



SITE CONTEXT AXON



ENTRY PERSPECTIVE



MAIN LEVEL COURTYARD

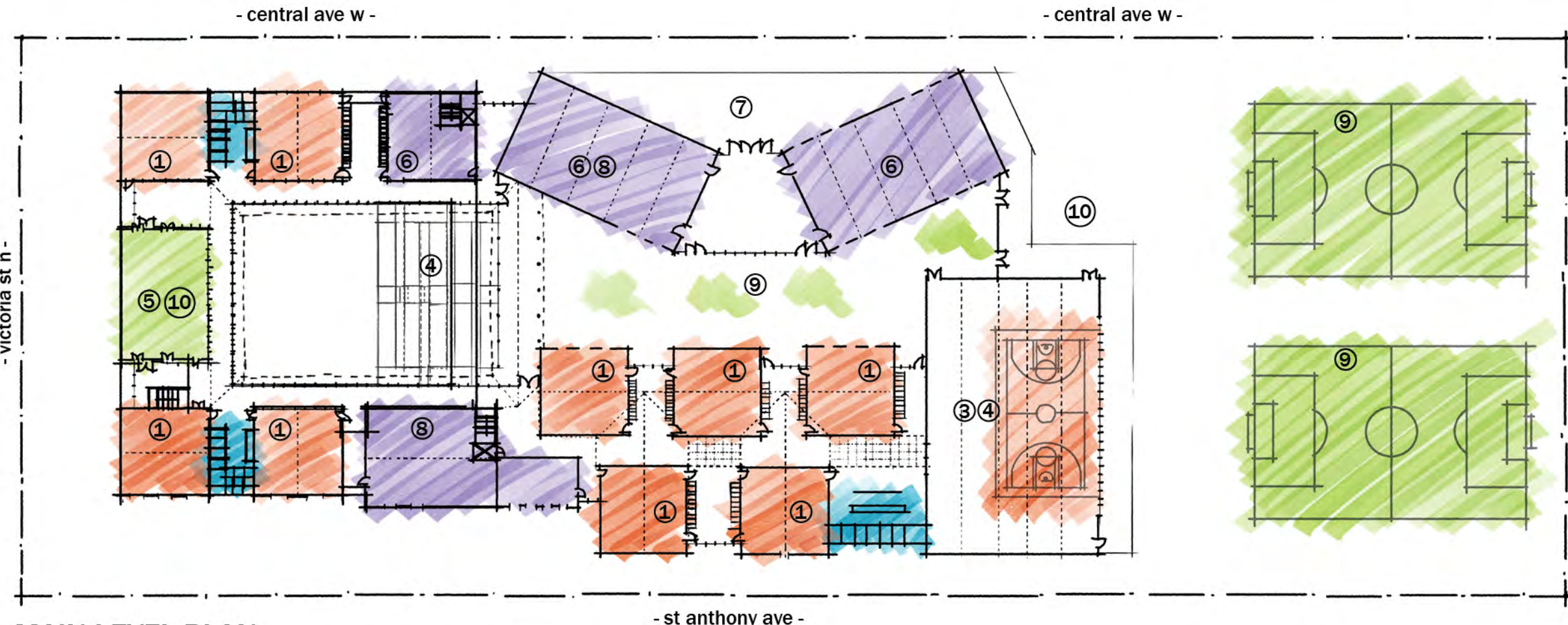
As the old saying goes “if you build it, they will come”, I hope that we can also say “if you destroy it, you will rebuild”. Nothing will take away the damage, trauma, loss of generational wealth, or any other immeasurable change that happened to the Rondo community. The complete disregard that accompanied the “get it done” mentality during the construction of 194 will have devastating effects that will last more than a lifetime. However, we will rebuild and in the rebuilding we have a duty to provide as much back to the community and it’s inhabitants. Designing communities is not a new thing to architects, nevertheless, we too must learn and progress. We must no longer think of ourselves as solution bringers, but rather listeners for change. Community listeners.

Reconnecting Rondo is one of the first steps that needs to happen for healing. Recognizing that we are not just our past, but we are also our future, the premise of design behind the Maxwell Elementary school comes from it’s original neighborhood. What where some of the successful pieces that can be taken from old Rondo and applied in an educational context for the future? One area is the informal character of place that old Rondo had. Through its strong community ties, it created many informal gathering spaces, also known as “third spaces”. These spaces provided opportunities for connections outside of “normal” or “designated” areas. The school design follows this ideology which it has applied not as classrooms contained within a larger shell, but rather a breaking of the existing prototypical classroom to its own volume, it’s own community.

These re-imagined communities are places that embrace potentially future pedagogy and technology. A place where different ways or learning and needs are addressed fully, with not just one instructor, but many supporting each other. A place that is not just bound by the four walls of the classroom, but one that spills to the corridors, the interstitial spaces, the outside. A place filled with green roofs, inclusive restrooms, solar panels, geo-thermal systems, daylight, textures, vibrancy!



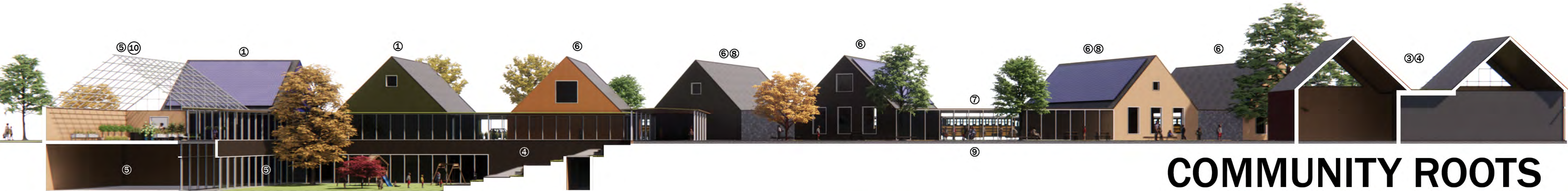
LOWER LEVEL PLAN



MAIN LEVEL PLAN

-  - admin - shared space -
-  - learning - private space -
-  - inclusive restrooms -
-  - green spaces - shared space -

- ① - classroom community - general - special instructional space -
- ② - media resource center -
- ③ - gymnasium - activities -
- ④ - performance - auditorium - assembly -
- ⑤ - cafeteria - food service - food prep - greenhouse -
- ⑥ - administrative - teacher -
- ⑦ - entry - bus - parent - pickup/drop -
- ⑧ - early childhood community hub -
- ⑨ - playground - play fields -
- ⑩ - community gardens -



COMMUNITY ROOTS





NEW COMMUNITY CLASSROOM



GREENHOUSE CORRIDOR AND COURTYARD

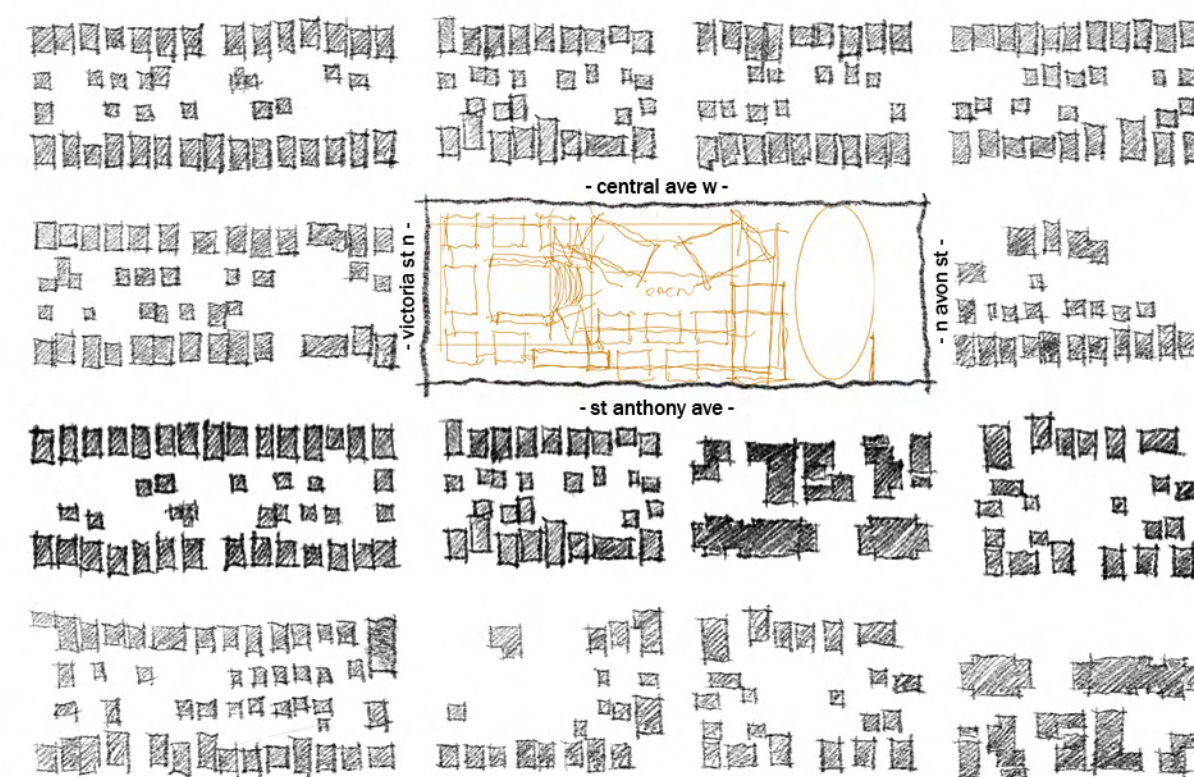


PROTECTED PLAYGROUND

What does the school for 2041 potentially look like? In a neighborhood with such rich history? The main idea arose from disregarding education as an “institution”, and any ideology that bounds it’s architectural aesthetic. Because this is an elementary school, color was applied freely to give the children of the future a brighter sense of the world. Through its many communities, whose shape resemble to local architecture, the school weaves together a path that protects teacher and student alike from the harsh Minnesota elements, while also allowing them to bask in the beauty of the outside sunshine.

A greenhouse located above the cafeteria, both feeds it’s residents and anchors the western side of the block, while the barn-like structure that encases the gymnasium and opens to it’s sport fields, anchors the east. The north side acts as the new entry to the elementary school and bends inwardly to receive all. On its south side, the communities are interconnected by skylights and covered walkways while providing ample space for possible gatherings. Through it’s core, a protected courtyard on the lower level spills form the cafeteria to a playground. This rises through its accessible ramp and stairs to the main level courtyard to were activity takes place.

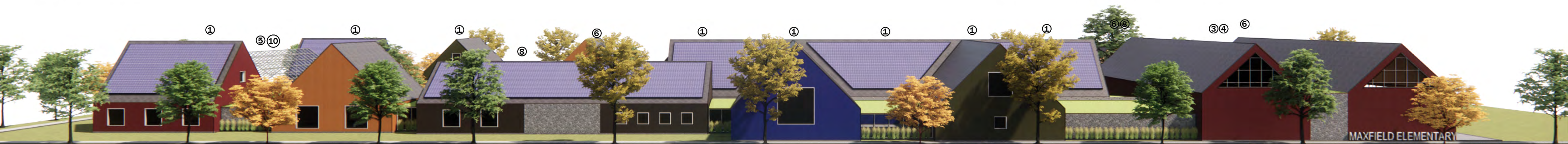
What has been done to the original Rondo community will not be healed by this one building. However, It is my hope that in this short exercise, I have demonstrated a design that is deserving of this community, that honors it’s past, but also looks to the future. Thank you for your time.



FUTURE RONGO - FUTURE SCHOOL



THIRD SPACE - CORRIDOR LOCKER AREA



VIEW FROM THE SOUTH