING



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# BASEMENT



## K-12 Department

- Core Academic Areas
- Core Academic Areas - Discovery Commons
- Library Spaces
- Visual Arts Spaces
- Performing Arts Spaces
- Physical Education Spaces
- Administrative Spaces
- Health Suite Spaces
- Food and Dining Spaces
- Multi-Purpose
- Building Support
- Circulation

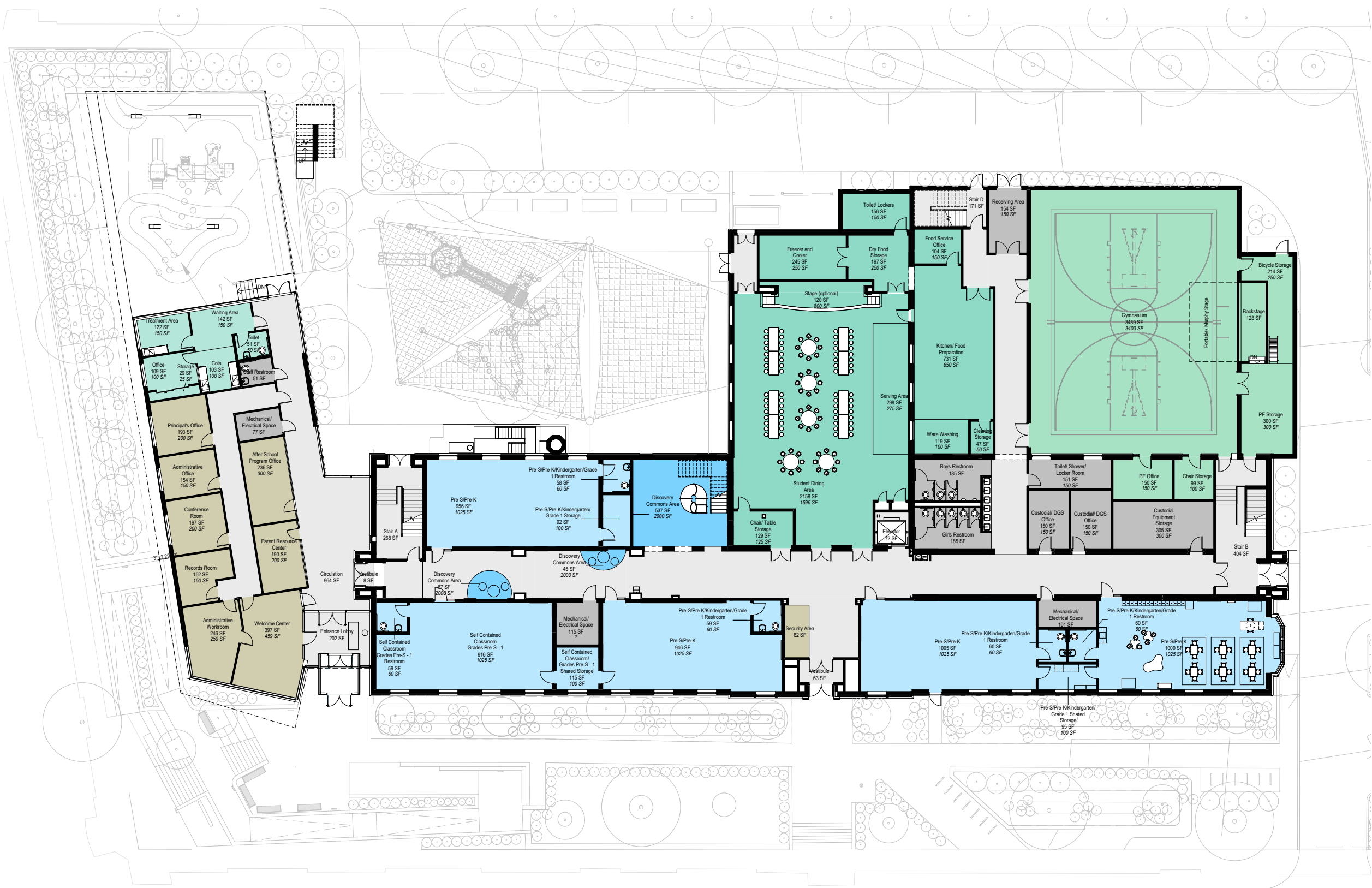
## Room Labels

Room Name  
Room Area  
ED SPEC Area

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# FIRST FLOOR



K-12 Department

- Core Academic Areas
- Core Academic Areas - Discovery Commons
- Library Spaces
- Visual Arts Spaces
- Performing Arts Spaces
- Physical Education Spaces
- Administrative Spaces
- Health Suite Spaces
- Food and Dining Spaces
- Multi-Purpose
- Building Support
- Circulation

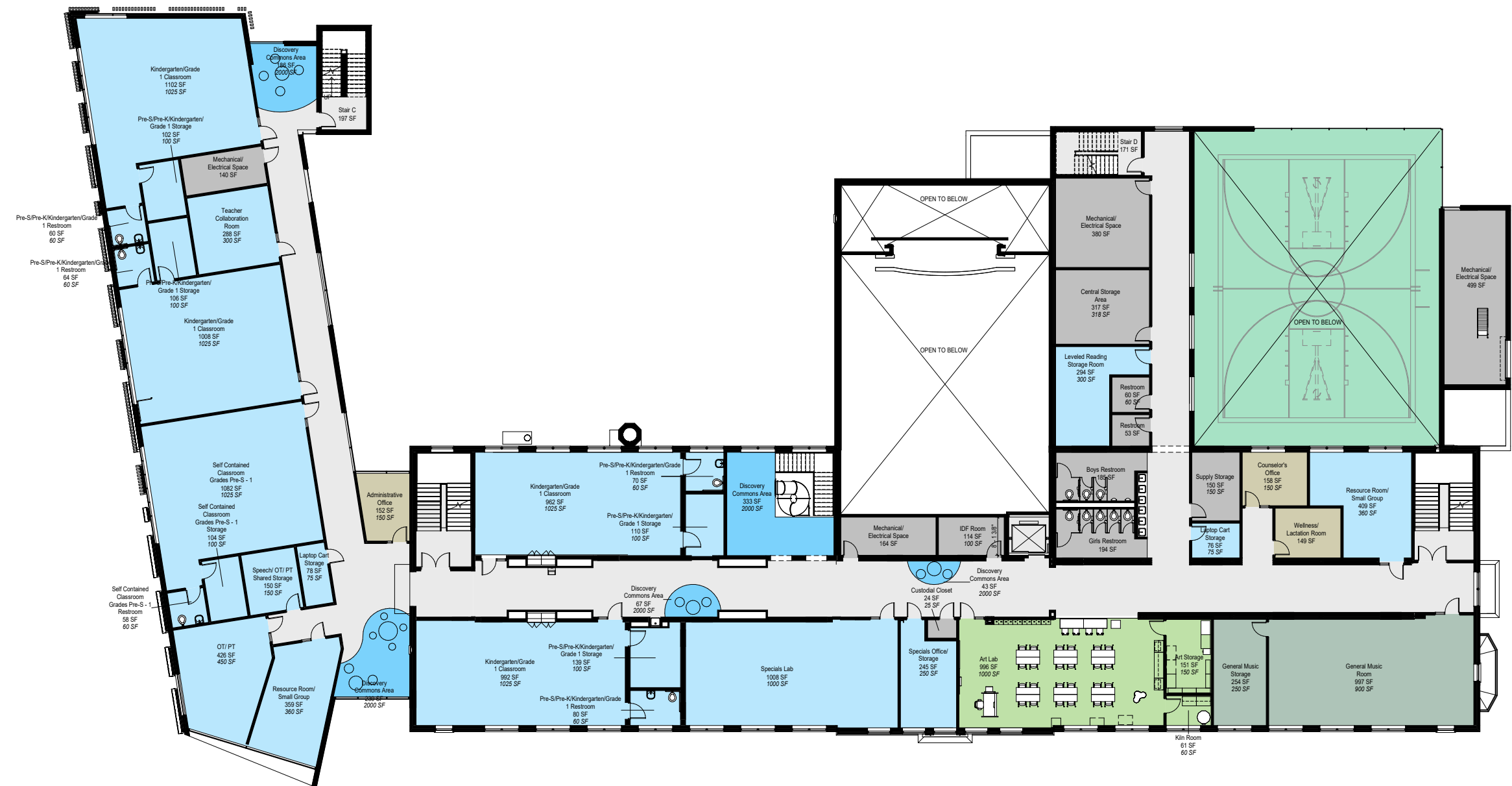
Room Labels

Room Name  
Room Area  
ED SPEC Area



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# SECOND FLOOR



## K-12 Department

- Core Academic Areas
- Core Academic Areas - Discovery Commons
- Library Spaces
- Visual Arts Spaces
- Performing Arts Spaces
- Physical Education Spaces
- Administrative Spaces
- Health Suite Spaces
- Food and Dining Spaces
- Multi-Purpose
- Building Support
- Circulation

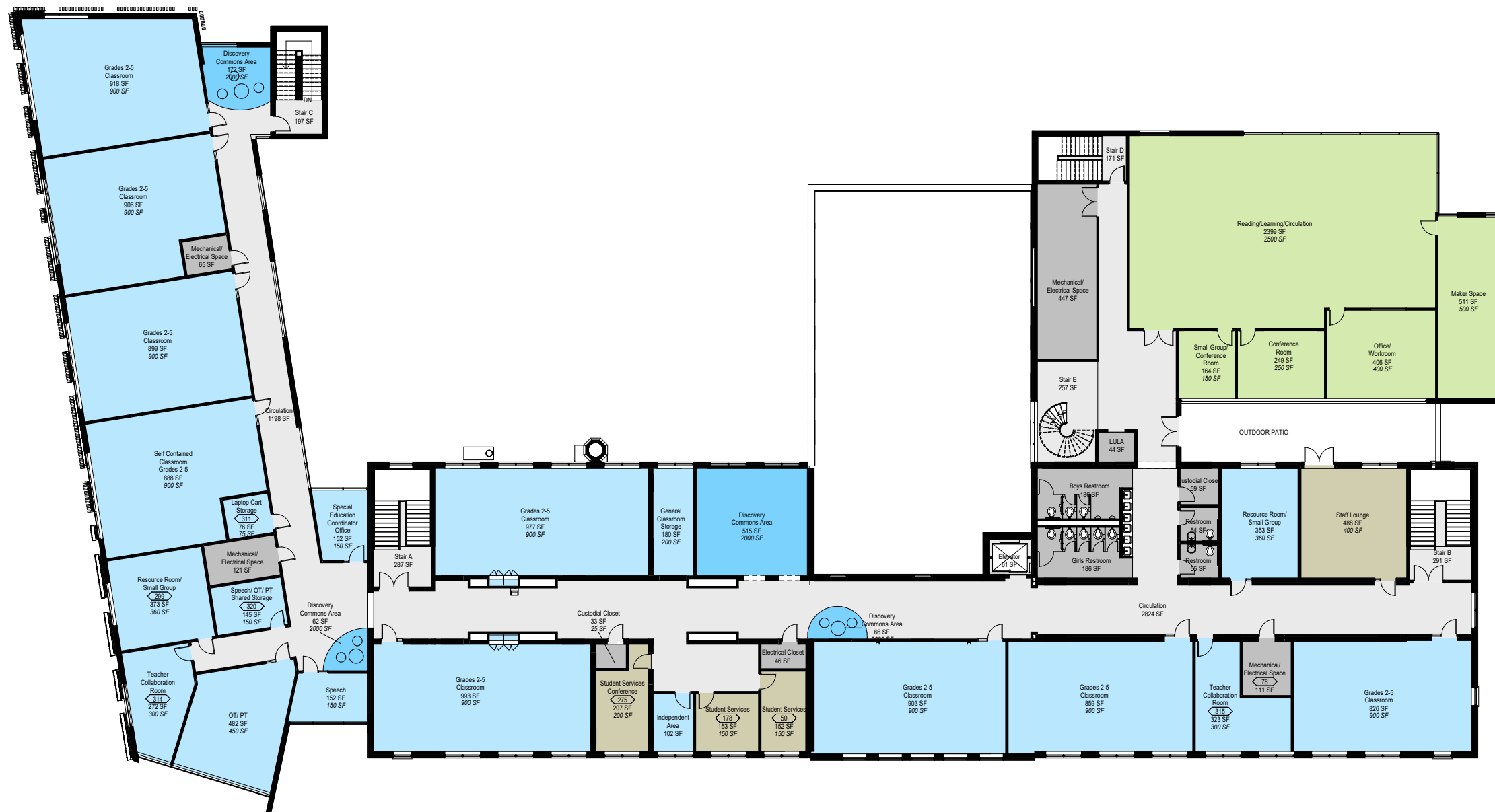
## Room Labels

Room Name  
Room Area  
ED SPEC Area









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# THIRD FLOOR



K-12 Department

-  Core Academic Areas
-  Core Academic Areas -  
Discovery Commons
-  Library Spaces
-  Visual Arts Spaces
-  Performing Arts Spaces
-  Physical Education Spaces
-  Administrative Spaces
-  Health Suite Spaces
-  Food and Dining Spaces
-  Multi-Purpose
-  Building Support
-  Circulation

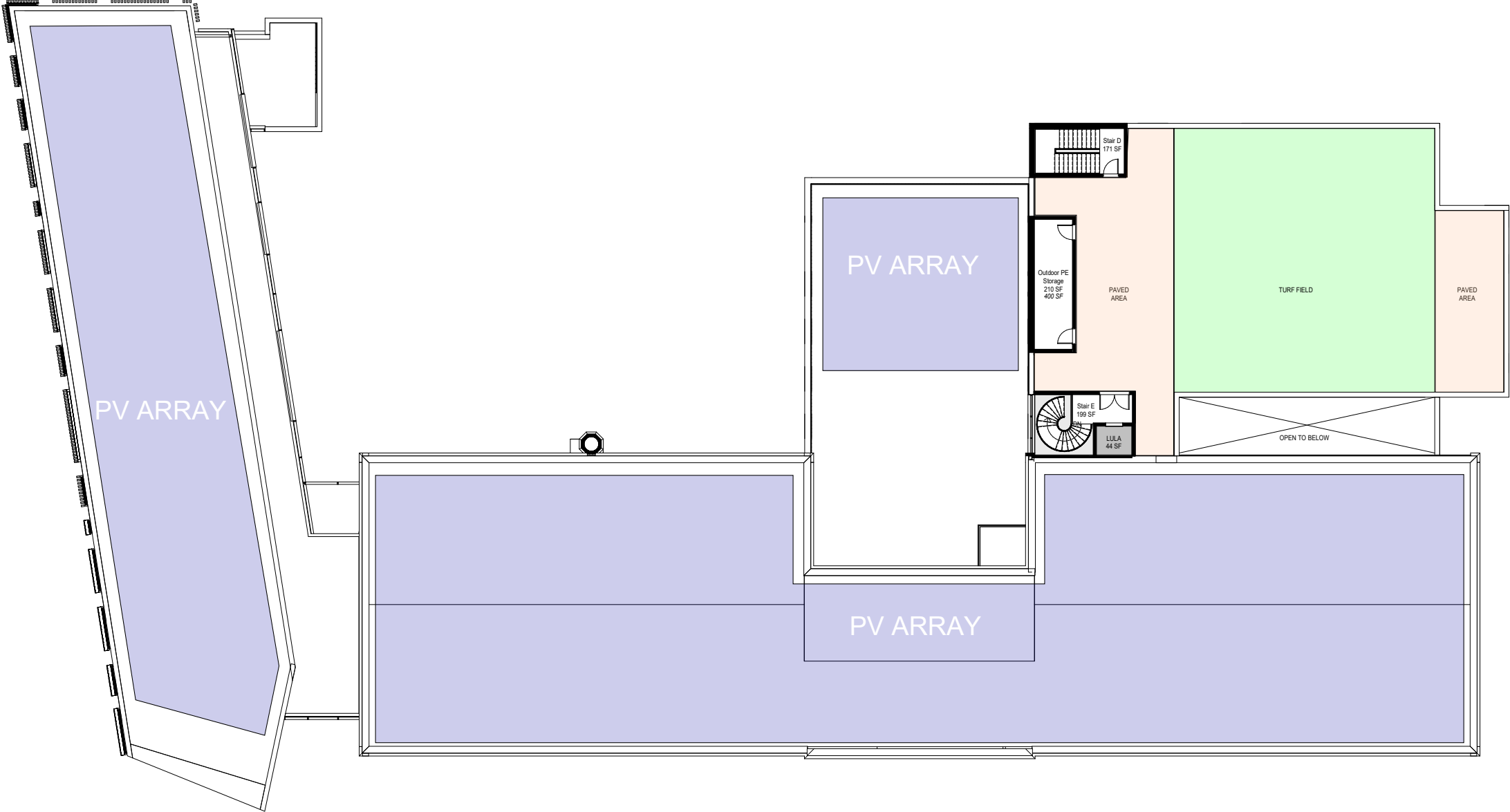
### Room Labels

Room Name  
Room Area  
*ED SPEC Area*

NOT TO SCALE



# ROOF



### K-12 Department

- Core Academic Areas
- Core Academic Areas - Discovery Commons
- Library Spaces
- Visual Arts Spaces
- Performing Arts Spaces
- Physical Education Spaces
- Administrative Spaces
- Health Suite Spaces
- Food and Dining Spaces
- Multi-Purpose
- Building Support
- Circulation

### Room Labels

Room Name  
Room Area  
ED SPEC Area

NOT TO SCALE



# DESIGN VISION

## Design Approach & Smothers' Legacy

Our vision for the modernization of Smothers Elementary is grounded in the School's history, its educational mission and its goals for the future as well as the legacy of its namesake, **Henry Smothers**. Henry Smothers was the founder of one of the first and longest operating schools for African-American students in the District of Columbia. His efforts are extraordinary not only given the resistance and fight against Black advancement, especially education, but also is exceptional in that Smothers Elementary existed alongside other DC schools named after slave owners and members of the Confederacy. Smothers' legacy is all the more poignant 200 years later amidst the backdrop of Black Lives Matter.



Smothers School in 1960

## Design Vision

One of our initial design notions was the concept of **weaving together new and existing structures, programs and approaches**. Just as Smothers' mission is the development of the whole child, our intention was to develop a new building framework which supports, highlights and joins together the School's various educational, social, emotional and physical spheres. Coupled with rigorous Net Zero requirements, we saw the project's potential as a progressive and dynamic representational model. We continue to develop these aspects.

This '**weaving together**' is most evident in the new construction west wing where a brick brise soleil screens the classrooms' predominant west-facing exposure. These screens afford the luxury of large windows in the classrooms similar in size to the gracious scale of those in the existing building. Intended to create optimum learning environments... bright, open and inspiring educational spaces... these screens also subtly mesh with the brick language of the historic School. The brise soleil can be taken a step further. Because the bricks in the brise soleil can rotate there are opportunities within the system for variety. The screens will appear more as brick curtains which could imply values inherent in Henry Smothers' legacy... freedom, diversity, openness and lightness.

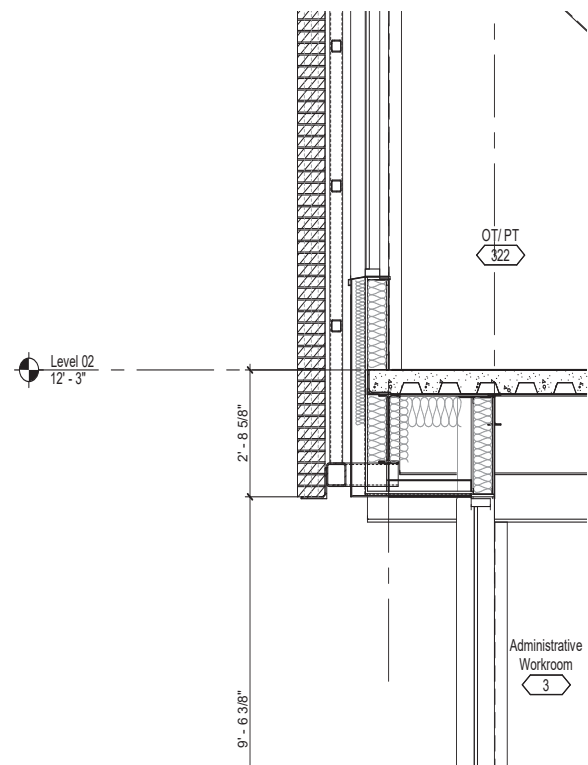
Brick is an important component in this discussion. Besides wanting an enduring material, brick ties us to Freemasonry, which is part of a historical continuum and integral to Black history. We are looking at a multi-colored brick palette to compliment the School's existing brick as well as patterning which will further infer multiplicity.



This thread is followed throughout the project. The other new construction facades will be comprised of either brick veneer or Fiber Cement as a means to continue our conceptual themes as well as to differentiate massing and break down scale. On the east façade of the west wing we propose a super-graphic on the white panels facing the playground. Limited in its openings due to Net Zero restrictions, this façade's panels will display a large-scale, bright and multi-colored visual of weaving... an animate image and symbol hovering above the school's primary play space.

Another aspect of weaving is the incorporation of the pedimented portal at the west end of the historic school. The School's new glazed entry lobby features this portal as a focal point.

# DESIGN VISION



Section Detail



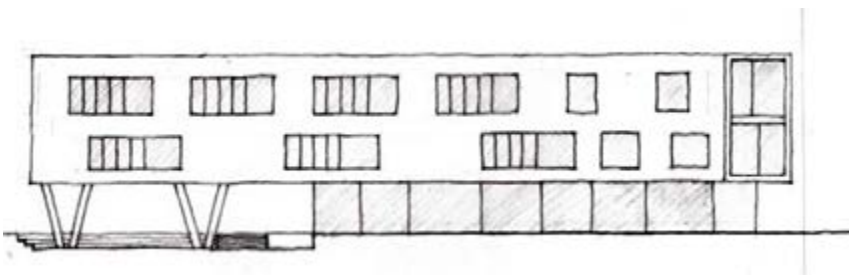
Brick brise-soleil precedent imagery



Brick brise-soleil concept study



Fiber cement panel imagery



West facade fenestration study - fiber cement panels

## Exterior Design - Materials

The modernization of Smothers Elementary calls for a careful knitting together of new and existing structures, programs and approaches. Just as Smothers' mission is the development of the whole child, our intention is to create a new building framework which supports, highlights and joins together the school's various educational, social, emotional and physical spheres... a representational model signaling a commitment to a dynamic and progressive future.

We do this most evidently through the treatment of the classrooms in the new construction west wing. Located with its primary street elevation facing west due to tight lot constraints, this difficult orientation is turned into an opportunity. A system of masonry screens, brick brise-soleil, modulate the classrooms' lower-sun exposure and become the defining feature of the building. Simultaneously monolithic and diaphanous, these screens (held off the façade 1 ft) afford the luxury of large windows in the classrooms similar in size to the gracious scale of those in the existing building, without compromising daylight and views. Breaks between screens allow for operable windows.

The brick harnesses reflected light which enhances the luminescence, producing bright, open & inspiring educational spaces; all while the masonry curtain composition subtly meshes with the vocabulary of the school's existing brick.

This high-performance strategy is intended to confront the project's demanding Net Zero requirements head-on; resulting in a solution which is ultra-functional, enduring, contemporary yet contextual, while carrying within it inherent variety and playfulness.

The proposed base exterior material at the new additions, including underneath the brick brise-soleil, is fiber cement panels. This material provides a counterpoint to the historic brick and offers a durable, weather resistant envelope for the new wings.

# DESIGN VISION

## Corner Entry

In response to the Commissions’ comments for a more engaging entrance experience from the street corner of Brooks & 44th Street we have created a more dynamic stair and expanded staggered seating area and integrated the ramped access within it.

As part of that experience, we are introducing markers at various locations on these paths where historical moments related to Henry Smothers life are displayed.

With the dominance of retaining walls in this scheme we will **explore various material and surface treatments and possibly a tile or painted mural.**

With the loss of landscape and permeable surface in this new scheme, we are including an **alternate** study; one of the various alternatives we investigated. This study keeps the ramp in the location originally proposed but with additional seating and landscape embellishments along with the historical markers. Maintaining that location allows for a more gracious stair, staggered seating and more ample cascading landscape area with trees.



Initial Concept

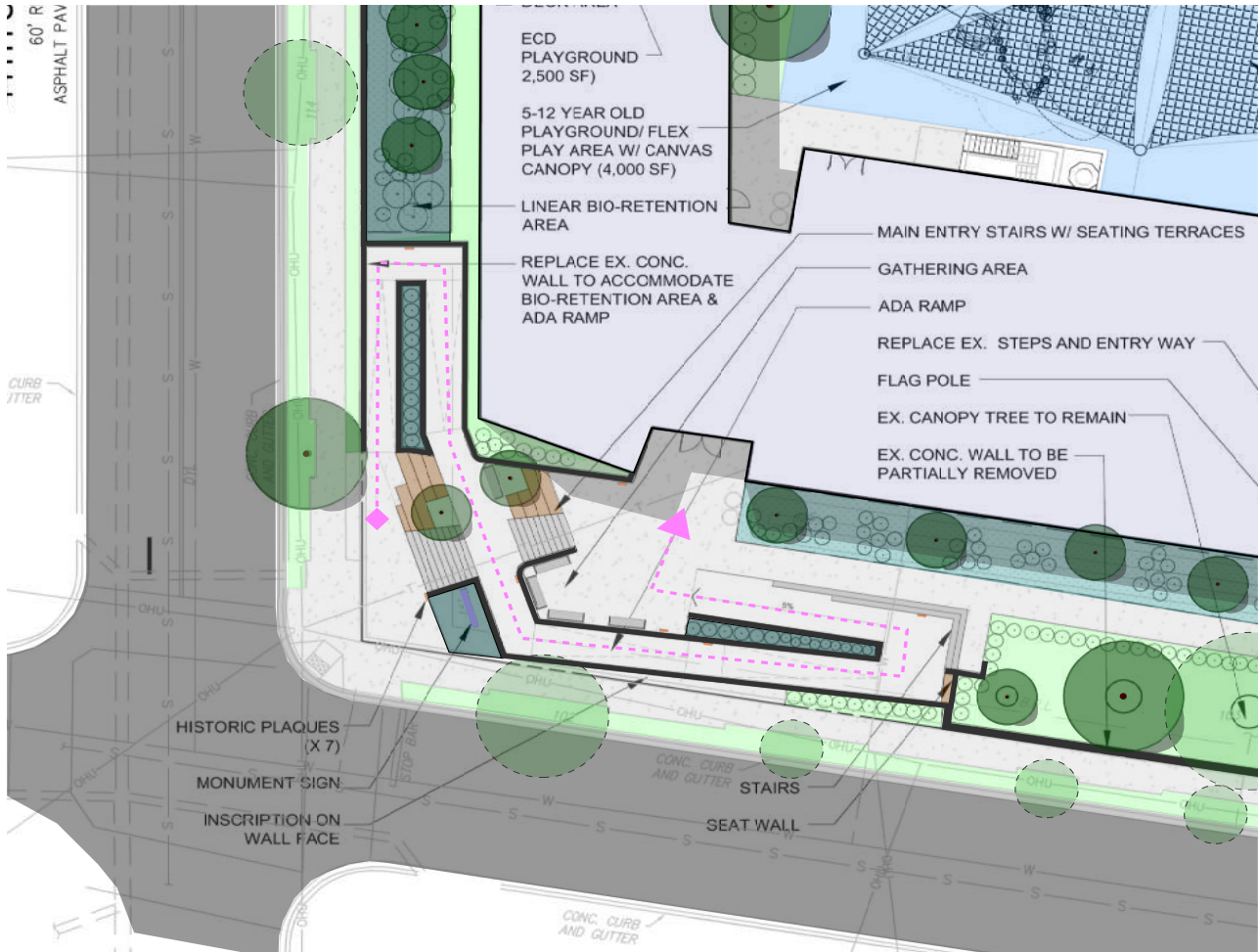


Concept - (Expanded Landscaped Scheme)

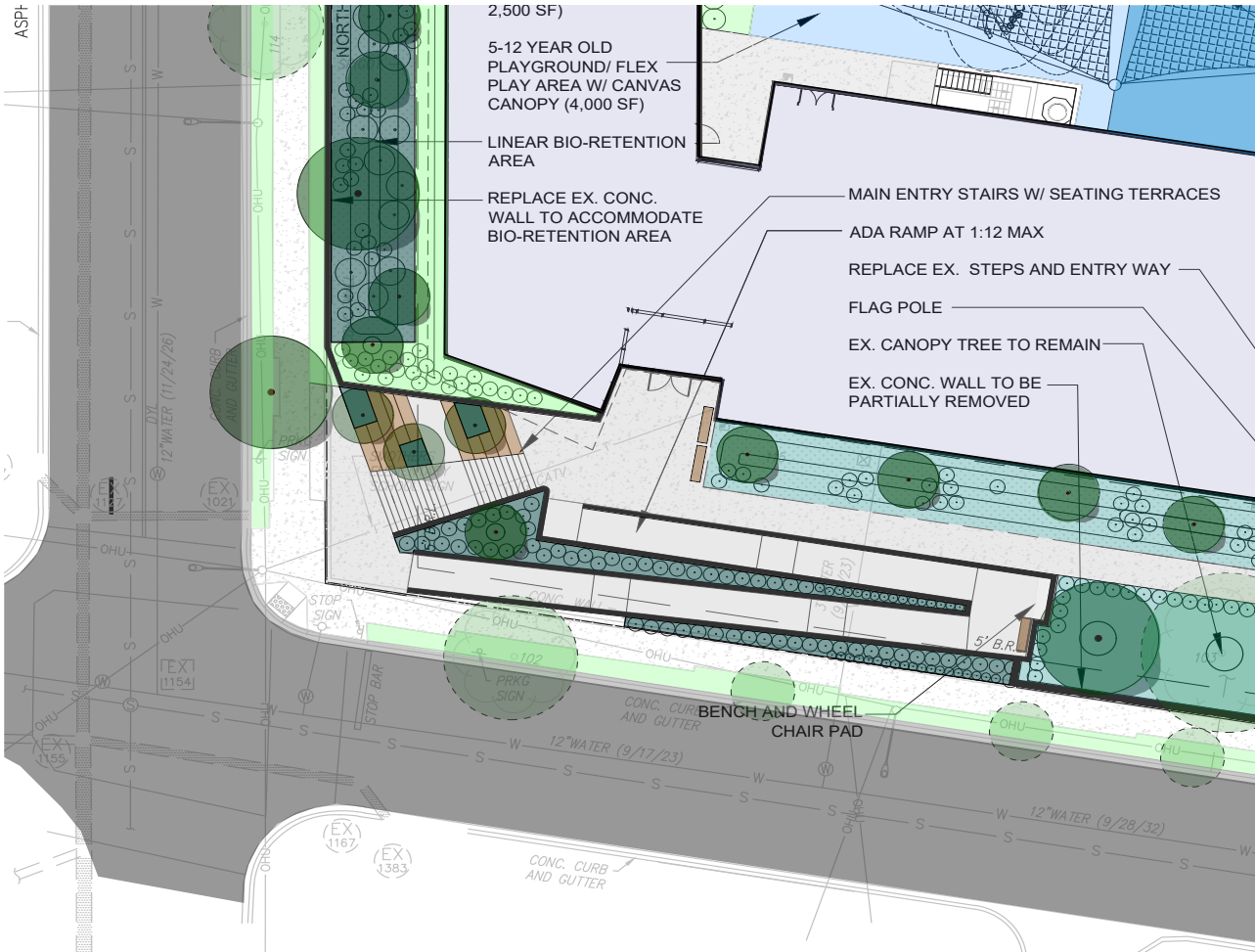


Concept - (Pathway Scheme)

# DESIGN VISION



Corner Entry - Pathway Scheme



Corner Entry - Landscape Scheme

# DESIGN VISION



Corner Entry - Pathway Scheme Proposed Elements

# DESIGN VISION



Corner Entry Landscaped Scheme - Proposed Elements

# DESIGN VISION



## Playground Hedge/Fence

We had in our initial CFA presentation a hedge to define the inside edge of the younger children’s playground. It was meant to mask the presence of a low fence which is necessary to provide a safe and secure play area, to contain balls, etc.

## Eastern Windows of Student Dining

Because of the limitations of the tight site and the need for a direct adjacency between the Kitchen and Student Dining we are unable to create space for a daylit atrium next to the eastern windows of the existing multi-purpose room (now to be student dining and serving). As well, the programmatic requirements of the building and their required adjacencies prohibit switching the classroom wing and the Gymnasium, Media, etc. However, we have been committed to preserving the character of the original Multi-Purpose room and its windows, therefore we propose to backlight these windows to highlight their presence.



## NE Exterior Stair

The egress stair is conceived as an entirely open exterior element with a roof and wrapped in a transparent perforated metal screen. A locked egress door at each of the two upper levels provides security.



Perforated Panel

## Celebrating Henry Smothers

As described previously, we feel the best ways to honor Henry Smothers legacy is to create open, light-filled and joyful spaces for the students, teachers and visitors as well as strategies which reinforce a generational connection to the community. As we continue to develop the design, working with the dedicated team at the school, our goals are to create a fun and nurturing environment that is less institutional and more child-centric in its focus. Classes are grouped into age-appropriate cohorts, play is prioritized over parking on the site, and the school serves as a part of the **tapestry of its community and legacies**, woven into this prominent corner. We hope we have in large part met these goals.



# ELEVATIONS



SOUTH ELEVATION



NORTH ELEVATION

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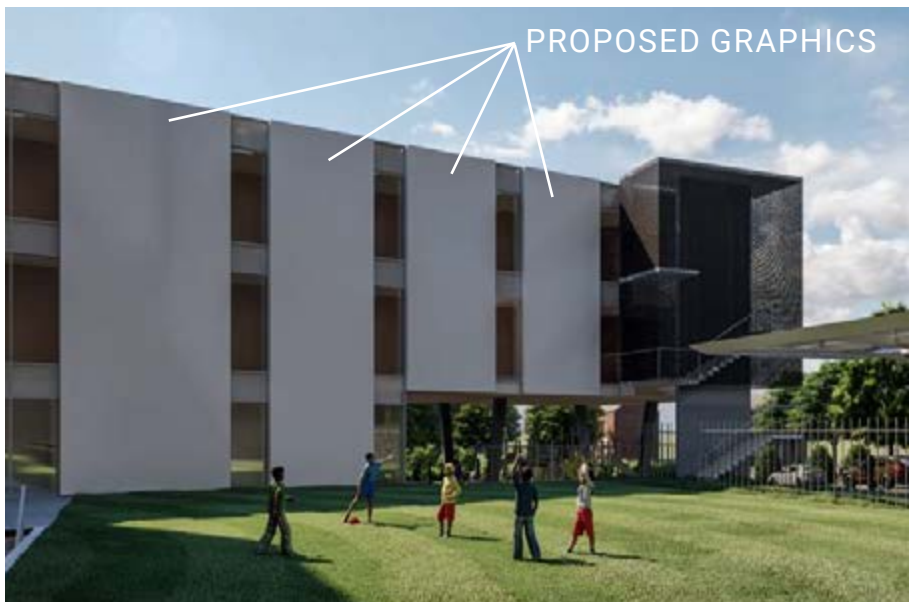
# ELEVATIONS



WEST ELEVATION



EAST ELEVATION



EAST ELEVATION - CLASSROOM ADDITION

# VIEWS



MAIN ENTRY



APPROACH TO MAIN ENTRY FROM EAST



CLAY STREET VIEW - GYM ADDITION



OVERHEAD VIEW FROM NORTHEAST

NOT TO SCALE