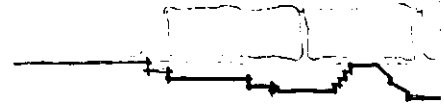
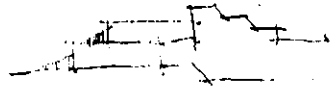
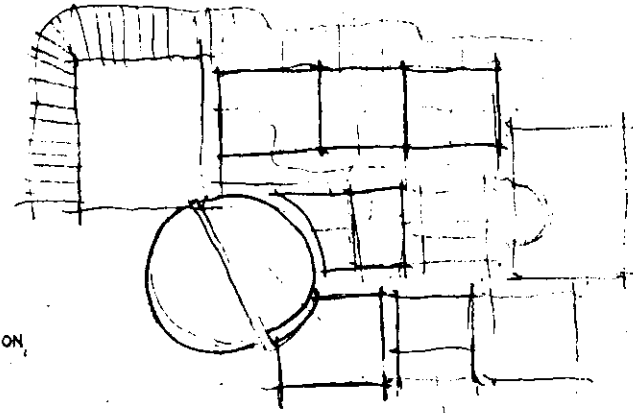
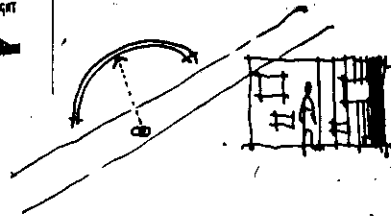
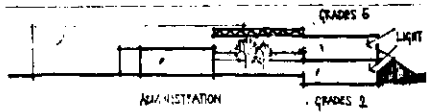


During this phase of design the following evolved:

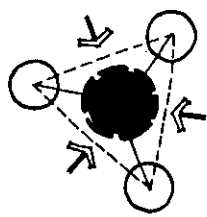
With the High School and Middle School existing on the same site, the possibility to create an exterior community node and activities area could be achieved through the placement and orientation of the building.

The issue of energy efficiency could be addressed through the use of earth berming.

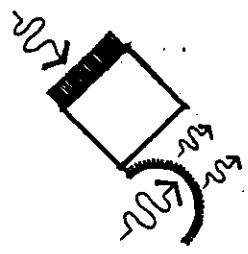
The central node of the school should be a high activity area. This area should be relatively open with no floor to ceiling division of spaces. The learning material center along with the art and science areas could all help form this central activities node. A strong link, visually and physically, to the exterior should be near this central interior area. An interior concourse could act as this link. This area could act as a type of indoor play area where students could crawl upon a small indoor play structure, or just take a book and read.



- SCHOOL DAY LIKE THE YEARS IS A PROGRESSION WITH HIGHLIGHTS ALONG THE WAY WHICH LURE YOU TO LEARN THRU EXPERIMENTATION, TRIALS + ERROR.
- PROGRESSION OF EXPERIENCES, EXPERIMENTS + LEARNING



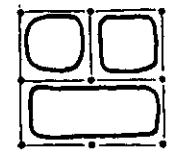
SITE / COMM. - PARK



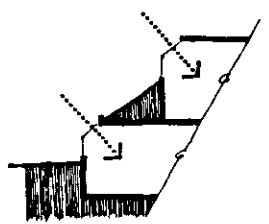
ENERGY / WIND



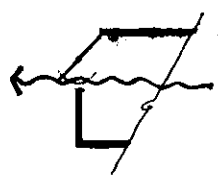
BLDG. / OUTDOOR - INDOOR



FLEXIBILITY / INT. C.R.



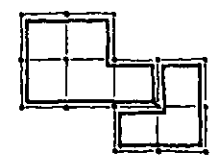
ENERGY / EARTH



ENERGY / WIND

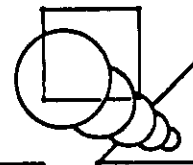


HEG. / CIRC. - SIGHT



FLEXIBILITY / C.R.

MOUNT VERNON ELEMENTARY SCHOOL

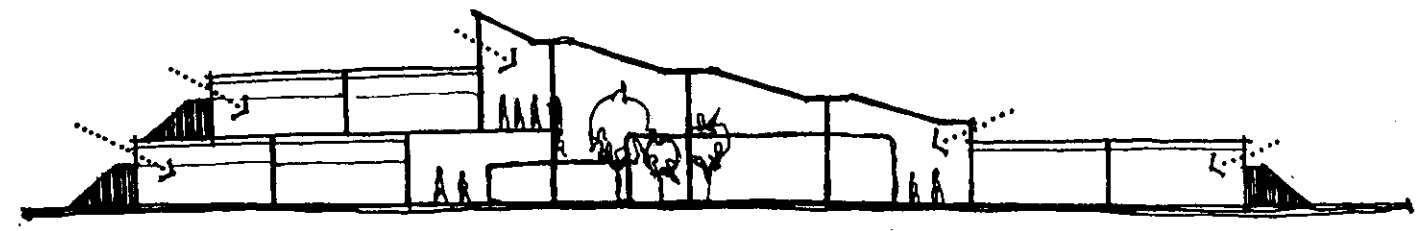
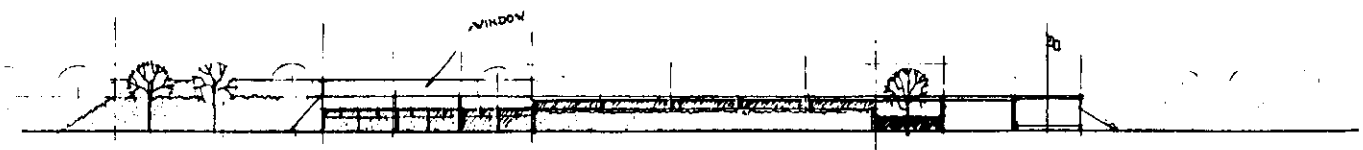
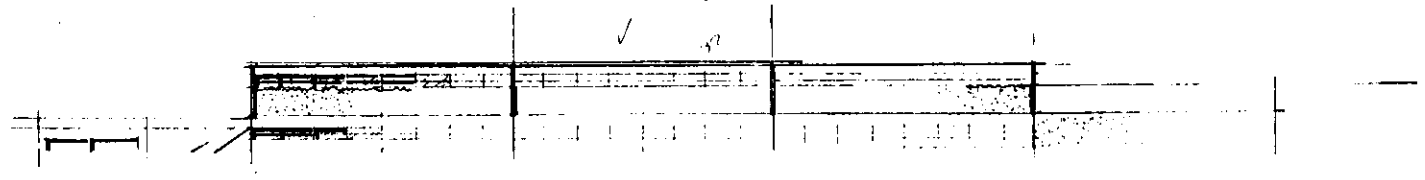
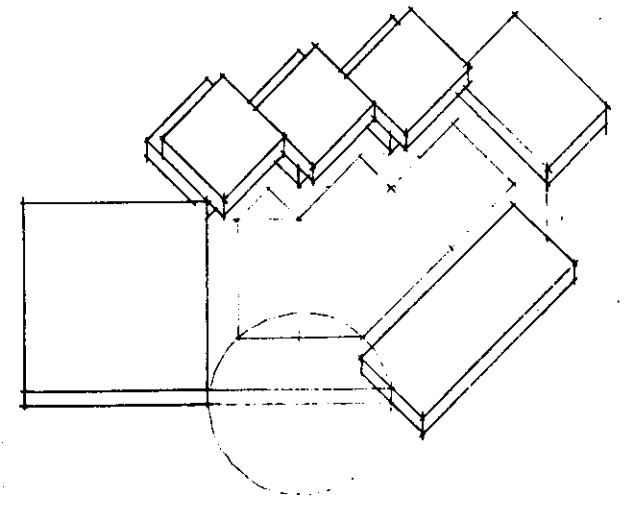
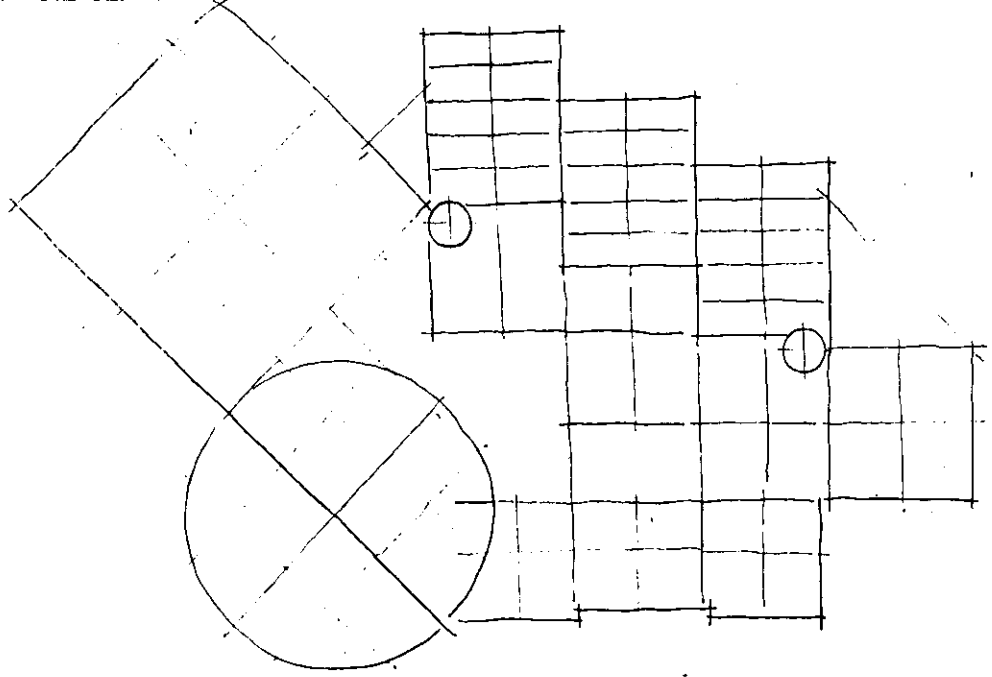


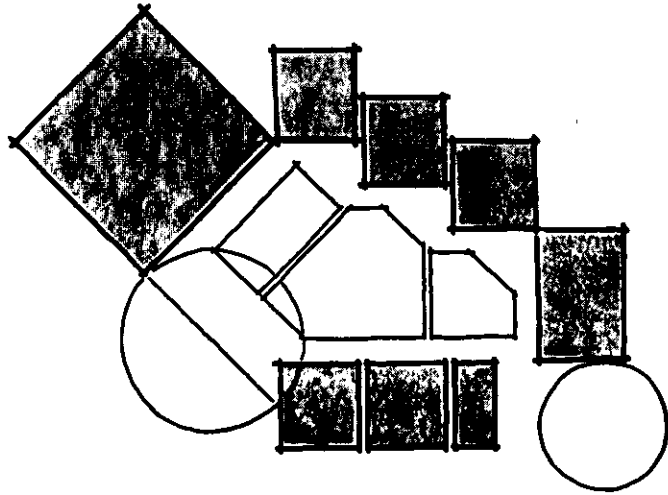
During this phase of design the following evolved:

The use of a strong geometry, in the form of circles, squares and angles could help create an order and vocabulary that could be easily related to by an elementary school age child.

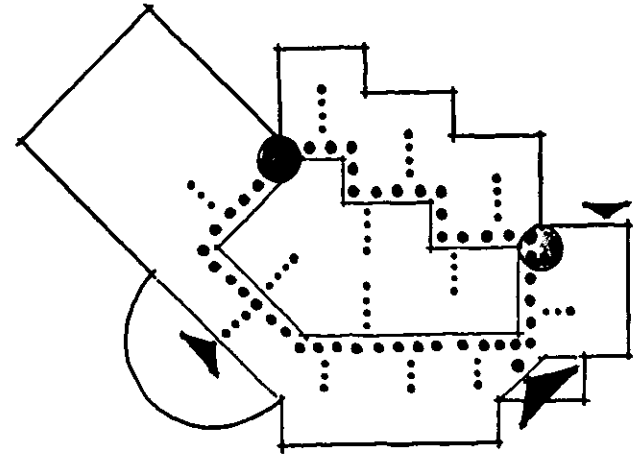
Flexibility of class areas is important in responding to various teaching techniques along with varying student loads.

Identity of grade clusters is important to interior and exterior orientation.

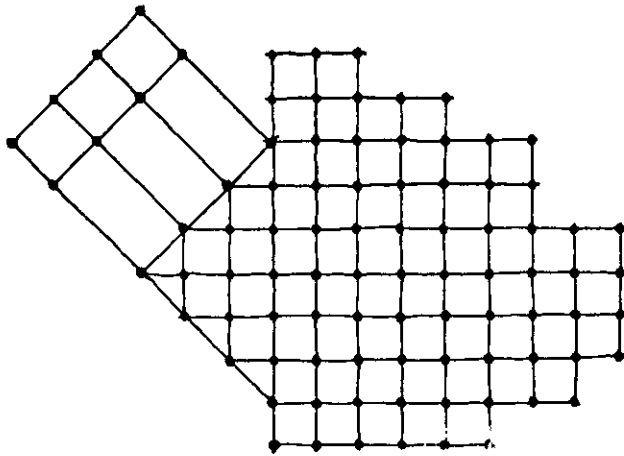




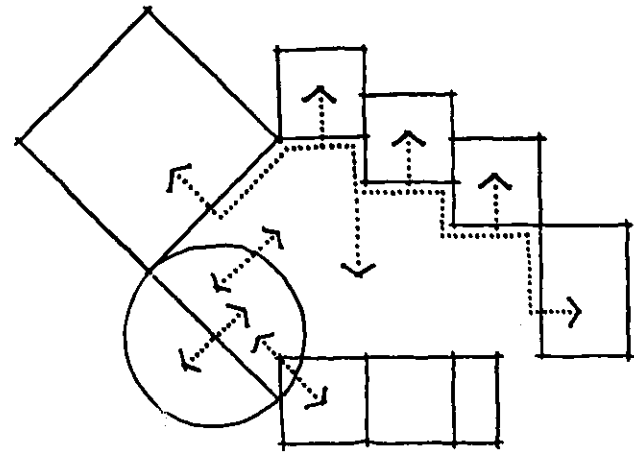
FOOTPRINT GRAPHIC



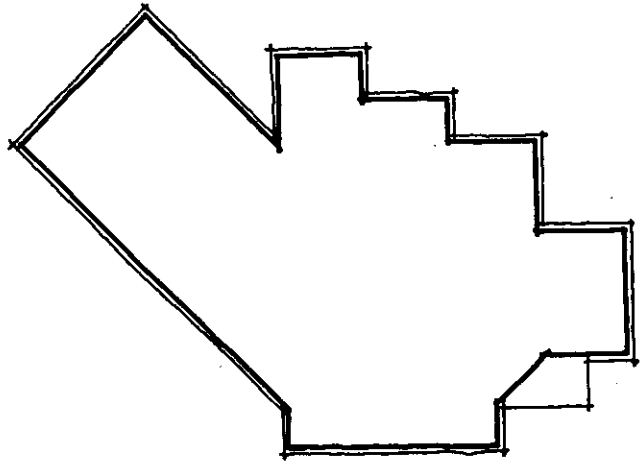
CIRCULATION



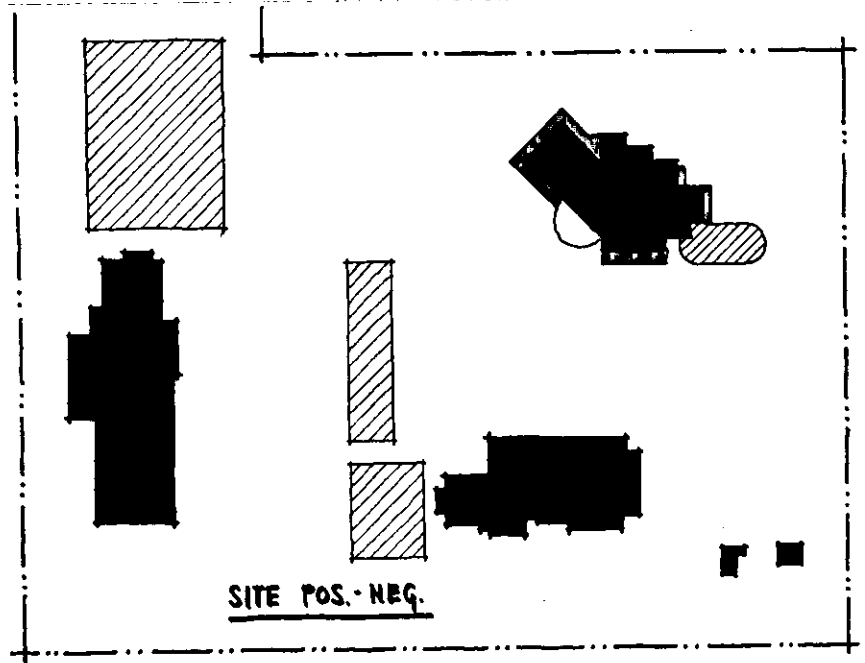
STRUCTURE



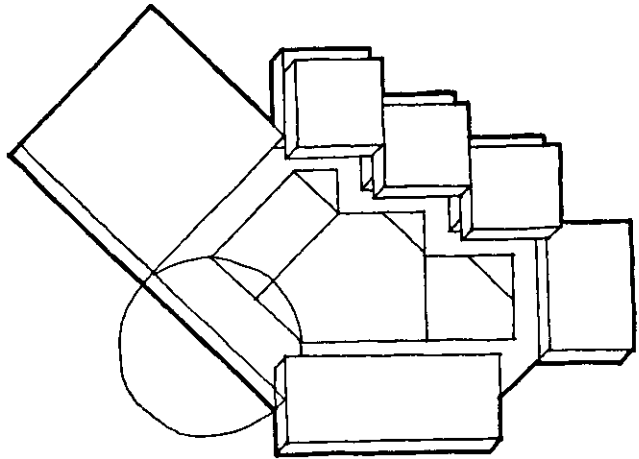
SPACE RELATIONSHIP



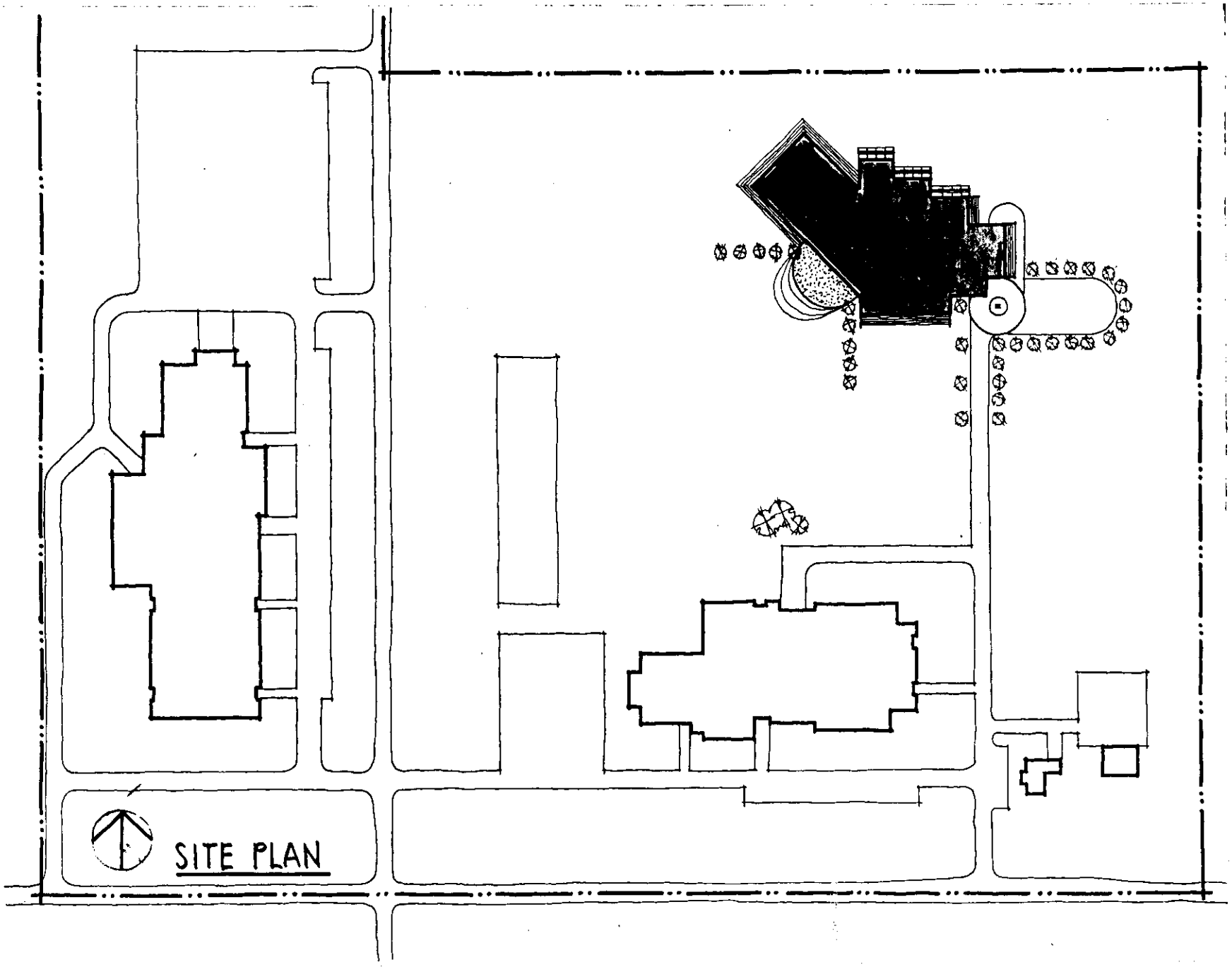
ENCLOSURE



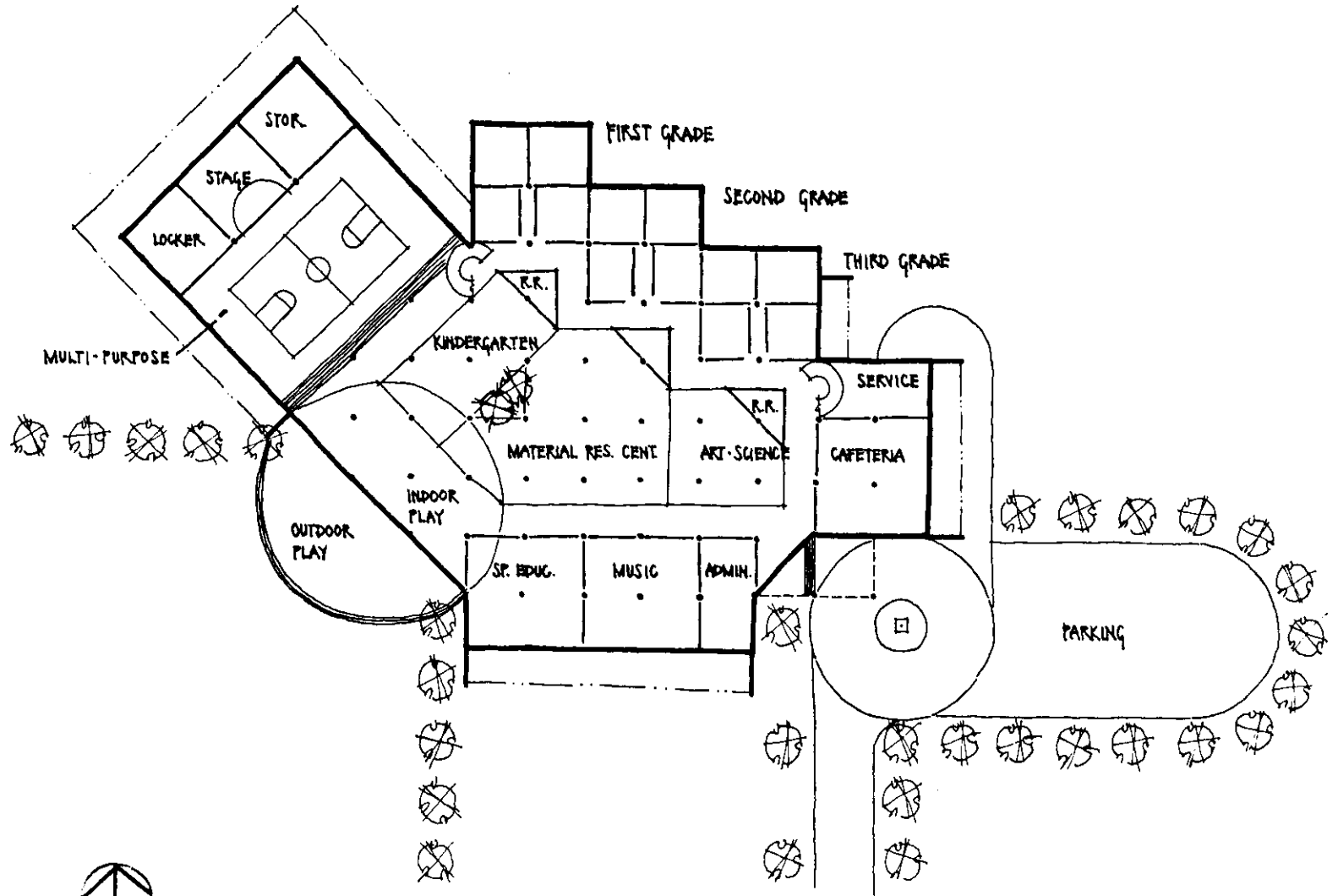
SITE POS. - NEG.




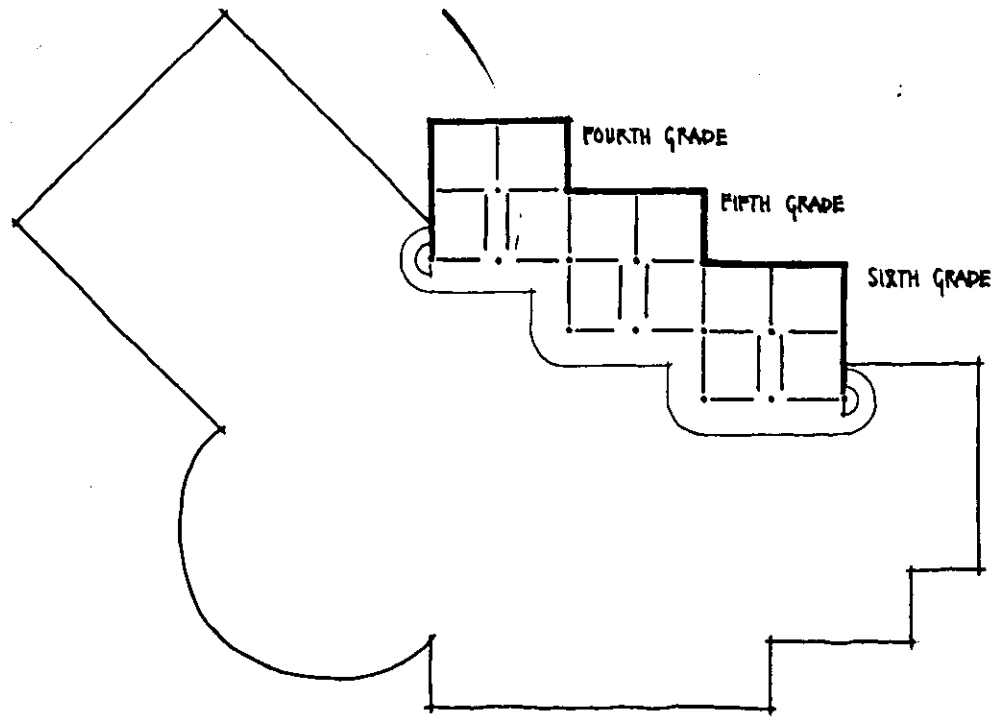
VOLUME



SITE PLAN



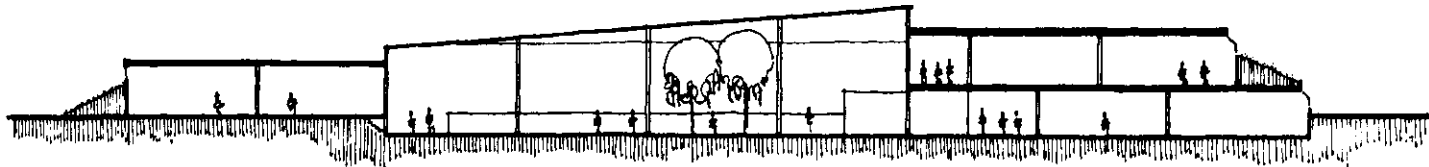
 FIRST FLOOR PLAN



SECOND FLOOR PLAN

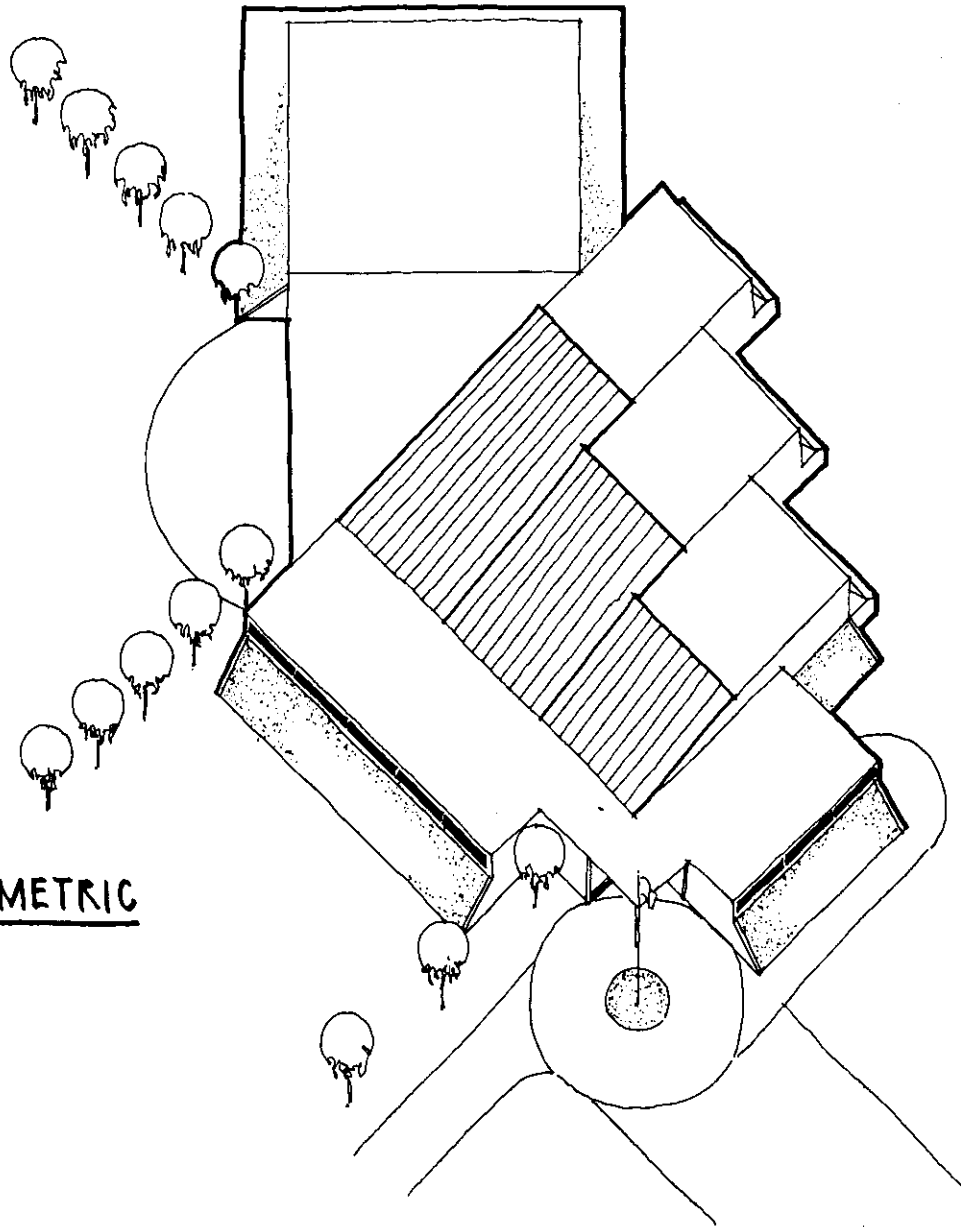


SOUTH ELEVATION

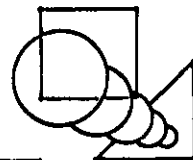


SECTION

AXONOMETRIC



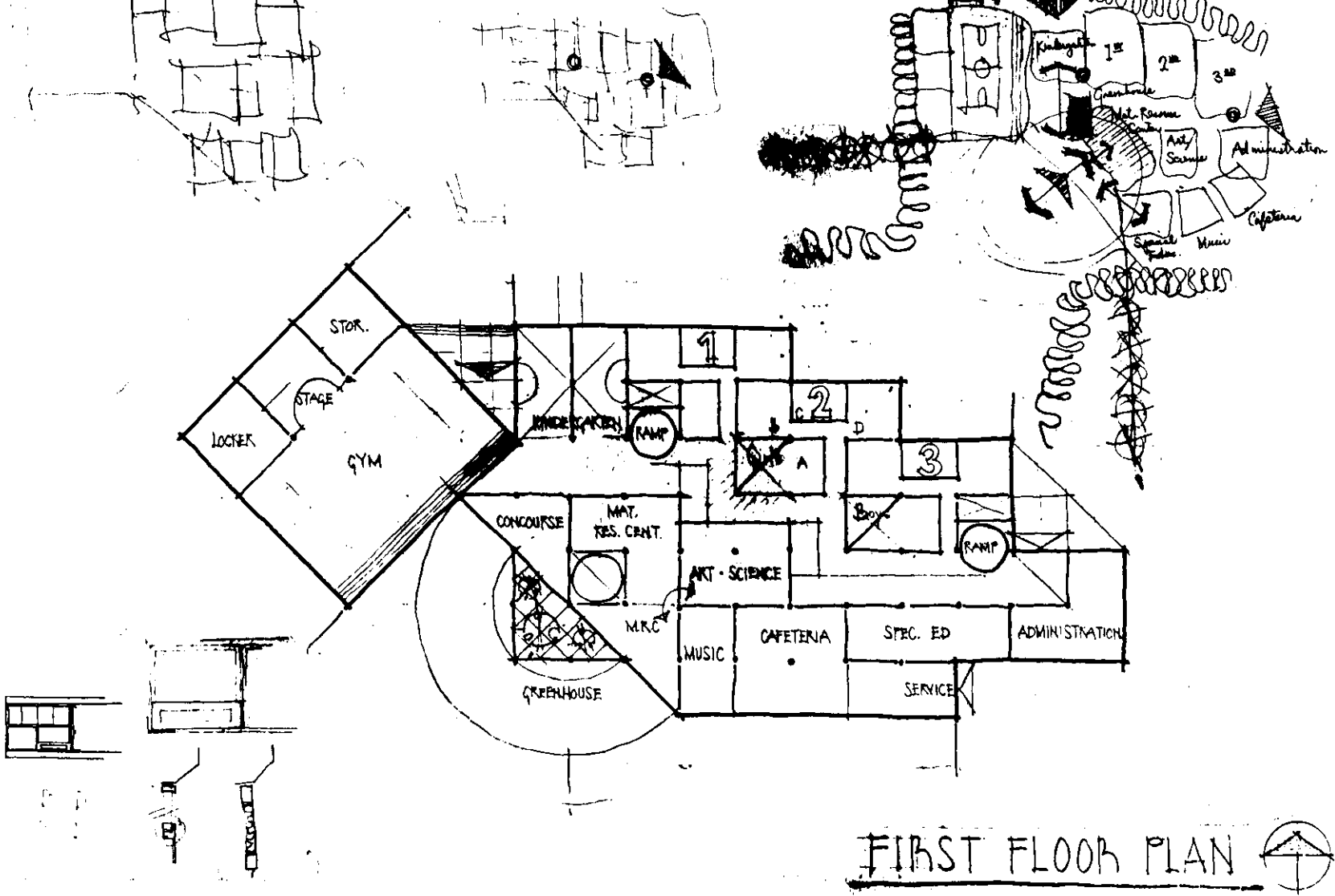
MOUNT VERNON ELEMENTARY SCHOOL




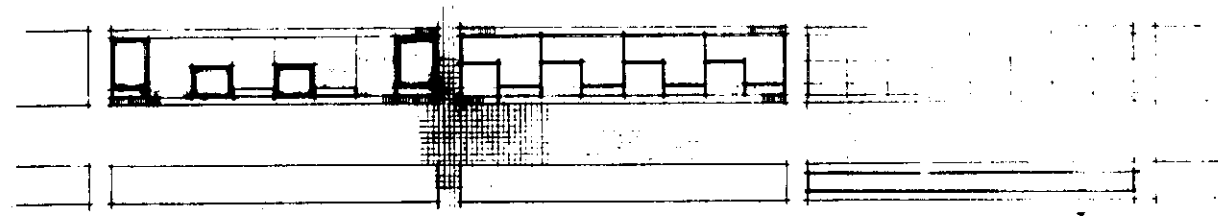
During this phase of design the following evolved:

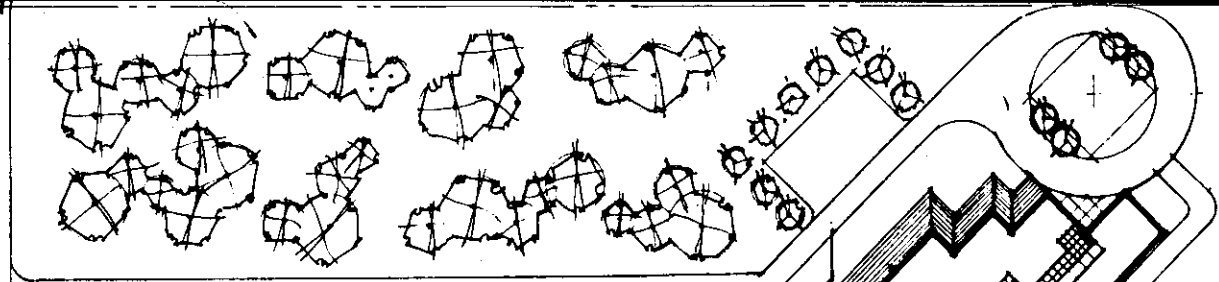
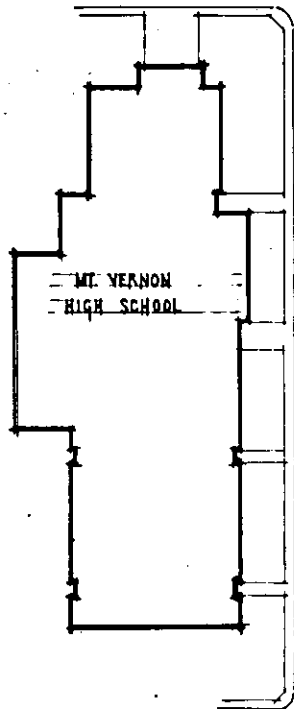
The addition of a greenhouse could add to the visual, physical and educational excitement of the central area.

Changes in level could help define space while also adding excitement to the experiencing of it.

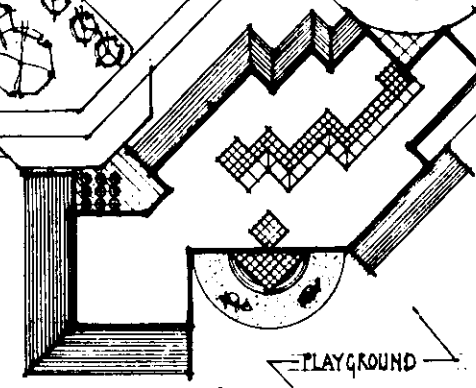


FIRST FLOOR PLAN 

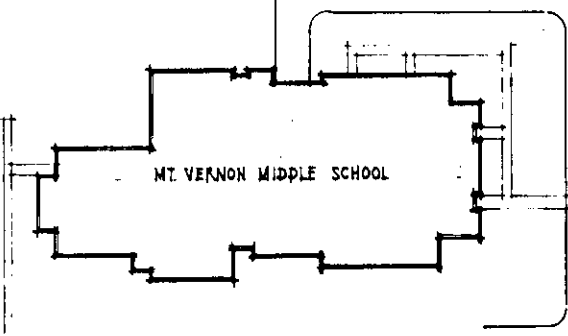




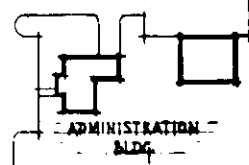
COMMUNITY PARK -
BASEBALL, BASKETBALL, SOFTBALL,
FOOTBALL, TENNIS, ICE SKATING



COUNTY RD.
200 WEST



MAINTENANCE
AREA

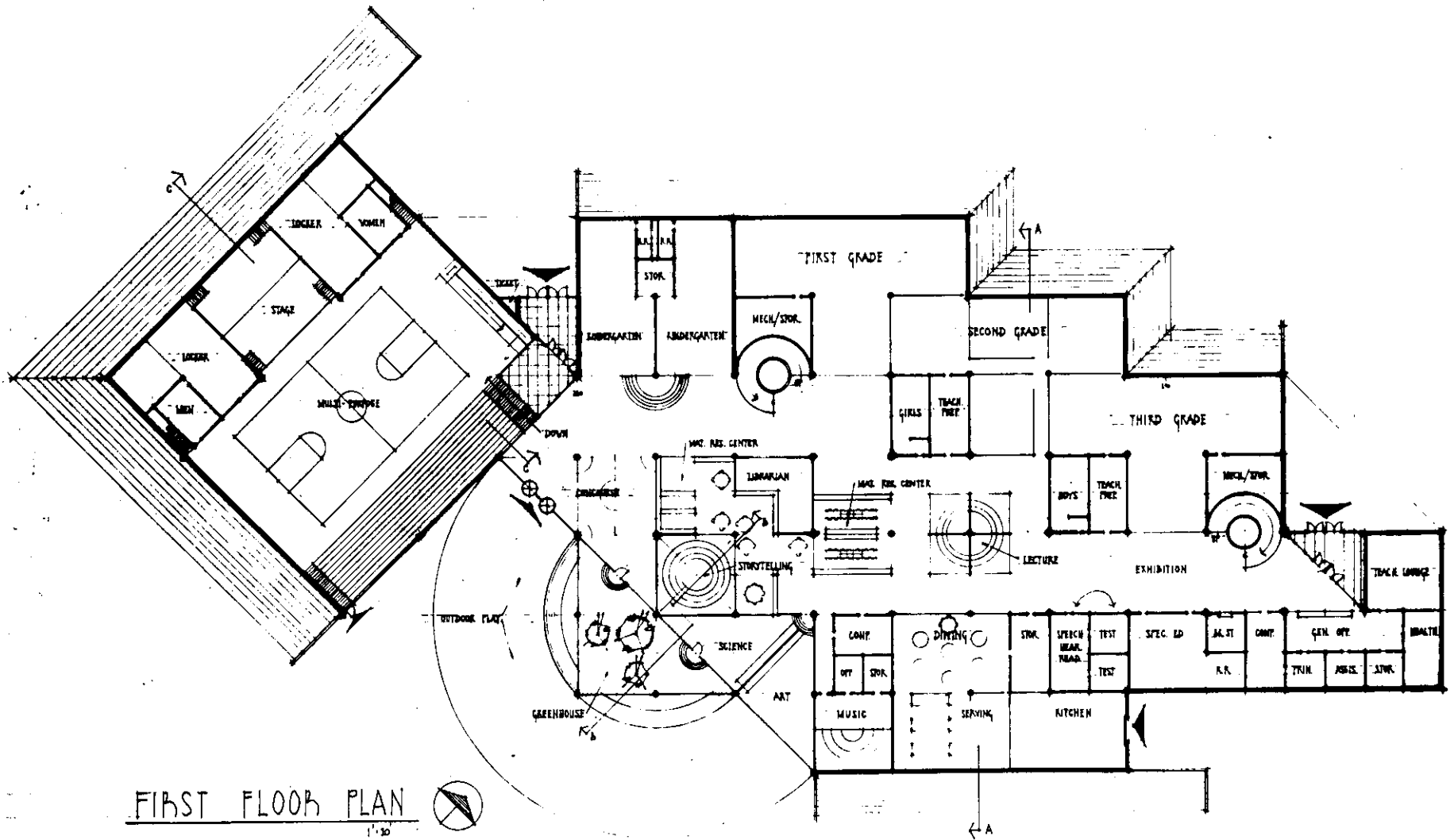


STATE ROAD 254

SITE PLAN

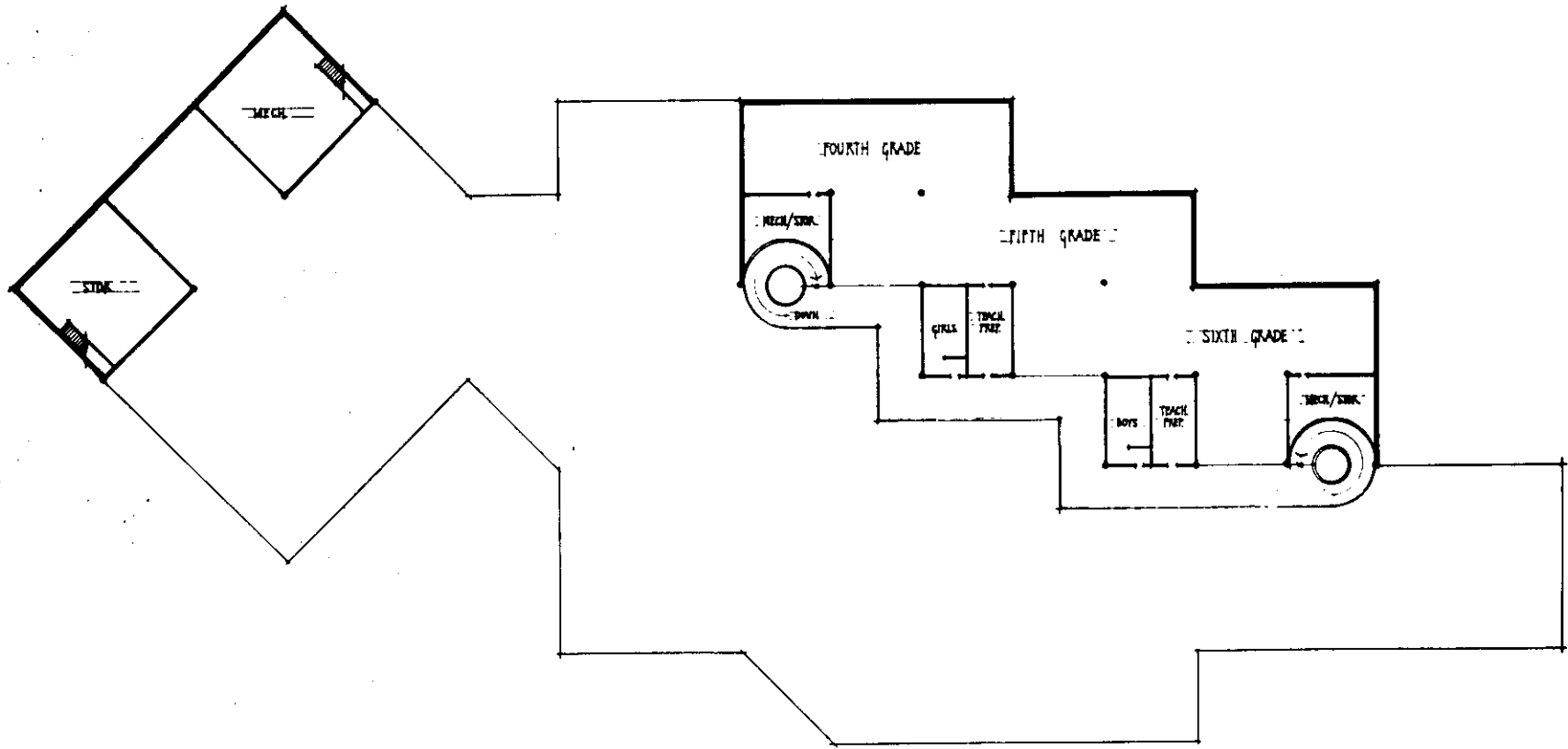
1" = 50'






FIRST FLOOR PLAN

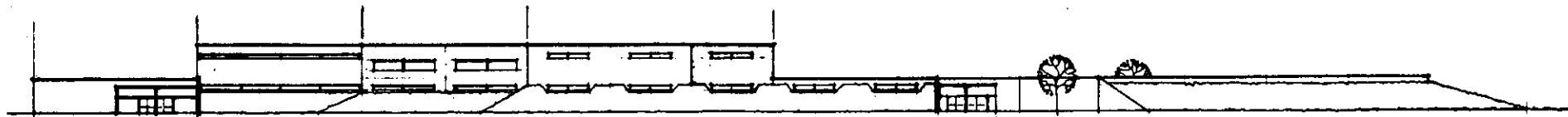
1" = 30'



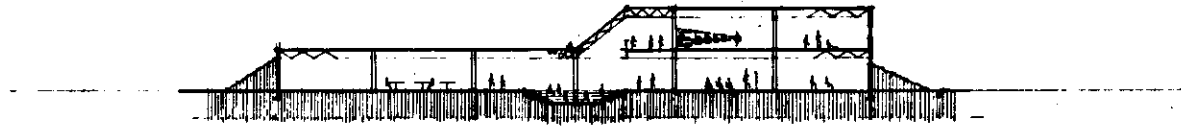
SECOND FLOOR PLAN 1'-0" 



SOUTH ELEVATION
1" = 20'



NORTH-WEST ELEVATION
1" = 20'



SECTION A-A

1/30



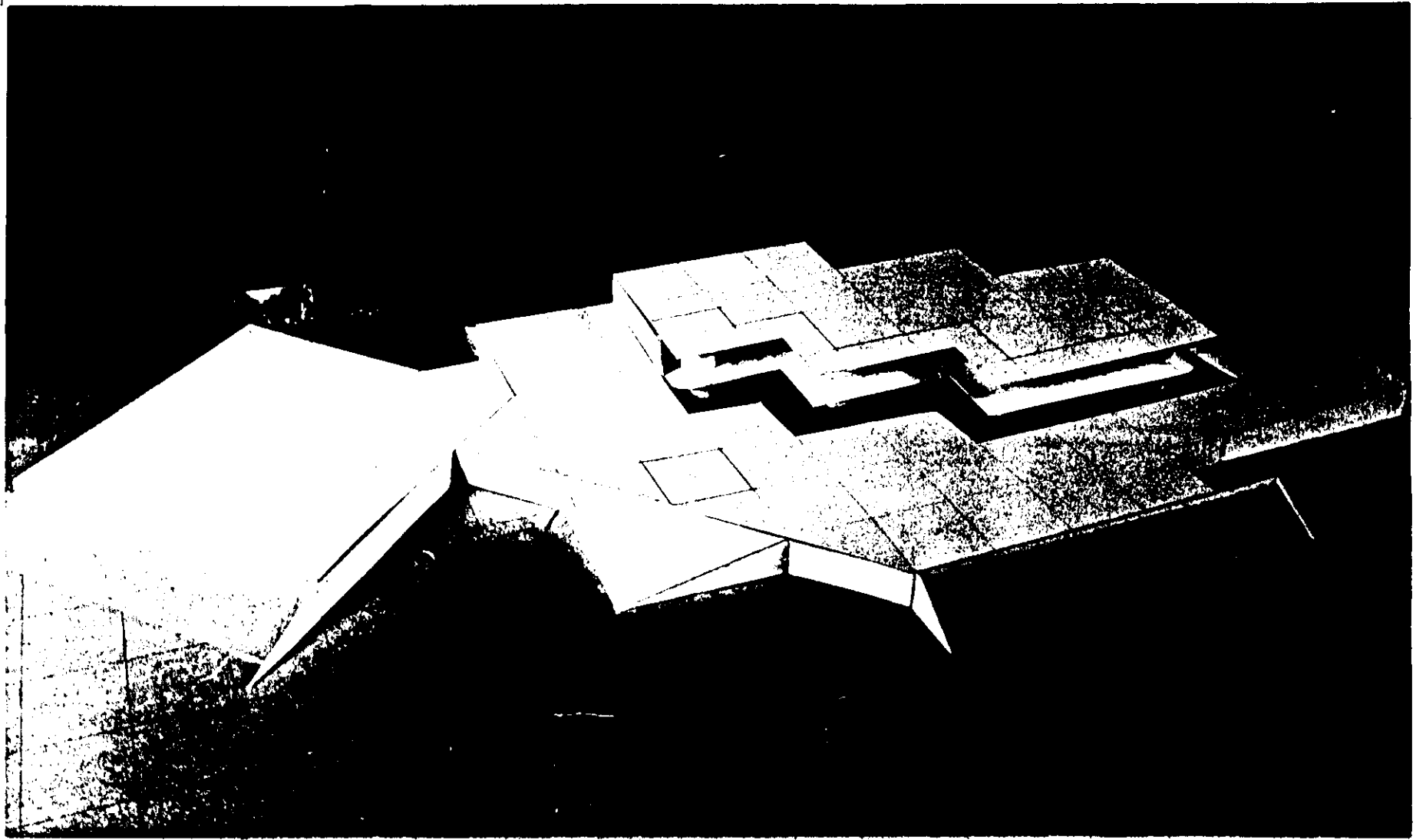
SECTION B-B

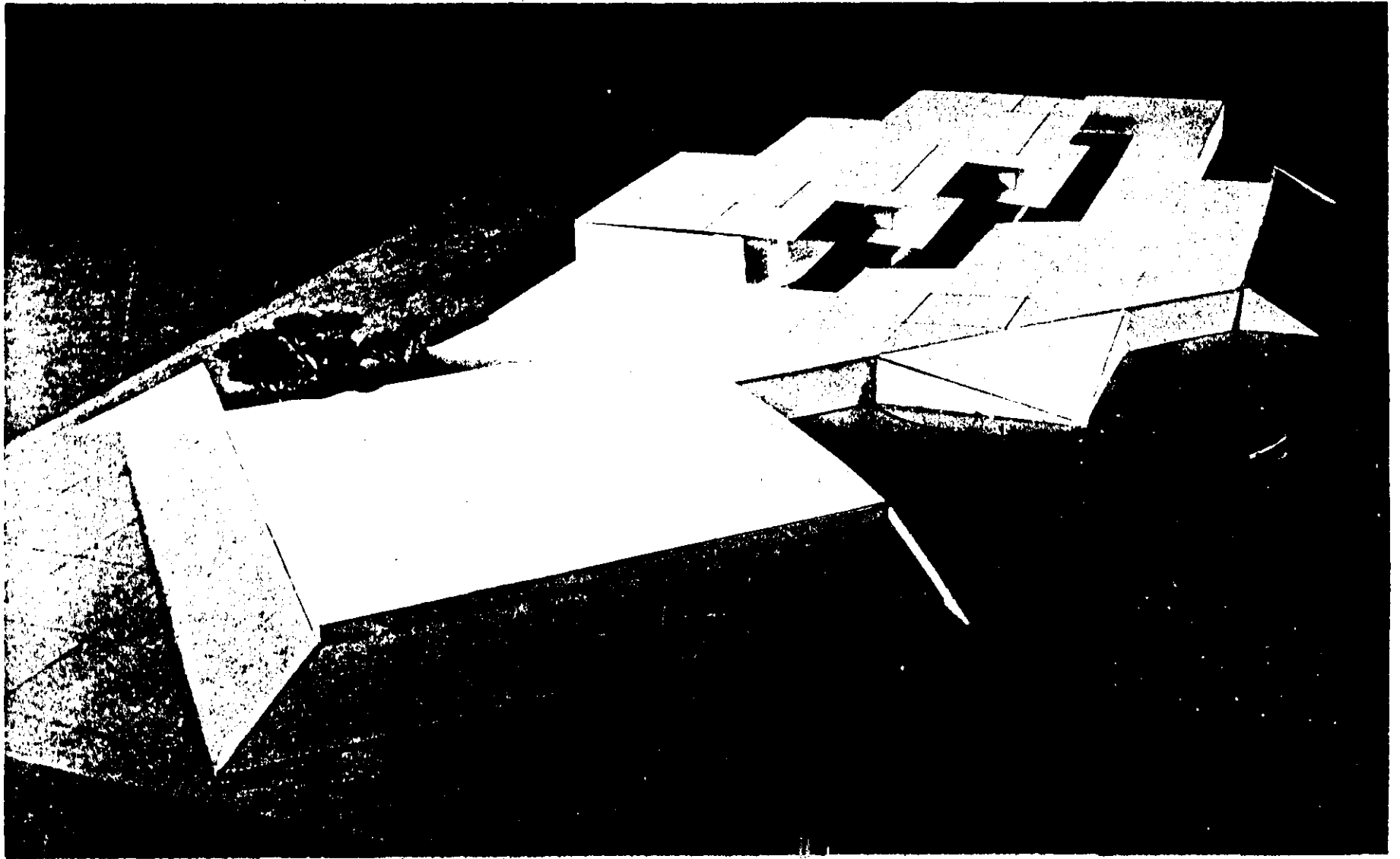
1/30

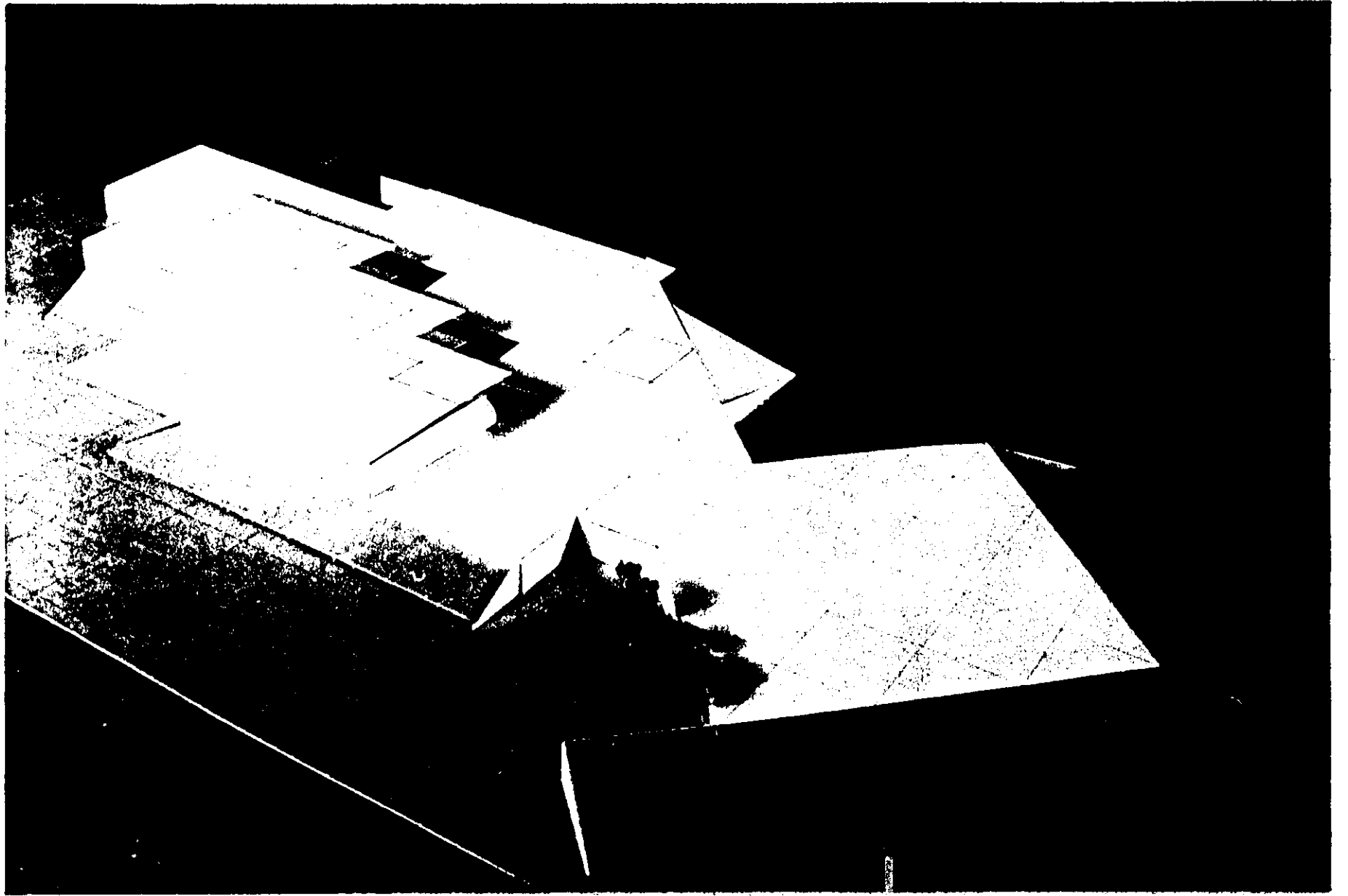


SECTION C-C

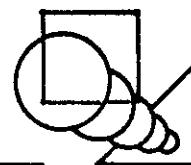
1/30

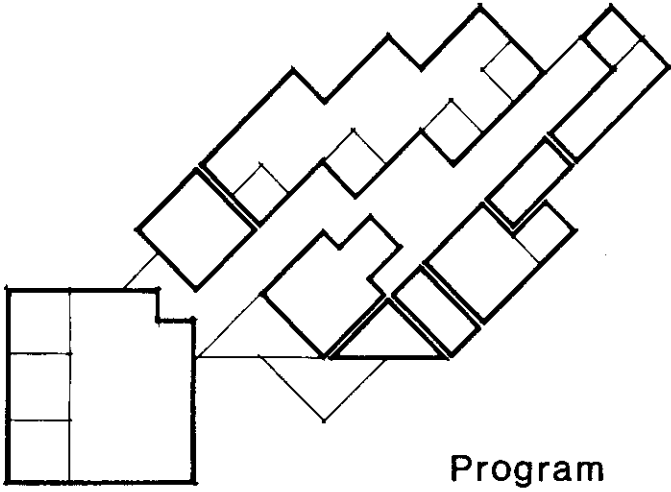




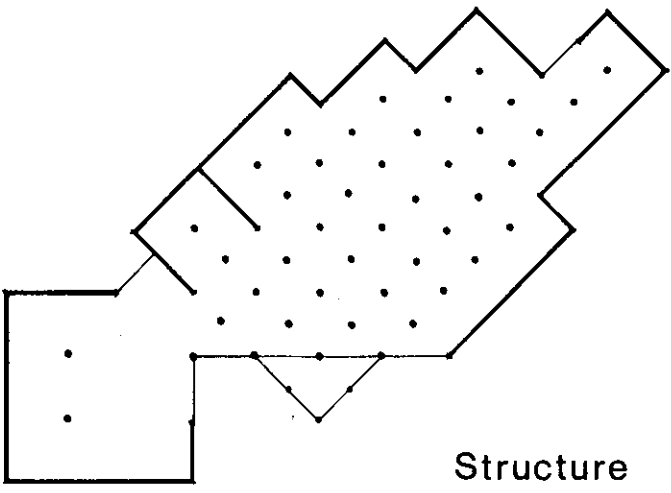


MOUNT VERNON ELEMENTARY SCHOOL

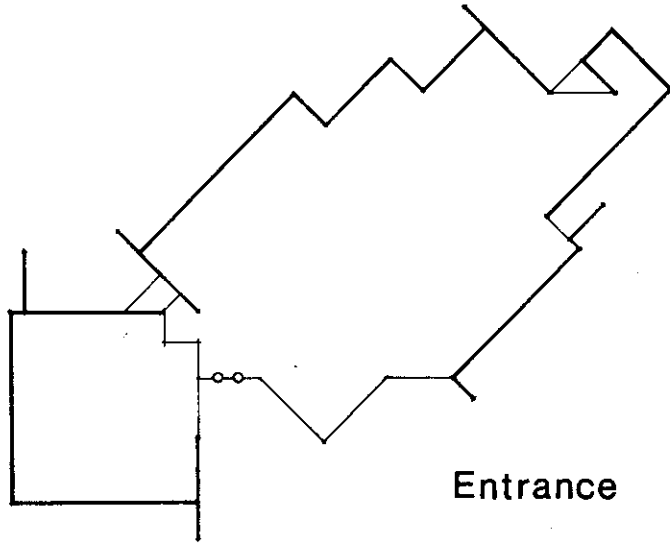




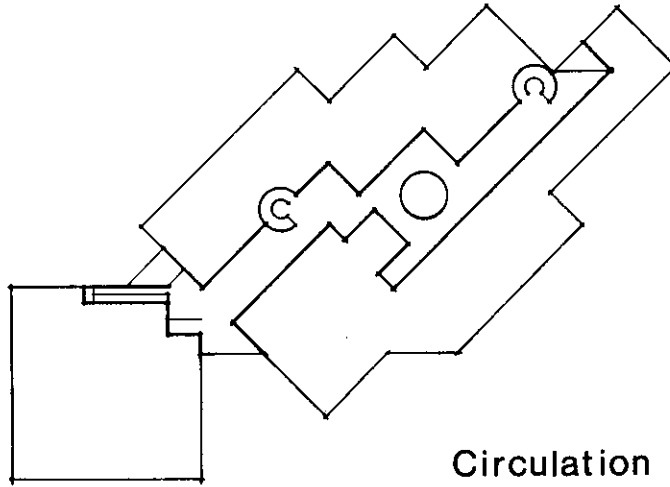
Program



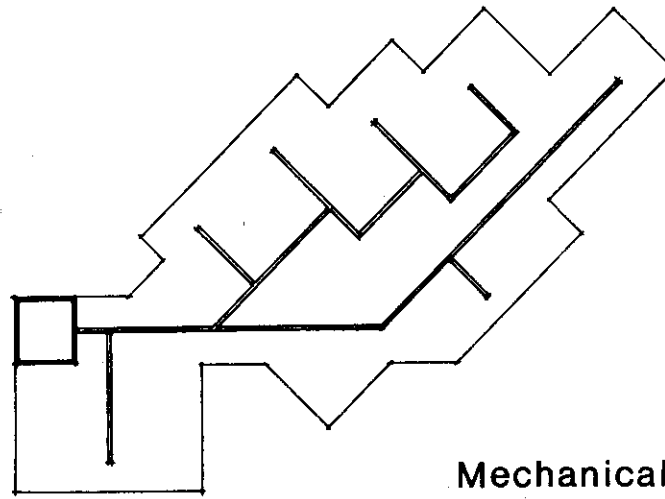
Structure



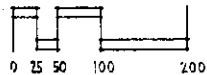
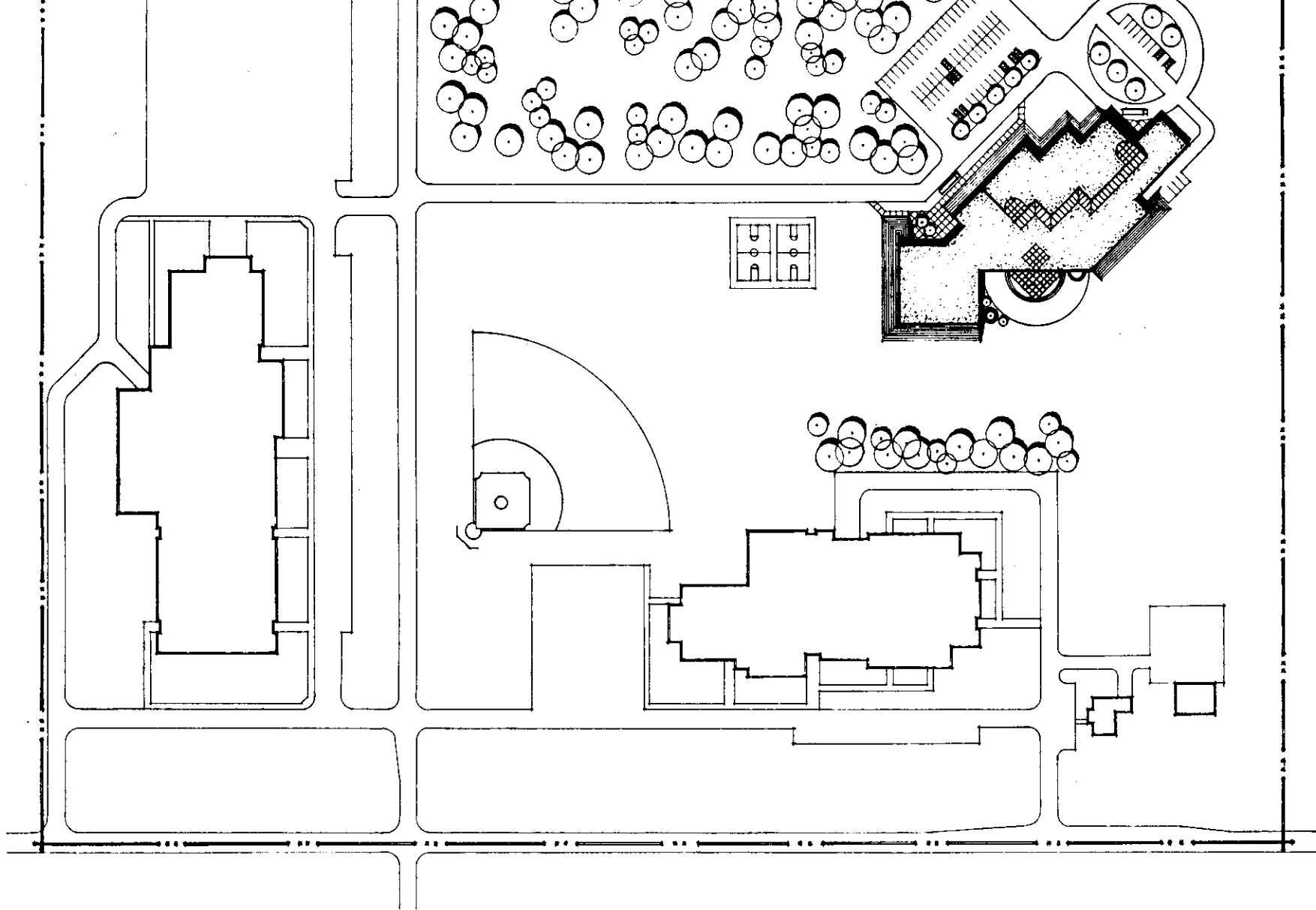
Entrance



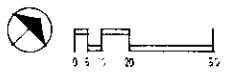
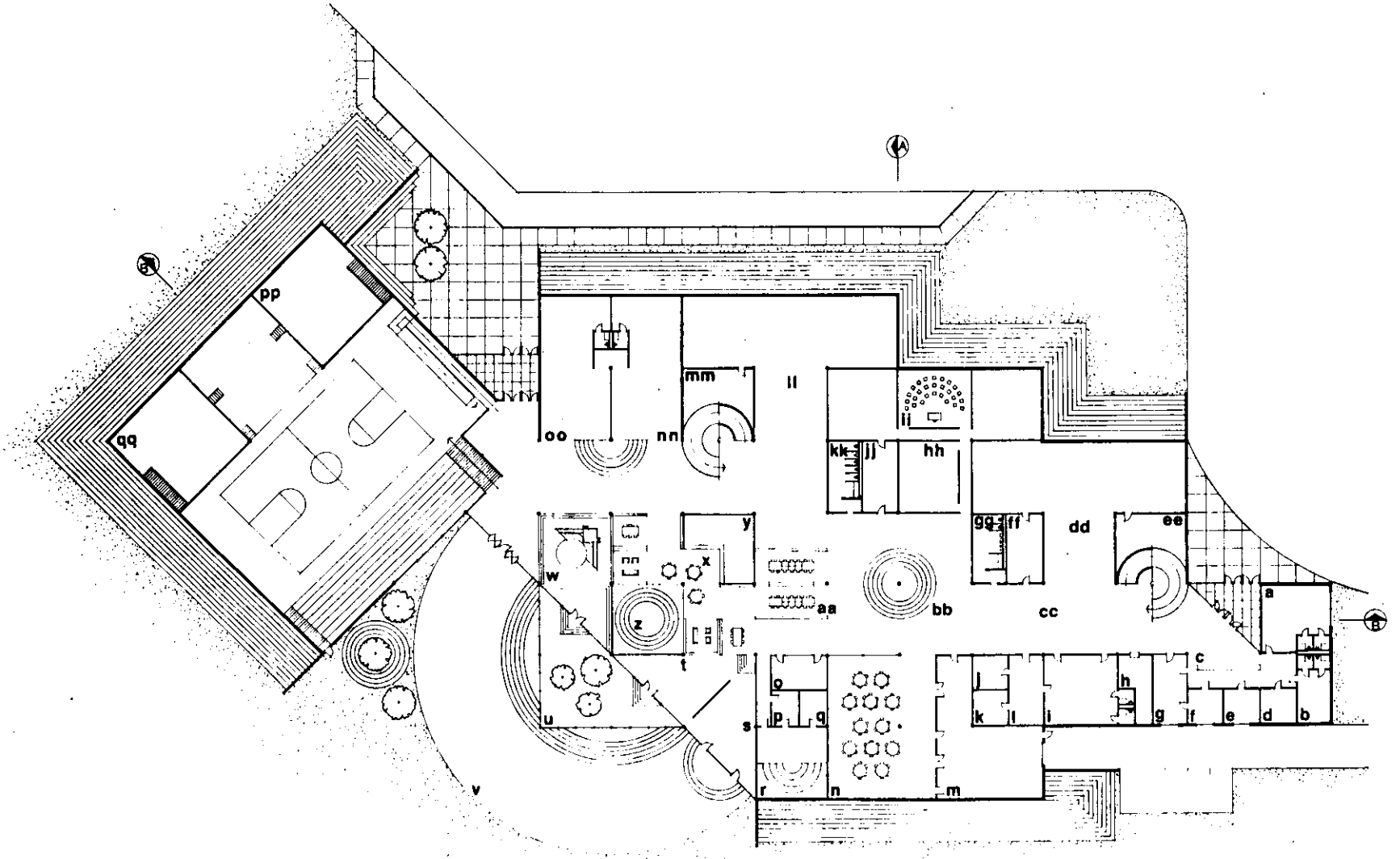
Circulation



Mechanical



Site Plan

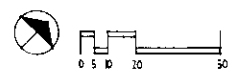
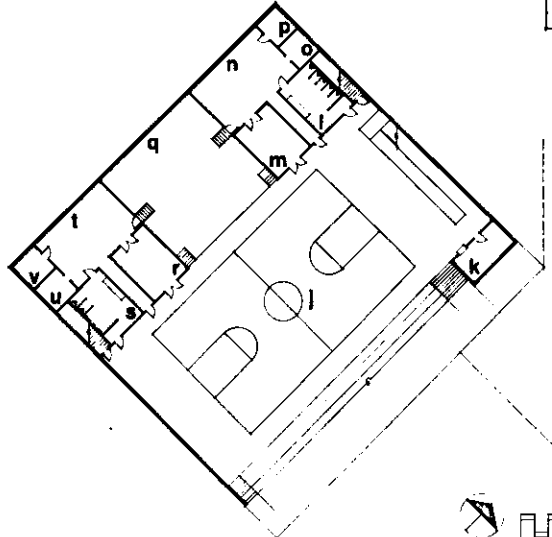
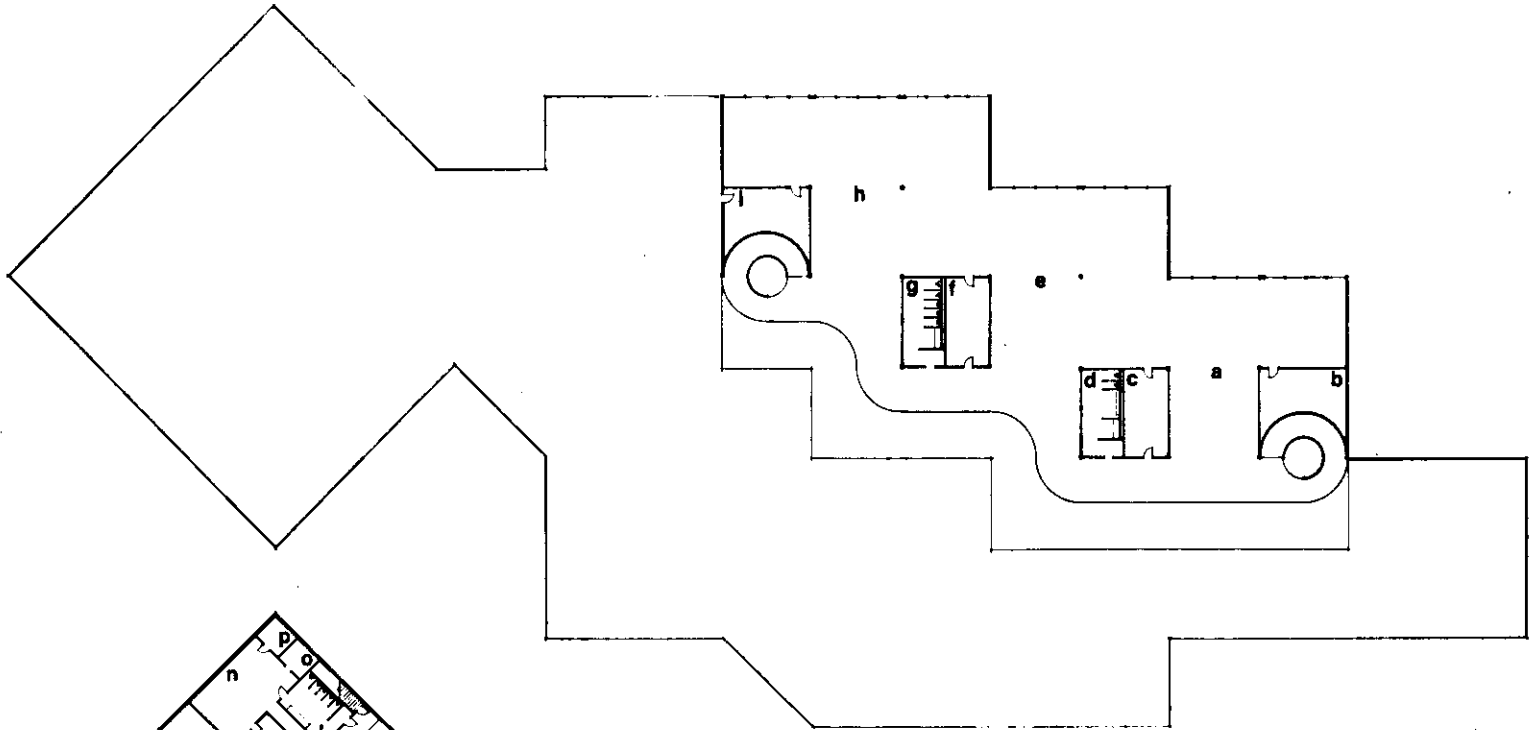


Ground Level

KEY TO SPACES

Ground Level

- | | | |
|---------------------------------|------------------------------|---------------------------|
| a. Teachers Lounge | o. Conference | cc. Exhibition |
| b. Health Suite | p. Office | dd. Third Grade |
| c. General Office | q. Storage | ee. Storage |
| d. Storage | r. Music | ff. Teacher's Preparation |
| e. Assistant Principal's Office | s. Art | gg. Boy's Restroom |
| f. Principal's Office | t. Science | hh. Second Grade |
| g. Conference | u. Greenhouse | ii. Typical Classroom |
| h. Bookstore | v. Outdoor Play Area | jj. Teacher's Preparation |
| i. Special Education | w. Concourse | kk. Girl's Restroom |
| j. Testing Room | x. Learning Material Center | ll. First Grade |
| k. Testing Room | y. Librarian | mm. Storage |
| l. Speech, Hearing, Reading | z. Storytelling | nn. Kindergarten |
| m. Kitchen | aa. Learning Material Center | oo. Kindergarten |
| n. Cafeteria | bb. Lecture | pp. Mechanical |
| | | qq. Building Services |
-



Second Level



Lower Level

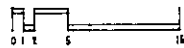
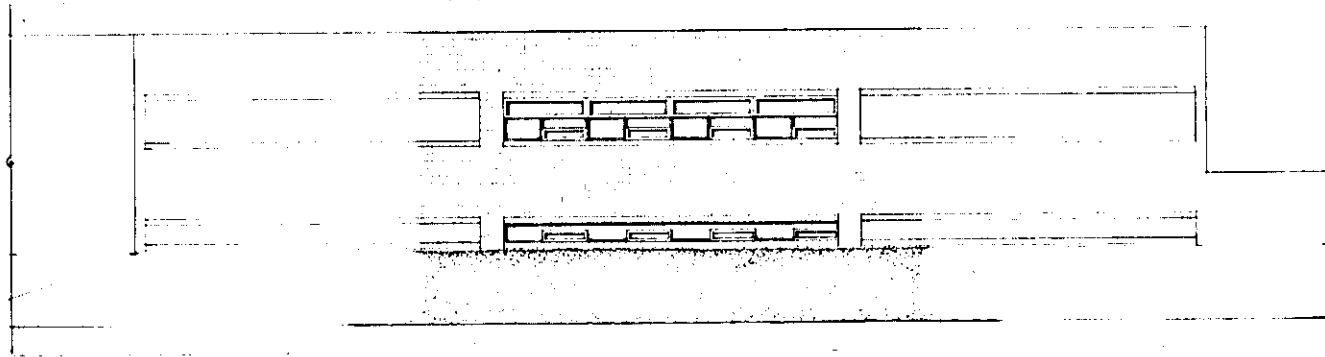
KEY TO SPACES

Second Level

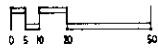
- a. Sixth Grade
- b. Storage
- c. Teacher's Preparation
- d. Boy's Restroom
- e. Fifth Grade
- f. Teacher's Preparation
- g. Girl's Restroom
- h. Fourth Grade
- i. Storage

Lower Level

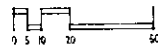
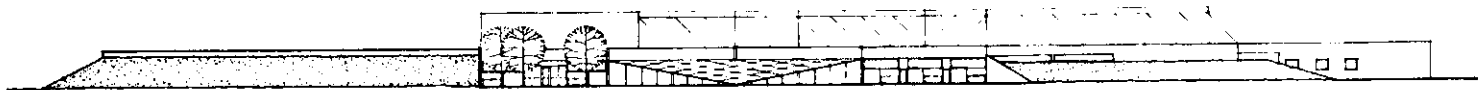
- j. Gymnasium
 - k. Concessions
 - l. Women's Restroom
 - m. Storage
 - n. Girl's Locker Room
 - o. Shower
 - p. Office
 - q. Stage
 - r. Storage
 - s. Men's Restroom
 - t. Boy's Locker Room
 - u. Shower
 - v. Office
-



Partial Elevation



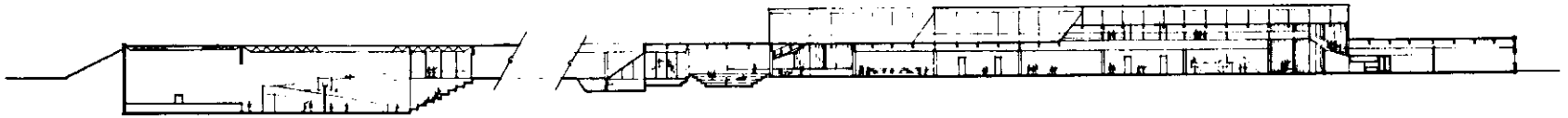
Northwest Elevation



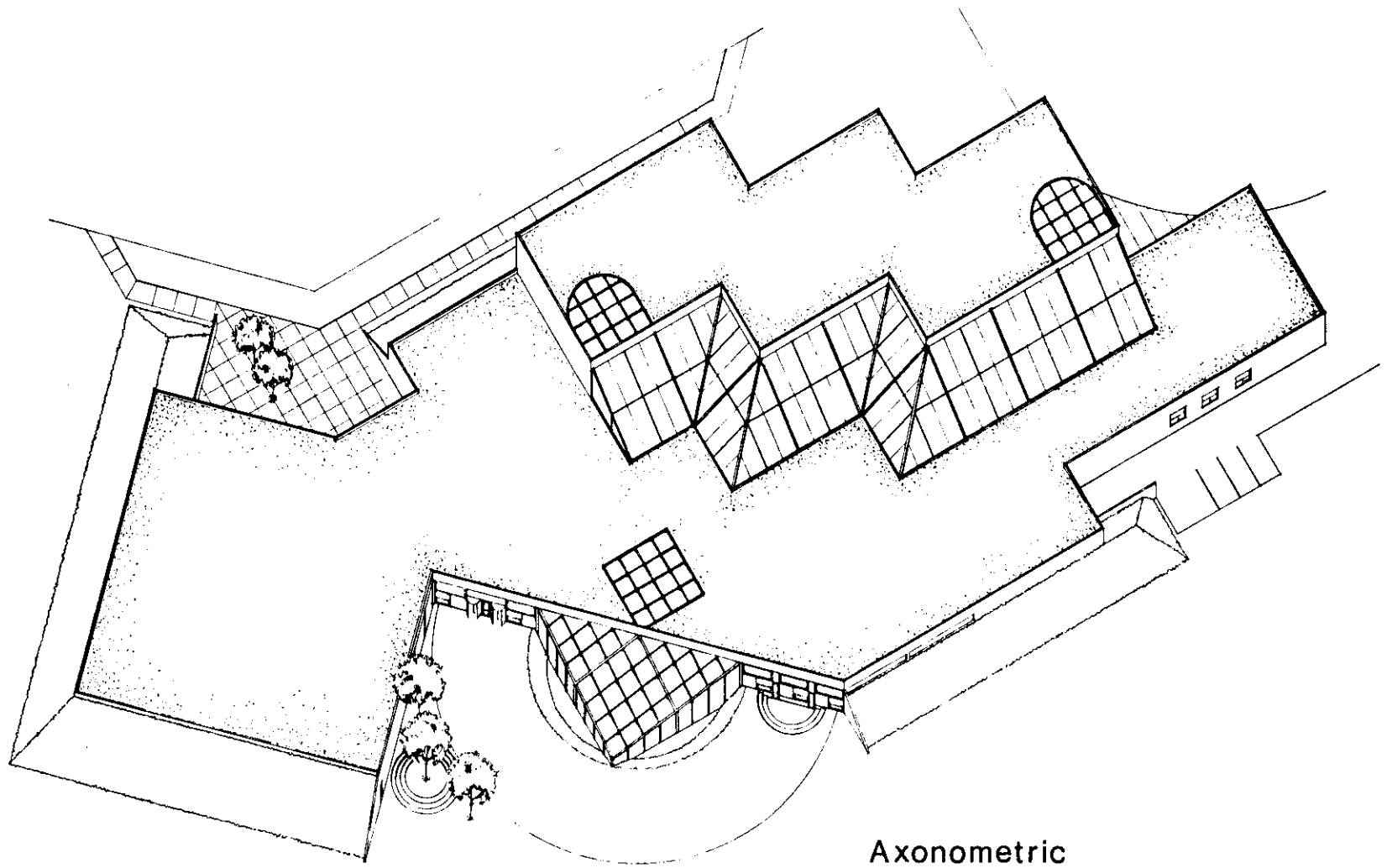
South Elevation



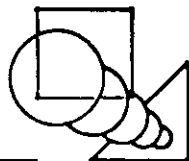
Section A



Section B



Axonometric



"An Open Plan Elementary School," Architectural Record,
September 1973, p.121-128.

Castaldi, Basil, Creative Planning of Educational Facilities,
Chicago: Rand McNally & Co., 1969.

"Mini-City Built for Steets K through 6," Interiors,
December 1975, p.72-77.

Palmer, A.E., Facility Programming Notebook, Fall 1979.

Ryder, Sharon L., "I'm an architecture," Progressive Architecture,
May 1974, p.85-87.
