



KINGSPORT CITY SCHOOLS

REGIONAL SCIENCE AND TECHNOLOGY CENTER

BOARD OF EDUCATION MEETING

FEBRUARY 23, 2017

PERKINS+WILL

AGENDA //

- **PROCESS RECAP / PROGRAM**
- **DESIGN DEVELOPMENT**
- **BRAND / IDENTITY / GRAPHIC CONCEPTS**
- **SCHEDULE**

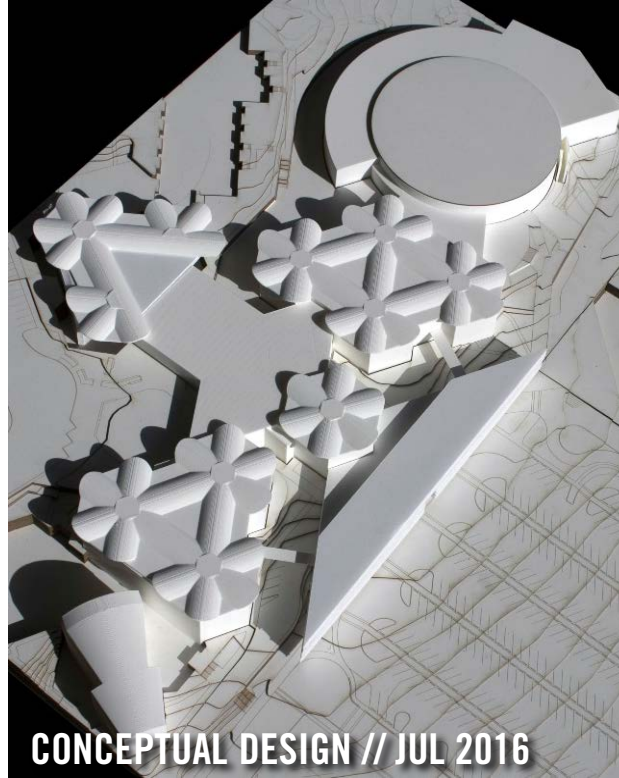


PROCESS RECAP / PROGRAM //

PERKINS+WILL



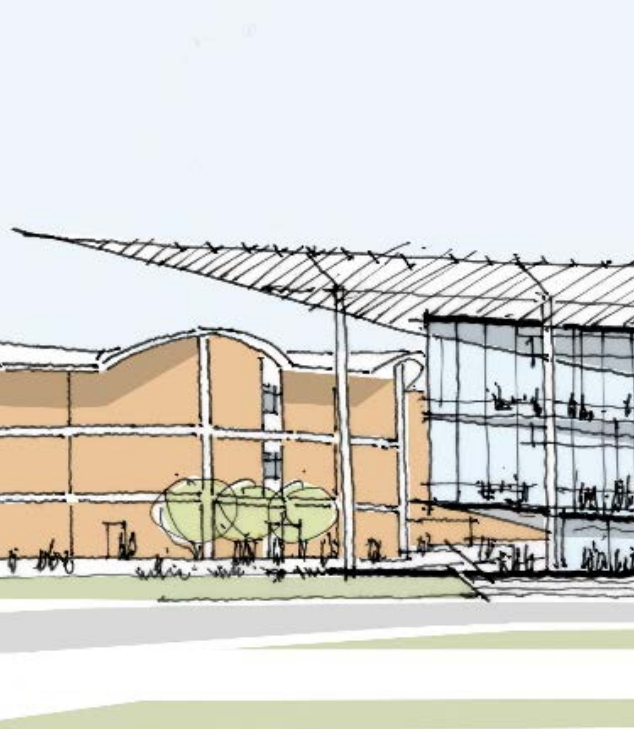
- D-B/ KCS Visioning Session
- Planning for the Innovation Generation
- Future Thinking
- Activity Mapping



- Scope Definition / Programming
- Project Budget / Schedule
- Initial Building Design Concepts



- Space Programming / Planning
- Case Studies / Best Practices / Trends
- Precedent Academic Science/Research Spaces
- Precedent Industry Science/Research Spaces



SCHEMATIC DESIGN // AUG 2016

- Clemson WFIC Site Visit
- Planning / Program Development
- Lab Layouts / Configurations
- Concept Sketches



SCHEMATIC DESIGN // SEPT 2016

- Planning / Program Development
- Site Plan Concepts
- Digital Imagery Development



DESIGN DEVELOPMENT // NOV 2016

- Rendered Imagery Development /
- Exterior Development
- Interiors Development

Campus Masterplan Long Term Goals and Immediate Needs

Defined Main Entry

Improved Circulation / Accessibility

New Identity / Existing Context

Regional Science and Technology Center Talking Points

Curriculum Offering

Biology (standard, honors, and AP)
Chemistry (standard, honors, and AP)
Physics (standard and AP)
Environmental Science
PLTW/Robotics
Health Sciences (A/P, Med Ther, Pharm Tech)
Computer Sciences (Intro/AP)
Oceanography (16-17)
AP Seminar (17-18)
AP Research (17-18)
PLTW/Biomedical (18-19)
Forensic Sciences (19-20)

Physical Needs/Wishes

18 Fully Equipped Science Classrooms
-2 Flexible for Physics/Robotics
3 Collaborative Teacher Workspaces (accommodate roughly 6 teachers each)
2 Multipurpose Student Work Spaces
Project Storage Area
4 Research Labs
Chemical Storage Space

18 Science/Technology Labs
(Includes Robotics)

2 Teacher Work Spaces

6 Student Work Spaces

1 TEAL Lab

1 Large Research Lab

4 Small Research Labs

Café

Administrative Offices

114 Existing Instructional Spaces

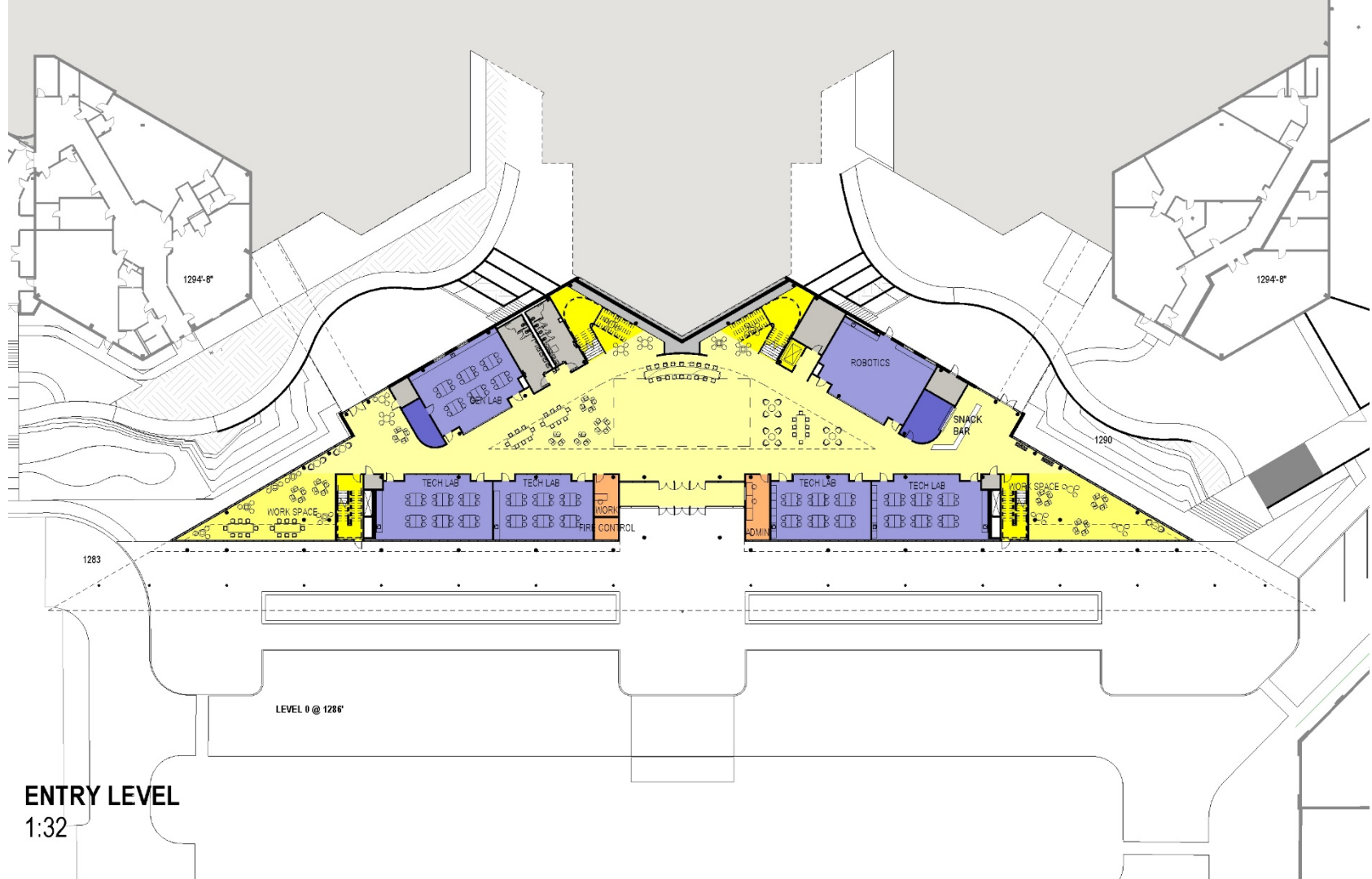
- 4 Where New Bridges Connect

110 Existing Instructional Spaces

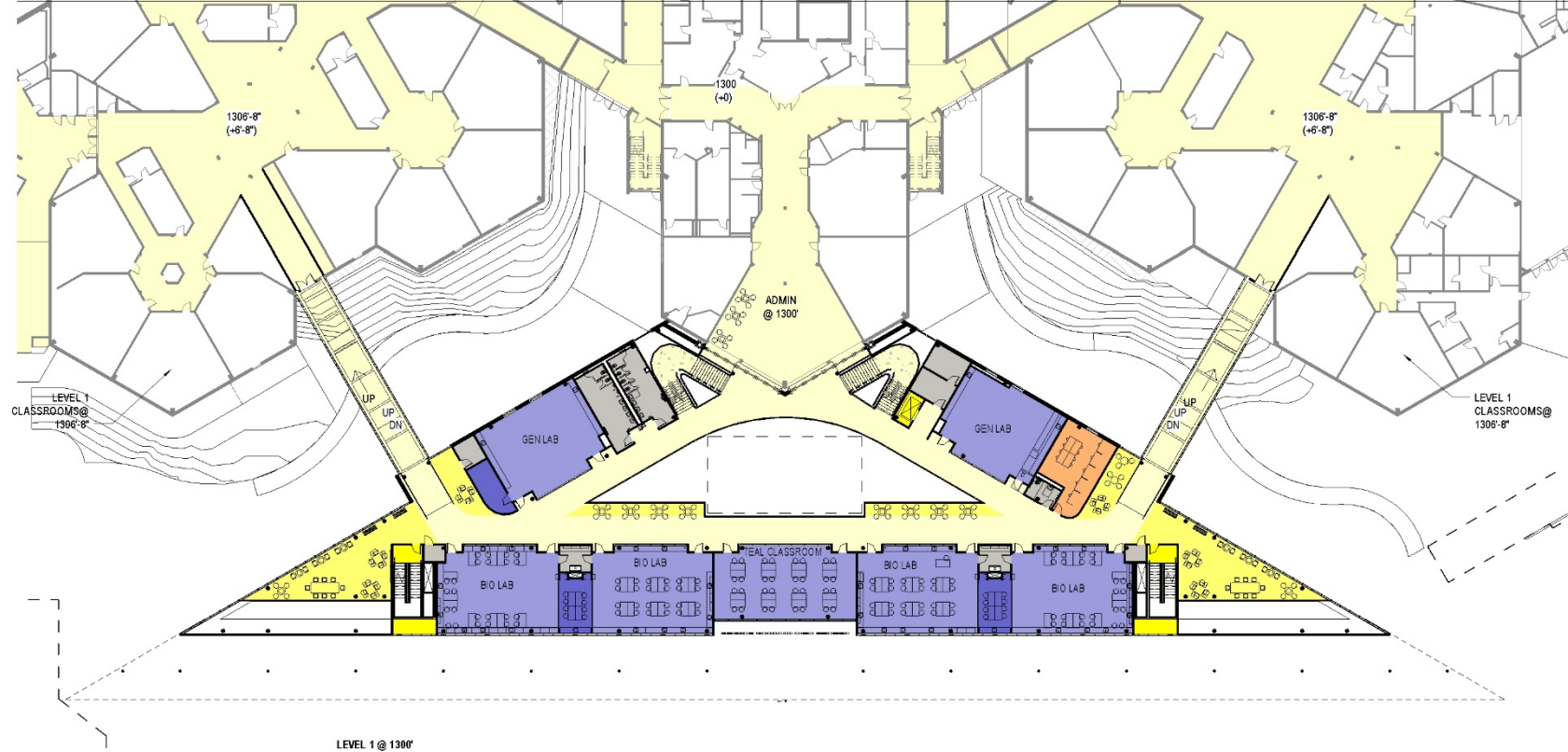
18 New Labs

128 Total Instructional Spaces

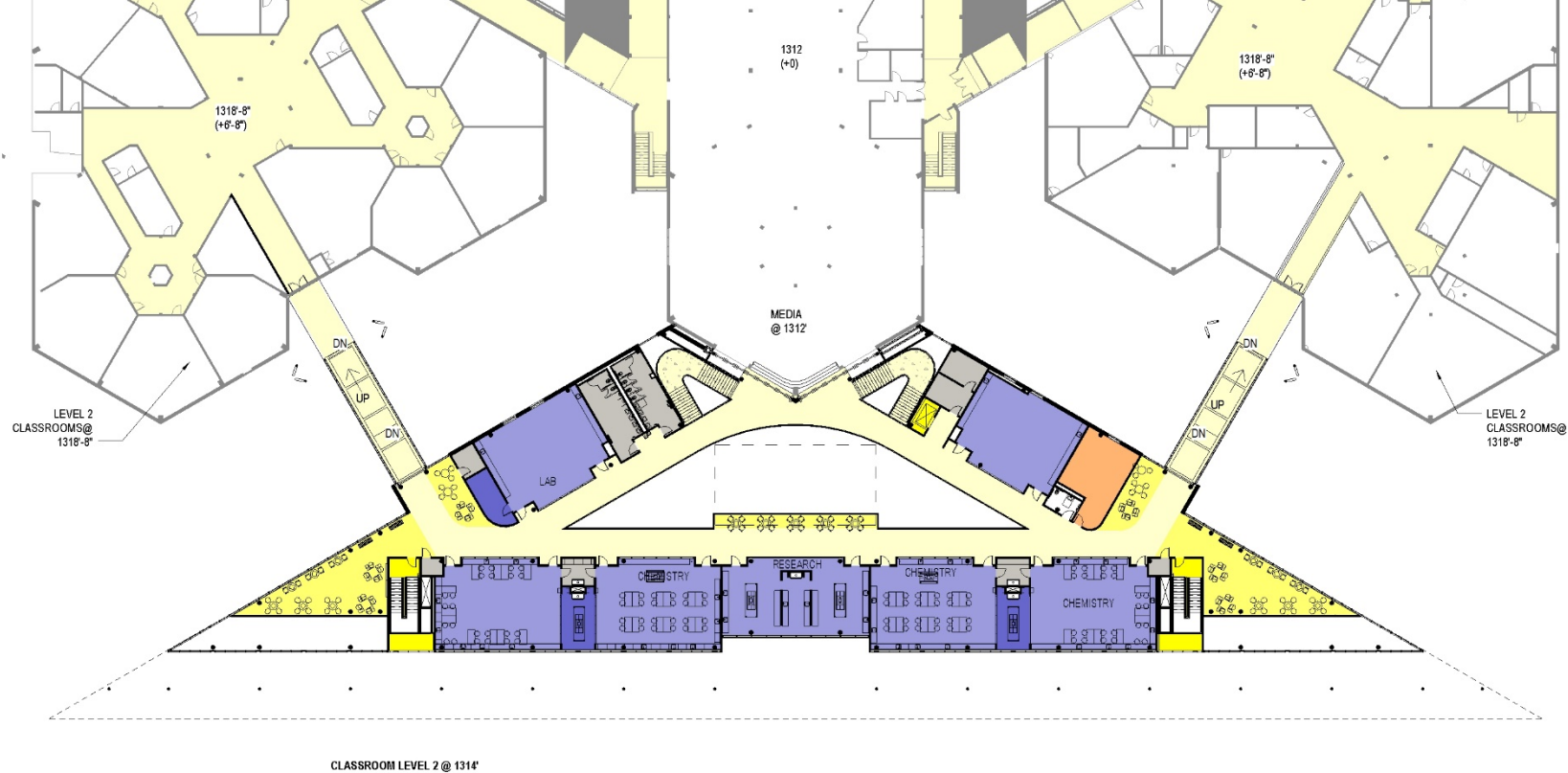
128 supports 2500+ students at 85% utilization



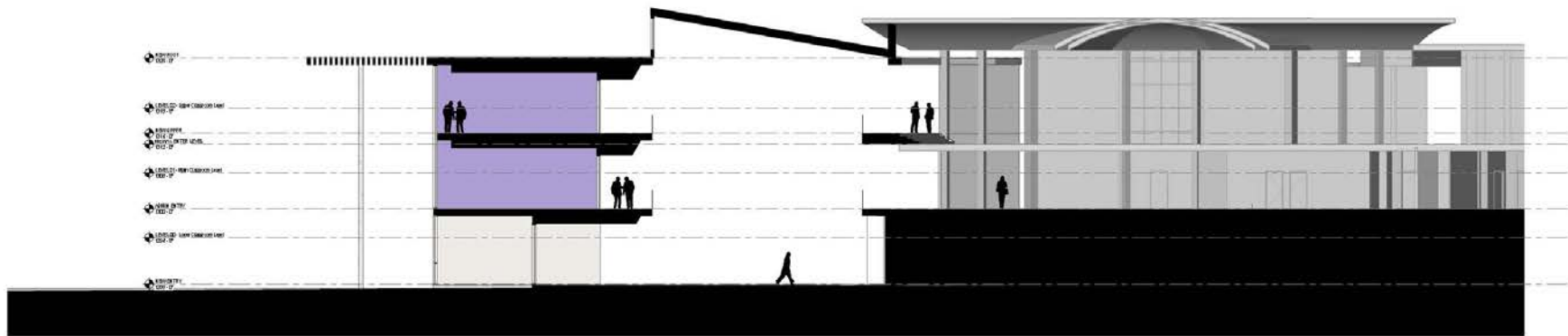
ENTRY LEVEL
1:32



ADMIN LEVEL
1:32



UPPER LEVEL
1:32



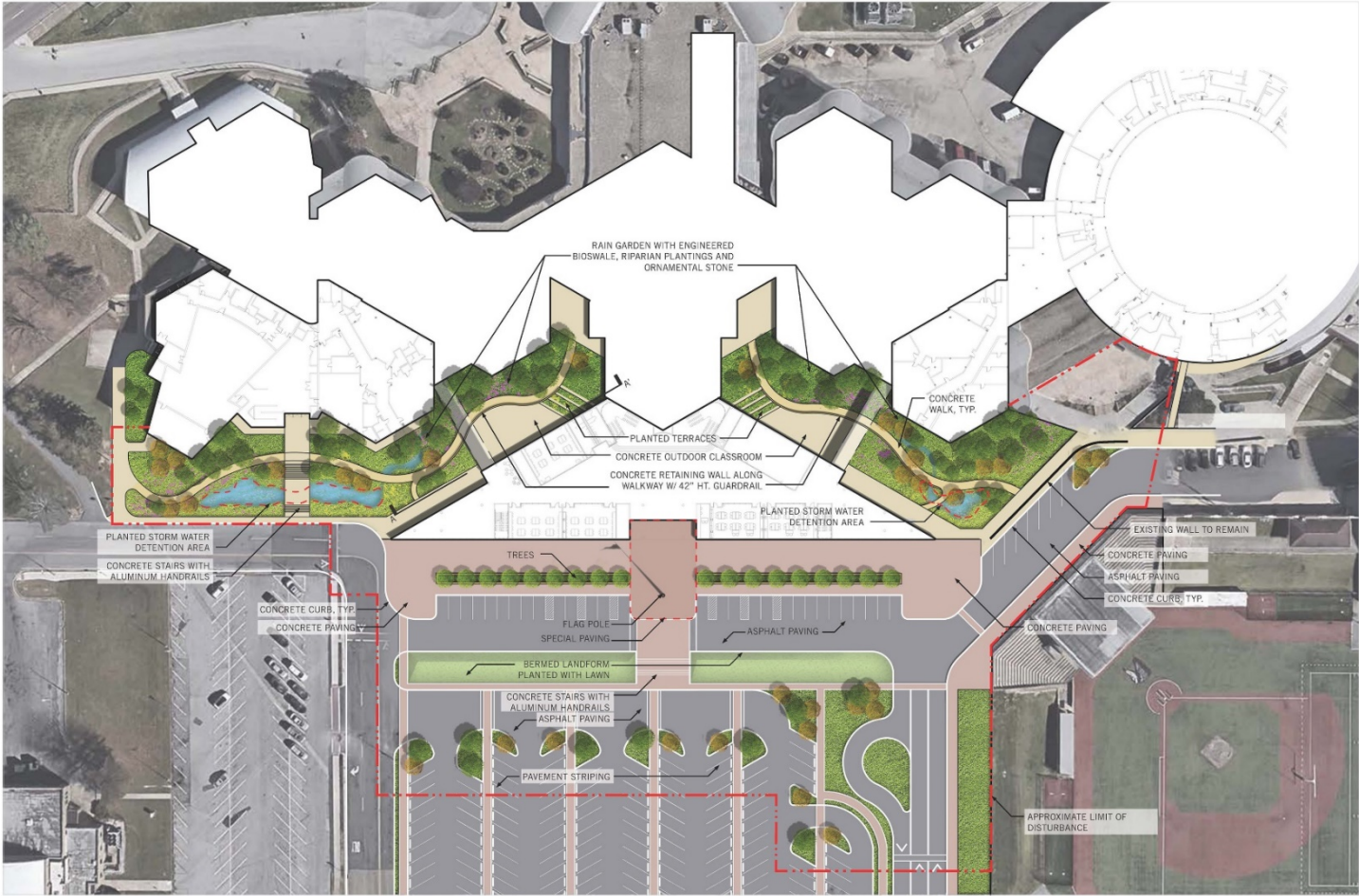
BUILDING SECTION



DESIGN DEVELOPMENT //

PERKINS+WILL

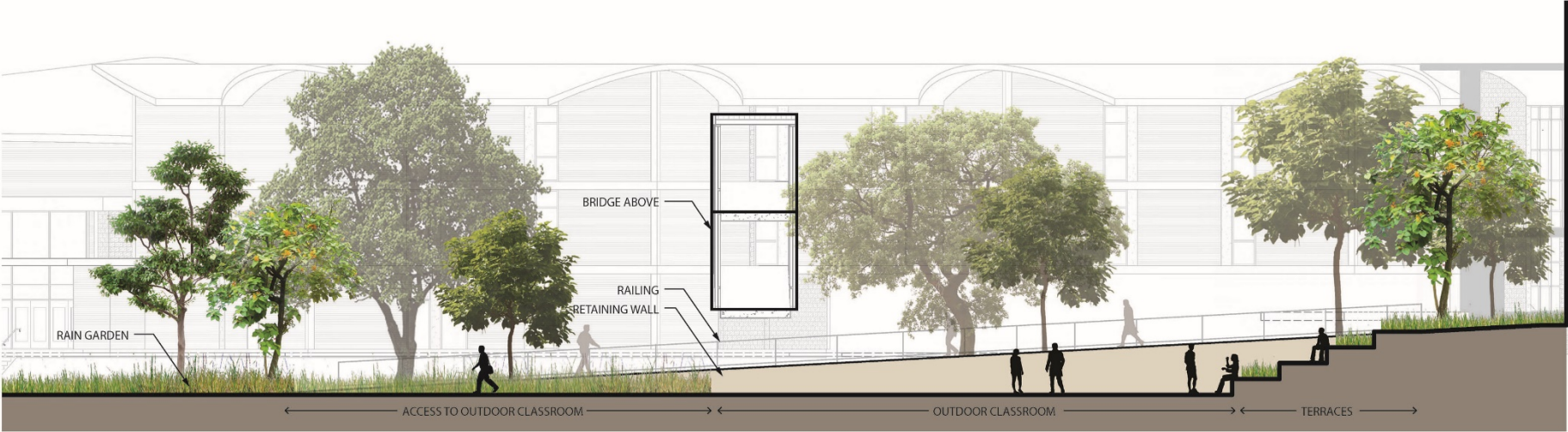
SITE PLAN



LANDSCAPE DESIGN REFERENCES

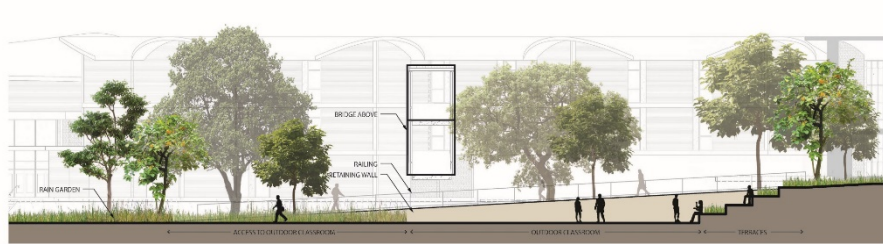


SITE SECTION

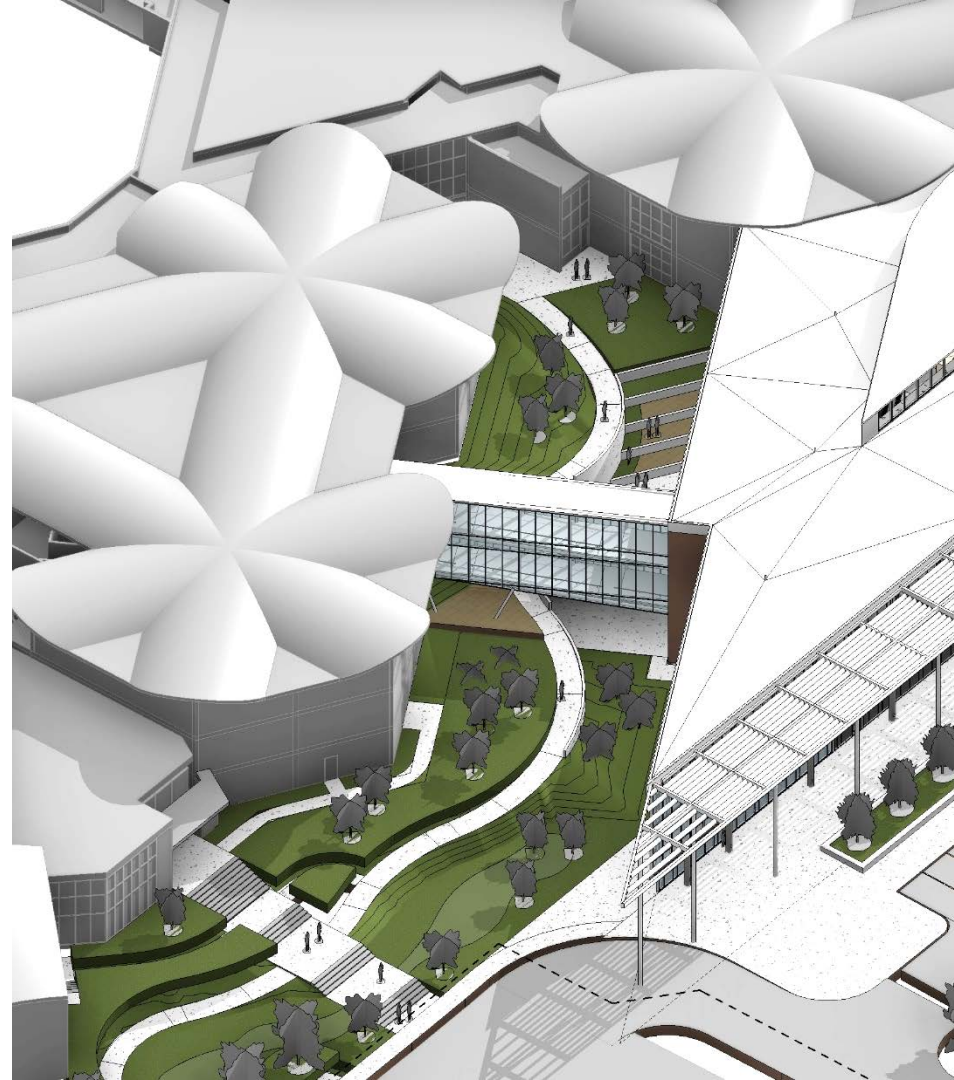


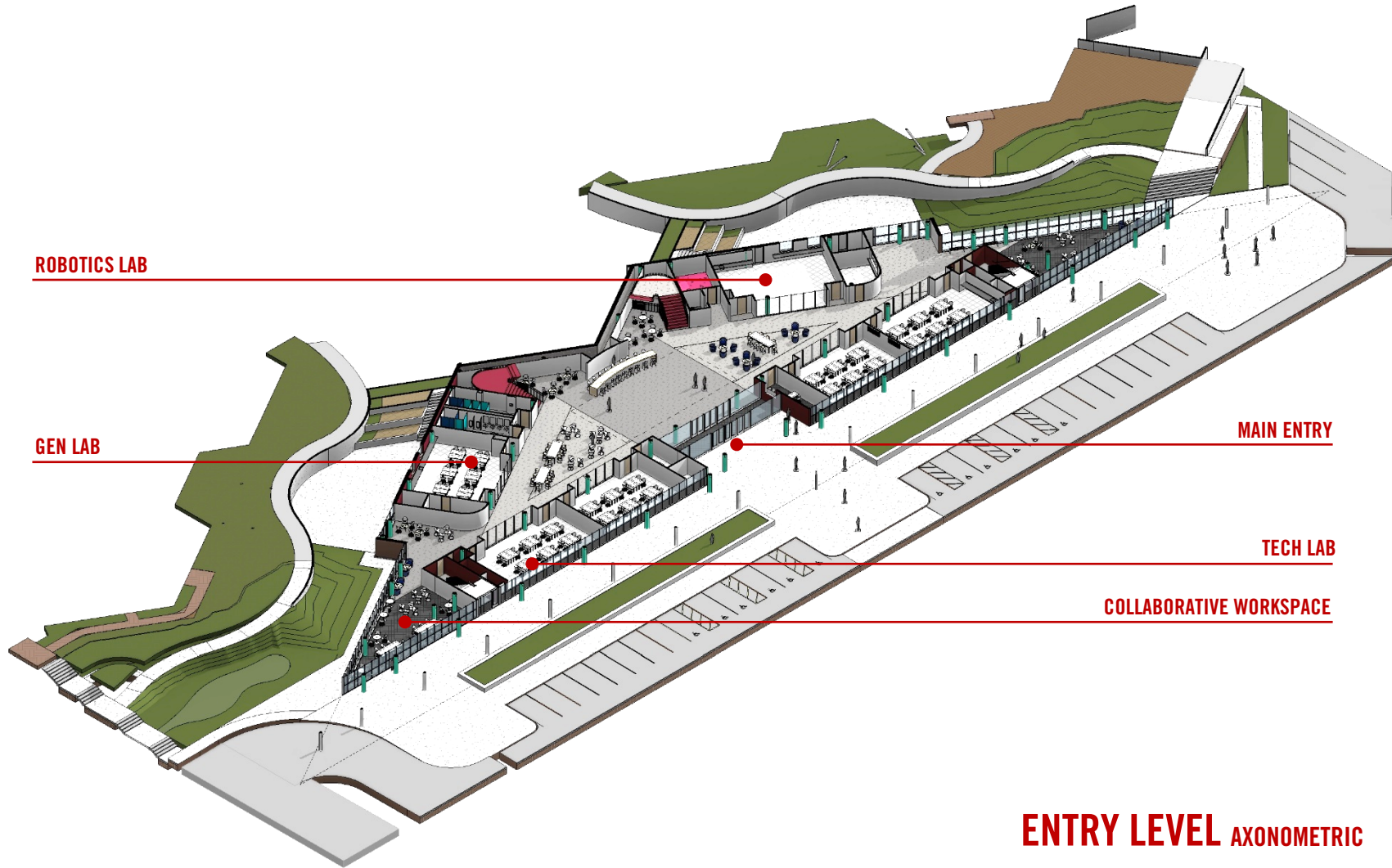
SECTION A

SITE SECTION / AXONOMETRIC

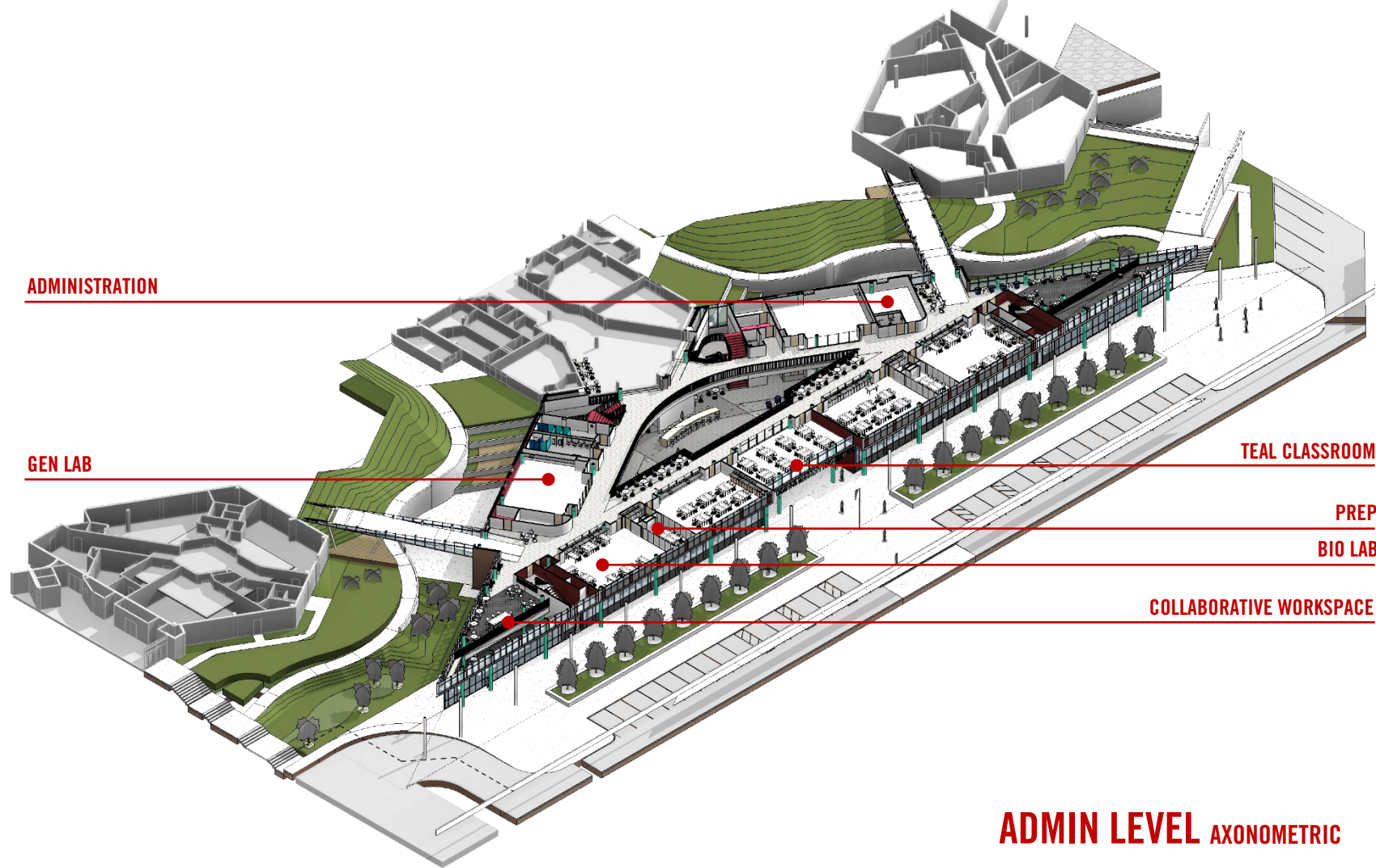


SECTION A

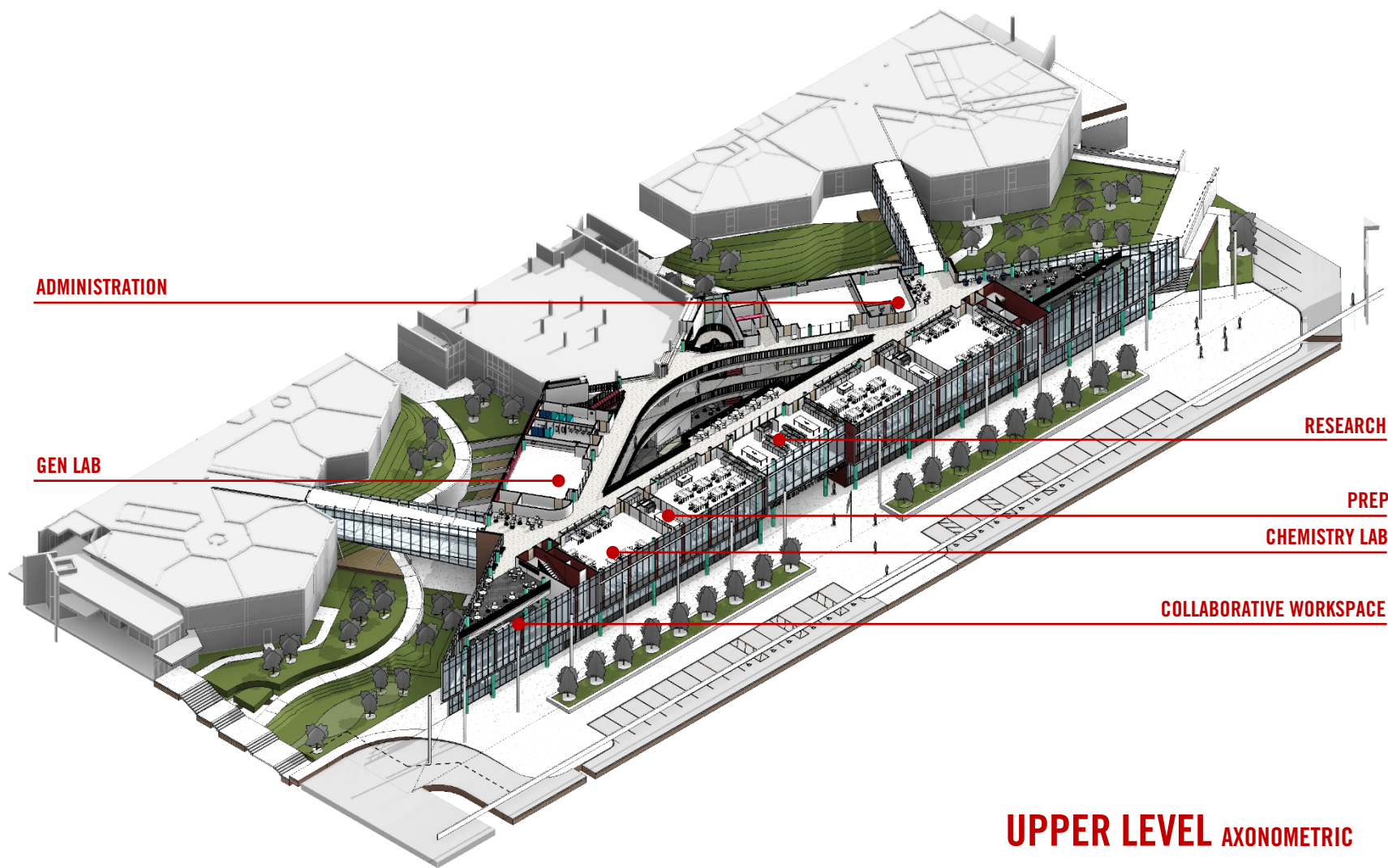




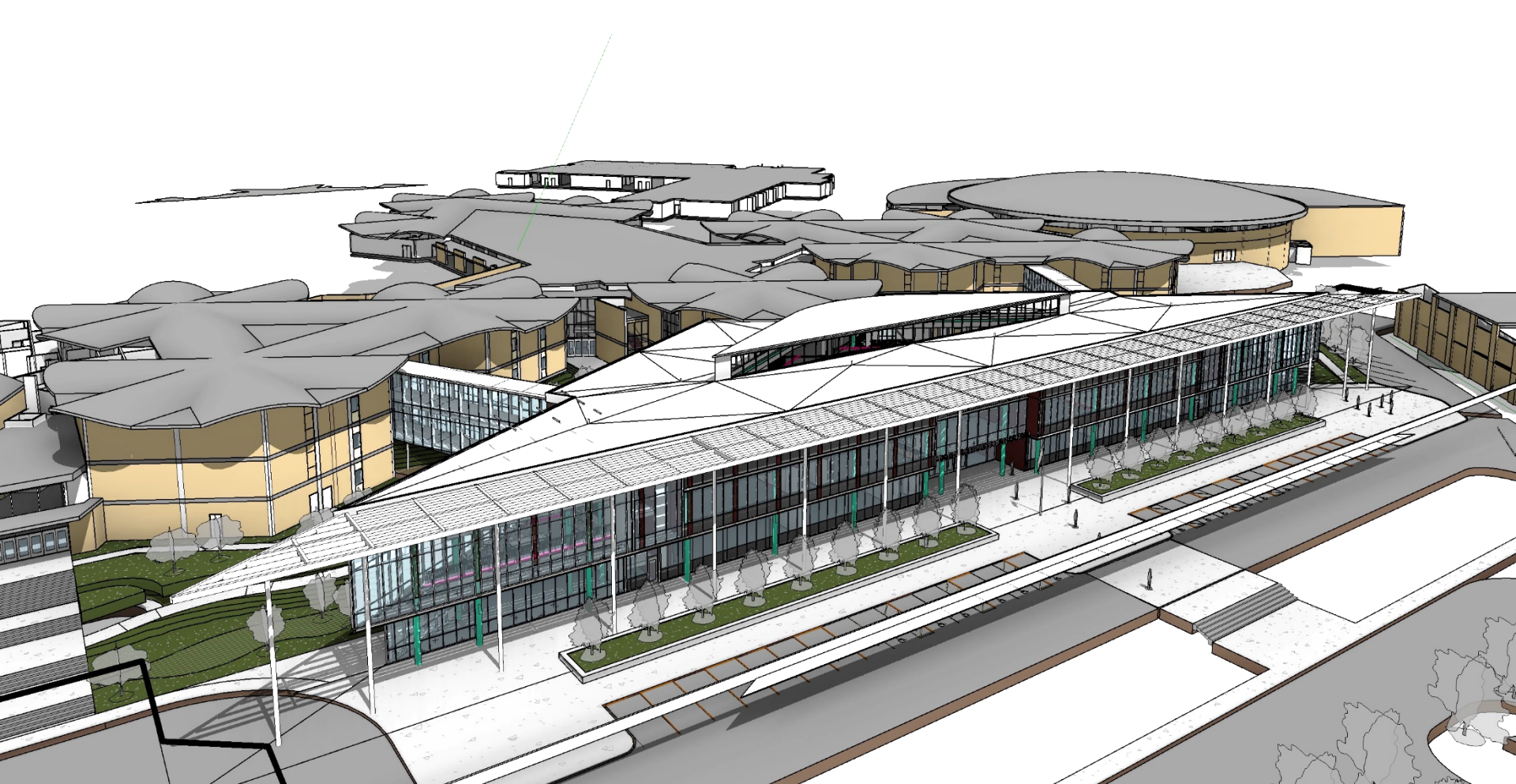
ENTRY LEVEL AXONOMETRIC



ADMIN LEVEL AXONOMETRIC



UPPER LEVEL AXONOMETRIC



AERIAL PERSPECTIVE

















BRAND / IDENTITY / GRAPHIC CONCEPTS //

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CULTURE+BRAND
ART DIRECTION
STRATEGY

STUDENT FOCUSED...WORLD CLASS.

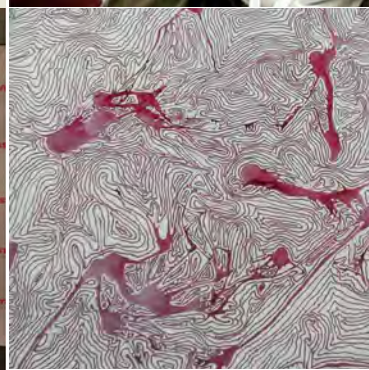
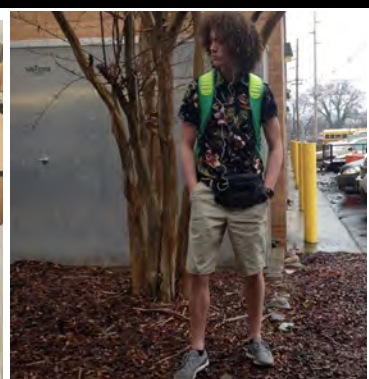
The mission of Kingsport City Schools is to provide all students with a world-class and student-focused education that ensures college and career readiness.

REGIONAL SCIENCE + TECHNOLOGY CENTER


To create a culture that inspires innovation through Science and Support scientific inquiry and discovery

- Foster creativity and problem-solving
- Offer meaningful career opportunities
- Provide application-based experiences through an integrated curriculum
- Utilize the power and flexibility of technology

THE STUDENTS (VIA INSTAGRAM)







ohheyitsashley

Dobyns-Bennett High...

Follow

16 likes16w

ohheyitsashley

Um, @jon_spear was so lucky and went to the cutest high school ever! I'm obsessed + want those domes/arches on my house. 🏠

ohheyitsashley

#homedreams #midmod #midcenturymodern #archesfordays

a landmark in architectural design

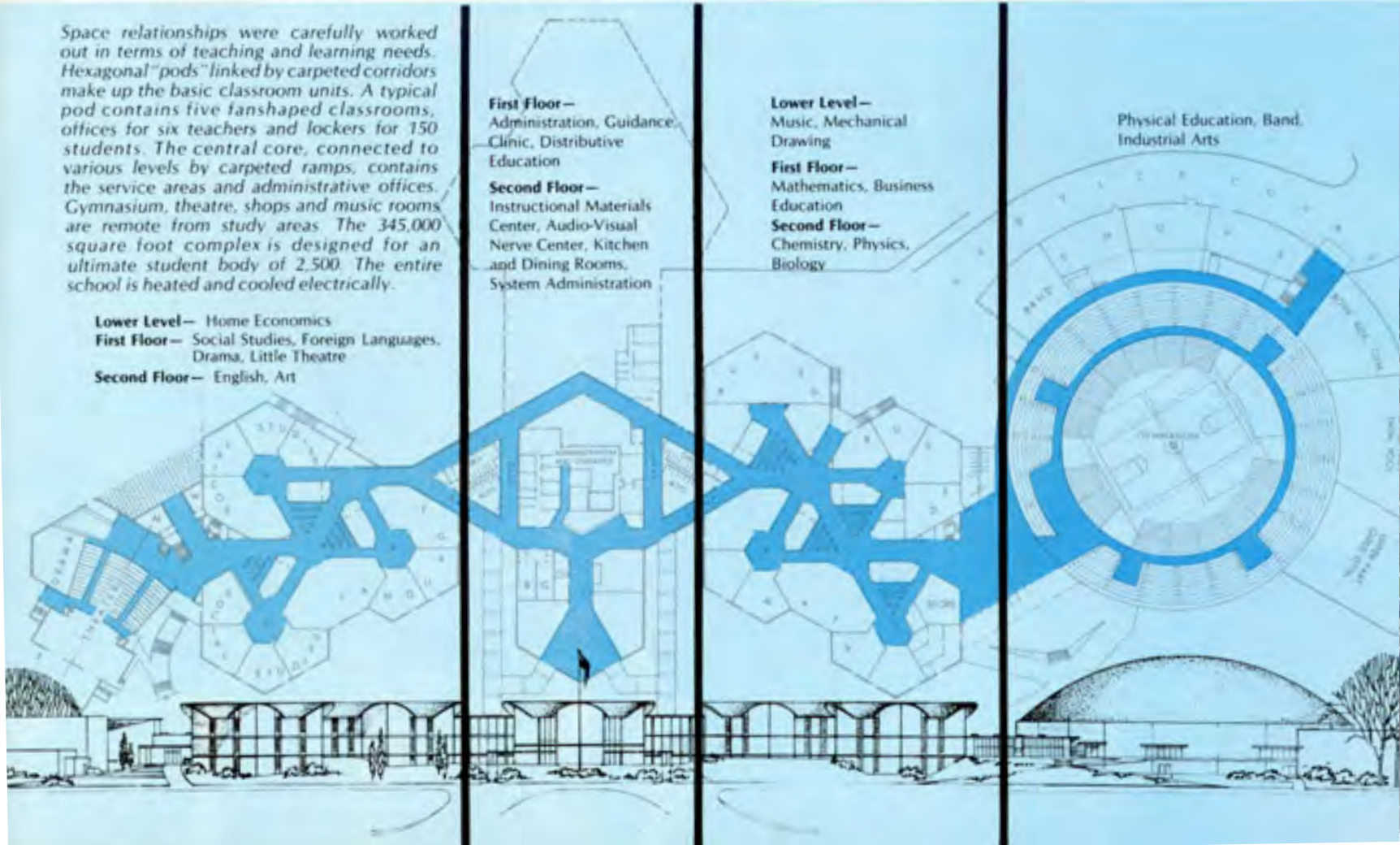
Space relationships were carefully worked out in terms of teaching and learning needs. Hexagonal "pods" linked by carpeted corridors make up the basic classroom units. A typical pod contains five fan-shaped classrooms, offices for six teachers and lockers for 150 students. The central core, connected to various levels by carpeted ramps, contains the service areas and administrative offices. Gymnasium, theatre, shops and music rooms are remote from study areas. The 345,000 square foot complex is designed for an ultimate student body of 2,500. The entire school is heated and cooled electrically.

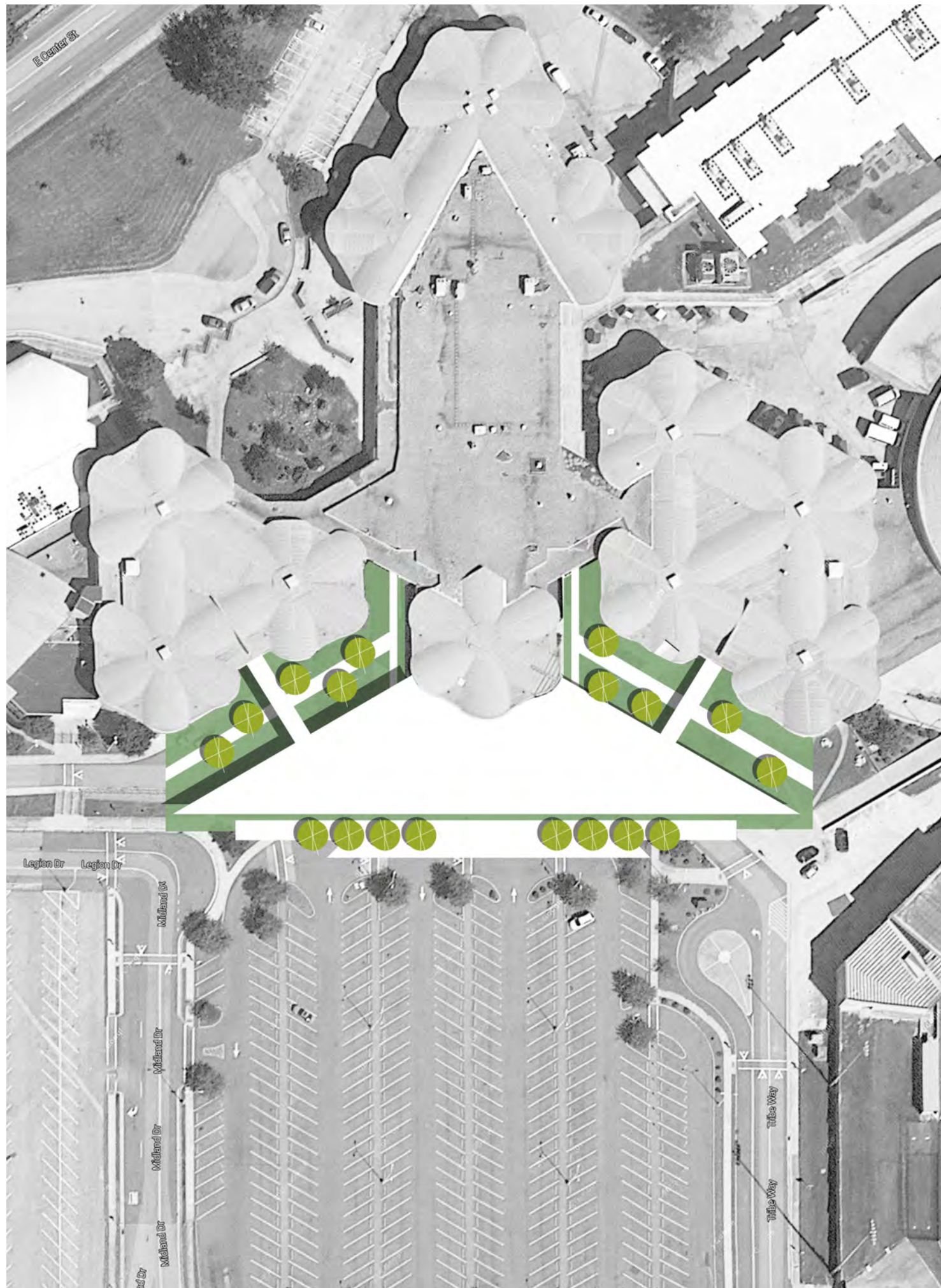
- Lower Level— Home Economics
- First Floor— Social Studies, Foreign Languages, Drama, Little Theatre
- Second Floor— English, Art

- First Floor— Administration, Guidance Clinic, Distributive Education
- Second Floor— Instructional Materials Center, Audio-Visual Nerve Center, Kitchen and Dining Rooms, System Administration

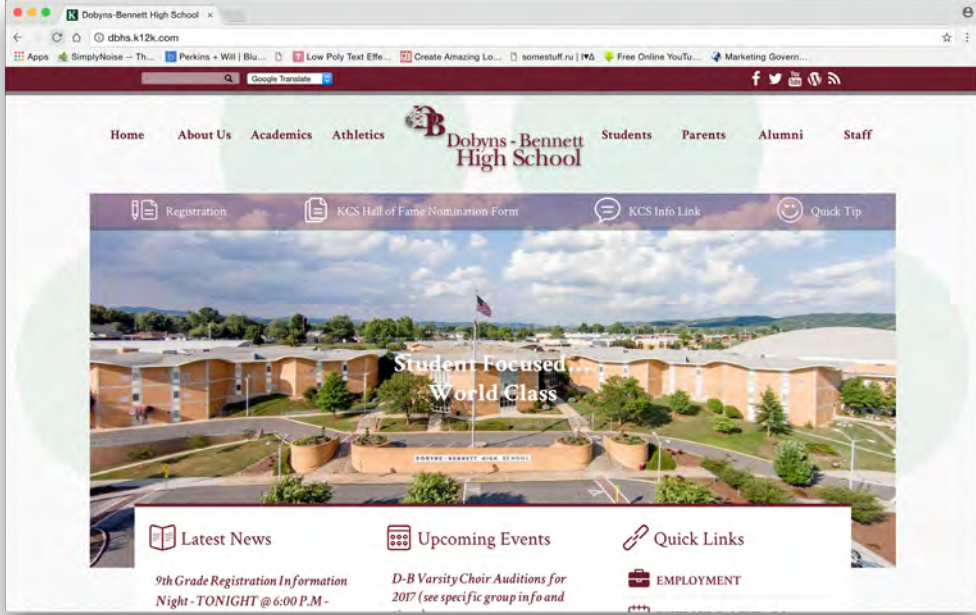
- Lower Level— Music, Mechanical Drawing
- First Floor— Mathematics, Business Education
- Second Floor— Chemistry, Physics, Biology

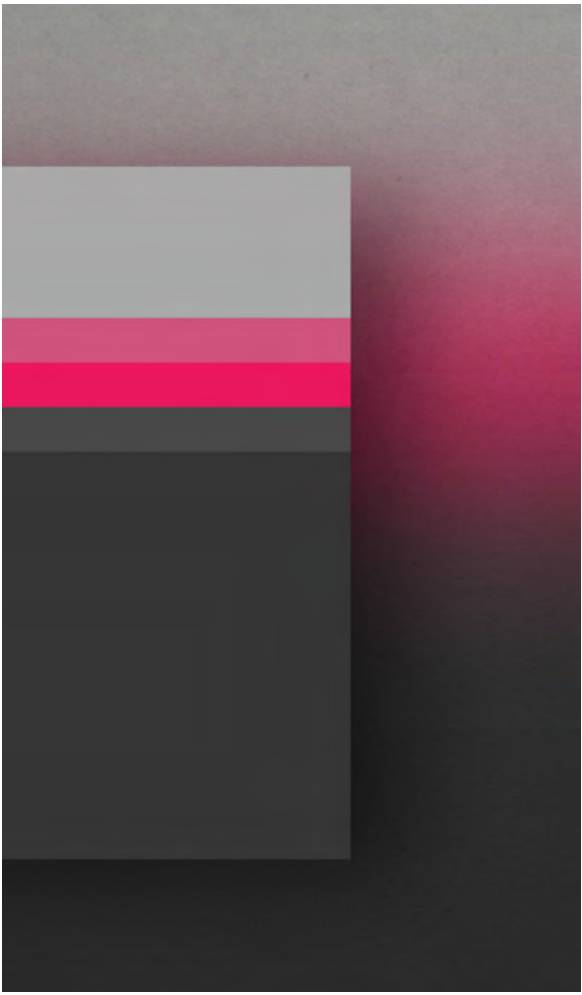
Physical Education, Band, Industrial Arts



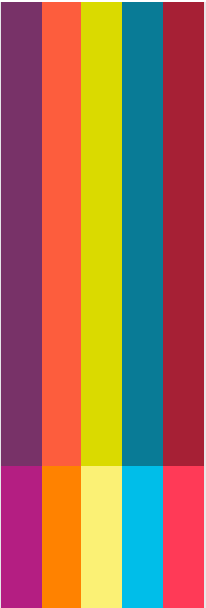


EXISTING BRAND / IDENTITY LANGUAGE



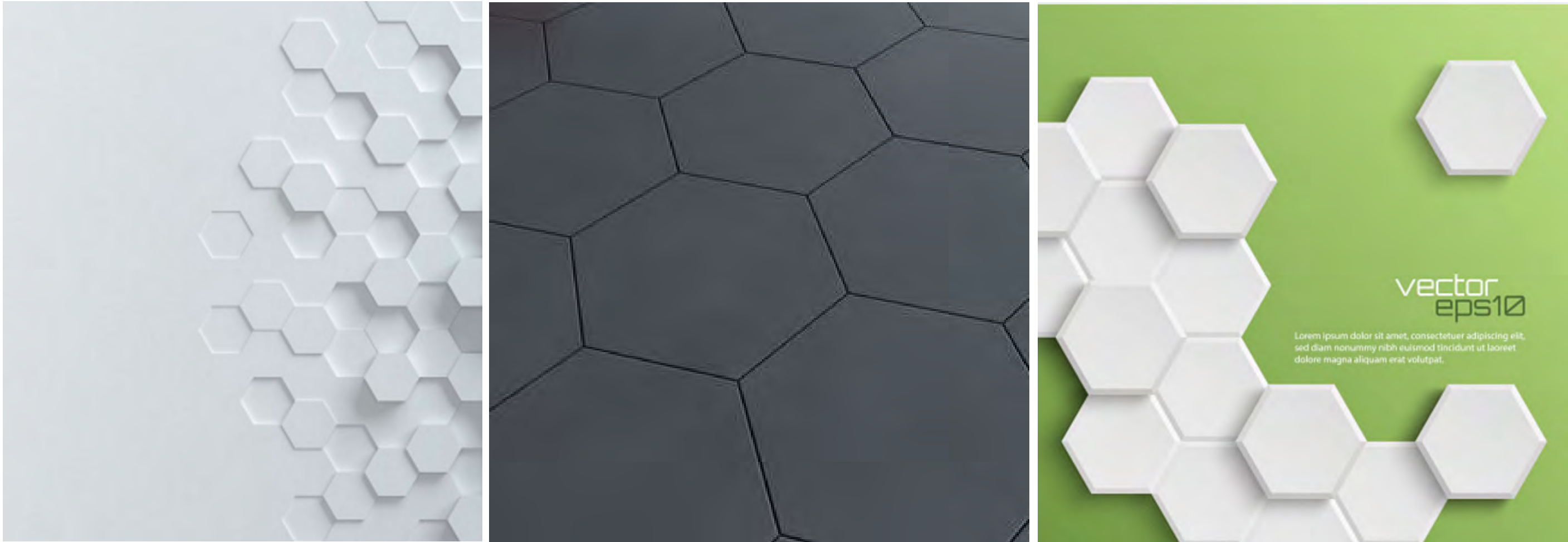


DOBYNS-BENNETT









Top Lang Disorders
Vol. 32, No. 1, pp. 19–34
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Language Correlates of Disciplinary Literacy

Zhibui Fang

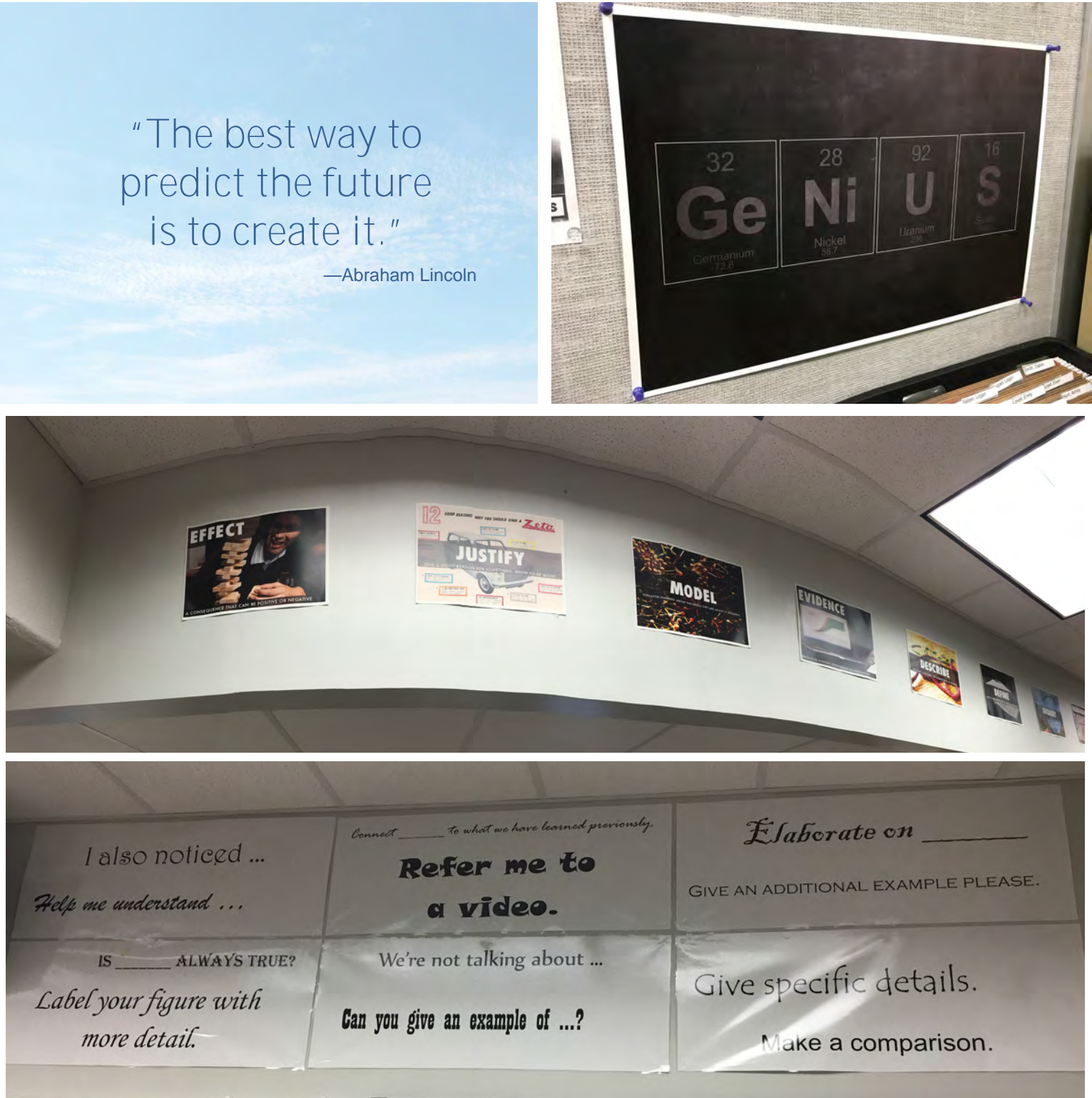
Disciplinary literacy is defined here as the ability to engage in social, semiotic, and cognitive practices consistent with those of content experts. Characterizing literacy development as a process of braiding 3 language strands of everyday language, abstract language, and metaphoric language, this article describes the lexical and grammatical patterns typical of disciplinary texts in the subjects of language arts, science, mathematics, and history, showing how language is used in discipline-specific ways to present knowledge, construe value, and create specialized texts. It argues that literacy instruction in academic disciplines should move beyond the time-honored focus on basic skills (e.g., vocabulary, fluency), general cognitive strategies (e.g., predicting, inferencing), and generic learning strategies (e.g., highlighting, note taking) to embrace an emphasis on discipline-specific practices that promote simultaneous engagement with disciplinary language and disciplinary content. **Key words:** *adolescent literacy, disciplinary literacy, functional linguistics, linguistic variation, literacy development*

RECENT REPORTS (Biancarosa & Snow, 2006; Graham & Perin, 2007) suggest that more than 70% of students in grades 4–12 are experiencing difficulties when reading and writing texts in academic content areas. Concerns over adolescents’ lack of literacy skills and academic underperformance have revitalized discussion about effective ways to promote academic literacy among adolescents (Draper, Broomhead, Jensen, Nokes, & Siebert, 2010; Fang & Schlepppegrell, 2008; Heller & Greenleaf, 2007; Jetton & Shanahan, 2012; Langer, 2011; Lee & Spratley, 2010; McConachie & Petrosky, 2010; Moje, 2008; Shanahan & Shanahan, 2008). One prominent theme in this discussion is that literacy instruction in middle and high schools

should shift its focus from content area literacy to disciplinary literacy. Content area literacy has been defined as the ability to use reading and writing effectively as tools for thinking about and learning from texts across different school subjects (Bean, Readence, & Baldwin, 2008; Vacca, Vacca, & Mraz, 2011). It is rooted in the beliefs that the cognitive requirements of reading and learning from texts are essentially the same regardless of content areas and that the primary difference among school subjects is in their content (Shanahan & Shanahan, 2012). As such, content area literacy emphasizes the acquisition of basic reading skills (e.g., decoding, vocabulary, fluency), cognitive text processing strategies (e.g., predicting, summarizing, inferencing, monitoring, questioning, visualizing), and generic learning strategies (e.g., highlighting, note taking, concept mapping). These skills and strategies are believed to aid students in extracting information from any content area text and hence the learning and retention of content in school subjects.

Disciplinary literacy, on the contrary, refers to the ability to engage in social, semiotic, and cognitive practices consistent with those of content experts. It is grounded in the beliefs that reading and writing are integral to

Author Affiliation: School of Teaching and Learning, University of Florida, Gainesville.
The author has disclosed that he has no significant relationships with, or financial interest in, any commercial companies pertaining to this article
Corresponding Author: Zhibui Fang, PhD, School of Teaching and Learning, College of Education, 2423 Norman Hall, University of Florida, Gainesville, FL 32611 (zfang@coe.ufl.edu).
DOI: 10.1097/TLD.0b013e31824501de



DOBYNS-BENNETT



FORMAL / OFFICIAL

ENTRIES

INNOVATION/COLLABORATION/CLASSROOM CORRIDOR

COMMONS/LOUNGES

FIELDS + STADIUMS

ATHLETIC

WELCOME

IDENTITY / LEGACY
MISSION/VISION
COMMITMENT
SHOWCASE
ORIENT

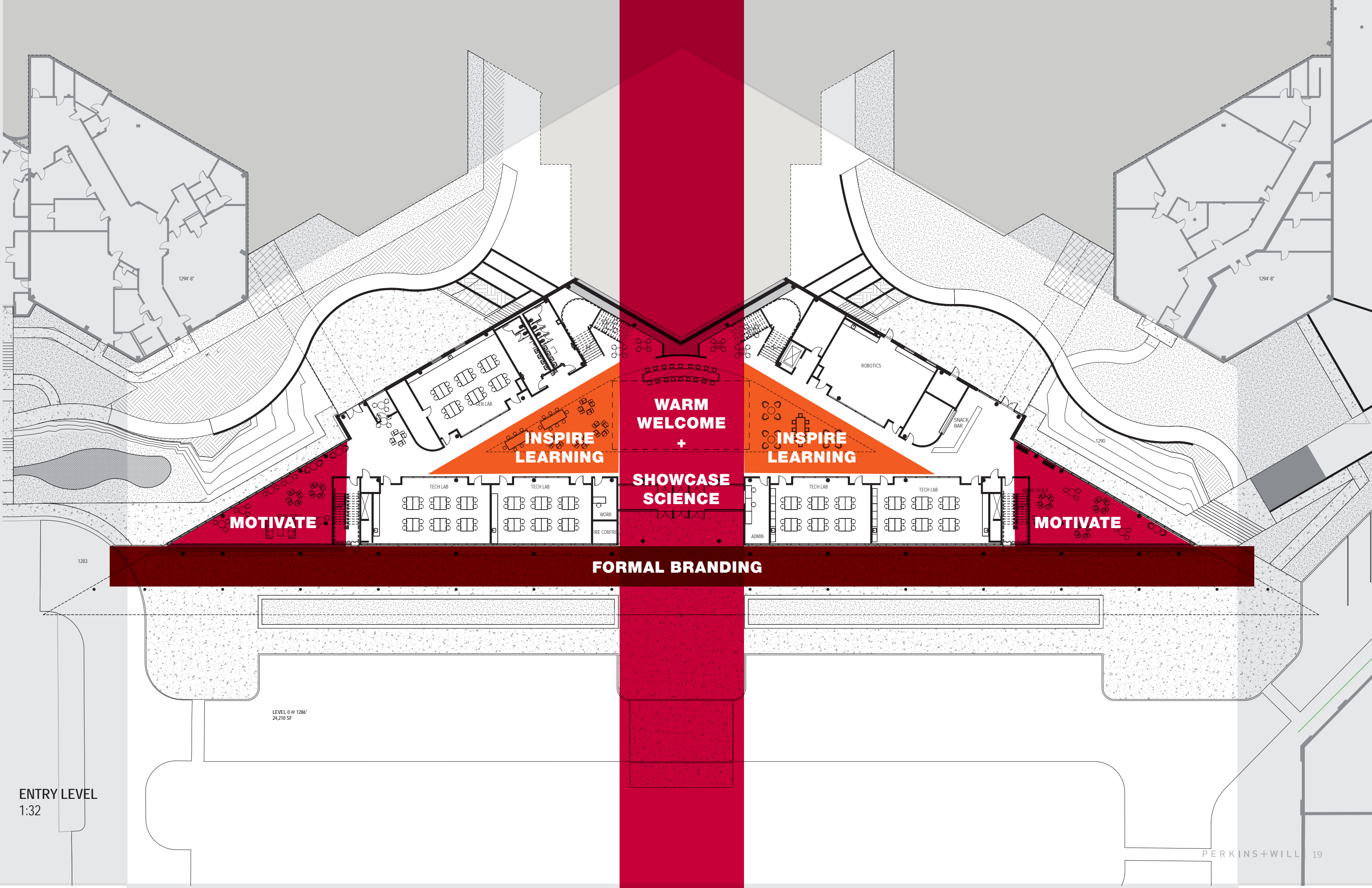
INSPIRE LEARNING

INNOVATION
DISCIPLINARY LITERACY /
SCIENCE

- DO
- EXPLAIN
- THEORIZE
- ORGANIZE
- CHALLENGE

SCHOOL PRIDE

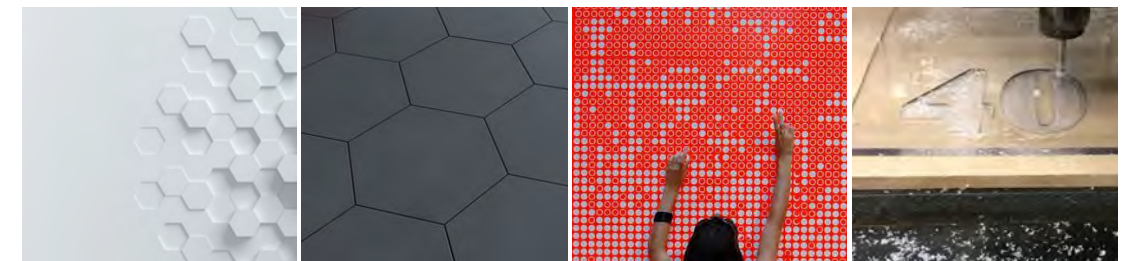
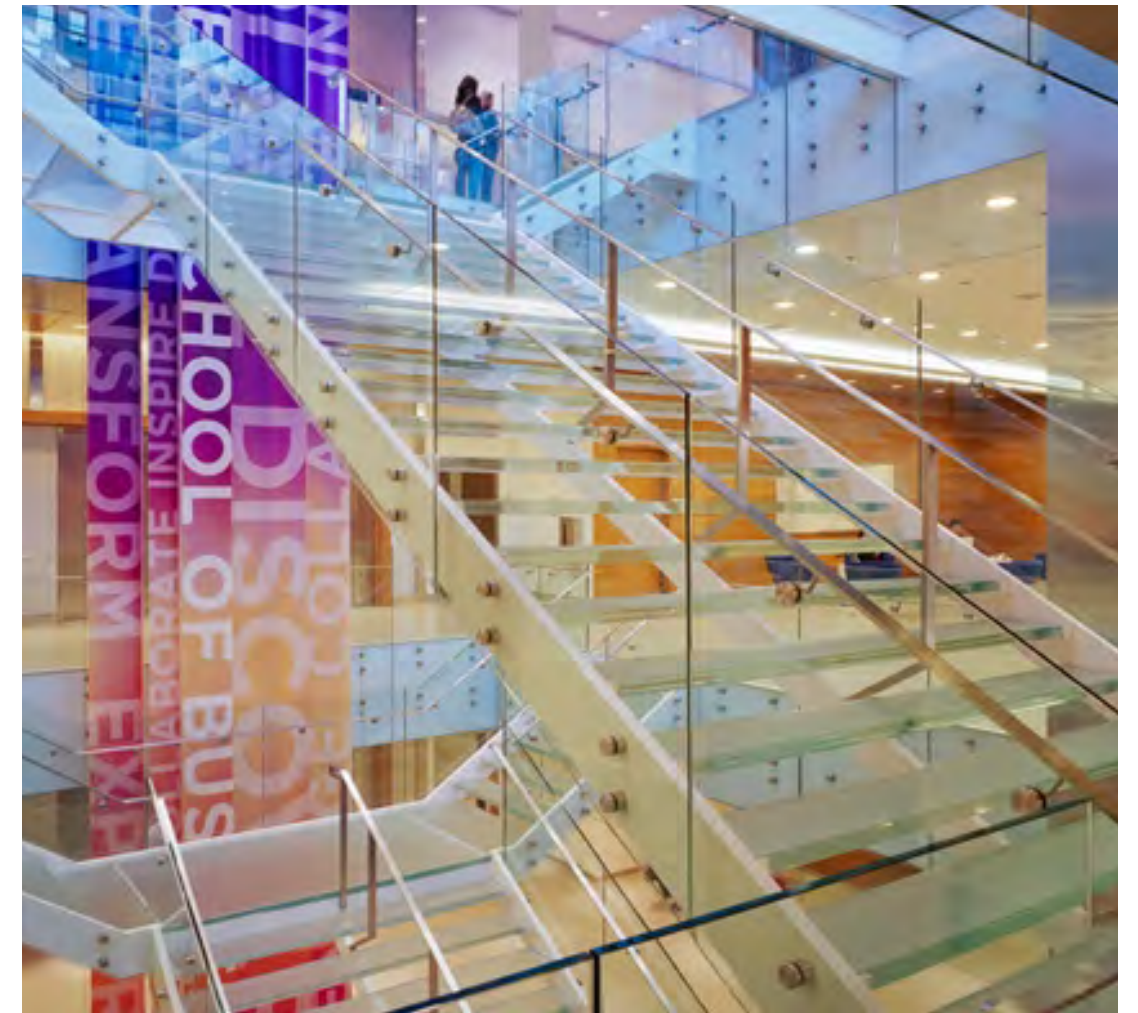
MOTIVATIONAL
CULTURE BUILDING



ENTRY LEVEL
1:32



WELCOME TOWER AND CAPSTONE WALL

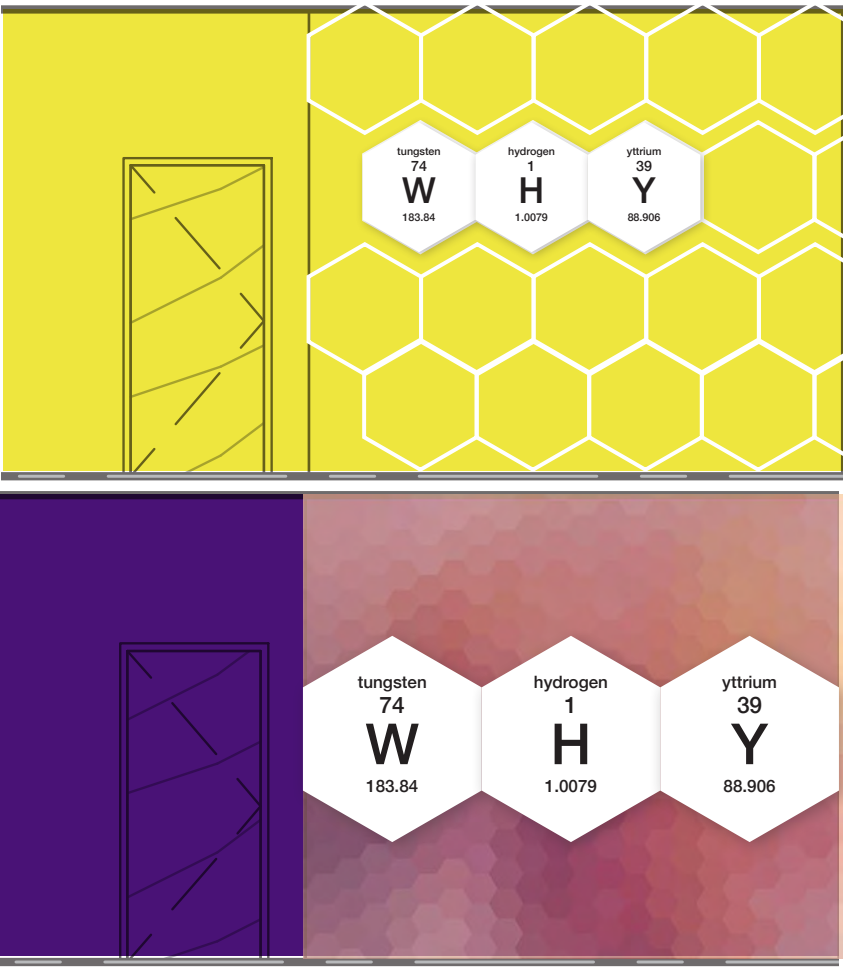
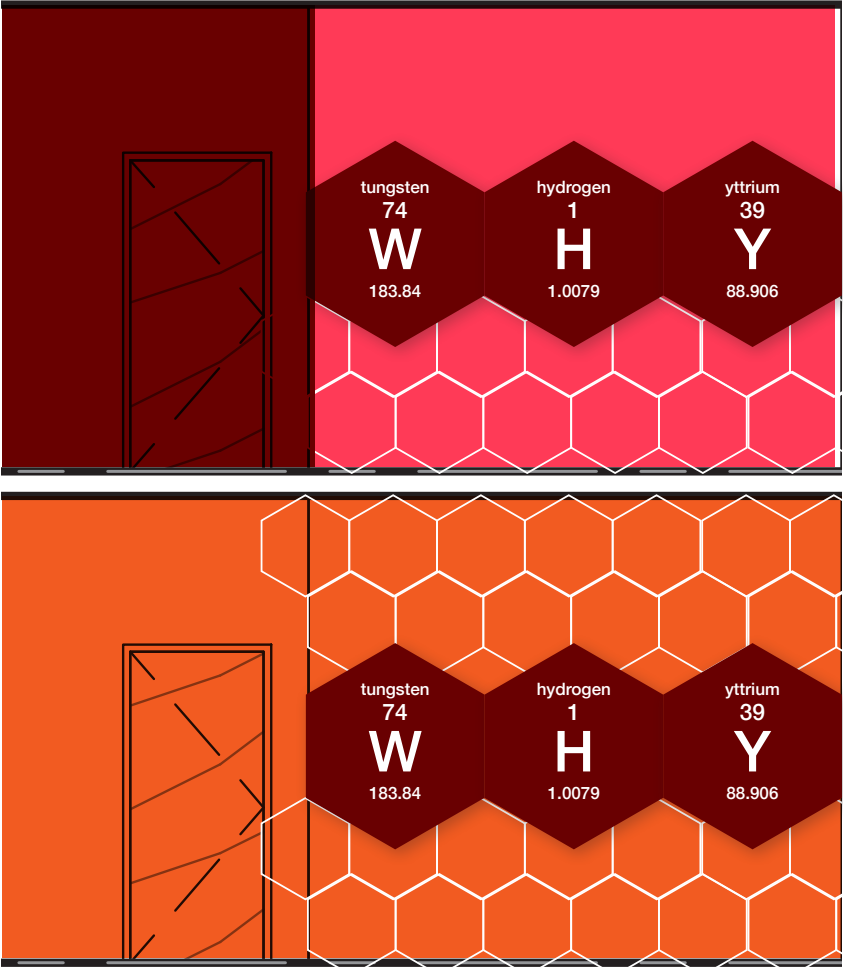


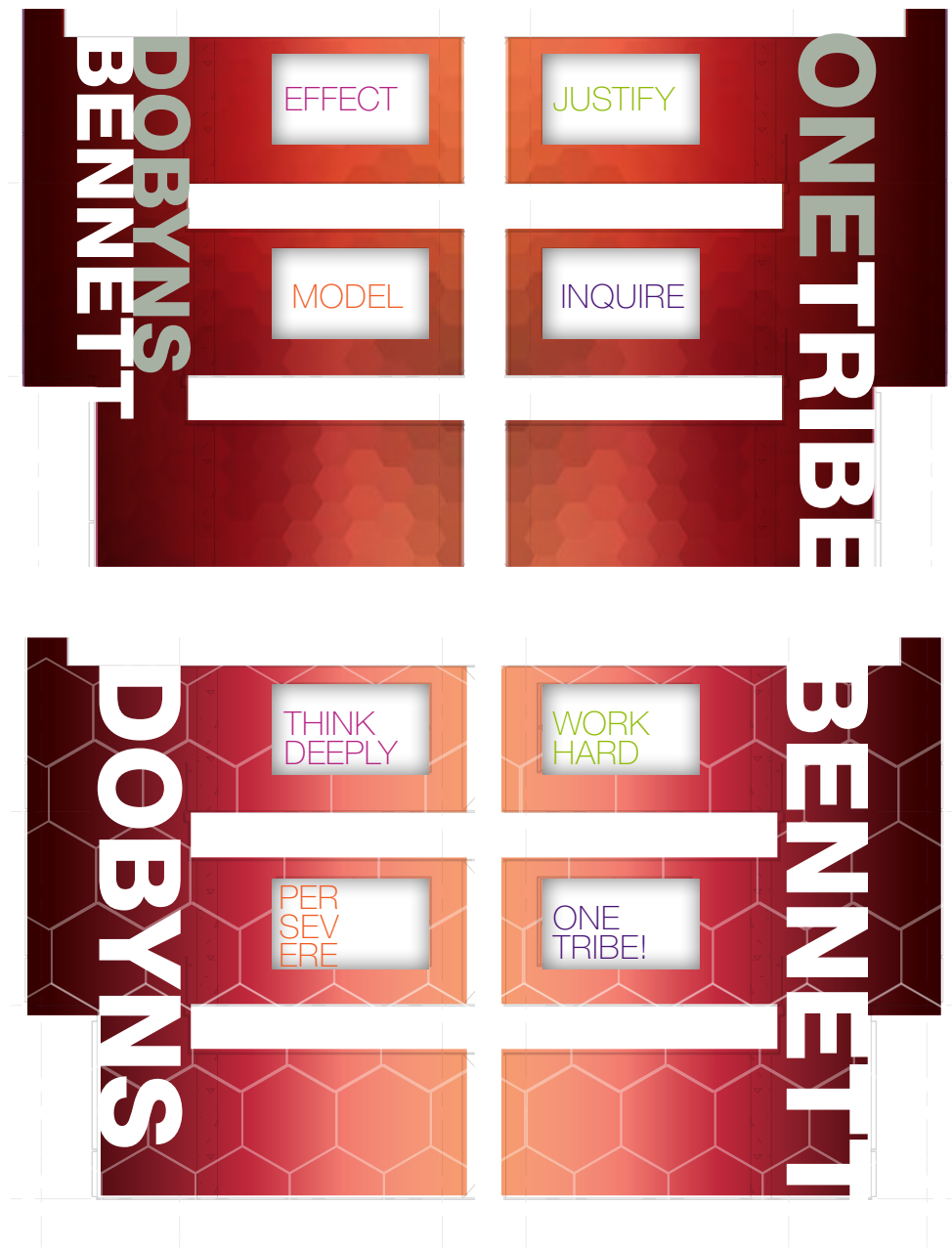
THINK DEEPLY. WORK HARD. PERSEVERE
DO. EXPLAIN. THEORIZE. ORGANIZE. CHALLENGE





tungsten 74 W 183.84	hydrogen 1 H 1.0079	oxygen 8 O 15.999
tungsten 74 W 183.84	hydrogen 1 H 1.0079	astatine 85 At [210]
tungsten 74 W 183.84	helium 2 He 4.0026	nitrogen 7 N 14.007
tungsten 74 W 183.84	hydrogen 1 H 1.0079	yttrium 39 Y 88.906
tungsten 74 W 183.84	helium 2 He 4.0026	rhenium 75 Re 186.21
hydrogen 1 H 1.0079	oxygen 8 O 15.999	tungsten 74 W 183.84





SCHEDULE //

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SCHEDULE OVERVIEW

