

# MAPLE GROWS

MAPLE ELEMENTARY SCHOOL MASTER PLAN

PLACE | MAY 2019



APPROVAL:

The plan will be reviewed by the School District Self Help Projects Review Team. Once approved, the following note shall be prominently displayed on the plan, and signed by a Self Help Projects' representative.

This is a conceptual plan for the potential redevelopment of this site. It is subject to revisions if needs change in the future. As the details of each separate element is further developed for actual construction, School District Self Help application, review and approval is required before construction may begin.

Conceptual plan reviewed by Self Help Review Team: \_\_\_\_\_ date \_\_\_\_\_

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# **INTRODUCTION**

# EXECUTIVE SUMMARY

The Maple Elementary School Master plan is the product of a collaborative process between the Friends of Maple Elementary, Seattle Public Schools (SPS), Department of Neighborhoods (DON), Refuge Women’s Alliance (ReWA), neighborhood and school families, students, and the design team. At the heart of the project is the dedication to community engagement, to inform the process and engender a sense of ownership.

Our schools are incubators for the creation of a love of learning in and the formation of healthy communities. School grounds should serve as transformative places in the lives of neighborhood children and families by creating a socially and developmentally enriching environment at school. Through collaboration and outreach to the school community, this master plan process identifies areas for improvement, moments of inspiration, and fundamental aspirations for a more cohesive and functional school environment.

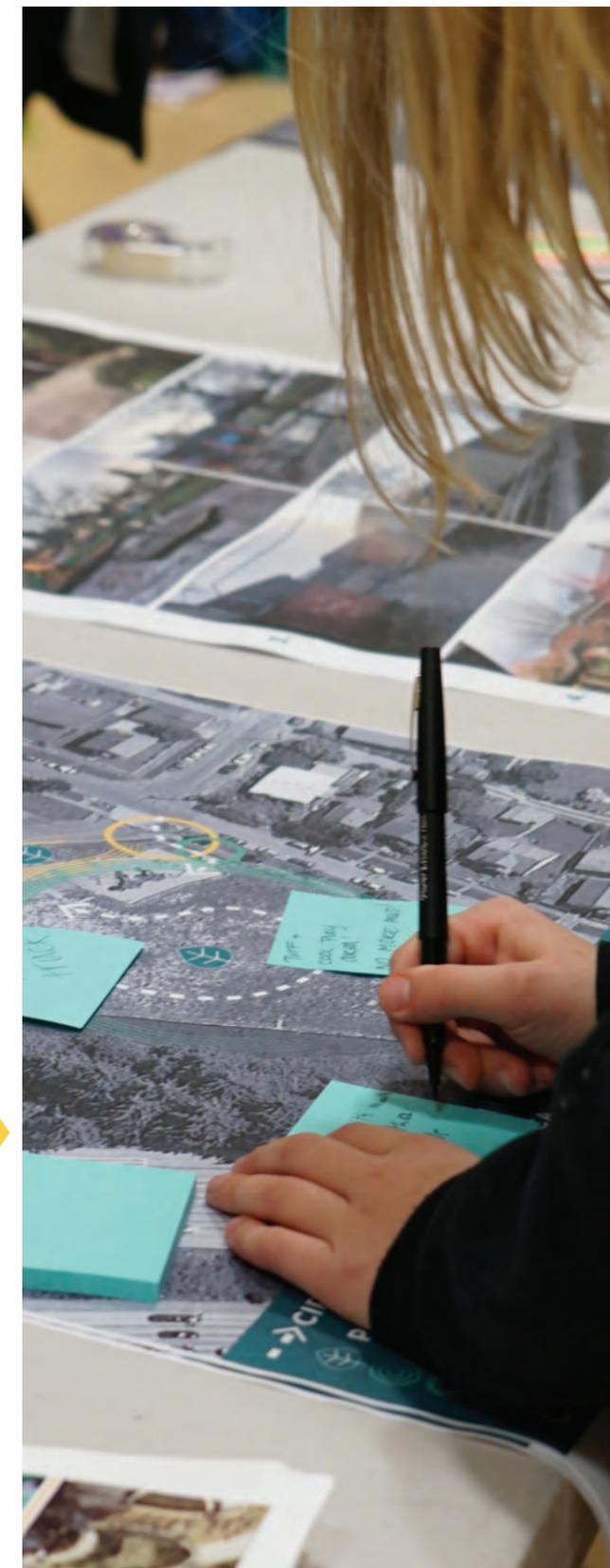
The South Beacon Hill Community represents an authentic diversity of Seattle’s population; the original Maple Elementary was the first school built in Seattle. Maple Elementary was built in its present location in the 1970’s; the grounds have grown since with additions, a gymnasium/cafeteria, and various new classrooms as portables as well as permanent structures. Because of the siting of the buildings and the nature of the open floor-plan classrooms, the student experience of Maple is unique in the daily movement of students between buildings – outside spaces serving as exterior ‘corridors.’ The landscape master plan capitalizes on the everyday use of the grounds to create meaningful places for learning, exercise, gathering, and community.

This Master Plan document is a roadmap for continued stewardship and investment and will help the ‘Friends’ group identify new projects as phases are completed. Developed through multiple workshop sessions, the plan has evolved community feedback, conceptualized multiple distinct opportunities on site, further developed two priority areas, the Play Field and the Main Entry, and has designated the Play Field as the phase one project for fundraising and implementation.

## WHAT IS A MASTER PLAN?



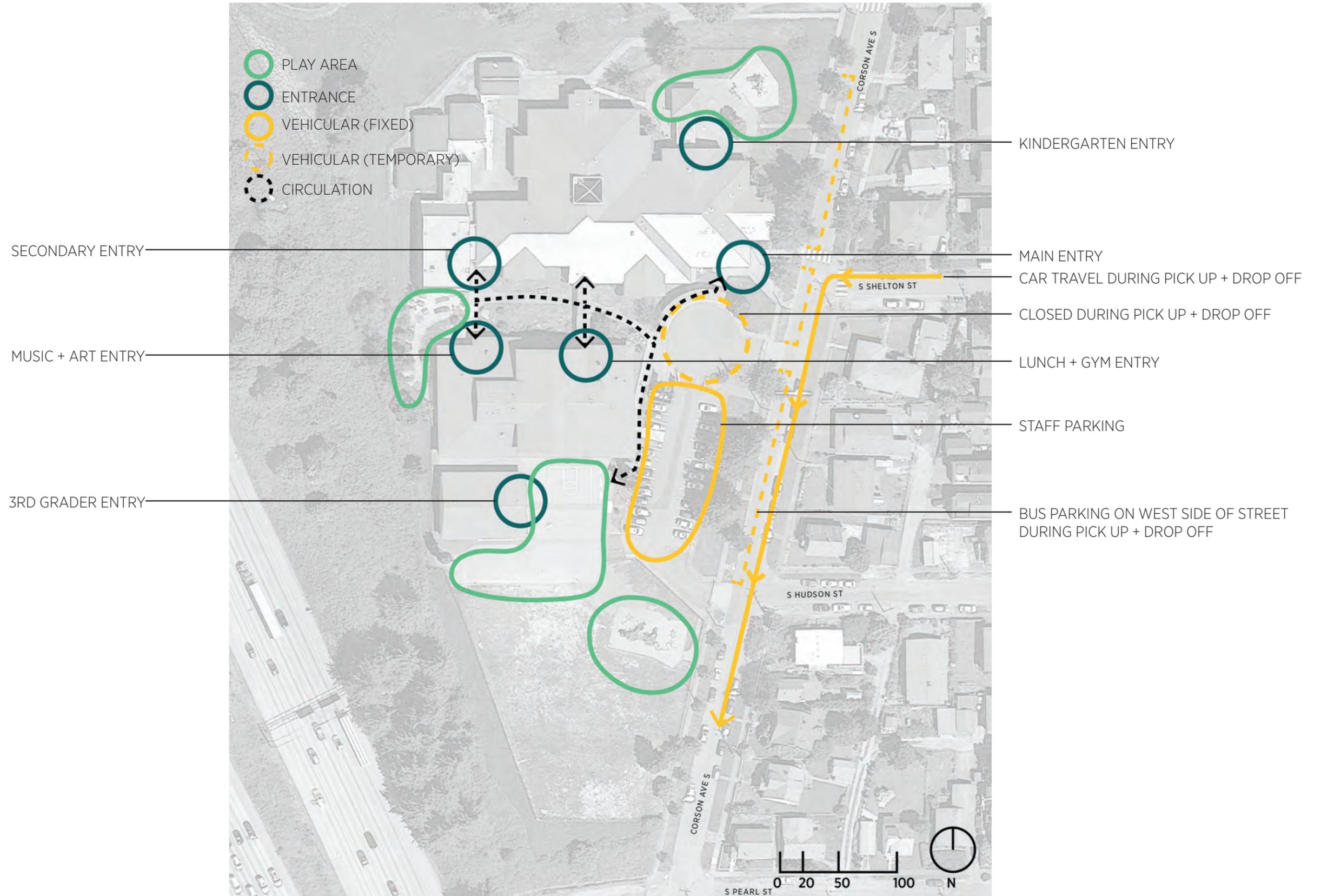
A Master Plan is a document that lays out a long term set of proposals and guidelines that will shape the future growth of Maple Elementary School. It represents an aspirational concept, supported by school and community feedback, that describes how the outdoor spaces at Maple could be improved.



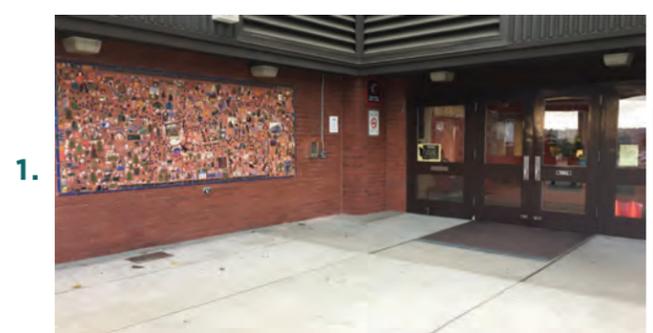
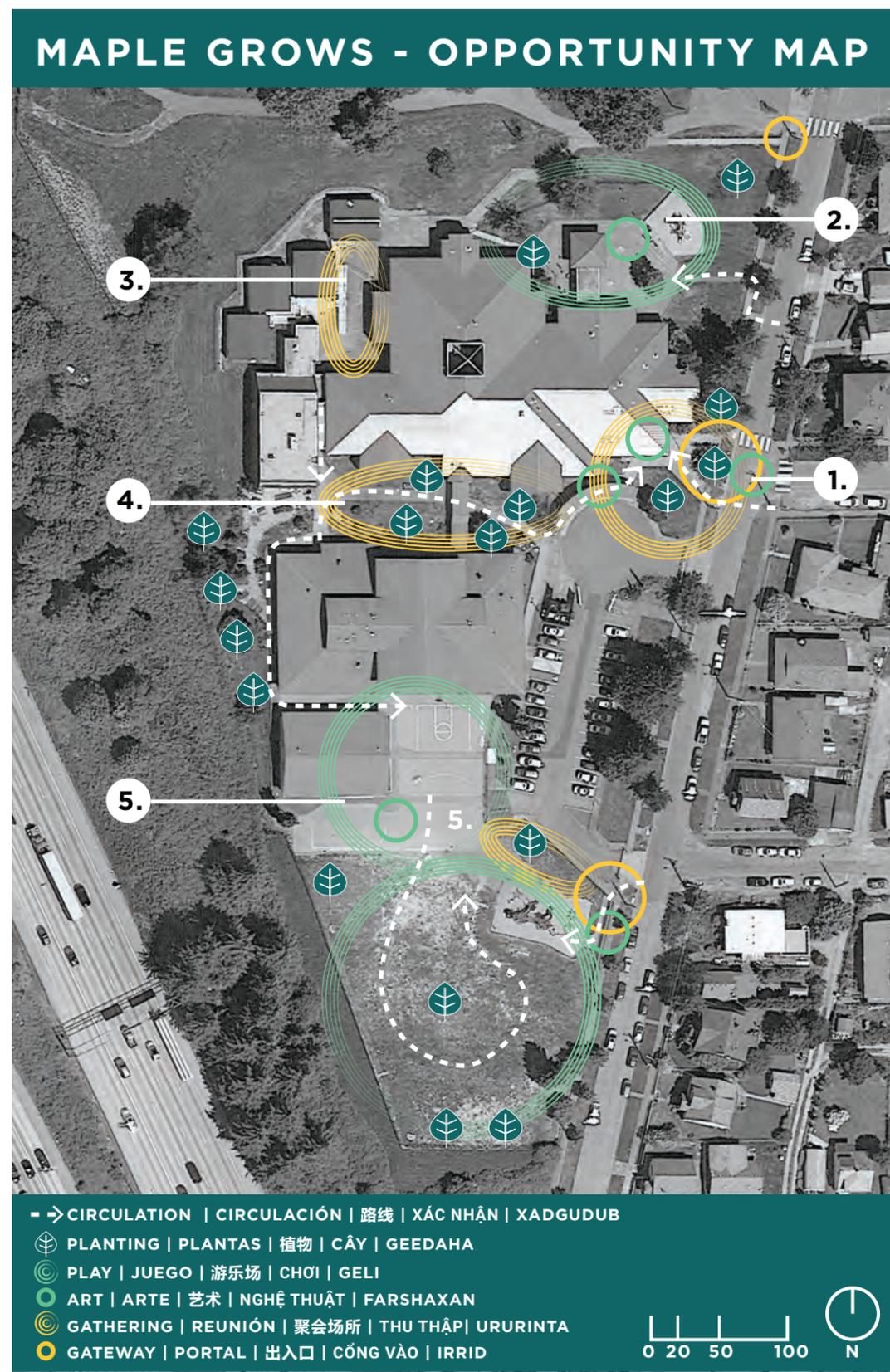
# EXECUTIVE SUMMARY



# PROJECT UNDERSTANDING SITE ANALYSIS



# PROJECT UNDERSTANDING OPPORTUNITIES



1. MURAL/ART PIECE  
CIRCULATION ORGANIZATION  
BENCHES  
DRAINAGE  
PLANTINGS



2. SOFT SURFACES  
COLOR/ART  
DIVERSIFIED + ACCESSIBLE PLAY  
TREES + PLANTINGS



3. SHELTER/COVER  
ART



4. VEGGIE BEDS  
NATURAL PLANTINGS  
OUTDOOR CLASSROOM  
TREES  
GATHERING SPACE



5. SPORT OPPORTUNITIES  
UNIQUE PLAY  
CLIMBING SURFACES  
DRAINAGE  
TRACK/FIELD  
COVERED PLAY AREA  
AMPHITHEATER



# MASTER PLAN



# MASTER PLAN

## CLASSROOM PATIO

Framed by the main school building and a network of portables, the plan proposes future reconfiguration of this currently underutilized area. Ideas include a potential for covered play and play surfacing with rippling patterns. There are less eyes on this area and therefore, subsequent design ideas will consider the location and use of the portables and safety within this area as the basis of design.

## PEACE GARDEN

Described by many members of the school community as one of the most successful existing outdoor spaces at the school, the Peace Garden area has the potential to be a quiet, verdant gathering space at the heart of the school. To encourage use of the space, this plan recommend adding seating and outdoor furniture shaded by an allée of flowering trees.

## LEARNING GARDEN

Already a successful outdoor learning space, this plan proposes coordination with teachers and students who use the garden to reconfigure the space and add elements to enhance the outdoor classroom experience. Enhancements could include organizing vegetable beds and seating around a central lecture area to facilitate outdoor lessons.

## COVERED PLAY

One of the biggest needs expressed by the school community was the lack of space for kids to play outdoors during rainy winter days. The design team will develop SD level drawings to document a covered play structure as a part Phase 1.

## AMPHITHEATRE

Situated with a prospect over the Play Field, the wide steps will provide a seating area that can be used for outdoor lessons, viewing of field games, and as a potential stage/amphitheater set up.

## PLAY FIELD

Proving to be the community's most heavily-weighted priority area, the play field will be designed for phase 1 construction, providing a unique egg-shaped track, accessible to all, and a well-drained sod field. It will be an activated outdoor play space for kids during recess, for after-school activities, and for the neighborhood during weekends and holidays.



## COMMUNITY GATEWAY

As a major drop-off zone, the community gateway will function as a welcoming, safe and accessible spot for those who funnel in from the parking lot directly north. It provides a gateway for fluid access from the community to the school during school hours, providing fun play mounds, seating, shade trees, and vegetation.

## KINDERGARTEN PLAY AREA

By utilizing colorful, safe, engineered play surfaces in fun rippled circles, an exciting outdoor experience is provided to kindergarteners for daily recess.

## MAIN ENTRY

Discussed to be one of the top priority areas in need of design development, the new main entry will offer a variety of seating, shade trees, vegetation, and playful mounds to create a sense of place and establish a strong community gathering space for folks to form relationships and connect during pick-up and drop-off.

## COMMUNITY GATEWAY

A continuation of the community gateway beginning at the north-east corner of the property, evolves to include semi-circle bump-outs for outdoor seating while waiting during pick-up and drop-off, ultimately connecting the whole property north to south. An arterial connector, this gateway will provide the local community, parents, and students access to the major nodes of the school.

## STORMWATER LEARNING GARDEN

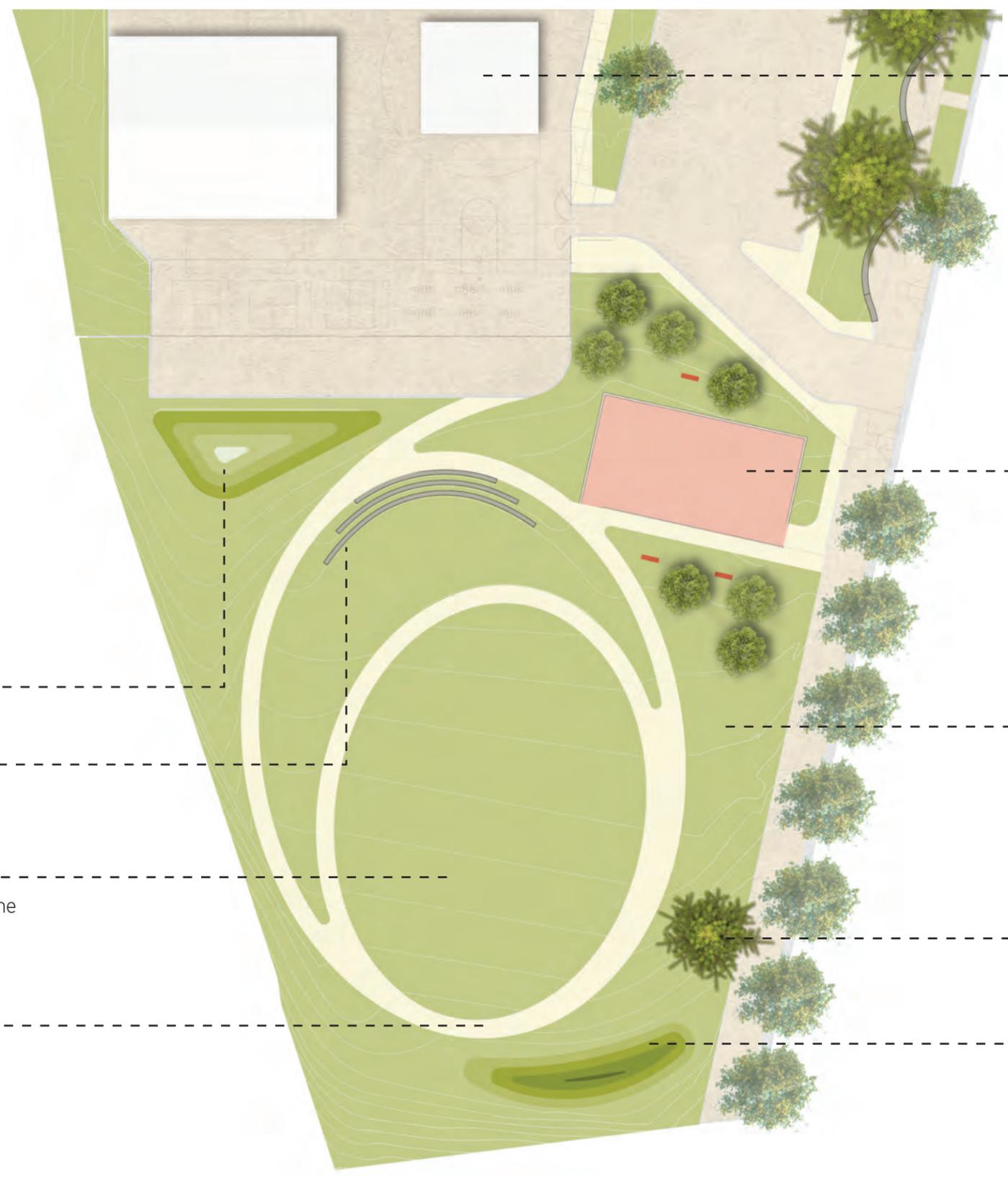
As a natural low point in the topography, this area has been dedicated to efficiently collect stormwater, doubling as a learning space for kids to engage with the natural environment and discover through hands-on learning.



**MAIN ENTRY**  
Recommended for Phase 2  
construction

**PLAY FIELD**  
Phase 1 construction

# MASTER PLAN PLAY FIELD



**COVERED PLAY**  
Develop SD level drawings

**EXISTING PLAY AREA**  
Replace border and wood chips. Create additional seating areas for parents. Plant shade trees.

**NATURE PLAY AREA**  
Create an area for children to engage and play with natural materials, such as large boulders for climbing, tree stumps for hopping, and natural material for building.

**EXISTING EVERGREEN TREE**

**STORMWATER LEARNING GARDEN**

**PLAY MOUND**

**AMPHITHEATRE**

**PLAY FIELD**  
New grass field will be sized to accommodate soccer playing in the construction documents.

**ASPHALT EXERCISE PATH**

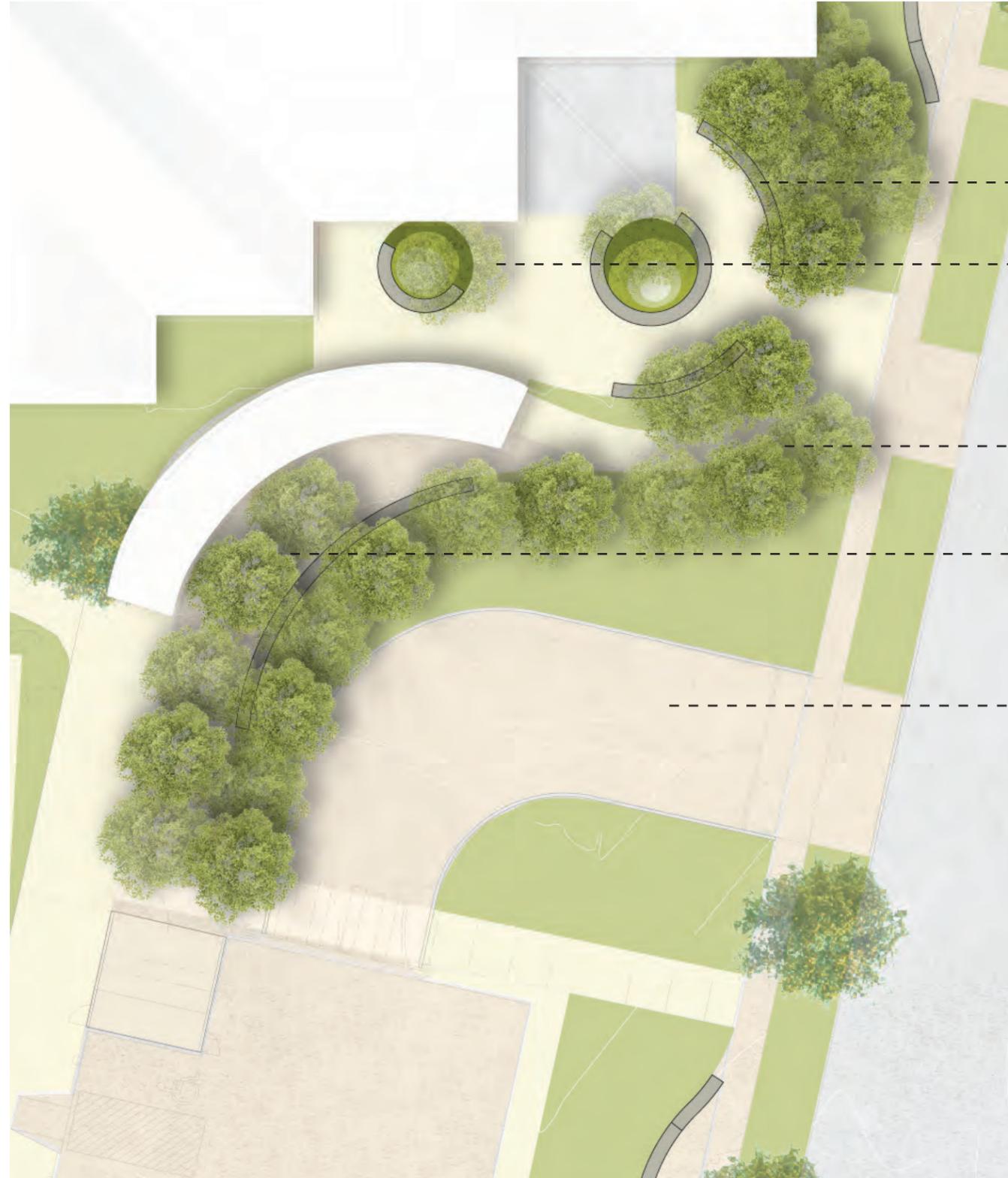
# MASTER PLAN PLAY FIELD | PERSPECTIVE BEFORE







- - - - - EXISTING STUDENT ENTRY
- - - - - EXISTING MAIN ENTRY
- - - - - CURVED BENCHES
- - - - - ENTRY MOUNDS  
3' tall playful mounds draped with groundcovers and encased with seat walls for gathering.
- - - - - EXISTING CANOPY
- - - - - ENTRY GROVE
- - - - - EXISTING VEHICULAR ROUNDABOUT
- - - - - ROUNDABOUT MOUND  
Reconfigure existing roundabout by adding a planted mound in the center, slowing down traffic and adding more playfulness and shade to the space.



**CURVED BENCHES**

**ENTRY MOUNDS**

3' tall playful mounds draped with groundcovers and encased with seat walls for gathering.

**EXTENDED ENTRY GROVE**

**COMMUNITY PLAZA**

Reconfigure existing roundabout with swath of plantings, trees, and seating that mimics the existing canopy.

**NEW ONE-WAY VEHICULAR ACCESS**

# MASTER PLAN MAIN ENTRY | PERSPECTIVE BEFORE



# MASTER PLAN MAIN ENTRY | PERSPECTIVE AFTER





**COMMUNITY  
ENGAGEMENT**

# COMMUNITY MEETING 1 SUMMARY

The project’s first community engagement event was scheduled to coincide with Maple’s Bingo Night, on January 25, 2019. The design team set up tables to present information about the Master Plan project, including our initial understanding of the school’s outdoor spaces and our ideas about opportunities for improvements. The design team led fun activities to inspire kids and parents alike in visualizing the future of their school’s exterior play, learning, and community spaces. A prize was awarded to a student’s creative vision for her “Maple Elementary Dreamscape” and everyone who visited our tables were encouraged to play “Landscape Bingo” to vote for their favorite inspirational images of outdoor spaces.



# COMMUNITY MEETING 1 FEEDBACK

OVERALL OPPORTUNITIES: **PLANTINGS + TREES** | **CREATIVE, DIVERSE, + ACCESSIBLE PLAY** | **COLOR + ART** | **OUTDOOR EDUCATION**

**GATHERING:**

**REPRESENT COMMUNITY**

- COVERED COMMUNITY TABLES
- PLAN FOR FUTURE CLASSROOMS
- BUDDY BENCH

**OUTDOOR CLASSROOM**

- SHELTER
- AMPHITHEATER**
- INCREASED SECURITY

**CIRCULATION:**

- BIKE RACKS**
- ARTISTIC PATHWAYS**

- IMPROVE DIRECTIONALITY

**PLAY:**

- SPORTS FIELDS
- CLIMBING WALL
- COVERED PLAY AREA
- CLIMBING SURFACES
- PLAY SURFACE WITH COLOR**
- NATURAL MATERIAL
- NATURAL PLAY**
- MUSICAL EQUIPMENT
- TURF FIELD
- WOODLAND PLAY SPACE

**ACCESSIBLE PLAY**

**ART/GATEWAY:**

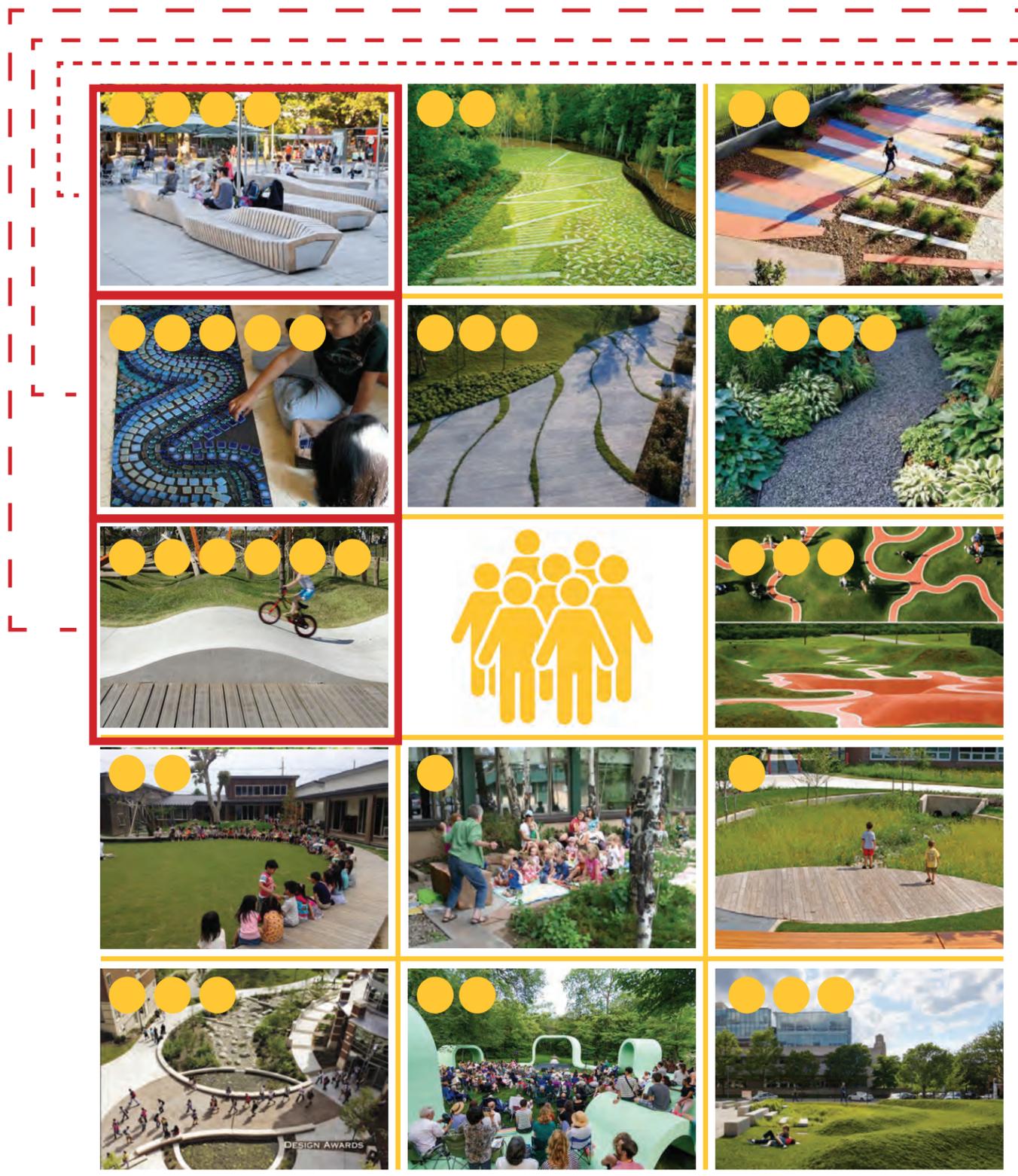
- STUDENT MURALS**
- STATUE OF MONARCH BUTTERFLY
- SHARK BENCH
- COLORFUL PATHWAYS**

**PLANTING:**

- SUSTAINABLE GARDEN**
- TREES
- FLOWERS
- GRASS
- AMPLIFY VEGGIE GARDEN
- PLANTS FOR LEARNING**
- MULTICULTURAL PLANTS**



# COMMUNITY MEETING 1 FEEDBACK | GATHERING + CIRCULATION



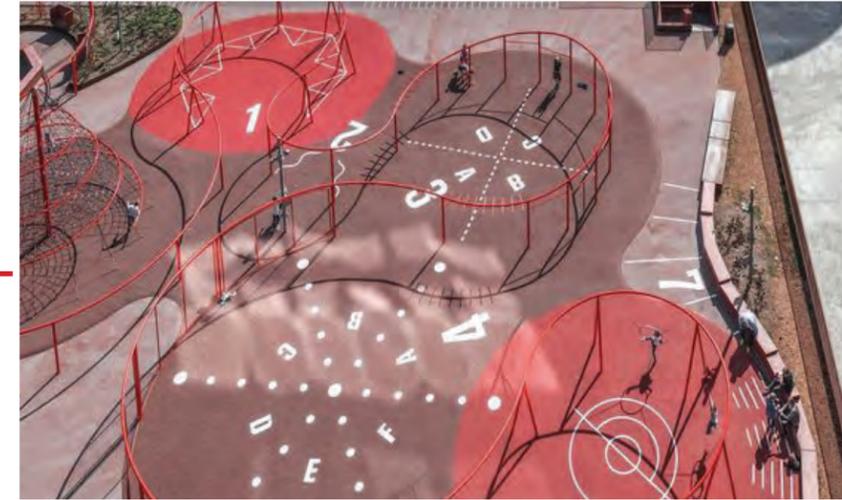
ACCESSIBLE + FUN PATHWAYS/  
CIRCULATION



ENGAGING + PLAYFUL ART



(FUN!) SEATING



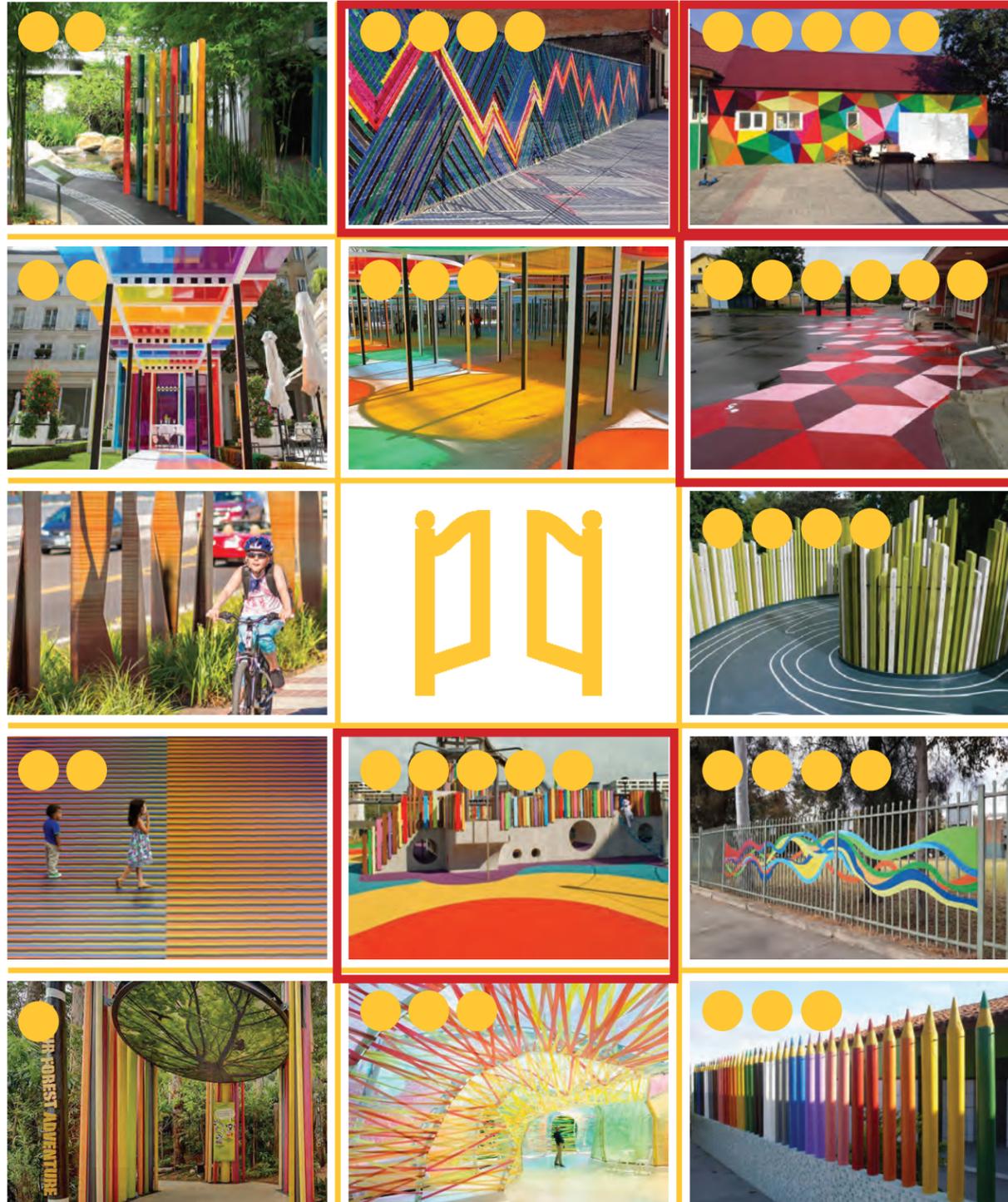
COLORFUL PLAY SURFACES



OPPORTUNITIES FOR SAFE CLIMBING



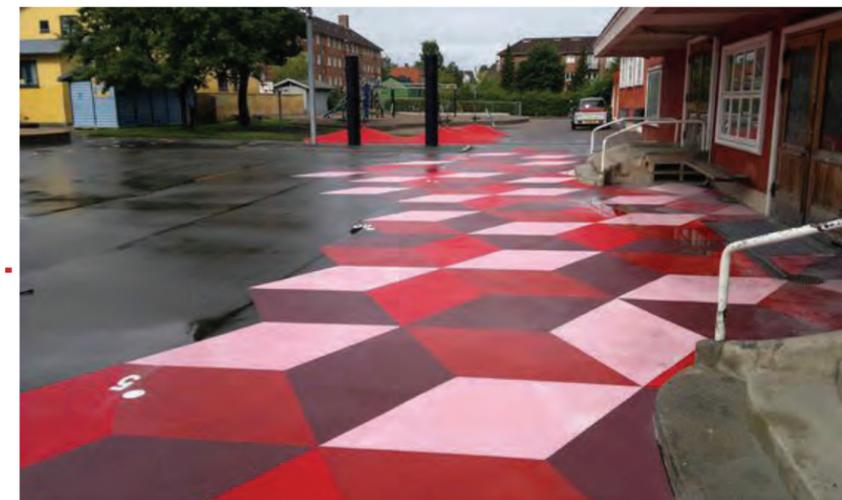
PLAY MOUNDS



STUDENT/COMMUNITY-CREATED ARTISTIC FENCES



PLAYFUL MURALS



COLORFUL SURFACES



STUDENT ENGAGEMENT/  
LEARNING WITH VEGGIE  
GARDEN



PLAYFUL GARDEN BEDS



ARTISTIC + SPACE-EFFICIENT  
GARDEN BEDS

# COMMUNITY MEETING 2 SUMMARY

Our second meeting took place on the evening of March 3, 2019 in the school gymnasium. The purpose of this meeting was to present two concept design alternatives for the Master Plan, which were developed by the design team after collecting ideas and information from the community through the Bingo Night event and through multiple meetings and site walks with our partners at Seattle Public Schools and Friends of Maple Elementary School. The goal of this meeting was to listen to feedback about the two concept alternatives and make collective decisions about how to refine the design team's ideas into a final Master Plan. Two big ideas emerged from our successful small group discussions:



**IMPROVEMENTS TO THE MAIN ENTRY AND THE PLAY FIELD ARE STRONGLY DESIRED BY THE COMMUNITY**

**THE CURVED GEOMETRY SHOWN IN RIPPLES CONCEPT IS PREFERRED BY THE COMMUNITY**



# COMMUNITY MEETING 2 FEEDBACK

OVERALL OPPORTUNITIES: **PLANTINGS + TREES** | **CREATIVE, DIVERSE, + ACCESSIBLE PLAY** | **COLOR + ART** | **OUTDOOR EDUCATION**

<b>MAIN ENTRY:</b>	<b>PLAY FIELD:</b>	<b>COMMUNITY GATEWAY:</b>	<b>LEARNING GARDEN:</b>	<b>PEACE GARDEN:</b>	<b>CLASSROOM PATIO:</b>	<b>KINDERGARTEN PLAY AREA:</b>
<b>SENSE OF IMPORTANCE</b>	<b>IMPROVE DRAINAGE</b>	EXTEND TO NORTH EDGE	<b>ENHANCE EXISTING PROGRAM</b>	<b>FUNNEL FOR MANY PEOPLE</b>	EXISTING PAVED AREA IS UNCOMFORTABLE + TOO HOT	<b>SAFETY</b>
GATHERING SPACE	<b>ROUND TRACK</b>	KEEP COMMUNITY SPACES AT EDGE OF SCHOOL	OUTDOOR LEARNING	IMPROVE OR EXPAND ENTRANCE TO GYM	ADD COLOR AND SEATING	LOW MAINTENANCE SURFACES
INVITING	COMMUNITY SPACE			ENHANCE GATHERING SPACE	KINDERGARTEN GATHERING	COLORFUL SURFACES
CLEAR PATHS	SHADE/BARRIER TREES					INVITING
WAYFINDING	<b>ADA ACCESSIBLE PLAY</b>					GATHERING IN NORTH CORNER
IMPROVE DRAINAGE	ENGINEERED SURFACES					
ADDRESS SERVICE VEHICLE ACCESS	VISIBILITY					
	<b>COVERED PLAY</b>					
	AMPHITHEATER					
	OUTDOOR LEARNING					
	PLAY MOUNDS					

**GENERAL COMMENTS:**

- YEAR-ROUND DRAINAGE IMPROVEMENTS NEEDED (AT PLAY FIELD + MAIN ENTRY)
- COVERED PLAY DESIRED
- CREATE A SENSE OF BELONGING AT MAIN ENTRY
- ADD OUTDOOR GATHERING AREAS THROUGHOUT SCHOOL
- IMPROVEMENTS TO WAYFINDING NEEDED (HIERARCHY OF CIRCULATION + COMMUNITY SPACES)
- CREATE DESIGNATED GATHERING AREA(S) TO FACILITATE PICK-UP + DROP-OFF TIMES

# COMMUNITY MEETING 3 SUMMARY

The design team presented a draft of the Master Plan at our third community event, held on the evening of April 2, 2019. The primary goal of the meeting was to discuss the Master Plan with the community, listen to final feedback, and come to a conclusion about which part of the school's outdoor spaces shown in the Master Plan should be prioritized for Phase 1 construction. Based on feedback from both the second and third community events, the group voted between the Play Field and the Main Entry, and selected the Play Field as the priority area.



# COMMUNITY MEETING 3 FEEDBACK

## OVERALL PRIORITY AREA CONSENSUS: **PLAY FIELD (PHASE 1)** | **MAIN ENTRY (PHASE 2)**

**PLAY FIELD:**

**MORE FOR THE KIDS**

SPACE FOR SOCCER

BASKETBALL HOOPS

ENGINEERED TRACK MATERIAL

LEARNING STEPS TRIPPING

PLANTING ALONG EDGES

**BARRIER AROUND  
STORMWATER GARDEN**

NORTH MOUND-LOW HEIGHT

MOWER ACCESSIBILITY

NATURE PLAY

**COVERED PLAY:**

**VERY NEEDED, ESPECIALLY FOR  
AFTER-SCHOOL PROGRAMMING**

BIG ENOUGH FOR 30 KIDS

SIZE? CAPACITY?

PRICING?

**MAIN ENTRY:**

**PARKING**

ART WALKWAY

VISIBILITY THROUGH PLANTS

**COMMUNITY GATEWAY:**

ADD ANOTHER MOUND AT 2ND  
PATHWAY

PLAY AREA BEHIND MOUND AT N  
ENTRANCE

WHY IS SOUTH GATE CLOSED?

EMPHASIZE ENTRANCES WITH  
CURVED PULLOUT OR MOUND

**LEARNING GARDEN:**

**REVIEW DESIGN WITH ANDY  
ALLEN STAFF**

**PEACE GARDEN:**

UNDERUTILIZED + A LOT OF  
POTENTIAL (MARRA FARMS)

SPRING PICNICS

**CLASSROOM PATIO:**

WALKING PATH, RAISED BEDS  
FOR 5TH GRADERS

OFF-HOURS VISIBILITY

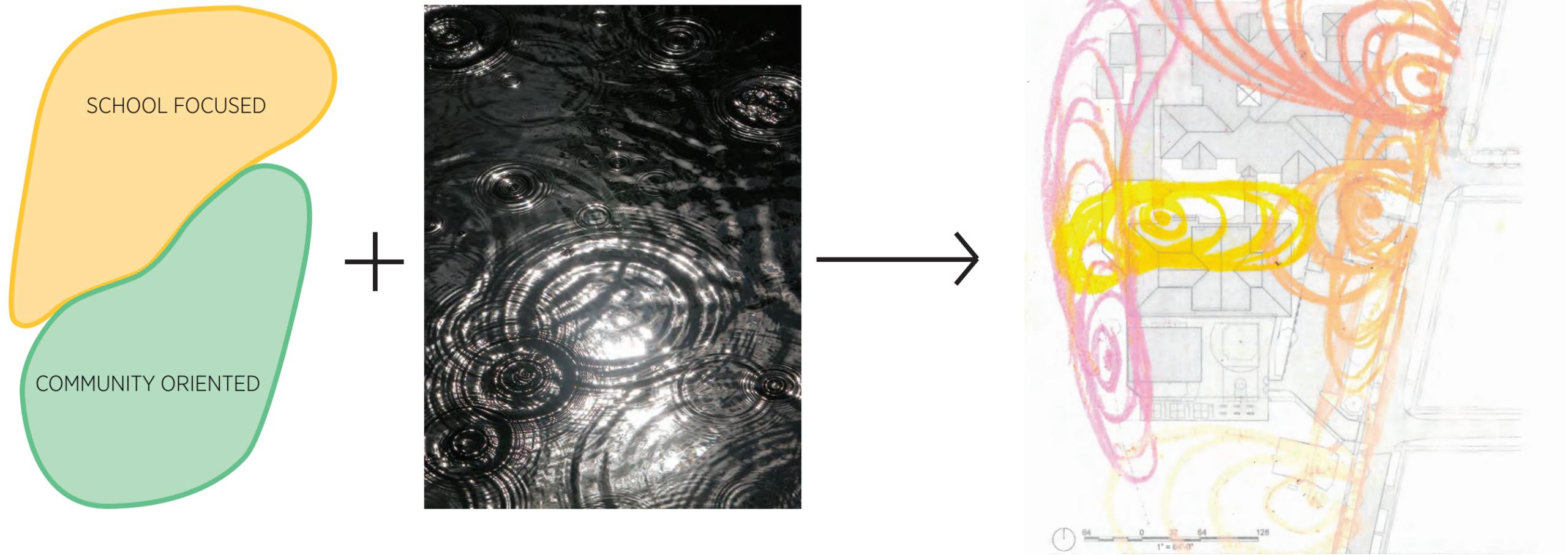
**KINDERGARTEN PLAY AREA:**

**PLAY AREA BEHIND NEW MOUND**



**CONCEPT  
ALTERNATIVES**

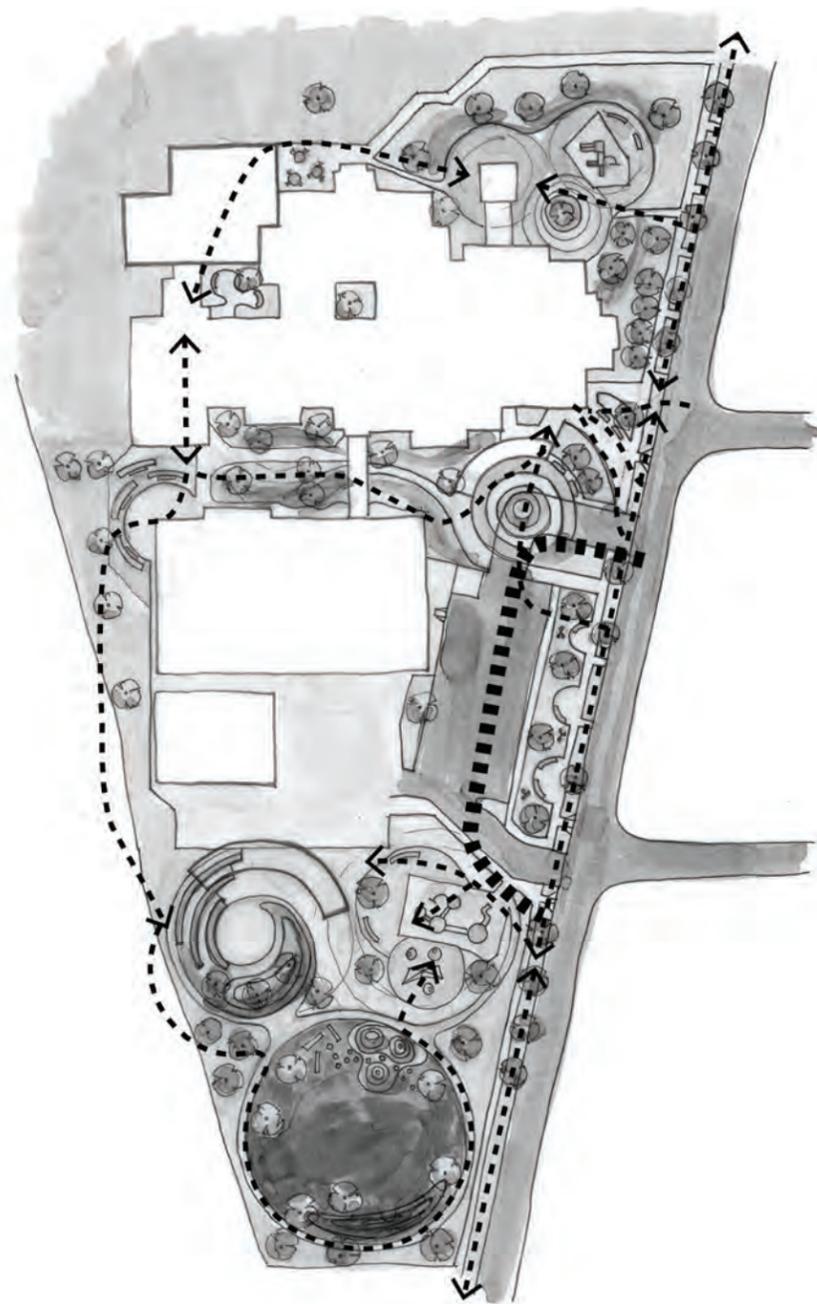
# CONCEPT 1 RIPPLES



The “ripples” concept focuses on the idea of connecting the site through gestural ripples that expand from main gathering and activity spaces. Circular geometry defines the various spaces.

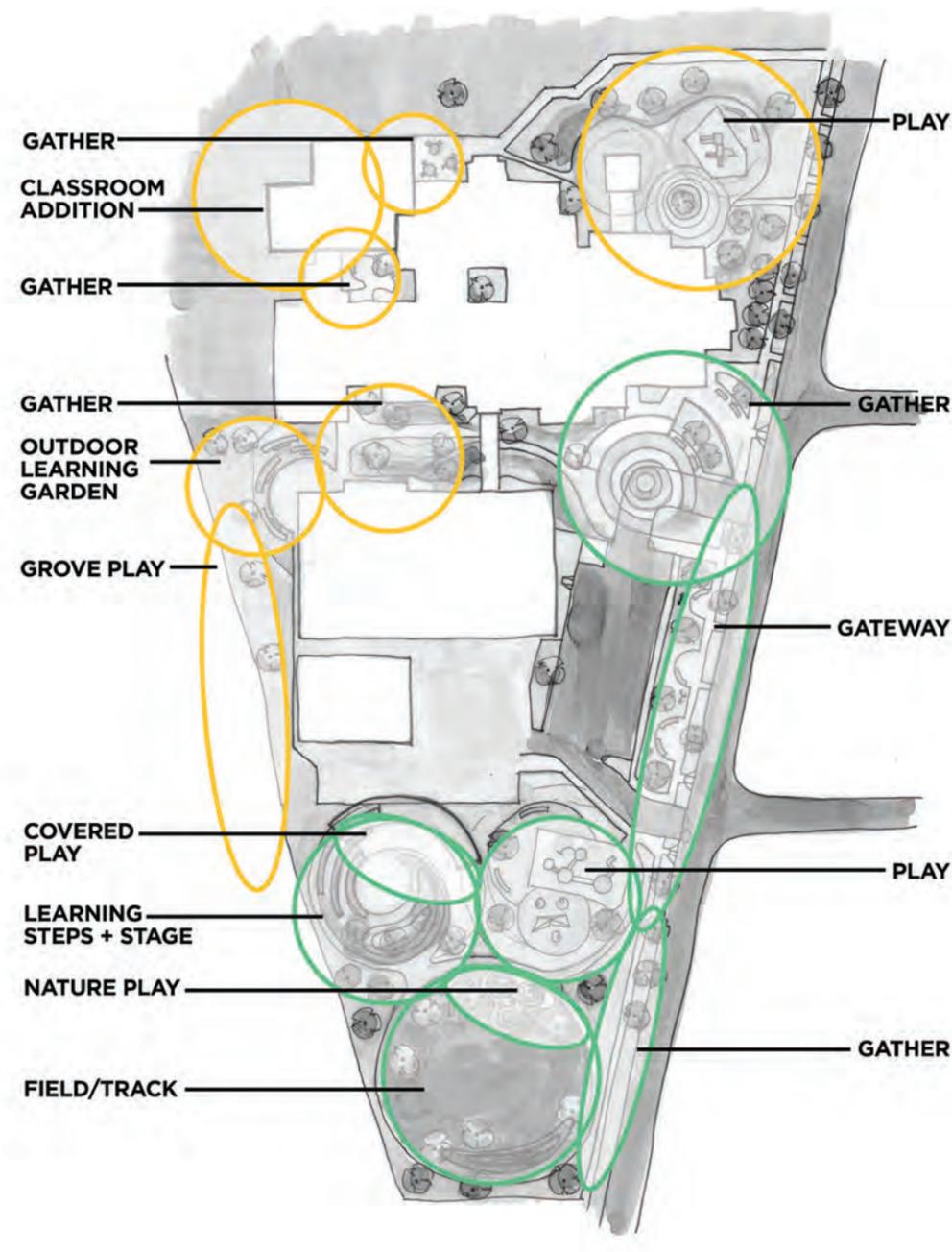
# CONCEPT 1 RIPPLES

CIRCULATION



■■■■ VEHICULAR CIRCULATION  
 - - - - PEDESTRIAN CIRCULATION

PROGRAM

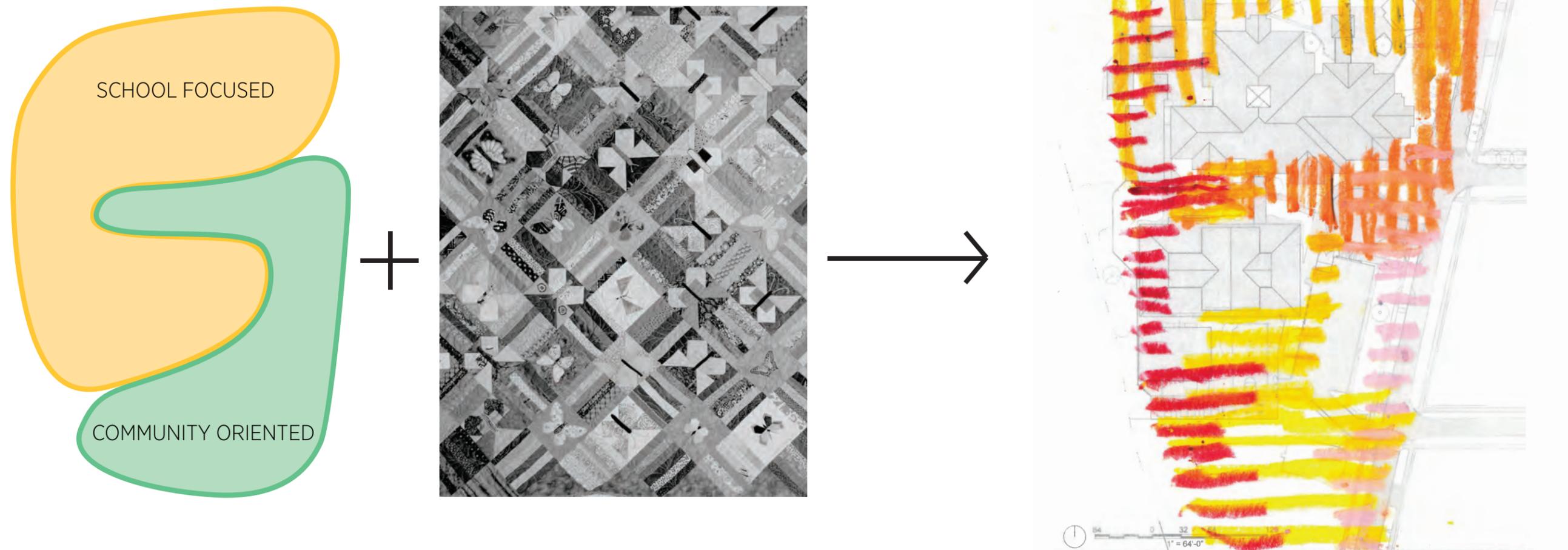


— SCHOOL FOCUSED  
 — COMMUNITY ORIENTED

SITE PLAN



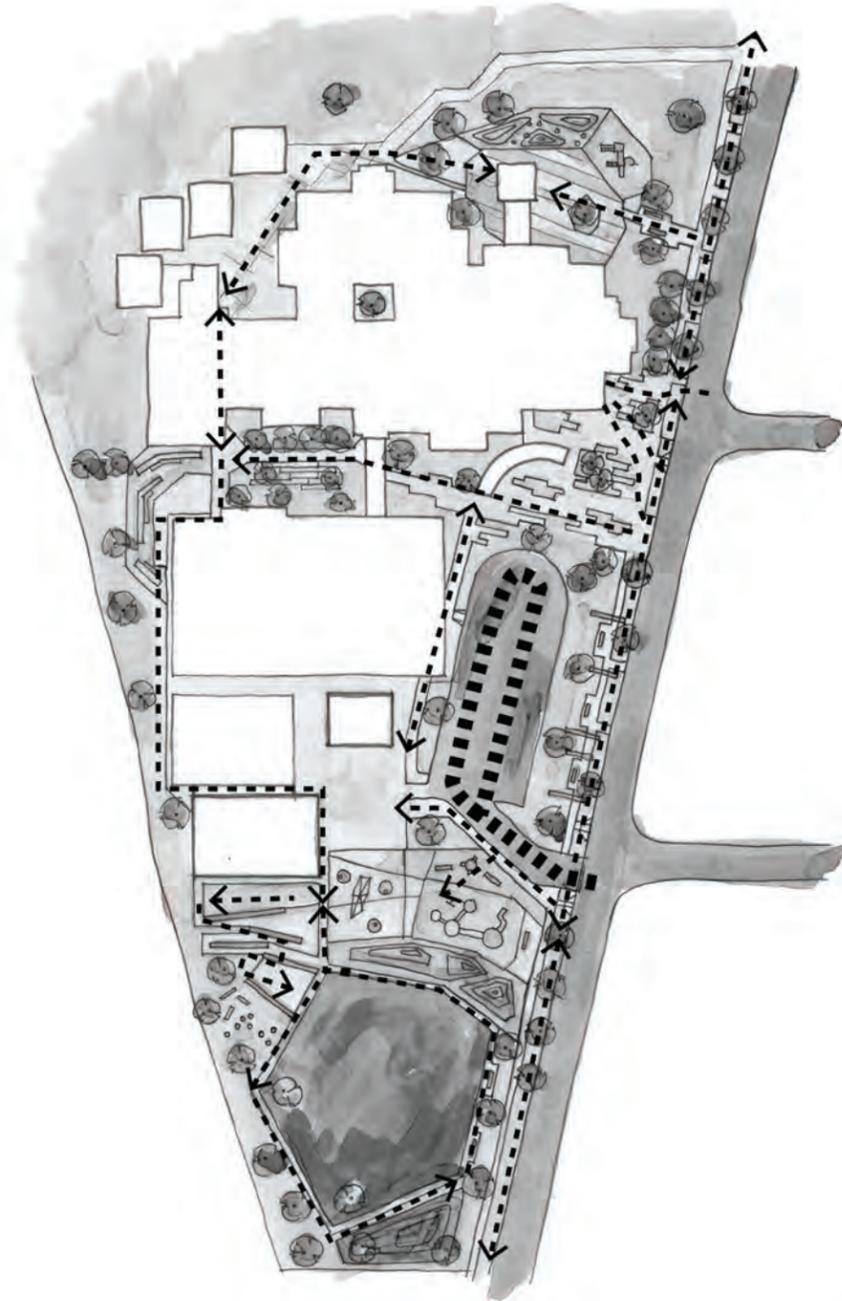
0 20 50 100 N



The “quilt” concept focuses on the idea of weaving activity spaces, community spaces, and learning spaces together. The geometry is primarily rectilinear in nature.

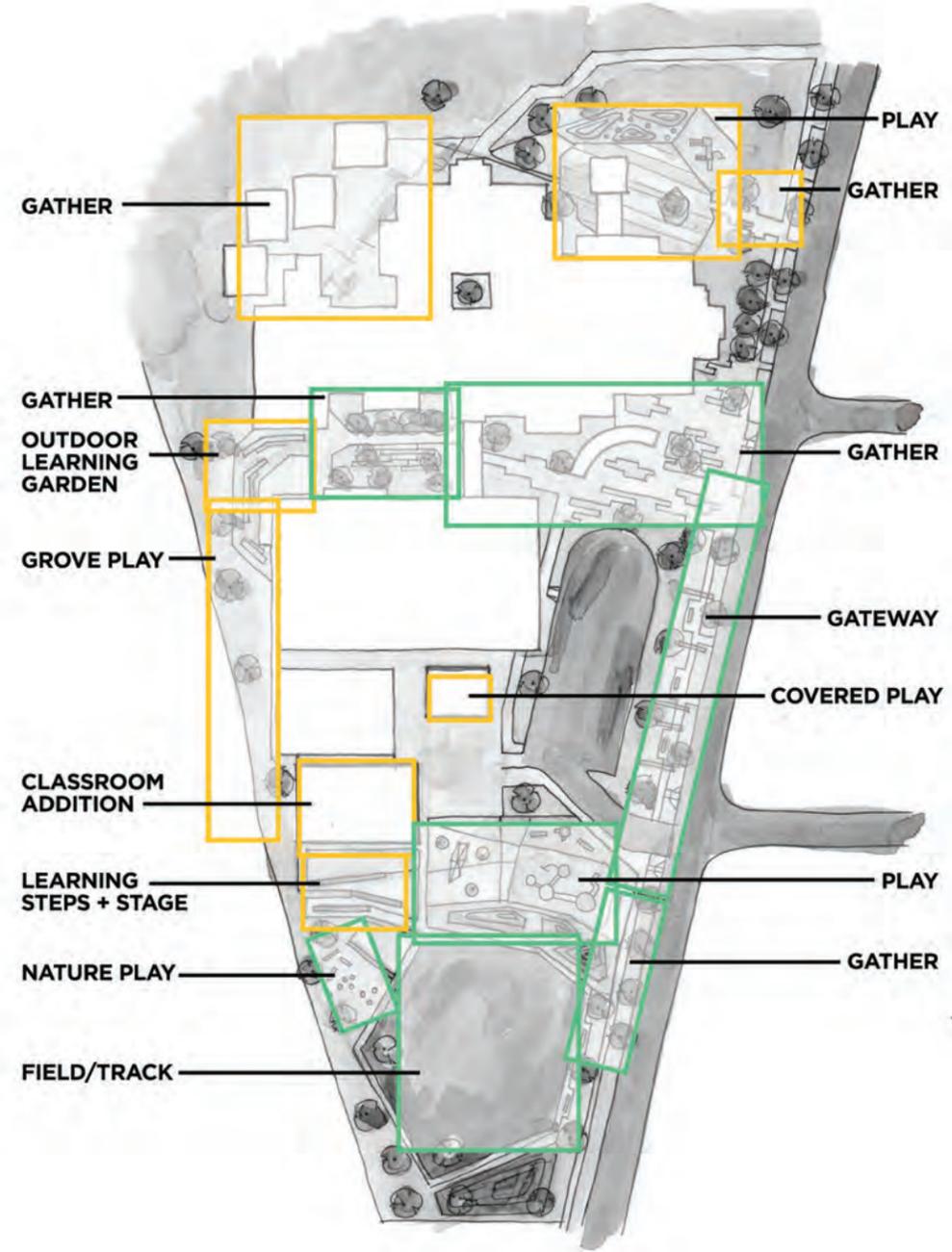
# CONCEPT 2 QUILT

CIRCULATION



■■■■ VEHICULAR CIRCULATION  
 - - - - PEDESTRIAN CIRCULATION

PROGRAM



— SCHOOL FOCUSED  
 — COMMUNITY ORIENTED

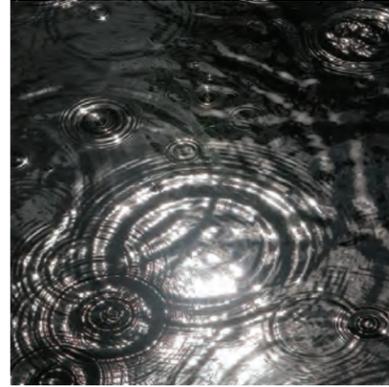
SITE PLAN



0 20 50 100 N

# CONCEPT ALTERNATIVES OVERVIEW

## CONCEPT 1\_RIPPLES



— PREFERRED CONCEPT

# CONCEPT ALTERNATIVES OVERVIEW

CONCEPT 2\_QUILT





# AWKNOWLEDGMENTS

FRIENDS OF MAPLE ELEMENTARY SCHOOL

STEPHEN DOOLEY

SEATTLE PUBLIC SCHOOLS - SELF HELP TEAM

GRETCHEN DEDECKER

DEPARTMENT OF NEIGHBORHOODS

ALVIN EDWARDS

MAPLE PTSA

MAPLE ELEMENTARY SCHOOL

REWA

DESIGN TEAM | PLACE

- MAURICIO VILLARREAL
- PHOEBE BOGERT
- SARAH CANEPA
- KATHERINE GOODRICH
- WENJUN XU



**PLACE**