

ARTIST

MOTIVATE

INTEGRITY

LAKE HIGHLANDS / WELCOME TO DAY FOUR

INSPIRATION

INCLUSIVENESS

INNOVATION

CREATE

ENGAGED

PROCESS

CREATIVE

TEAM



Please be sure to visit the website for updates.

www.iamlakehighlands.squarespace.com

Password: **wildcats**

Recap from Day Three

What We Heard...



Connection to Outdoors



Acoustical Comfort



Professional Learning
Communities



Flexibility for Future Change



Diversity and Inclusion



Welcoming to the Entire
Community



Passive Supervision

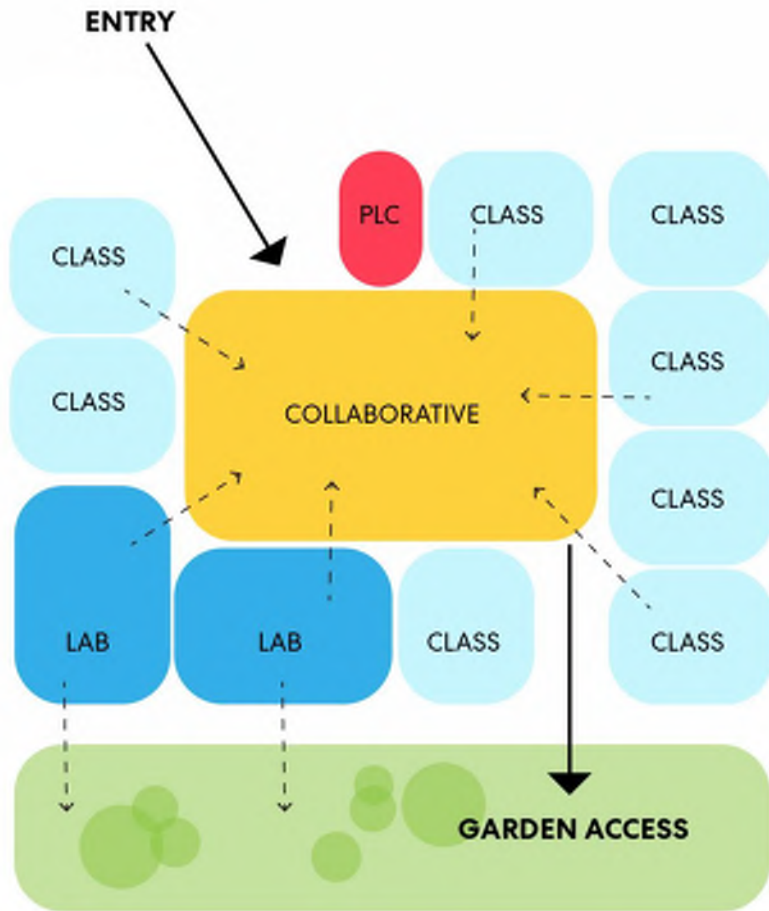


Safety and Security

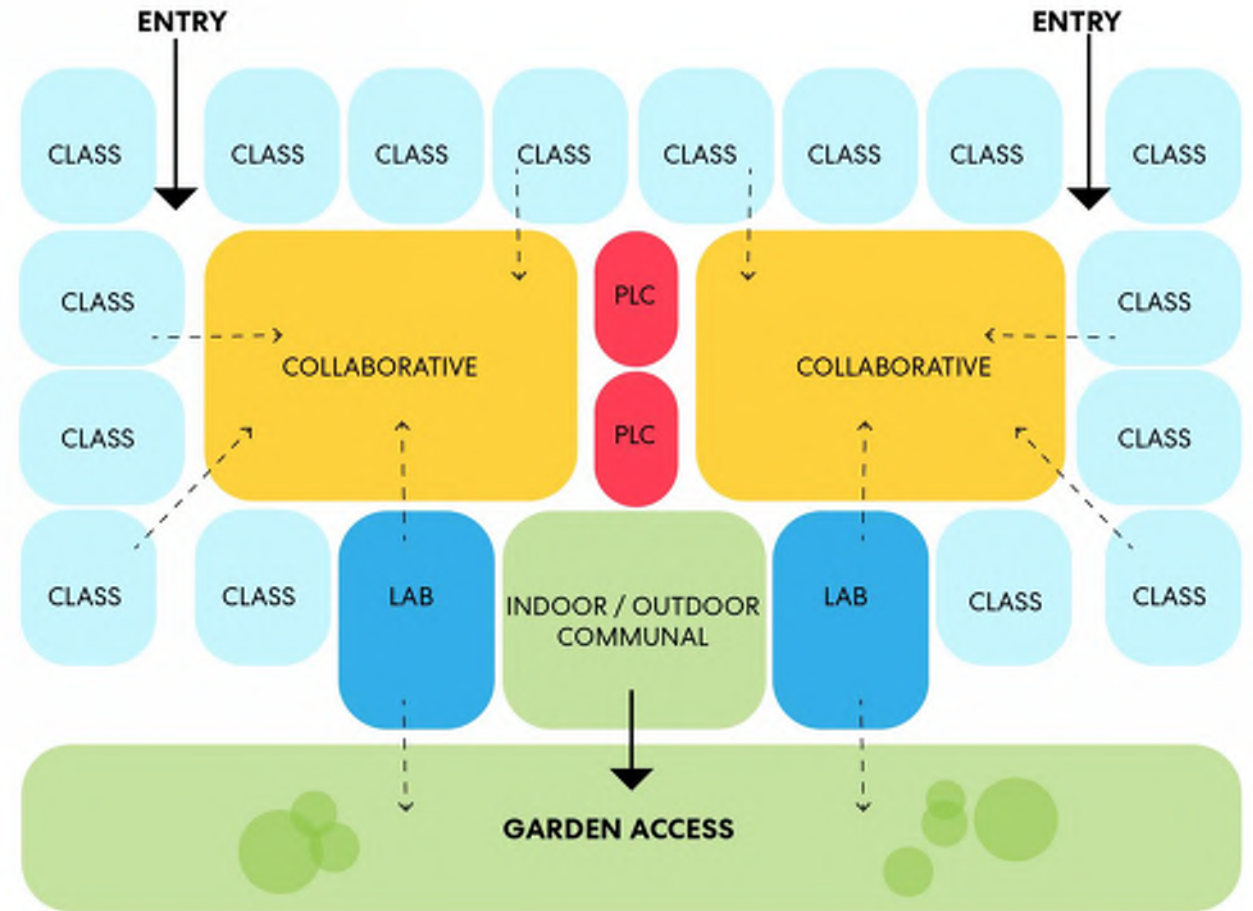


Foster a Culture of
Collaboration and Making

STUDENT LEARNING COMMUNITY CONCEPTS



Single Learning Community
250 Students, 14,000 GSF



Combined Learning Community
500 Students, 23,400 GSF

Design Approach



Before we walk through these design strategies with you all, please go to:

www.menti.com

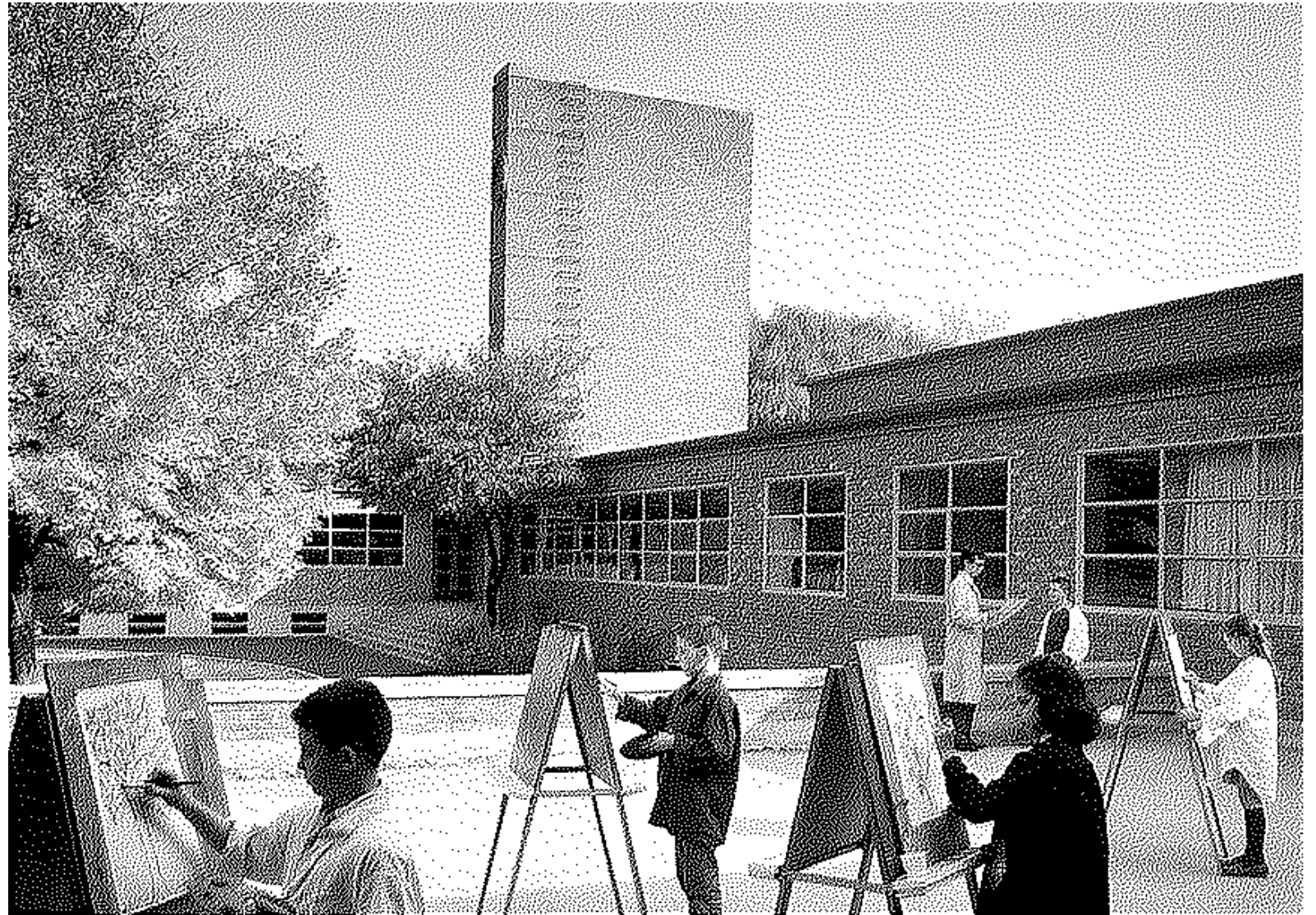
and use the code 64 01 43

Please provide us feedback for each of the design strategies while we are talking through them. Any and all comments will help the design team foster an understanding of your needs.

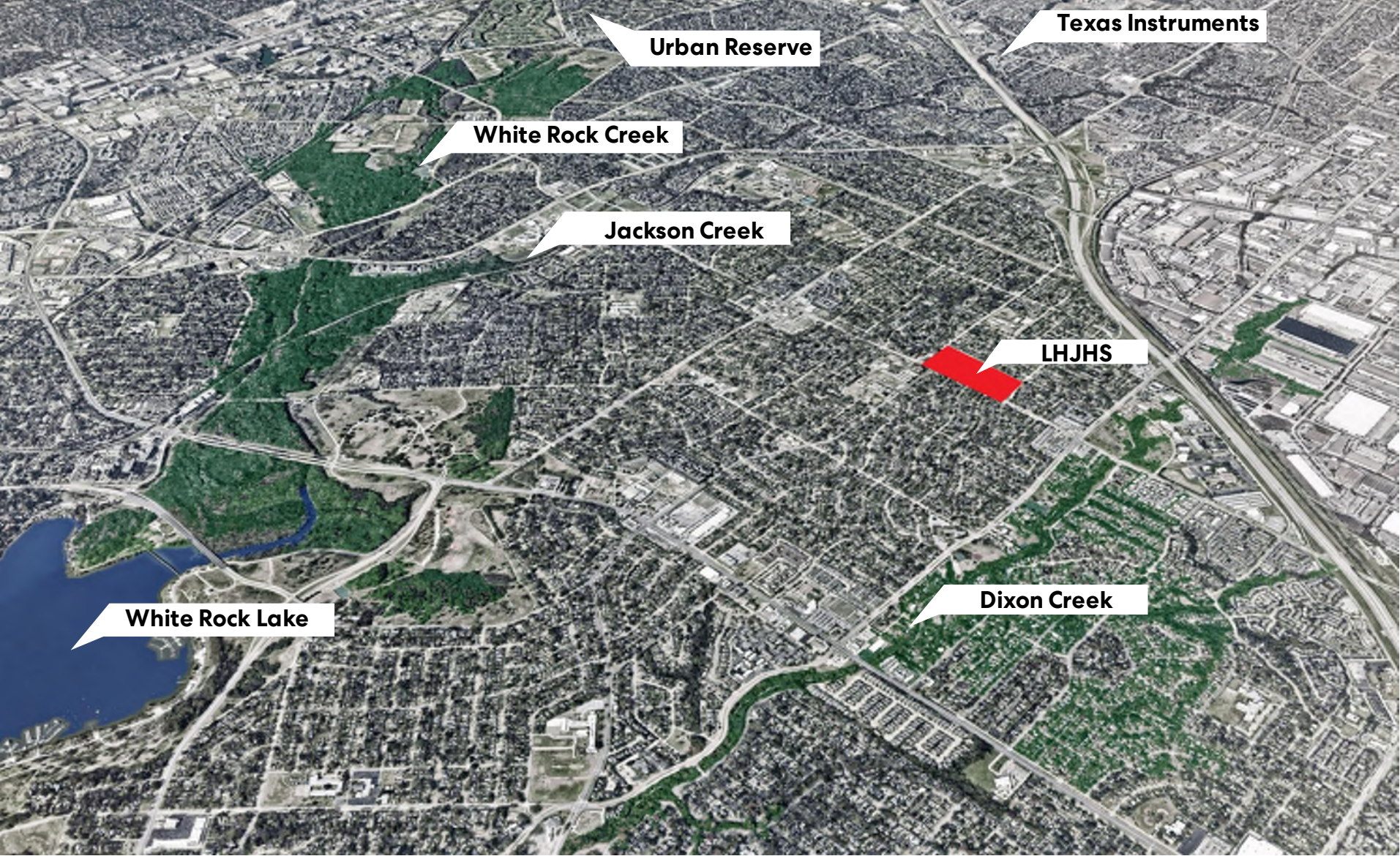
Guiding Principles

Community | Nature

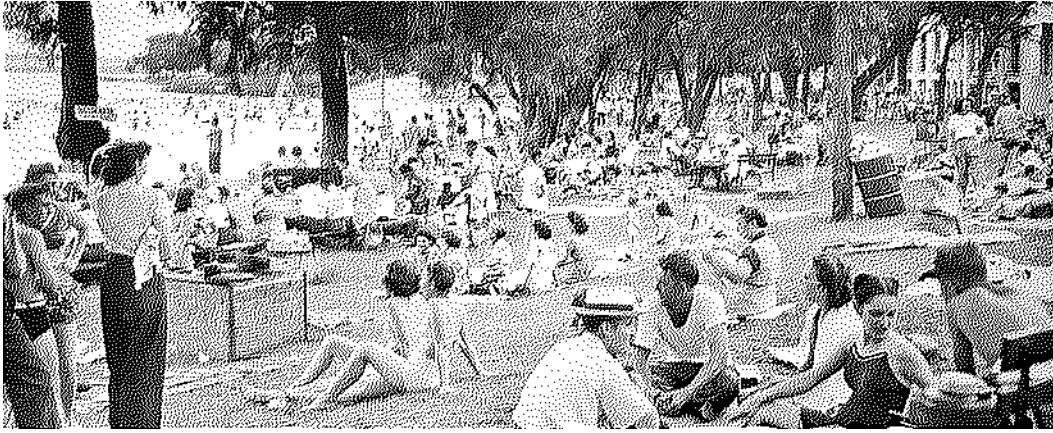
- +Outdoors
- + Inclusion
- + Passive Supervision
- + Agile
- + Welcoming
- + Shared Ownership
- + Community
- + Flexibility
- +Wellbeing



Context – “A Community of Communities”



White Rock Lake “The Suburban Escape”



Much like those lakes, White Rock is a manmade lake. As a result of drought concerns in 1910, a dam was built on a creek following year and the lake eventually filled up by mid-decade. The area had been originally settled by the Beeham family in the 1840's not long after John Neely Bryan founded Dallas

1910

2,292 acres purchased to create new lake 10 miles northeast of town for \$176,420.

1911

Dam and spillway complete.

1914

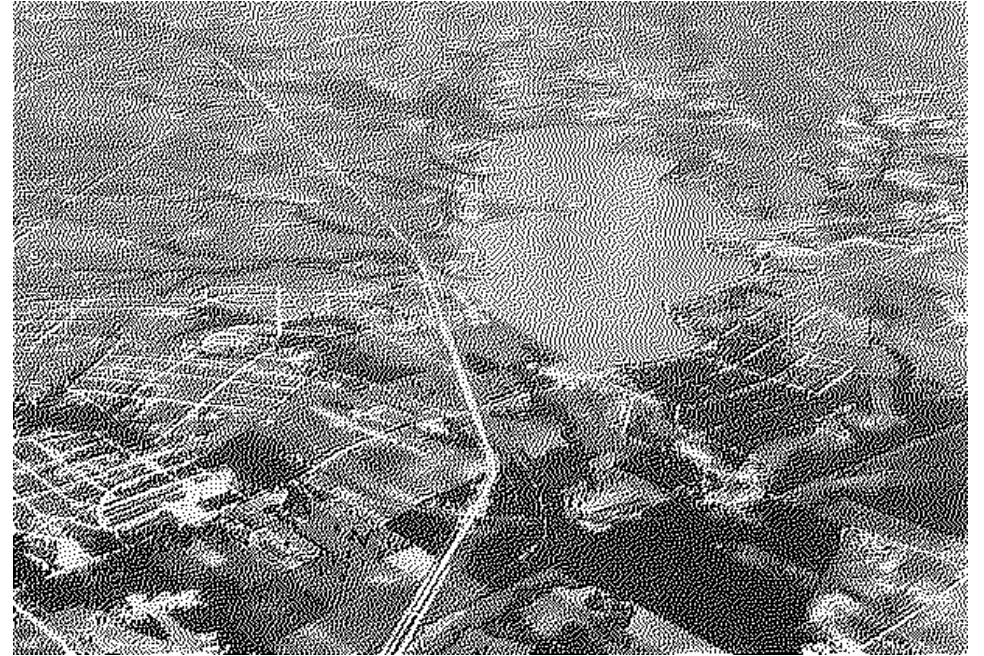
Lake was completely filled.

1929

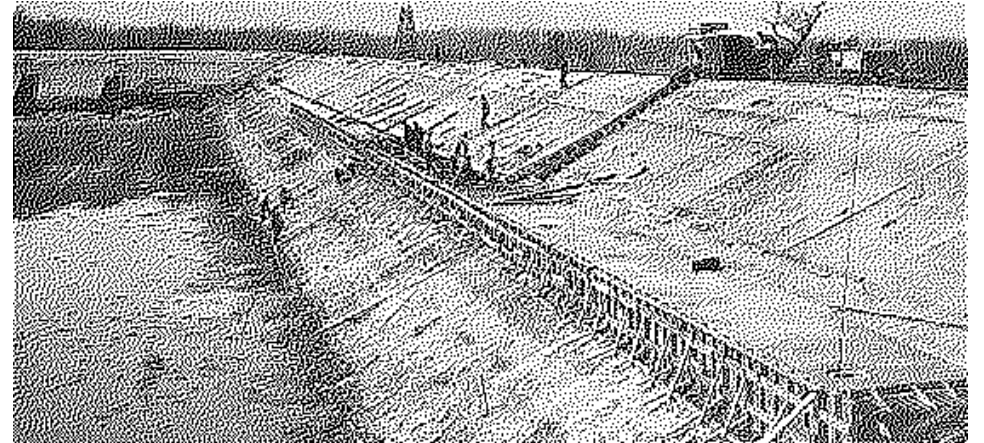
A new larger lake was completed in Lewisville and White Rock was no longer needed as a water source. The City of Dallas transferred ownership of the land surrounding the lake to the Park and Recreation Department.

1953

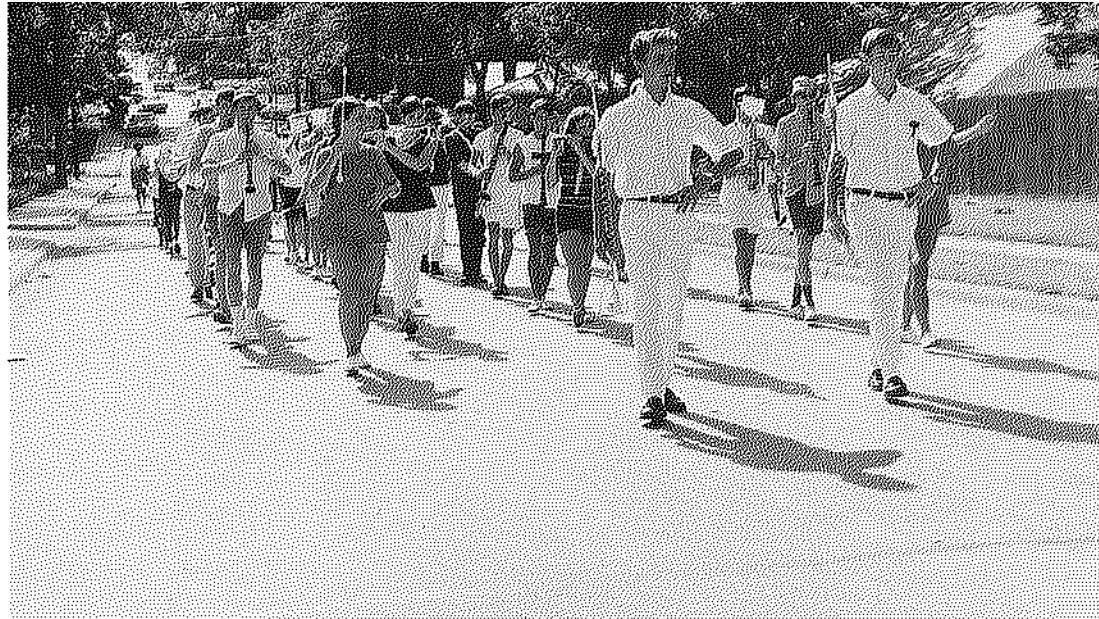
City of Dallas was in a severe drought and the Dallas Water Utilities once again had to rely on the lake for a water source. A swimming ban was issued that is still in effect today.



Above, a striking view of White Rock Lake, looking North, with Garland Road and the Houston & Texas Railroad tracks crossing at the lower center of photograph just Southwest of the lake.



Sense of Community



Lake Highlands Flora

Mexican Feather Grass



Yucca



Purple Fountain Grass



Yellow Rose



Prickly Pear Cactus



Crepe Myrtle



Live Oak Tree



Rosemary Lavender



Source of Pride: Local Character, History, Legacy

Technology -Texas Instruments

Arts
-St. Vincent
-C.B. Hudson - lead guitarist of rock band *Blue October*
-Morgan Fairchild - Emmy and Golden Globe Award-nominated actress

Diversity
-Population approximately 90,000
-48% white, 31% black, 6% Asian, 15% two+ races. 24% Hispanic

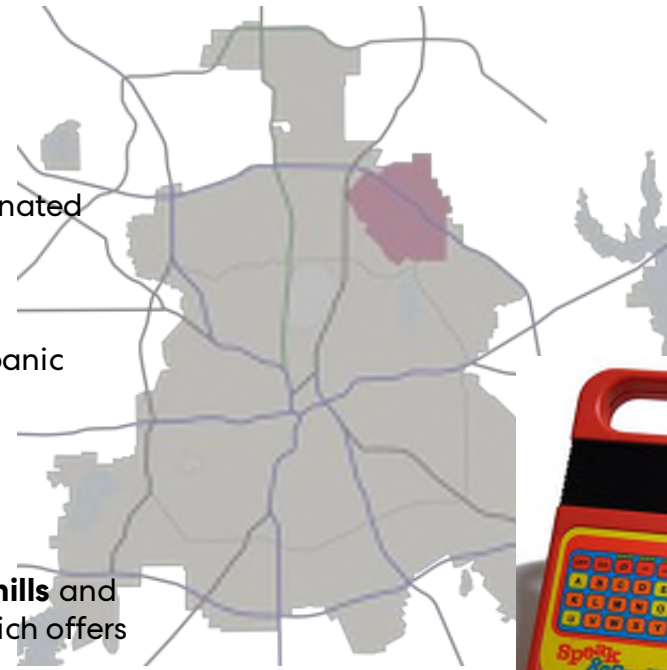
Nature -14.6 square miles

“The neighborhood differs from the rest of Dallas and the surrounding area which is mostly flat. Lake Highlands has **hills** and **valleys**, with street elevations that can vary by 50 feet, which offers scenic views of downtown Dallas.”

“Trees are abundant and mature: live oaks, cedar elms. Red oaks and pecans. The Texas staple, crepe myrtles.”

Sports **Notable Lake Highlands Athletes**

-Erin Aldrich - track and field athlete, high jumper in 2000 Summer Olympics
- Darvis Patton two-time US Champion in the 200-meter dash
-Matt Stover - third most accurate kicker in the history of the National Football League, 2x Super Superbowl Champion



Topography

“There’s **neighborhood pride**, but not much pretension.”

“The school is the neighborhood, and the **neighborhood is the school.**”

—Adam McGill



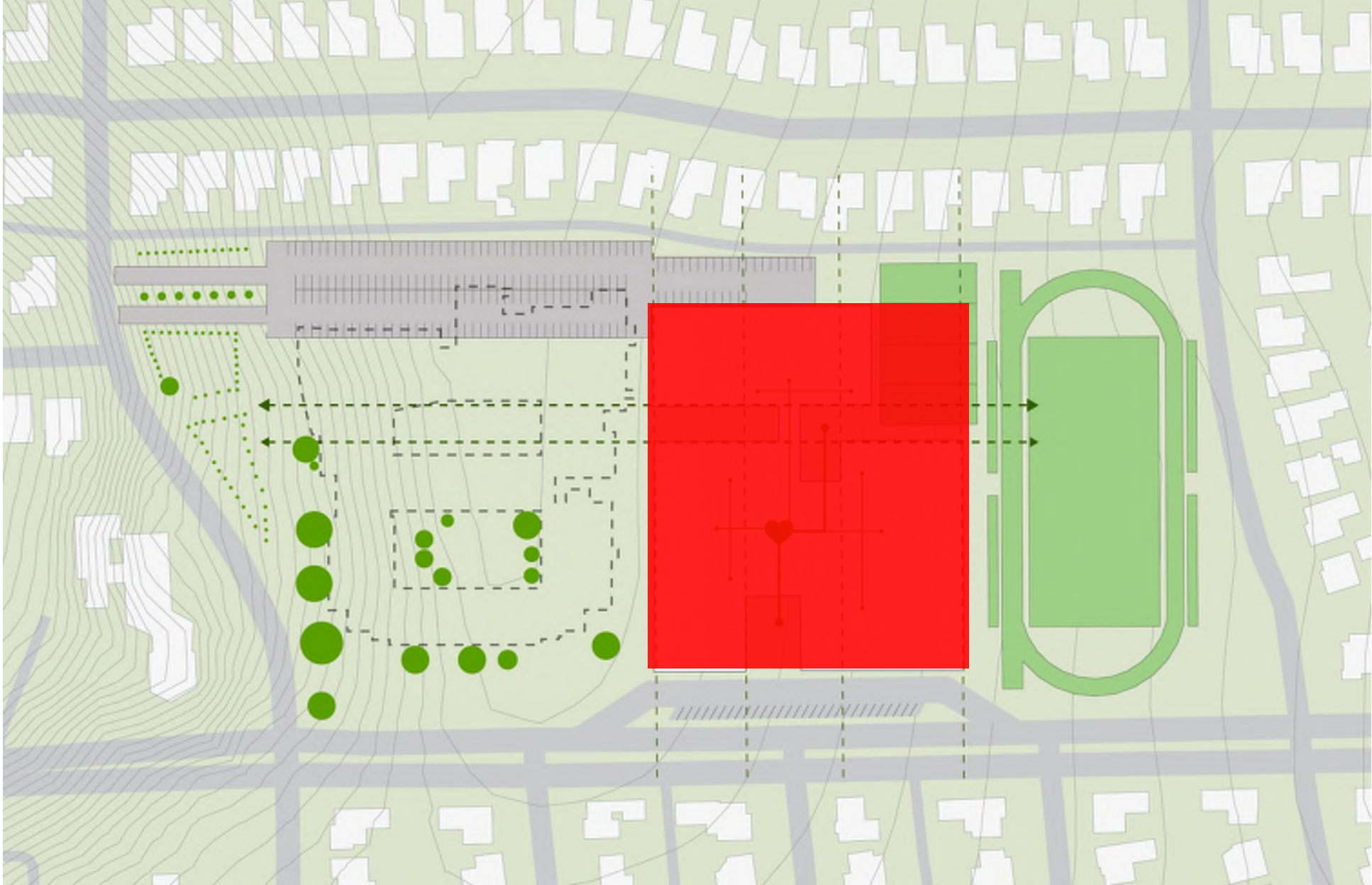
Circulation- Street Understanding



Existing Trees

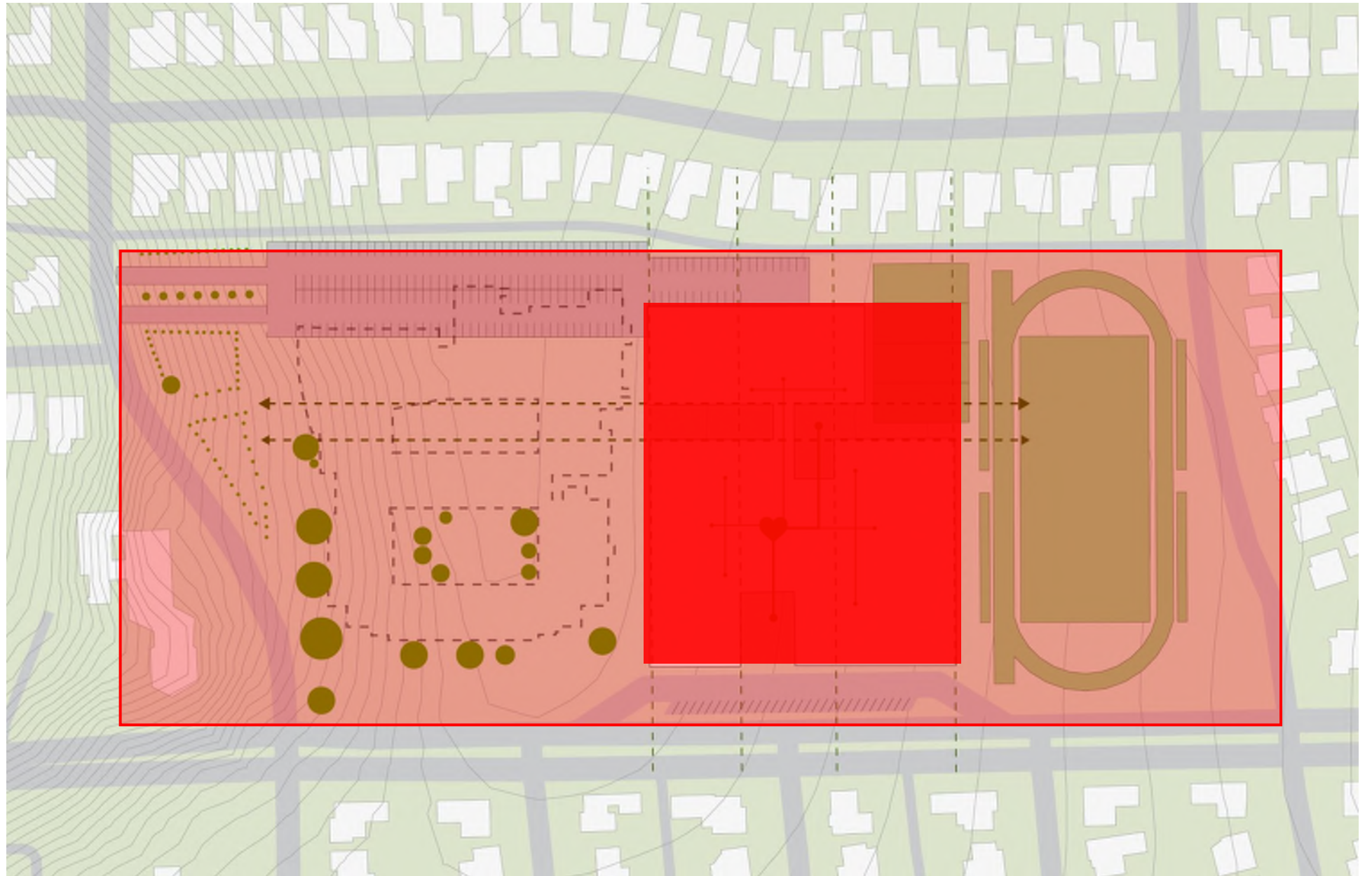


Site Considerations



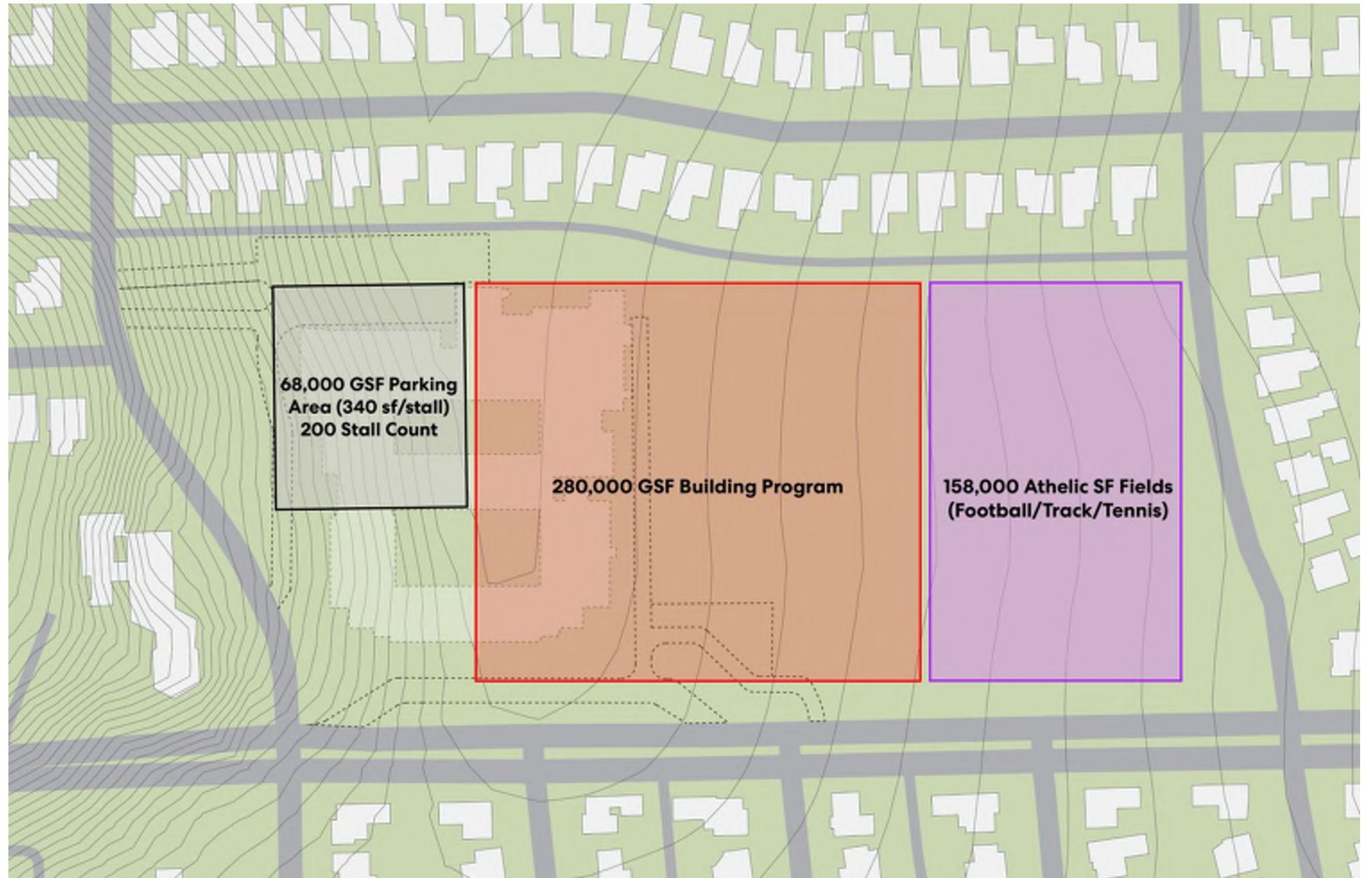
Site Considerations

- Parent vehicular
- Staff vehicular
- Service
- Bus
- Proximity to neighbors
- Existing Conditions
- Site Forces



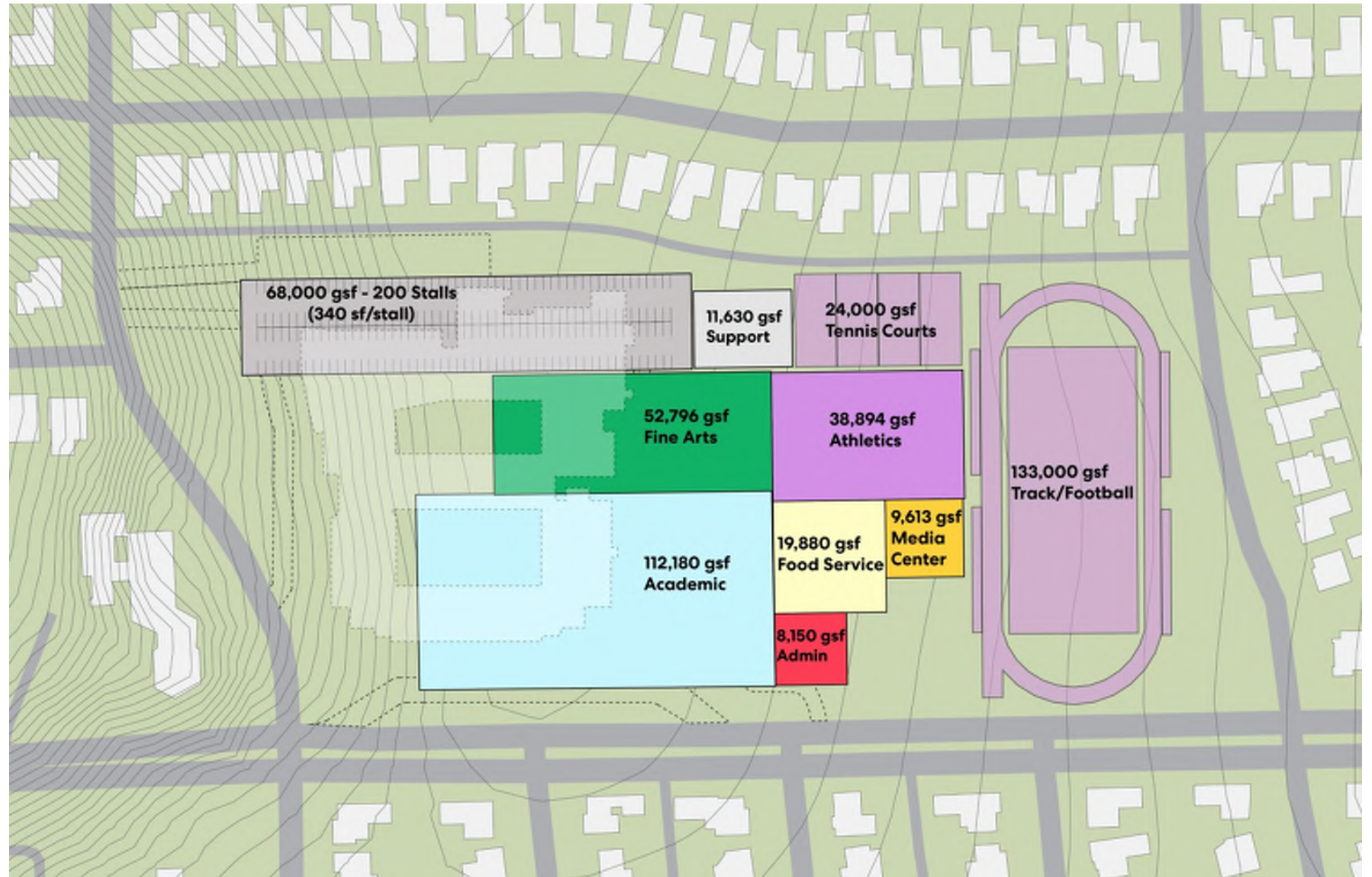
Program Areas

- Single-story Areas



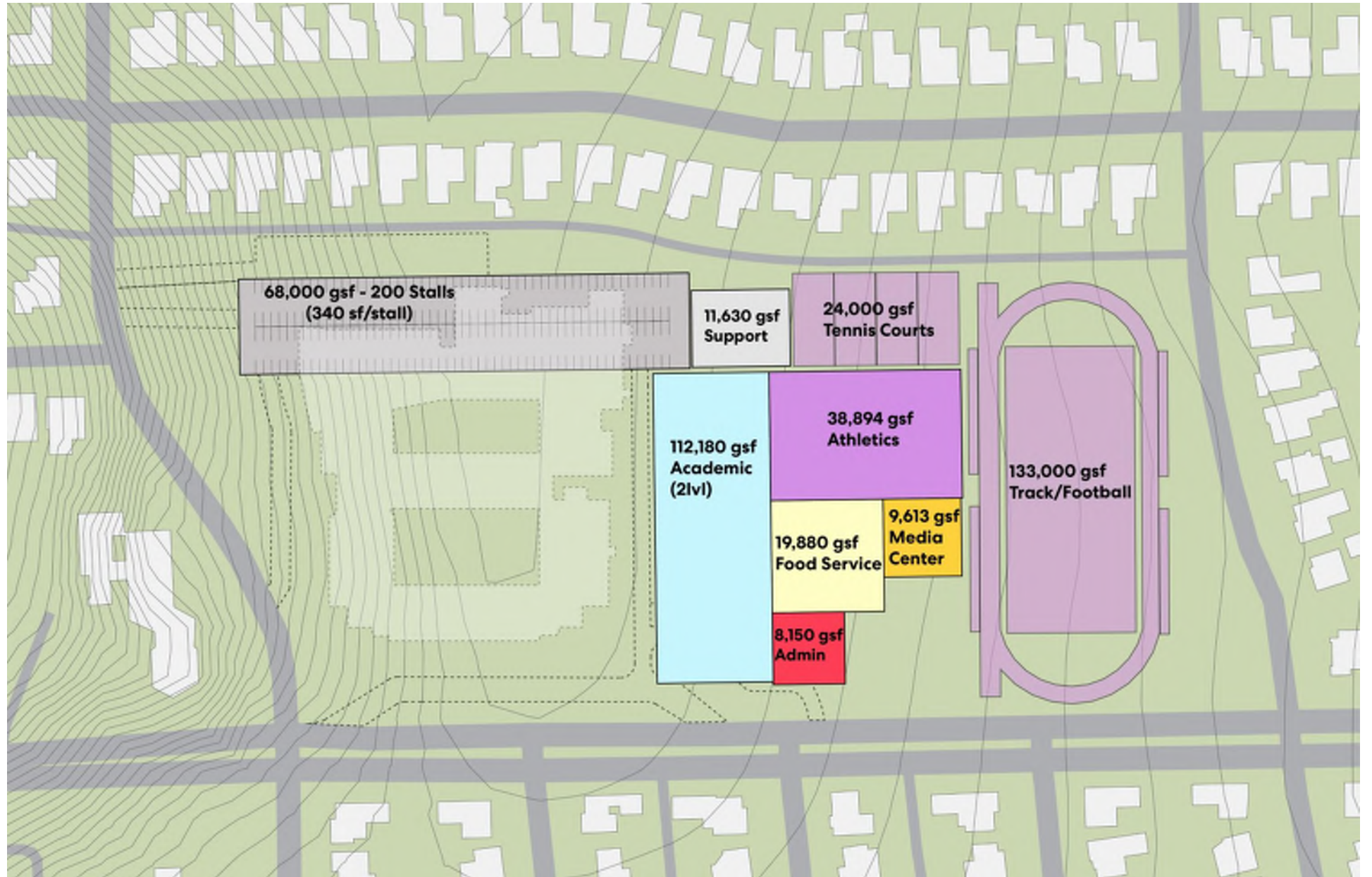
Program Elements

- Single-story Program



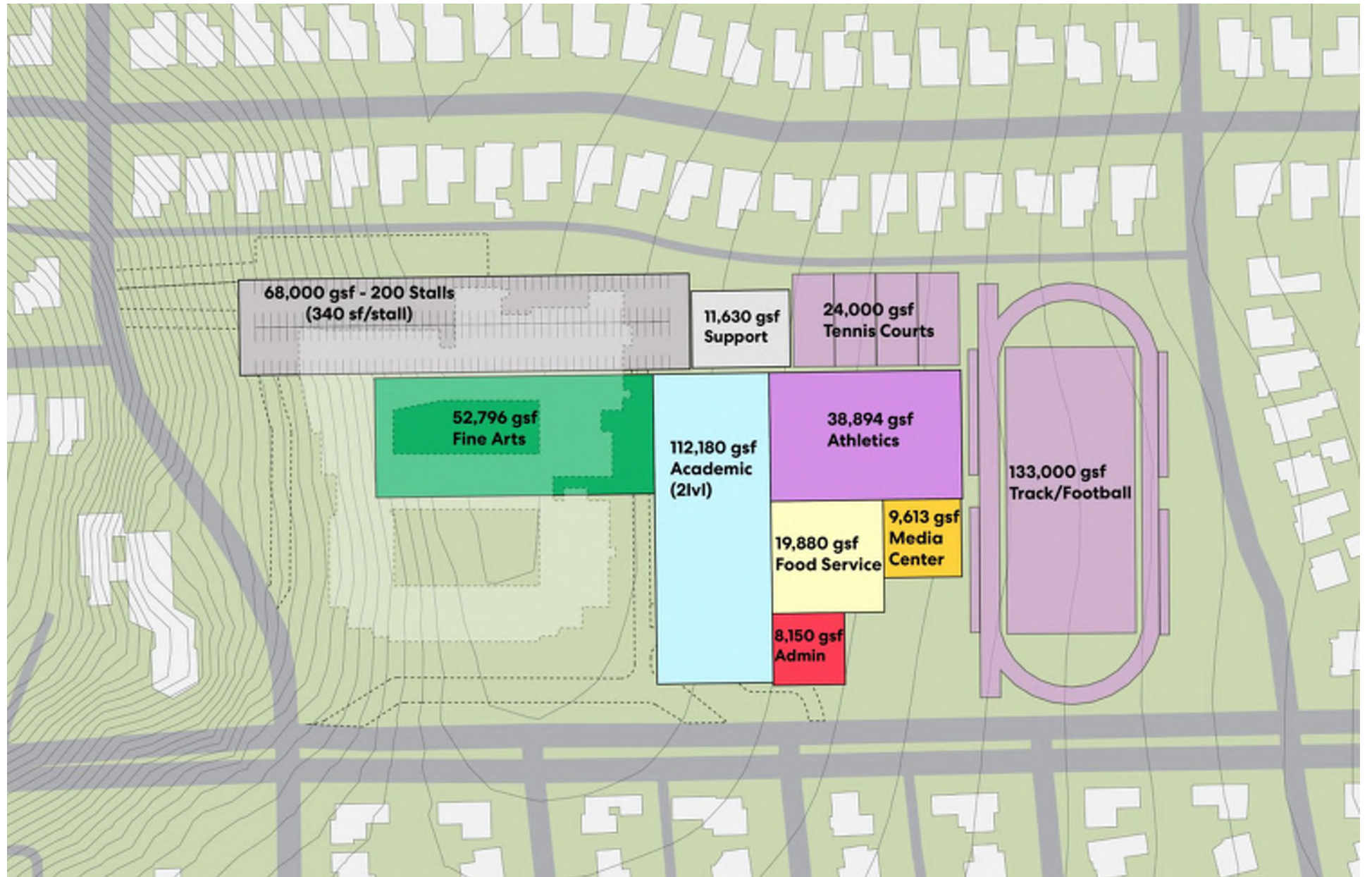
Program Elements

- Multi-story Program
- Restricted to Existing Spaces
- Fine Arts not shown

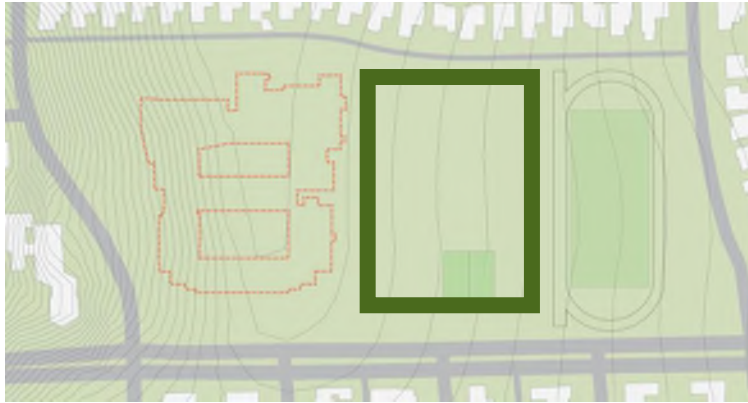


Program Elements

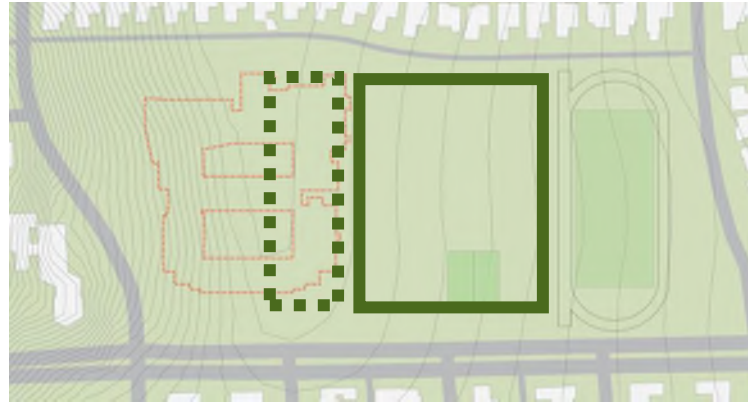
- Multi-story Program
- Phase Two Fine Arts



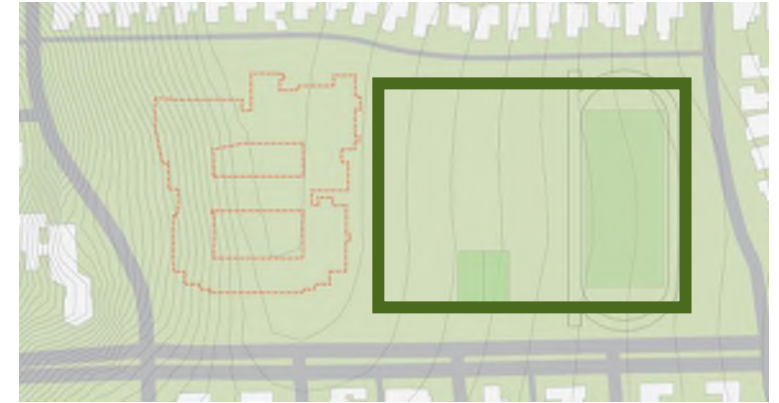
Site Strategies



1. Least disruption to existing conditions (three-story)



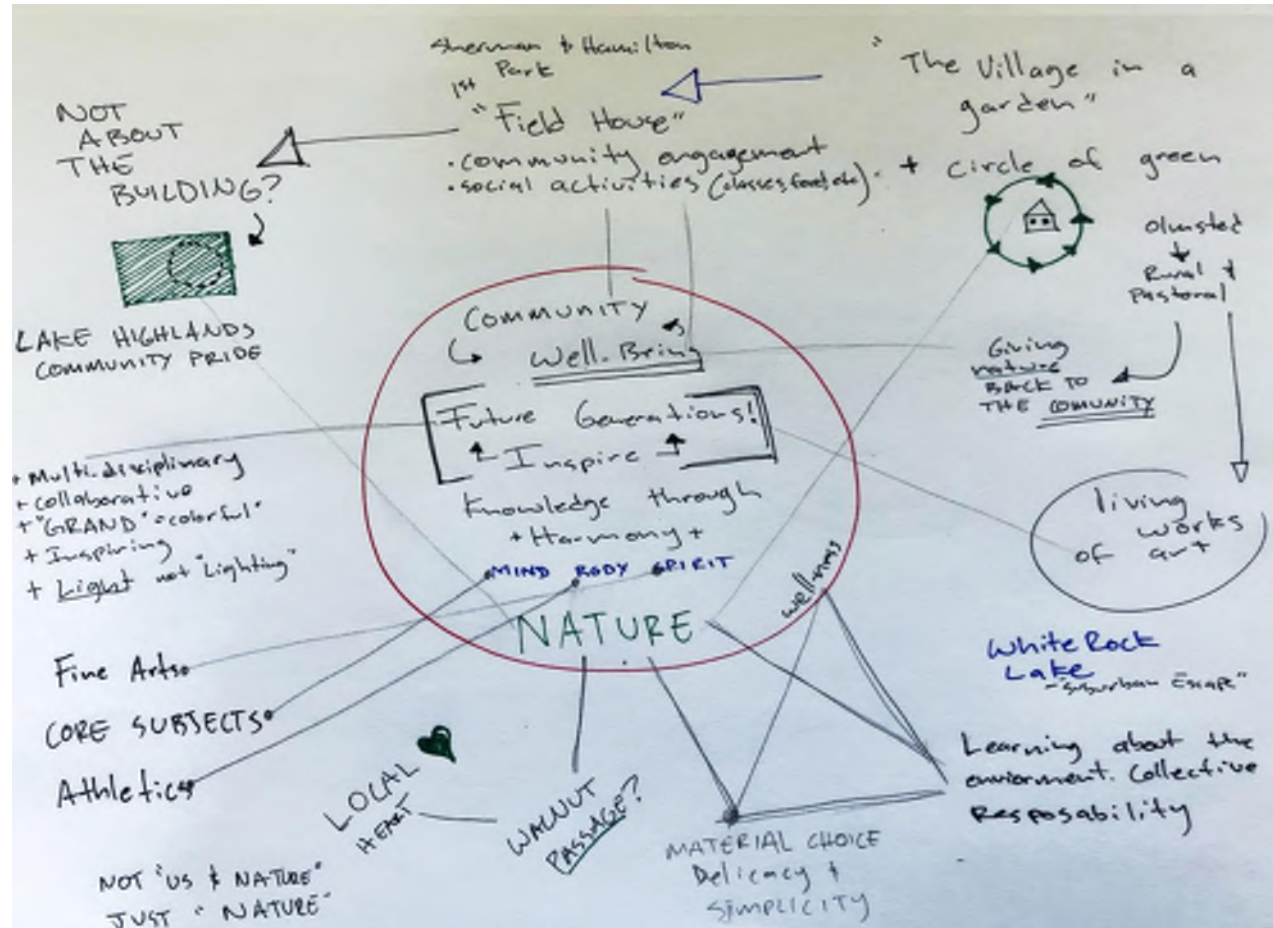
2. Two-phase construction



3. All-at-once construction at east (two-story)

Concept

A center of learning that promotes the healthy development of the mind, body, and spirit in harmony with nature as a catalyst for student and community well-being.

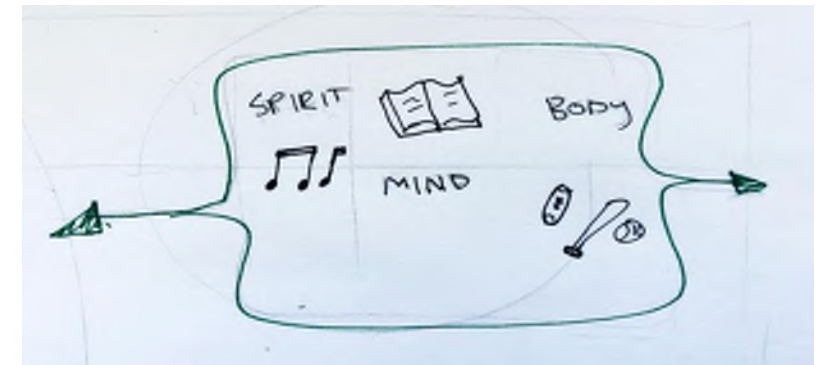


Strategies

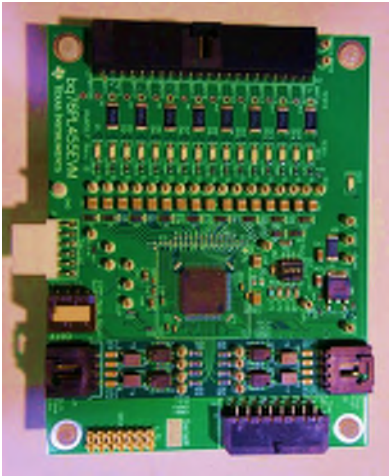
- + Social Condenser
- + Village in a Garden
- + Arc of Interaction

Design Objectives

- + Connection to outdoors
- + Inclusion
- + Heart
- + Proximities
- + Scale (context) slope, buildings
- + Street-Walnut Hill and ally
- + Civic Attractor
- + Learning on Display
- + Collaboration through Transparency



Strategy 1: Social Condenser – 3 levels



- facilitates temporary storage of data by the computer and enables faster functional use
- amplifies electrical signals

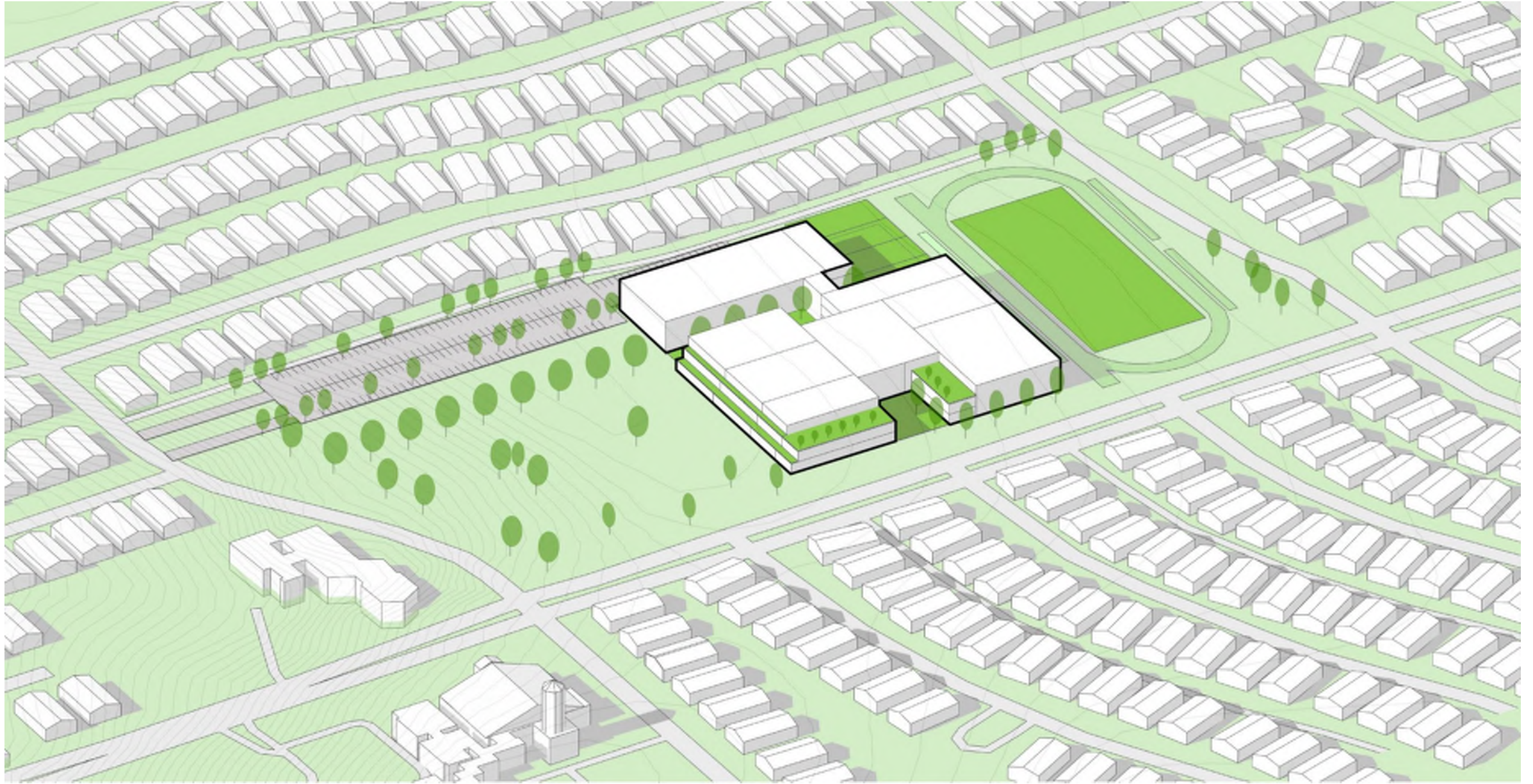


Strategy 1: Social Condenser – 3 levels

- Athletics
- Fine Arts
- Academic
- Cafeteria/food service
- Media Center
- Admin.
- Support

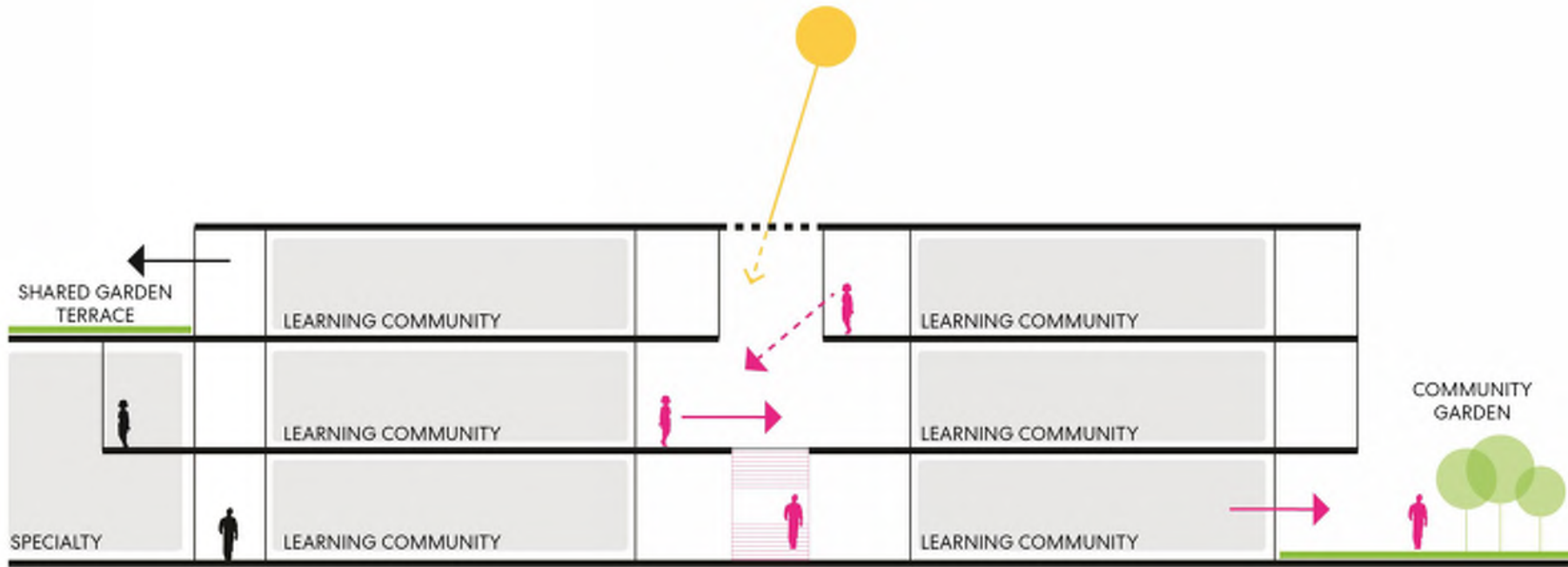


Strategy 1: Social Condenser – 3 levels



Strategy 1: Social Condenser

Centralized Public Connector

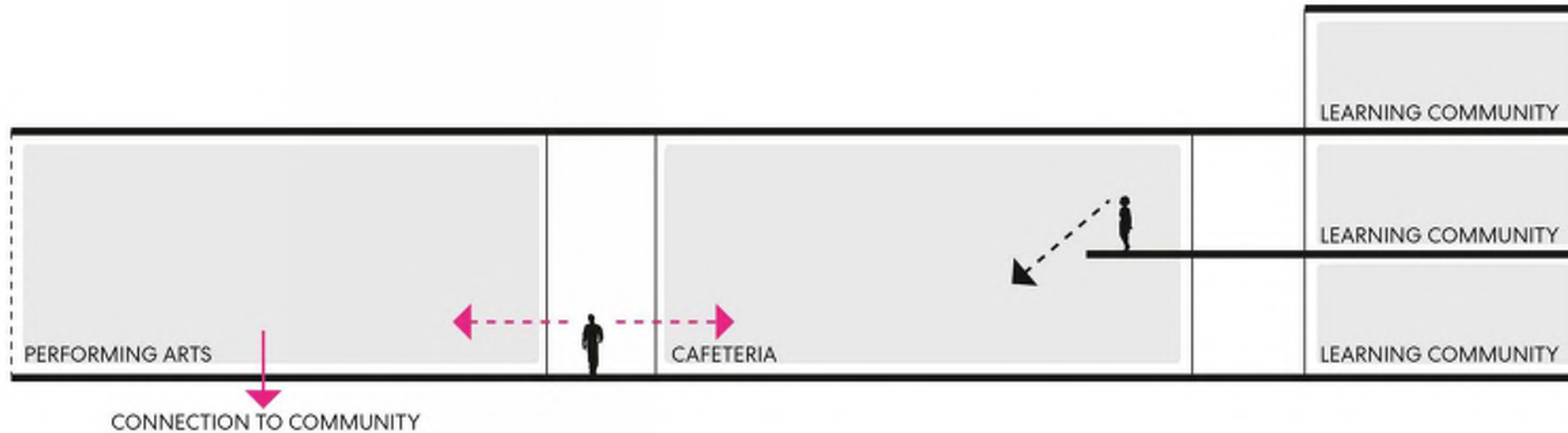


Opportunities:

- Communicating space to allow for interaction between levels
- Stacked layering of learning communities to maximize efficiency of space
- Classrooms with direct access out to future park space

Strategy 1: Social Condenser

Activity on Display



Opportunities:

- Visual activity on display through glass & perch points
- Direct connection and visual porosity performing arts
- Adjacency and grouping of large volume spaces

Strategy 2: Village in a Garden – 2 levels

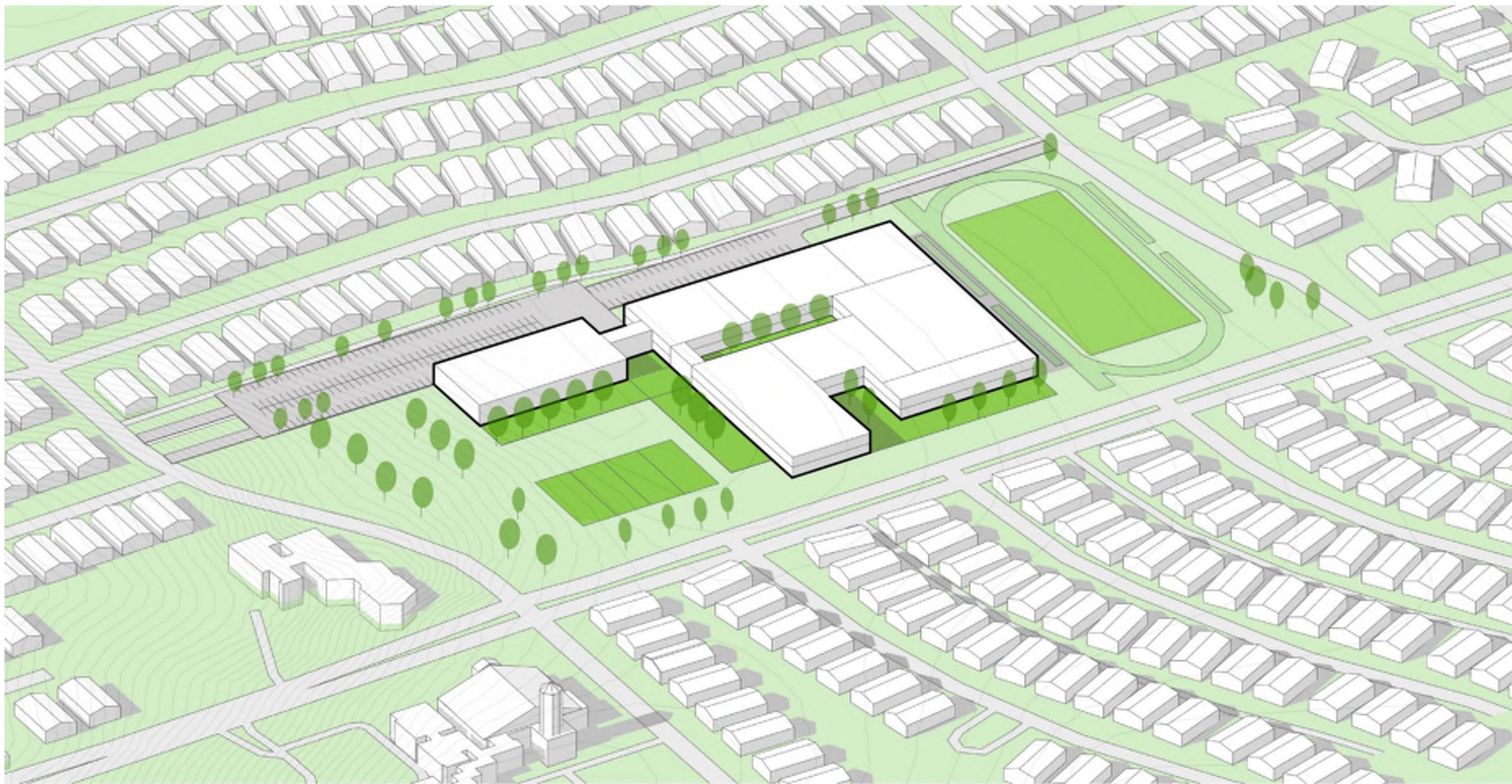


Strategy 2: Village in a Garden – 2 levels

- Athletics
- Fine Arts
- Academic
- Cafeteria/food service
- Media Center
- Admin.
- Support



Strategy 2: Village in a Garden – 2 levels



Strategy 2: Village in a Garden B – 2 levels



Strategy 2: Village in a Garden B – 2 levels

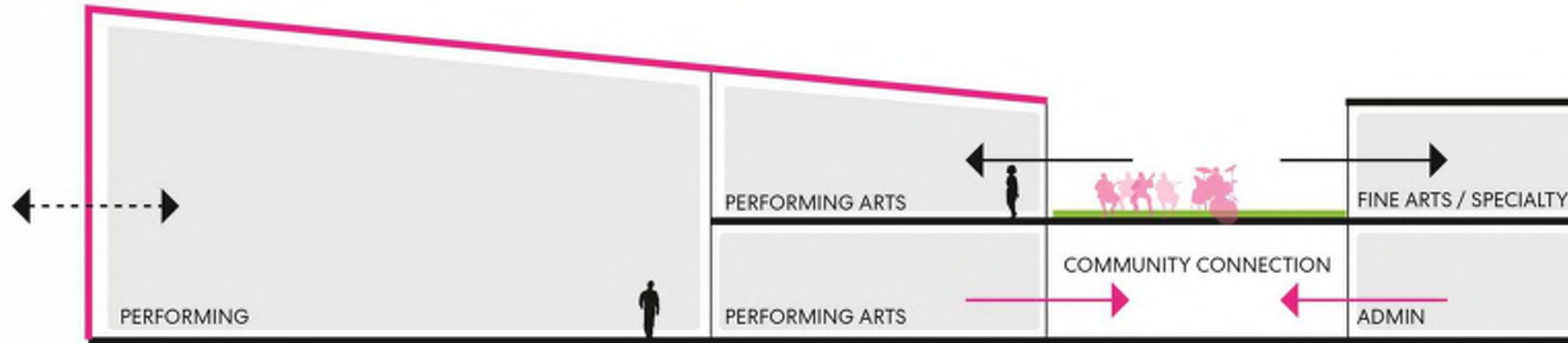


Strategy 2: Village in a Garden – 2 levels



Strategy 2: Village in a Garden

Public Community Engagement

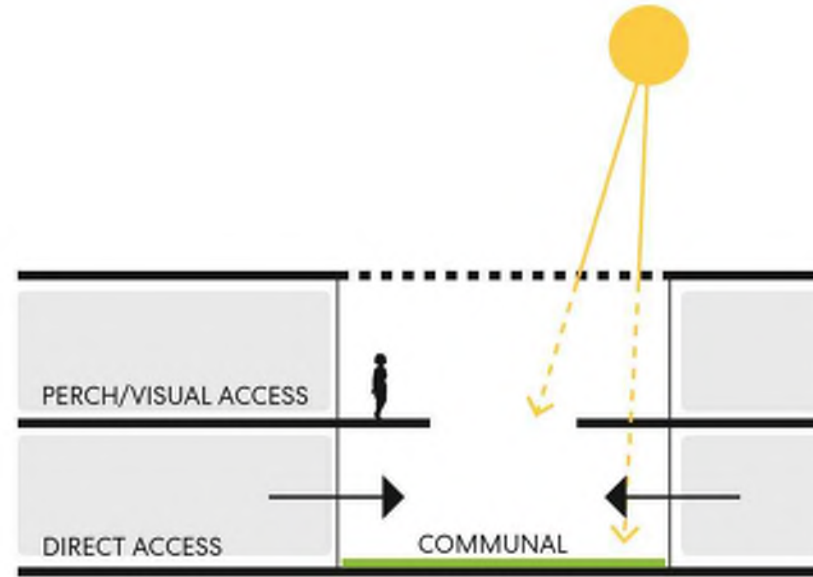
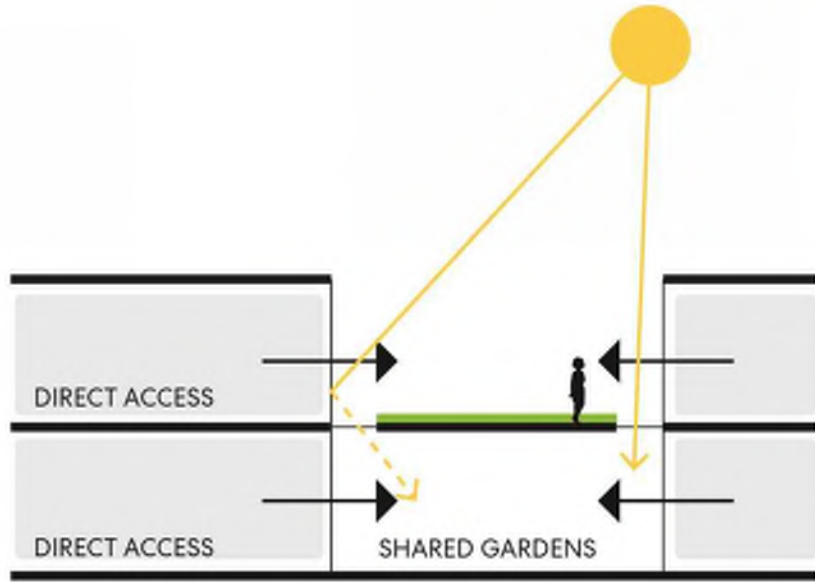


Opportunities:

- Terracing for outdoor shared community courtyard for performing/fine arts and for event use
- Volume and form to create identity within prominent program types

Strategy 2: Village in a Garden

Learning Community Engagement



Opportunities:

- Equal access to shared gardens and outdoor space
- Open/direct vs. filtered light (pattern/play thru porosity)
- Direct and secondary connections

Arc of Interaction (2 Levels)



Arc of Interaction (2 Levels)

- Athletics
- Fine Arts
- Academic
- Cafeteria/food service
- Media Center
- Admin.
- Support

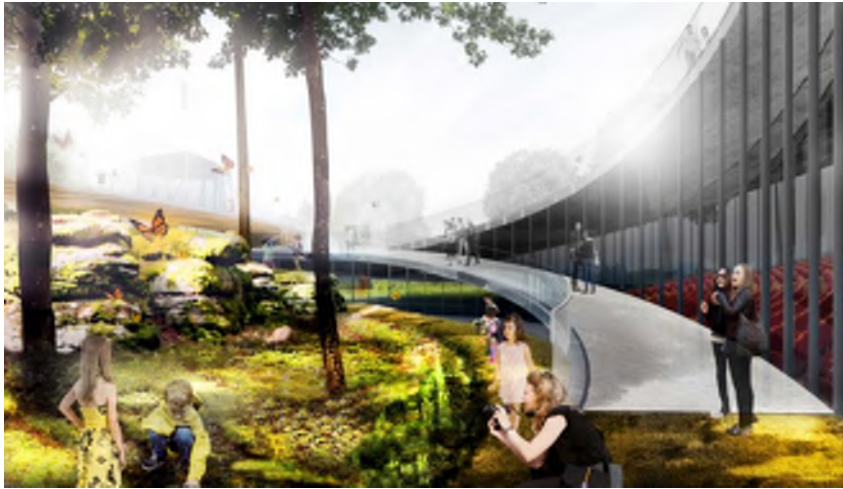
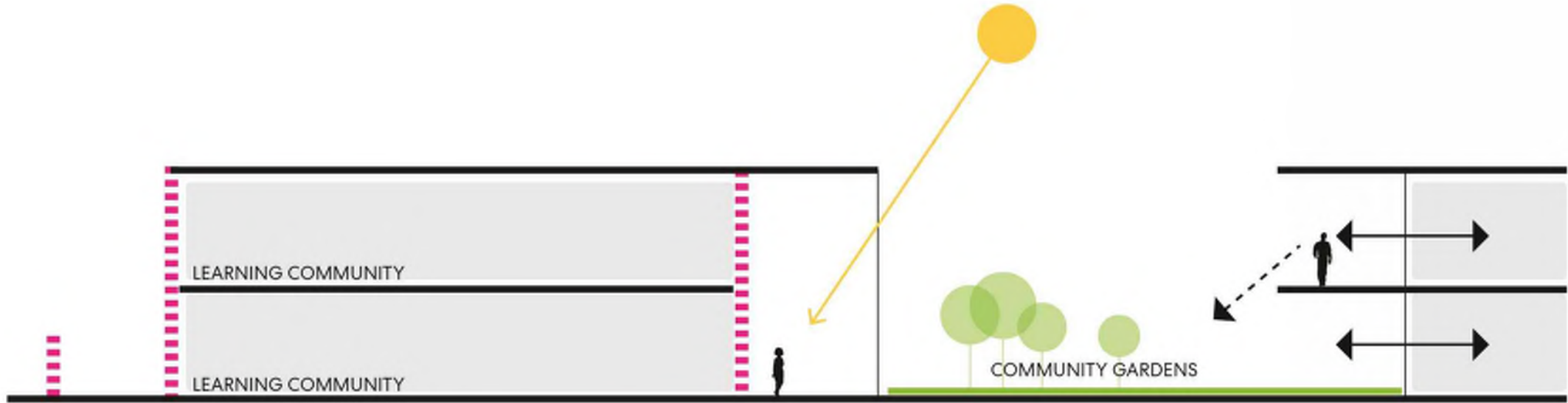


Arc of Interaction (2 Levels)



Arc of Interaction

Threshold of Nature & Technology

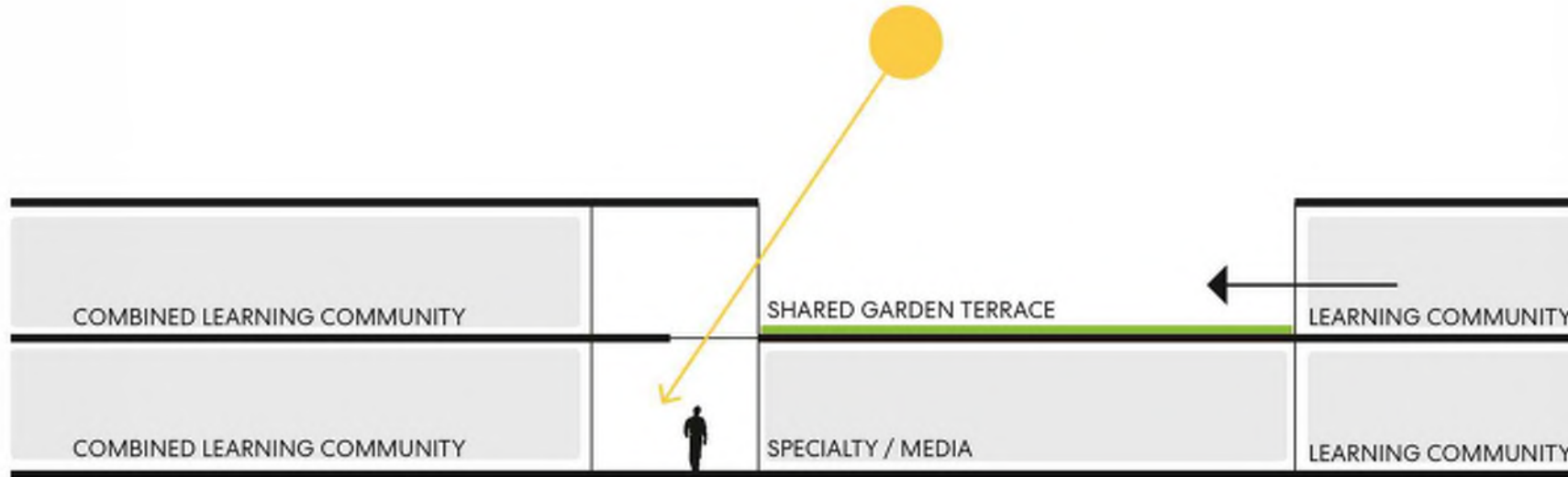


Opportunities:

- Visual thresholds create opportunity for color, texture, porosity and technology
- Outdoor spaces create an extension of classrooms and community engagement

Arc of Interaction

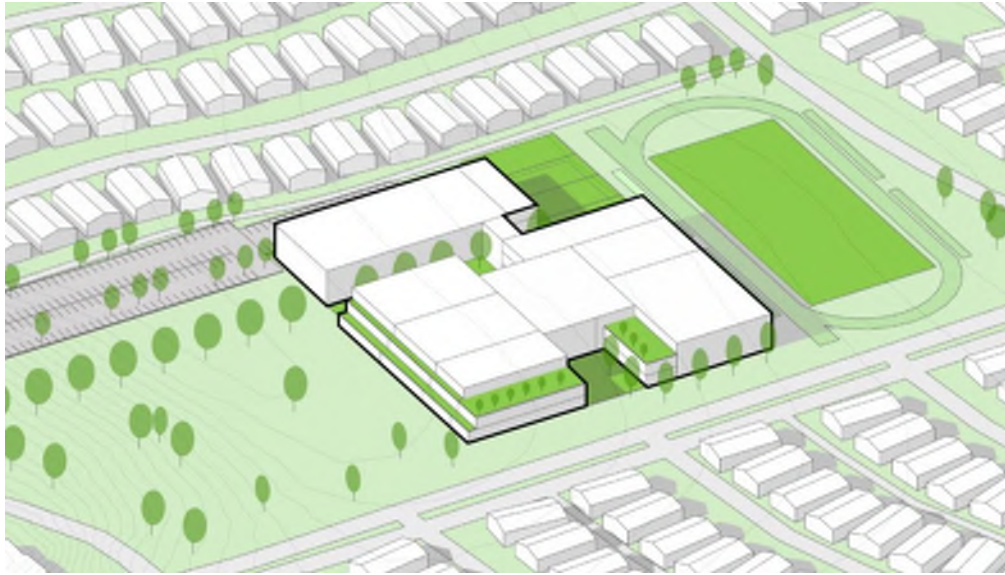
Centralized Public Connector



Opportunities:

- Access to natural light within inboard space
- Volume for maintained connection of people between floors
- Expansion for combined learning communities

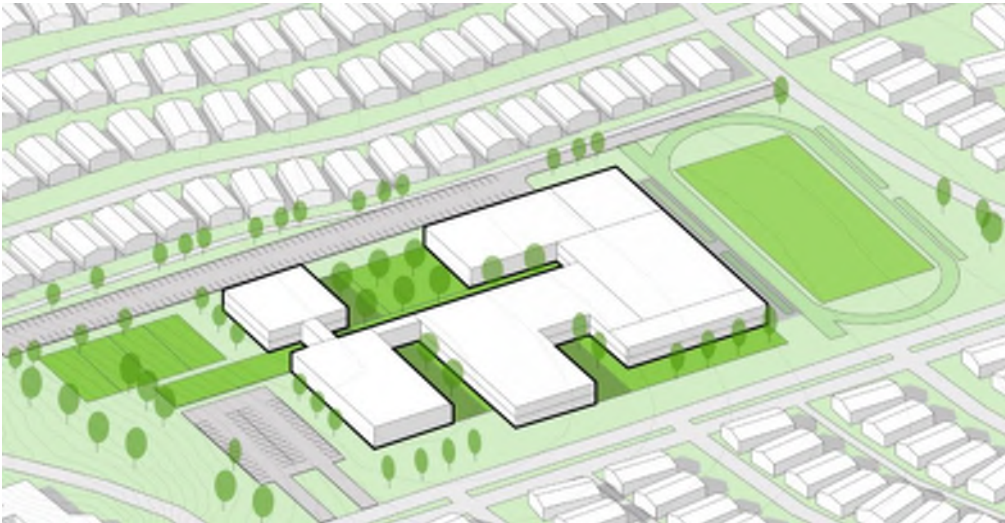
Please take 5 minutes and answer the questions that are prompted on your Mentimeter.



Social Condenser



Village in a Garden



Village in a Garden B



Arc of Interaction

Next Meeting Thursday, July 9th

- Final Program Overview
- Concept Refinement
- Exterior / Interior Space
- Remarks

Please be sure to visit the website for updates:

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Password: wildcats



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/ THANK YOU