

MASTER PLAN REPORT



ST PETER SCHOOL 422 3RD ST SE - WASHINGTON, DC

4/20/2018 MASTER PLAN REPORT



CREDITS

The work of many dedicated people went into the development of this report. Their vision and careful thought is deeply appreciated. Thank you to the Ambassadors who gave their time and thoughts to the development of this vision:

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RESOURCES:

<https://www.stpeterschooldc.org/>
<https://dcoz.dc.gov/>
St. Peter School History Report
150th School Timeline- St. Peter School document

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Master Plan

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INTRODUCTION

MTFA Design + Preservation was invited by the St. Peter School to develop a master plan that would explore their existing facilities needs and lay out a path for the future of the school that adapts its physical environment to allow it to thrive and better serve the school's goals in the image of God.

To initiate the master plan process, MTFA facilitated a "Visioning Workshop" with a carefully selected group of "Ambassadors" that represent a broad cross section of the school and supporting parishes. The Workshop was held on January 5th and 6th, 2018. The Ambassadors provided insight into the diversity and interests of the school and provided valuable information about the school's strengths as well as its weaknesses.

Included in this report is a summary of the information learned during the Workshop, information about the vision, and values of school that were gathered in

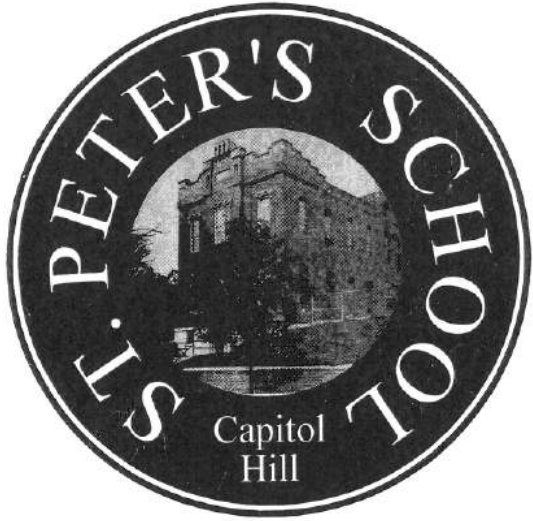
response to questions posed at the Workshop. The goal of this process is to build consensus and help prioritize values to serve as a basis for master plan development. The architects were careful to ask the questions and then listen and observe, rather than seek to guide the discussion, because the values informing the master plan need to be that of the school alone.

The master plan will propose the latest adaptation of the physical environment for a school that has a long history in the Capitol Hill neighborhood of Washington, DC (see images below). In 1866, land was donated by Thomas Bayne for the St. Peter School and in 1868 the first building was constructed and opened. The brick pressed building had a shallow basement and two upper floors that were both open floor plans. In 1922, the building underwent its first major renovation dividing the open space into classrooms and adding indoor plumbing for the first time. In 1936, due to overcrowding, an addition

was built adjacent to the lower playground. It added a main entrance, offices, more classrooms, and a multi-purpose space.

Over time, the school has continued to see growth in their numbers of enrolled students and have even formed a wait list. The school has overcome diversity and change while addressing the need for academic rigor at all grade levels. The school continues to push the envelope of academic excellence and stay competitive amongst its peer schools.

As the master planning process moves forward, the school's needs and values will inform careful and considerate ideas for the school's future. The outcome will help meet the needs of the school and inspire it to fully reach its potential to live in God's Image and serve with His love.



*“We shape our buildings;
thereafter they shape us”*

- Winston Churchill

THE AMBASSADORS

The success of achieving a consensus for a long range vision hinges on the ability to engage and to open a dialogue with anyone in the school who has something to say. In an effort to listen, MTFA requested that St. Peter School select an “Ambassadors Committee.” The Ambassadors are representatives that reflect the interest, talents and ministries of the various groups and programs of the school. As a way to introduce themselves, each Ambassador was asked to introduce themselves including their relation to the school or church and what interests or concerns them about the building process. The following is a synopsis of what each Ambassador said:

Allison Atherton

Allison is a fourth grade teacher at St. Peter School. She values the education of the students and hopes to better utilize the school’s space for teaching & learning experiences.

Molly Beckham

Molly is a recent alumni of St. Peter School and is currently a sophomore at Georgetown Visitation Preparatory School. She expressed her concerns on the improvement of the middle school academic curriculum to ensure students are as prepared as possible for high school. As the future will affect her generation most, she hopes to see St. Peter School with a greener footprint.

Karen Clay

Karen is the current principal of St. Peter School. This is her first year as principal and she wants to be sure that all the voices in the community are being heard. She hopes the school becomes a welcoming, accessible space that accommodates future growth.

David Delcher

Dave is a parent of two at St. Peter School, kindergarten and fourth grade. He is currently a member on the Facilities Committee of the Pastor-Principal Advisory Board (PPAB) and is an architect. Dave expressed his interest in the long term planning of the school and how we can better St. Peter School for future generations.

Don Denton

Don has been affiliated with the St. Peter School for many years and values its future with both of his children having attended the school. With a lot of previous knowledge on the school, Don provides insight on what has been done in the past to help get St. Peter School where it is today and is determined to see St. Peter School succeed well into the future.

Mark Dion

Mark has previously served as part of the Development Committee on the PPAB and currently has a first and fifth graders enrolled in the school. He is a resident of Capitol Hill and has been for many years. He holds the neighborhood close to his heart and wants to continue to see St. Peter School thrive on Capitol Hill. Mark shares an interest in the finances of the school.

Elizabeth Drelichman

Elizabeth is a recent alumni of St. Peter School and is now a freshman at St. John’s College High School. Worried about the future of her world, she would like to see St. Peter School implement more green attributes into their school.

Liz Hall

Liz Hall is president of the PPAB and is a parent of two at St. Peter School, second and fifth grades. Liz is a product of Catholic schools herself and values the importance of a Catholic education. She believes the growth of the school needs to happen along with staying true to its mission in Academics and Catholic Identity.

Vince Hurley

Vince is a parent of four. He has a kindergartner and second grader at St. Peter School and two future attendees at home. He is interested in the use of the school’s space and how it can be used differently and more efficiently. He hopes to see the space change to accommodate the growth of the school over time.

Erica Lopez

Erica is a second grade teacher at St. Peter School. She hopes that we can devise a better use of the space to maximize learning and plan for better accessibility throughout the school.

Liz Martin

Liz is co-chair of the HSA. As a parishioner at St. Joseph’s, she is hopeful that she can help strengthen the buy in to any future plans. Liz is interested in the long-term plan of the school along with preserving its history.

Michele Monk

Michele is a middle school math teacher at St. Peter School as well as an assistant principal. She also taught Third Grade for several years. She is interested in the academic excellence of the school and how they continue to push the envelope to be even more competitive. She values the Catholic Identity and wants to see how they can maximize the space of the school to continue to grow and live out the school’s mission.

Rhonda Moore

Rhonda is a parent of a pre-kindergarten student. She shares high values in the core education of the school, the religious foundations that the school instills, and the outlook of St. Peter’s as a leading school.

Hollis Silverman

Hollis is a parent of a current second grade student at St. Peter School. Hollis expressed interest in the design and organization of the school and the best use of all the spaces.

Peter Sloan

Peter is a parent of three, two at St. Peter School, first and third grade, and one at home. Peter expressed interest in enhancing the academics of the school. He values the education of the school and wants to ensure that the teachers are provided with the right materials to push the academics to its highest standard.



WHAT HAVE WE LEARNED?

MISSION, VALUES, AND STRATEGIC VISION

The first step in understanding St. Peter School, MTFA Design + Preservation reviewed documents that have presented us with insight on the history of the school.



St. Peter School remains as one of the oldest, continuously operating Catholic elementary schools in the original city of Washington. In 1868 four nuns came to teach at the new school, and focused on “determination, persistence, and a respect for tradition while not losing sight of the need to adjust to changing times”. This stands true of the school’s standards today. In 1974 -1977, as other parishes parochial schools closed down, students were transferred to St. Peter School. The school is now supported with students from three parishes; St. Dominic’s, St. Peter’s and St. Joseph’s. With the continuous growth over the years, the school has added and modified the existing buildings spaces to become flexible and meet the needs of the school. The fact that a small, often underfunded school has continued over 150 years, speaks volumes of itself.

Brief History of the School Building Timeline:

1866: Land was donated to St. Peters Church by Thomas Bayne

1867-1868: The first building was constructed adjacent to the now “upper playground”. The 45’ by 115’ pressed brick building contained a shallow basement and two upper stories both with open plans. The school opened for its first year.

1923: The school was renovated. The open floor plans were divided into four classrooms on each floor. Fireproof stairways were added. The basement was dug out and another play area was added in the front to provide for separate spaces for boys and girls. Indoor plumbing was added for the first time.

1935: Due to overcrowding in the school the fire marshal informed them they would have to shut down the following year if more classrooms weren’t added.

1936: St. Peter School addition (main entry way, offices, floors above administration, and multipurpose room) is built adjacent to the “lower playground”.

1945: St. Peter School library opens.

1949: Playground is paved.

1971: Schools roof blows off in high winds.

1977: Renovations of school building take place.

Strategic Plan:

St. Peter School has established a strategic plan to act as a blueprint. The plan aligns the goals of the community and clarifies the steps needed to achieve these goals. The strategic plan focuses on four areas of importance, each outlined with a specific mission. Below are the four mission statements:

Areas of Importance Mission Statements:

Catholic Identity Mission:

To strengthen our Catholic Identity by developing each student’s mind, body, and spirit in the image of Christ through faith formation, community involvement, cultivation of service and charity for others, and living the Sacramental Life.

Academic Excellence Mission:

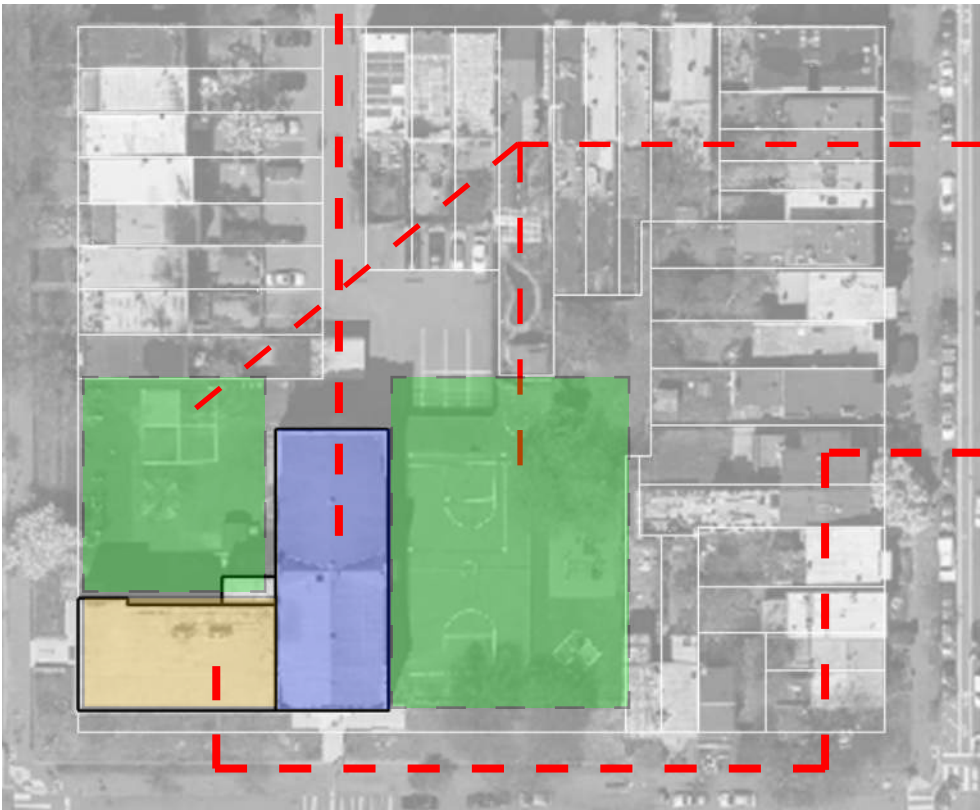
To maintain a strong, rigorous, high-quality National Blue Ribbon academic program for our students by strengthening instructions across all subject areas, ensuring proper professional development, and providing up-to-date curriculum resources and technology. The academic program is incorporated with and enhanced by spiritual and moral development as its foundation.

Community Mission:

To build a stronger network of community support by fostering opportunities for parents, parishioners, alumni, and local community members to interact with the school. A more engaged, robust, inclusive, and diverse community of school supporters will enhance the school’s mission to provide a faith-based and holistic education of the child. All members of the school community are encouraged to be engaged in the advancement of the school’s mission and institutional life.

Sustainability Mission:

To develop a financial foundation supported by a sustainable tuition structure, robust development, strong financial planning and budgeting, and responsible facilities management. St. Peter School has significantly strengthened its financial position since 2009. Through its enhanced academic record, improved school administration, productive fundraising, and careful budgeting, St. Peter School was awarded the US Department of Education National Blue Ribbon School designation in 2013. This recognition has further strengthened the school’s financial outlook by improving its enrollment and development capabilities.



Location:

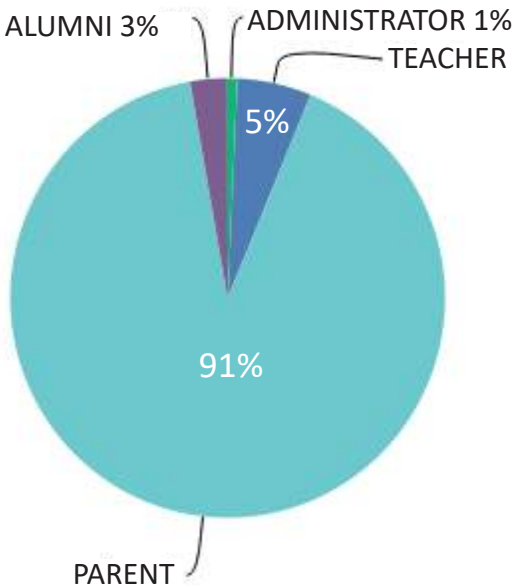
In Capitol Hill, on the corner of 4th and E SE (422 3rd St SE)

WHAT HAVE WE LEARNED? SCHOOL SURVEY RESULTS

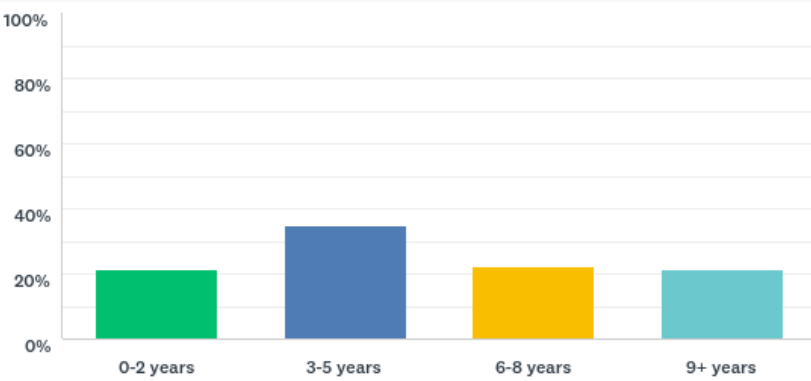
Before MTFA Design + Preservation attended the Visioning Workshop, a school survey was issued to the entire school community. The survey’s purpose was to form an initial understanding on how people involved with the school view the facilities. The following is information gathered from this survey.

THE WHO

Over 140 responses by the school community.

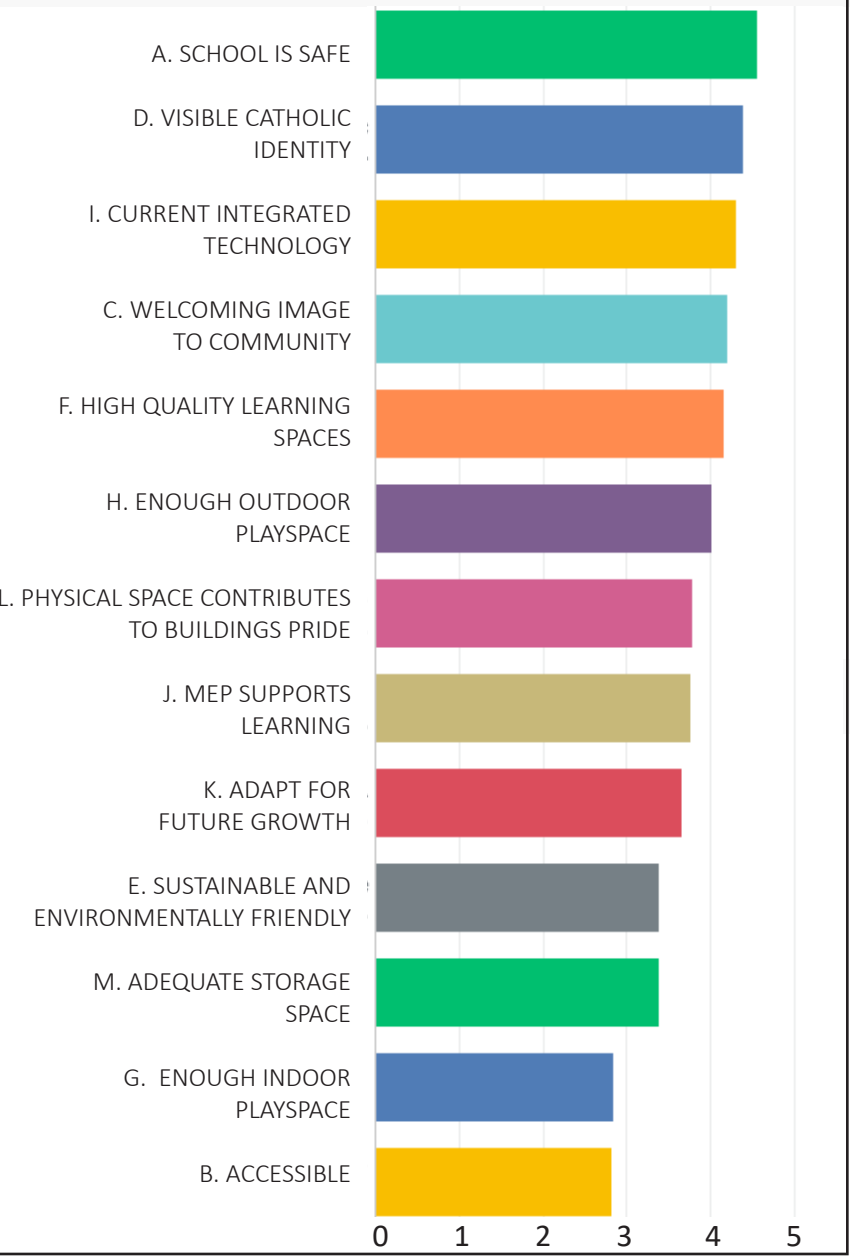


YEARS OF INVOLVEMENT



Over 55% if the respondents have been a part of the school community for 3 to 8 years. As seen in the graph above, there was representation across all categories.

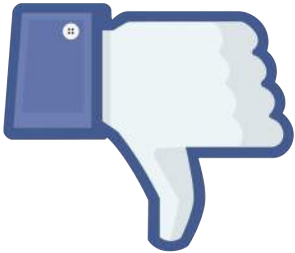
FACILITIES RANKED BY PRIORITY



FACILITIES: LIKES VS DISLIKES



- HIGHLY SECURITY
- WELCOMING ATMOSPHERE
- HIGH CEILINGS
- CATHOLIC IDENTITY
- LOCATION
- LARGE WINDOWS
- BIG CLASSROOMS
- HISTORIC CHARACTER



- LOW CEILING HEIGHT AT E STREET ENTRY
- NOT ACCESSIBLE
- LACK OF GYMNASIUM & INDOOR PLAYSPACE
- NON-FUNCTIONING WATER FOUNTAINS
- LACK OF ASSEMBLY SPACE
- OUTDATED INFRASTRUCTURE

WHAT WOULD YOU ADD?



73% of the respondents noted that the addition of an indoor gymnasium, multi-purpose room was most desired. It was noted that this space could be used for lunch, indoor recess, theater and more.

EXISTING LAND USE AND ZONING

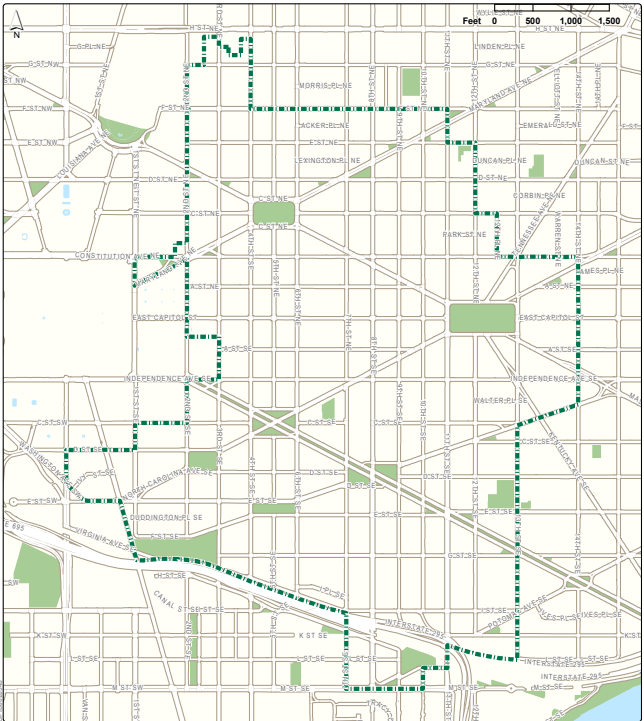
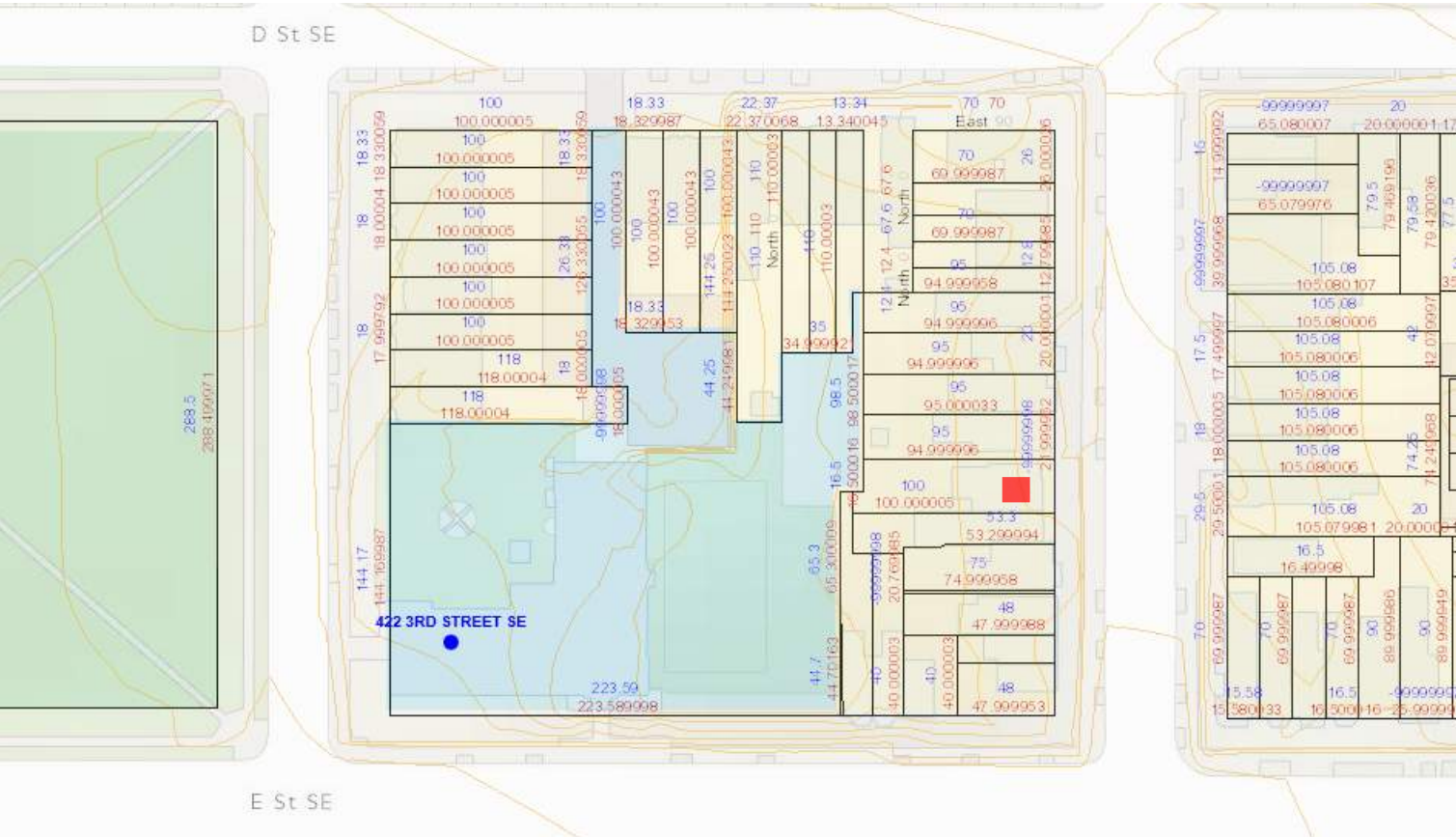


To understand the potential for changes or new construction on the land owned by St. Peter School, an analysis of the applicable land use and zoning restrictions was completed.

| | |
|--|---|
| Square/Lot: | 0793 0025 |
| Premise Address: | 422 3rd ST SE |
| Site Dimensions | |
| Site Area*: | 38,802 SF |
| Front Setback: | A front setback shall be provided that is within the range of existing front setbacks of all structures on the same side of the street in the block where the building is proposed. |
| Rear Yard: | 20' |
| Side Yard: | None |
| **Site Area square footage includes the alley. | |
| Zoning District: | RF-3 |
| Use: | Residential Flats |
| Lot Occupancy: | 40% |
| Existing occupancy: | 22% |
| Maximum Height: | 40' |
| Stories: | 3 |
| Mechanical Penthouse: | 18'-6" |
| [above maximum height] | |

Capitol Hill Historic District
St. Peter School is located in The Capitol Hill Historic District. One of the oldest residential neighborhoods of Washington DC. It is a large area stretching as far east of the U.S. Capitol grounds as 14th Street, south of the Navy Yard, and north to F Street, NE. The district, which includes 200 city squares and approximately 8,000 buildings, is one of the largest historic districts in the country.

Being located in this district, review by the Capitol Hill Restoration Society would be required for any work done to the site or existing buildings. The Capitol Hill Restoration Society works to promote, preserve, and enhance the character of the historic neighborhood.



Capitol Hill Historic District
Office of Planning – December 3, 2015
Government of the District of Columbia
This map was created for planning purposes from a variety of sources. It is neither a survey nor a legal document. Information provided by other agencies should be verified with them where appropriate.
Historic District Boundary

WHAT’S GOING ON HERE?^{THAT WE WANT TO PRESERVE...}

The Ambassadors were asked what’s going on at St. Peter School that should be preserved. Every school has elements of its culture that it deeply values. The intent of this discussion was to tease out the most important elements of St. Peter School to ensure that they are taken into account in the master plan and that their importance is recognized.

The Openness with Administration:

Upon entering St. Peter School, the children and parents are instantly greeted by the administration creating an intimate and special relation amongst each other.

The Student Community and Interaction:

The school ranges in ages from Pre-Kindergarten through 8th Grades. All students share the same common areas thus allowing different age ranges to interact and help one another. The school values this relationship amongst its students as an important factor to continue to live out their Catholic Identity.

School Meeting Space for the Entire Student Body:

The school values a space where the entire student body and teachers can come together at the same time as a whole.

Classroom Sizes:

The size of the classrooms at St. Peter School are spacious and allow students to have their own individual space for belongings and learning.

History and Heritage:

St. Peter School is celebrating its 150th year anniversary. Its important to preserve the history within the building as it continues to grow forward.

The Catholic Identity:

The façade of the school displays crosses that help to identify the school in the neighborhood with the Catholic identity. The inside also displays religious symbols and icons throughout and the “blue ribbon” shall be preserved.

Teachers Own Workspace:

Teachers value their own space with access to resources such as copier, faculty restroom, refrigerator, microwave, etc. Even distribution of machines is important for the ease and efficiency of use.

The Security:

The safety of the students, both inside the building and outside on the playgrounds is considered to be highly secured and should be preserved.

Big Windows, Red door, and Brick:

The building has “very tall, large” windows, brick facades and a red door that are considered unique and special features to preserve of the school.

Library:

The library is one of the schools very cherished spaces amongst students and teachers. The large space holds countless books and access to technology like the surface pros and smart boards.

Access to Technology in Classrooms:

Classrooms are equipped with smart boards and have access to surface pros that can aid in the students learning and teachers instructions. Intercom speakers are linked throughout the classrooms to allow connection between them for school wide prayer and announcements.

Big Playgrounds:

St. Peter School currently has two playgrounds (upper and lower) that are gracious in space for the children to run and play.

Dedicated Specialty Learning Spaces:

St. Peter School has a combined classroom for art and music where children can go to learn and grow in these areas away from their homeroom classrooms.

Community Events:

St. Peter School has the ability to host on-site community events like movie night, field day and more for the students, teachers,families and friends to participate in. These events are only possible when the outdoor facilities can be used.

Hallway Display of Artwork:

The hallways are often used to display the students artwork. The school holds gallery walks for the parents to be able to walk through and view all the different classes work on display.

On-site Parking

Off the back-alley entrance of the school there are 8 parking spaces that are to be preserved for the use of the school.



WHAT’S NOT GOING ON HERE? ...THAT GOD IS CALLING US TO DO



After defining what they value at St. Peter School, the Ambassadors were asked to discuss what is missing and should be going on at the School. Each item the Ambassadors mentioned was listed and then the Ambassadors voted on its relative importance. Each item received a score from one to five (one being the lowest and five the highest). The scores were averaged and then prioritized, with the highest scoring items considered the highest priority. Refer to the adjacent chart.

The architectural team analyzed the results overnight and a pattern came to light. Approximately at the center of the list of priorities is “dedicated teacher offices, music room, band room, and indoor play space”. The items above this on the list, those in the upper pyramid, all have to do with the “growth, welcoming aesthetics and expansion on space.” Those below, in the lower pyramid, are mostly about specific school programming.

A couple of points that are essential to remember in this exercise is that each Ambassador represents an important contingent that makes up the fabric of the school. All of the items on this list are important, because each was brought up by one or more of the Ambassadors as an element that they feel, if implemented, could make the school better. However, the intent of this process is to bring consensus to prioritize the wishes of the school moving forward.

The item listed as the most important is “*accommodating future growth.*” This is the concept of creating a space that can house the demands of student enrollment, ensuring the rooms support the needs of the students and teachers, have the option to split the students up to support all learning levels, and a large enough space to embody the entire community.

The next items listed tied; “*gymnasium/multi-purpose space*” and “*open, welcoming, aesthetically pleasing entry*”. The outdoor playgrounds are spacious, but what



ST PETER SCHOOL

What's Not Going On Here... That God is Calling For?

| DATE | | 1/6/2018 |
|------|---|----------|
| Rank | DESCRIPTION | SCORE |
| 1 | ACCOMMODATING FUTURE GROWTH | 4.60 |
| 2 | GYMNASIUM/MULTI-PURPOSE ROOM | 4.53 |
| | OPEN WELCOMING/AESTHECALLY PLEASING ENTRY | |
| 4 | ACCESSIBLE | 4.27 |
| 5 | UPDATED INFRASTRUCTURE | 4.13 |
| 6 | SPACE FOR ENTIRE SCHOOL | 4.00 |
| 7 | FLEXIBLE SPACE | 3.67 |
| 8 | ORGANIZED AND AESTHETIC MEP | 3.60 |
| 9 | ENERGY EFFICIENCY | 3.40 |
| 10 | DEDICATED TEACHER OFFICES AND CLASSROOMS | 3.13 |
| | INDOOR KIDS PLAY SPACE | |
| | DEDICATED MUSIC AND BAND ROOM | |
| 13 | DEDICATED PRAYER ROOM | 3.00 |
| 14 | DEDICATED ART ROOM | 2.93 |
| | BATHROOM LOCATION AND QUALITY | |
| | BRANDING/CATHOLIC IDENTITY | |
| 17 | STORAGE | 2.80 |
| 18 | FILTERED WATER DRINKING FOUNTAIN | 2.60 |
| 19 | DEDICATED PERFORMANCE SPACE | 2.47 |
| | EXTERIOR SIGNAGE | |
| 21 | TEACHING GARDEN | 2.33 |
| 22 | CAFETERIA | 1.93 |

happens during rain or harsh weather? The concept of a gymnasium or multi-purpose space comes from the need for a place for indoor play and activities, a space large enough to house indoor sports, ie - basketball, or accommodate other activities, ie- plays, concerts, lunches, fundraisers, etc. The space should be large enough to allow for the entire school community, children teachers and parents.

The concept of an open, welcoming, aesthetically pleasing entry comes from the current feeling the entrance space portrays. What is the first impression for a visitor or a perspective new family? The current entry is small and the multi-purpose room is not very visually appealing. The school does a good job overcoming these areas but the existing space does not make a good first impression. The second and third floor house big windows, tall ceilings, spacious and decorated classrooms and provide a “sense of awe” while walking through the building. It should be a main priority to carry this welcome and pleasing feeling to

the entry level and shine it out onto the street.

Another top priority is “*accessible*”. One of the schools biggest events is Grandparents Day. On this day, the students grandparents are welcomed into the classrooms to see what they have been learning. The school sits up from street level, creating a hurdle for those less physically able to climb stairs. Without elevators on the inside, the building also makes it hard for those with disabilities to freely move from floor to floor. The school values having equal access to all spaces by everyone.

Next in line, was “*updated infrastructure*”. The building originally was constructed in 1867 with the last major modernization occurring in 1977. The infrastructure is old and outdated with the cooling equipment installed between 1995-1999. Many pipes are exposed and considered unpleasing to the eye. The school wishes to conceal and improve on the systems now set in place.

Other priorities include dedicated teacher offices and classrooms, flexible space, dedicated art, music, band rooms, and same branding of the Catholic Identity.

Interestingly, when a “*cafeteria*” was evaluated as an item, a dedicated specific space for just a cafeteria, alone, fell to the bottom of the ranking. After analyzing this, a space where students could go to eat their lunches, in example a multi-purpose room, could meet this need while also addressing other higher priorities.



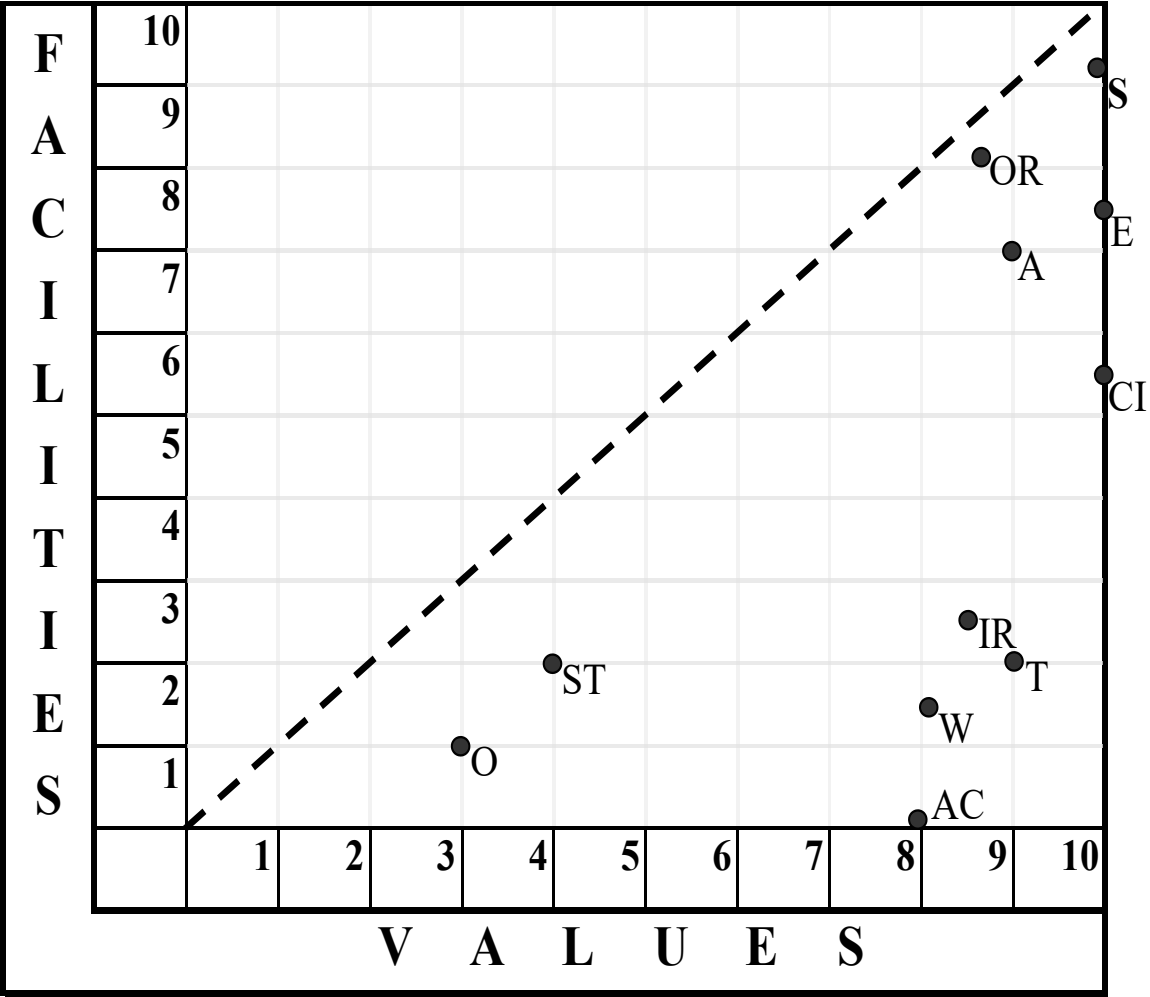
HOW DO OUR EXISTING FACILITIES SUPPORT OUR VALUES?

The Ambassadors were asked to rank, from one being the lowest to ten being the highest, how they value each of the school’s activities. At the same time, from one (least effective/adequate) to ten (most effective/adequate) they were asked to rank how the school facilities support those values. This information is recorded in the diagram below. Items identified under the diagonal line indicate that the facilities do not meet the value the Ambassadors assigned to the program. Any items above the line would represent facilities that exceed the needs of the program. The chart is not meant to be an exact calculation of these facilities and values but it does shed light on what is important and which areas need the most improvement.

This exercise confirmed that the core values at St. Peter School are Education, Catholic Identity, and Safety. The current facilities however are extremely deficient in terms of accessibility, outreach and welcoming according to the how they are valued by the school community.

Most of the other items on the list were given high importance values and low facilities scores. This suggests that much of the important work occurring at the St. Peter School succeeds because of great efforts from the teachers and students in spite of inadequate facilities. There is strong agreement that most of the programming would significantly benefit from better facilities.

Though there was some support for outreach and storage, it did not receive a high value score. One explanation for this might be that it is not an immediate need for the current school; rather, it is considered a way to expand the schools mission. Providing outreach would help the school to serve the community, attract new members, and retain growing facilities. Storage received a very low facility score, but it is more seen as an opportunity for better handling of the storage rather than adding more space. The facility is and should continue to be flexible to allow for the continued creative use of space for various activities.



- KEY:**
- E - Education
 - O - Outreach
 - AC - Accessibility
 - IR - Indoor Recreation
 - OR - Outdoor Recreation
 - CI - Catholic Identity
 - A - Administration
 - W - Welcoming
 - ST - Storage
 - S - Safety
 - T - Technology



COMMUNITY IMAGE

How do you envision the St. Peter School in twenty-five years from now? During the Visioning Workshop, each Ambassador was asked to write a postcard to the person sitting to his or her side describing the realization of this long-range vision. The sketch below illustrates the collective thoughts and vision of the Ambassadors. The following narrative compiles various quotes copied directly from the individual postcards and organized into categories. When compiled this way, together the postcards speak with one voice, that of the school.



Returning to the St Peter School on Capitol Hill after all these years, the school is renewed and its relationship to the community is just as I had imagined it at the Visioning Workshop! It is...

...CONTINUING TO EXCEED EXPECTATIONS IN EDUCATION

“...growing and now houses two classes per grade.”

“...at full capacity in the middle school. They have added a new gym located under the upper playground and a deck of classrooms above on the roof. The eighth graders are all going to schools of their choosing, and striving in leadership of their perspective high schools.”

“...currently at its highest level in academics, religious values and discipline. St. Peter’s is leading in technology. The staff, as in the past, is awesome. Please visit the school! You will truly be impressed.”

...FULL OF HISTORY AND CATHOLIC IDENTITY

“...just as charming and full of history! The sense of community and Catholic identity still permeate the building, but it is so much better looking! It is a building that lives up to all the wonderful intangibles that have always been present at St. Peter School. You should visit – you’ll love it!”

“...displaying markers of the Catholic Identity that we discussed in a way that suggests an integration of the buildings function and what it symbolizes. Superb!”

“...a building that reflects the spirit and identity of the school’s community and is a place where the community is able to celebrate together.”

...MORE AESTHETICALLY PLEASING

“...energy efficient. One building has been constructed for more classrooms. All the hanging pipes and wires have been covered. The bathrooms have been redone and there are new water fountains. They have solar panels on the roof and the garden is green and flourishing.”

“...functioning and the infrastructure is concealed.”

...WELCOMING

“...no longer suffering an ambiguity of entrance; it is clear and welcoming from the street for the passerby.”

“...out of this world! The new addition is large enough to include, both current and former students and their family members to attend various community events. It is a pillar in the community”

“...so welcoming using the new entry on 3rd St. and the new addition creates more space for learning, playing, arts, and theatre. The Christmas concerts now have seating for everyone in the community!



...ACCOMMODATING FOR FUTURE GROWTH

“...so wonderful to have room for each grade in which the students are able to have more individualized, meaningful instruction. From the art loft to the new multipurpose addition, SPS is a beam of light on Capitol Hill. People are talking about all the community outreach in which the school is involved.”

“...expanding and has allowed the school’s wait list to go extremely low.”

...TRUE TO ITS MISSION

“...stronger than ever, the true rock on the hill! It has stayed true to its mission of academic excellence and catholic identity. The changes and upgrades we supported have made the school warmer and more welcoming. The curriculum and the academic rigor has only increased. And the students remain loving, bright, innocent rays of sunshine in out otherwise tough world. I couldn’t be prouder of the legacy and future of St. Peter School.”



...SPACE FOR ALL ITS NEEDS

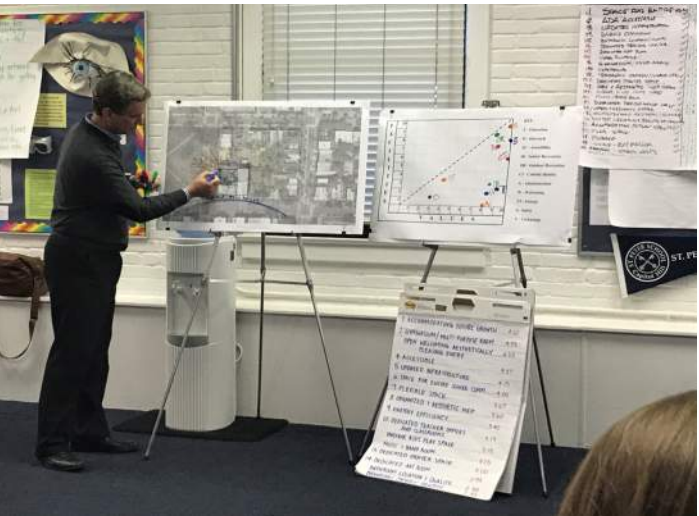
“...amazing what our new gymnasium has done for the school community. The gym is a great space for indoor PE and recess, but also is used for events, teacher projects, presentations, and Morning Prayer that can be shared amongst the entire community. The new stage has made our theatre program stronger than ever! The new addition of classrooms above the gym are used for Spanish and have allowed us to accommodate for parish growth.”

“...able to accommodate the ever changing need of the teachers and students to provide the highest level of education.”

...FULLY ACCESSIBLE

“...increased in enrollment and provides many opportunities for student collaboration and differentiation. Luckily, the school has implemented ramps and an elevator so that all students and visitors can access the school.

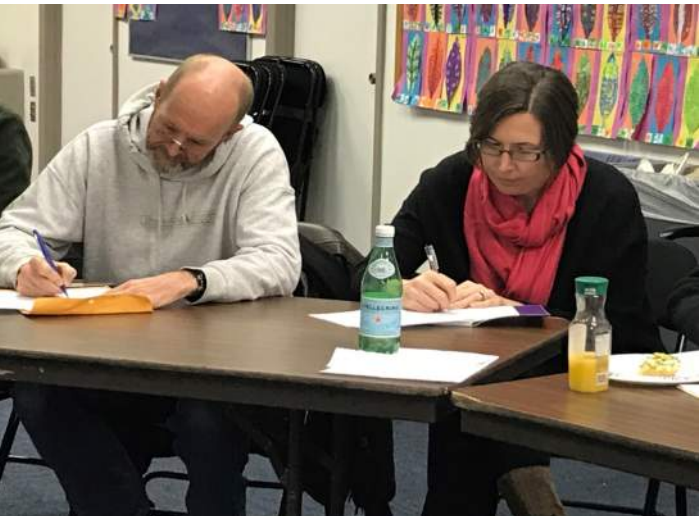
“...totally accessible – our last grandparent’s day saw record breaking numbers.”



...FULL OF LIGHT

“...the school is full of light! While walking around the halls and peeking into rooms the students were highly engaged – using current technology, interacting with their peers and teachers in small groups utilizing all the available space. Students science projects were set up in one half of the new multipurpose room that is used as an indoor gym, cafeteria, and auditorium. Teachers were collaborating and planning engaging lessons together in the staff lounge. All around the school, student work and photos of graduating classes of the past line the walls. Students and teachers value their space and treat it responsibly and respectfully. The art room is now located in the attic and has beautiful light and space. There is a new PE space on the roof which can be converted into variety of usable space such as basketball court or tennis court. Teachers also use the space for outdoor lessons with students. Come back and visit!”

“...a vibrant, energetic community.”



WHERE DO WE GO FROM HERE? ...GUIDING DESIGN PRINCIPLES



The Visioning Workshop revealed the strength of the mission, love, and personalities of the people that make up the St. Peter School. Together, the activities provided the architects with an understanding of the culture, needs, and priorities of the school which will in turn inform the development of the master plan.

The following guiding design principles summarize the vision for growth and renewal at the St. Peter School. They are intended to guide the master planning process and future facilities construction projects that fulfill the master plan.



“Buildings don’t just house our bodies, they shape the spirit and who we will become”

- Frank Lloyd Wright

CREATE AN INVITING AND WELCOMING IMAGE

Provide facilities that are inviting, warm and welcoming. Continue to enhance St. Peter School’s identity in the neighborhood and make it a community resource.

FORM SPACES FOR LEARNING AND TEACHING

Provide high-quality spaces that create opportunities for interaction and community-building amongst students. The facilities maximize opportunities for learning and teaching in faith, knowledge, and loving-service.

ACCOMMODATE FOR GROWTH OF THE PARISHES

Provide extra classrooms and spaces to aid in academic growth and to support the continued growth in the parishes while maintaining an intimate community.

LEVERAGE FLEXIBLE SPACE

Provide larger and more multifunctional indoor space for the entire school community that will embrace the desire for interaction among students, teachers, and parents. Maintain adequate outdoor recreation and green spaces on the site.

MAINTAIN FINANCIAL AND FACILITY STEWARDSHIP

Provide a renewed, bright, and attractive facility that embodies responsible, financial and environmental stewardship. Maximize safety, security, accessibility, and visibility while reducing operating and maintenance expenses.



PROGRAM

| ADMINISTRATION | Existing | | | Master Plan | | | Rev. Date Program Notes | |
|-------------------------------------|----------|------|---------|-------------|------|---------|---------------------------|-----------------------------|
| Description | SF | Qty. | #People | SF | Qty. | #People | | |
| First Floor | | | | | | | | |
| Front Office | 260 | 1 | 1 | 505 | 1 | | | |
| Principal's Office | 215 | 1 | 3 | 360 | 1 | 4 | | |
| Nurse's Office / Clinic | 140 | 1 | | 185 | 1 | | | |
| Assistant to the Principal's Office | 170 | 1 | 3 | 150 | 1 | 3 | | |
| School Counselor Office | 200 | 1 | 3 | 150 | 1 | 3 | | |
| IT Office | 205 | 1 | 1 | 150 | 1 | 1 | | |
| Resource Office | 165 | 1 | 2 | 165 | 1 | 2 | | |
| Lower Level Open Office | 575 | | | 575 | 1 | | | Used as multi-purpose space |
| Records | | | | 130 | 1 | | | |
| Conference Room | | | | 260 | 1 | 8 | | |
| Workroom | | | | 135 | 1 | | | |
| | | | | | | | | |
| Second Floor | | | | | | | | |
| PE Office | | | | 175 | 1 | 1 | | |
| | | | | | | | | |
| Third Floor | | | | | | | | |
| Workroom including Staff Toilet | 335 | 1 | | 335 | 1 | | | |
| | | | | | | | | |
| SUB TOTALS | 2,265 | | | 3,275 | | | | |

| ASSEMBLY | <u>Existing</u> | | | <u>Master Plan</u> | | | | |
|----------------------------|-----------------|------|---------|--------------------|------|---------|-----------|--|
| Description | SF | Qty. | #People | SF | Qty. | #People | Rev. Date | Program Notes |
| First Floor | | | | | | | | |
| Multi-Purpose Room - Small | 1,430 | 1 | 145 | 940 | 1 | 45 | | |
| | | | | | | | | |
| Second Floor | | | | | | | | |
| Multi-Purpose Room - Large | | | | 5,020 | 1 | 700 | 2/6/2018 | Maximum full height open space as much as possible; Basketball court dimensions = 42' x 64'; Minimum 6' run off on all sides; Retractable stage at one end |
| Gym Storage | | | | 275 | 1 | | | |
| Gym Storage Closet | | | | 55 | 1 | | | |
| Library | 1,410 | 1 | | 1,410 | 1 | | | |
| | | | | | | | | |
| Third Floor | | | | | | | | |
| | | | | | | | | |
| SUB TOTALS | 2,840 | | | 7,700 | | | | |

PROGRAM

| CLASSROOMS Description | Existing | | | Master Plan | | | Rev. Date Program Notes | |
|-------------------------------------|----------|------|---------|-------------|------|---------|---------------------------|--|
| | SF | Qty. | #People | SF | Qty. | #People | | |
| First Floor | | | | | | | | |
| Classroom A | | | | 780 | 1 | 25 | | |
| Classroom B | | | | 750 | 1 | 25 | 2/6/2018 | Reduced to incorporate an in-classroom toilet room |
| Classroom C | | | | 770 | 1 | 25 | 2/6/2018 | Reduced to incorporate an in-classroom toilet room |
| | | | | | | | | |
| Second Floor | | | | | | | | |
| Pre-Kindergarten Classroom | 650 | 1 | 25 | 650 | 1 | 25 | | |
| Kindergarten Classroom | 795 | 1 | 25 | 795 | 1 | 25 | | |
| First Grade Classroom | 780 | 1 | 25 | 780 | 1 | 25 | | |
| Second Grade Classroom | 780 | 1 | 25 | 780 | 1 | 25 | | |
| Third Grade Classroom | 800 | 1 | 25 | 800 | 1 | 25 | | |
| Resource Room 1 | | | | 275 | 1 | 8-10 | 2/6/2018 | Reduced in size to allow for increase MP Room; |
| Resource Room 2 | | | | 220 | 1 | 5-8 | 2/6/2018 | Reduced in size to allow for increase MP Room; |
| | | | | | | | | |
| Third Floor | | | | | | | | |
| 8th Grade Homeroom / Math Classroom | 780 | 1 | 25 | 780 | 1 | 25 | | |
| 7th Grade Homeroom / English | 780 | 1 | 25 | 780 | 1 | 25 | | |
| 6th Grade Homeroom / SS, Rel, Latin | 800 | 1 | 25 | 800 | 1 | 25 | | |
| 5th Grade Classroom | 625 | 1 | 25 | 625 | 1 | 25 | | |
| Science Classroom | 770 | 1 | 25 | 770 | 1 | 25 | | |
| 4th Grade Classroom | 755 | 1 | 25 | 755 | 1 | 25 | | |
| Art & Music Classroom | 650 | 1 | 25 | 650 | 1 | 25 | | |
| Resource Room 1 | | | | 275 | 1 | 8-10 | 2/6/2018 | Reduced in size to allow for increase MP Room; |
| Resource Room 2 | | | | 220 | 1 | 5-8 | 2/6/2018 | Reduced in size to allow for increase MP Room; |
| | | | | | | | | |
| SUB TOTALS | 8,965 | | | 12,255 | | | | |

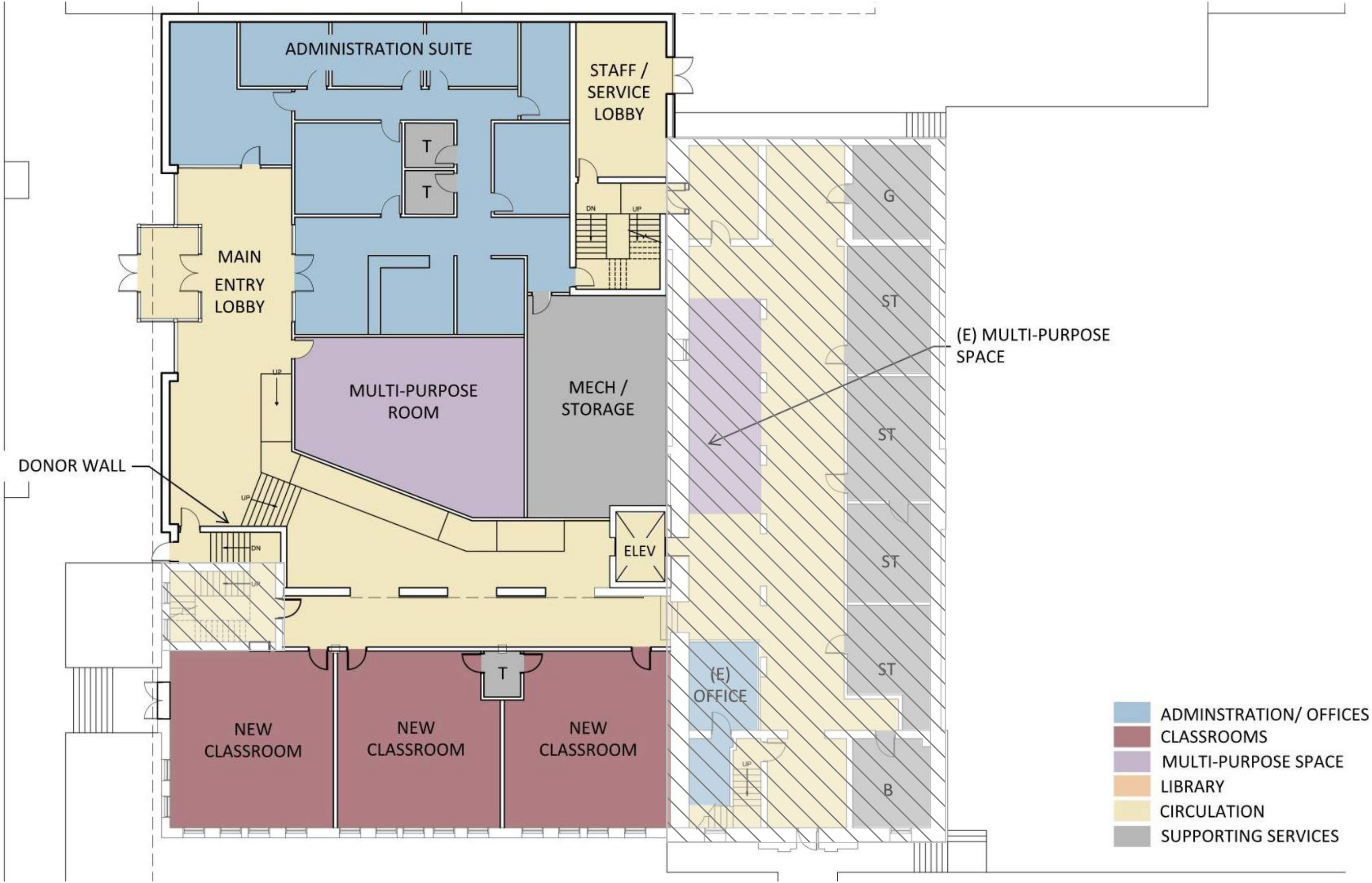
PROGRAM

| SUPPORT / ACCESSIBILITY Description | Existing | | | Master Plan | | | Rev. Date Program Notes | |
|--|----------|------|---------|-------------|------|---------|---------------------------|--|
| | SF | Qty. | #People | SF | Qty. | #People | | |
| First Floor | | | | | | | | |
| Girls Bathroom - 1st Floor | 195 | 1 | | 195 | 1 | | | |
| Boys Bathroom - 1st Floor | 185 | 1 | | 185 | 1 | | | |
| Storage | 1,025 | 1 | | 1025 | 1 | | | |
| Mechanical Room / Boiler | 455 | 1 | | 750 | 1 | | | |
| Staff Toilets | | | | 60 | 2 | | | |
| Elevator & Elevator Vestibule | | | | 200 | 1 | | | |
| Elevator Machine Room | | | | 75 | 1 | | | |
| Kindergarten Toilets | | | | 45 | 1 | | 2/6/2018 | |
| | | | | | | | | |
| Second Floor | | | | | | | | |
| Girls Bathroom - 2nd Floor | | | | 125 | 1 | | 2/6/2018 | |
| Boys Bathroom - 2nd Floor | 175 | 1 | | 125 | 1 | | 2/6/2018 | |
| Elevator & Elevator Vestibule | | | | 200 | 1 | | | |
| | | | | | | | | |
| Third Floor | | | | | | | | |
| Girls Bathroom - 2nd Floor | 175 | 1 | | 125 | 1 | | 2/6/2018 | |
| Boys Bathroom - 2nd Floor | | | | 125 | 1 | | 2/6/2018 | |
| Elevator & Elevator Vestibule | | | | 200 | 1 | | | |
| Storage | | | | 535 | 1 | | 2/6/2018 | |
| Storage Closet | | | | 90 | 1 | | 2/6/2018 | |
| | | | | | | | | |
| Roof | | | | | | | | |
| Elevator & Elevator Vestibule | | | | 200 | 1 | | | |
| Storage | | | | 500 | 1 | | | |
| SUB TOTALS | 2,210 | | | 4,820 | | | | |

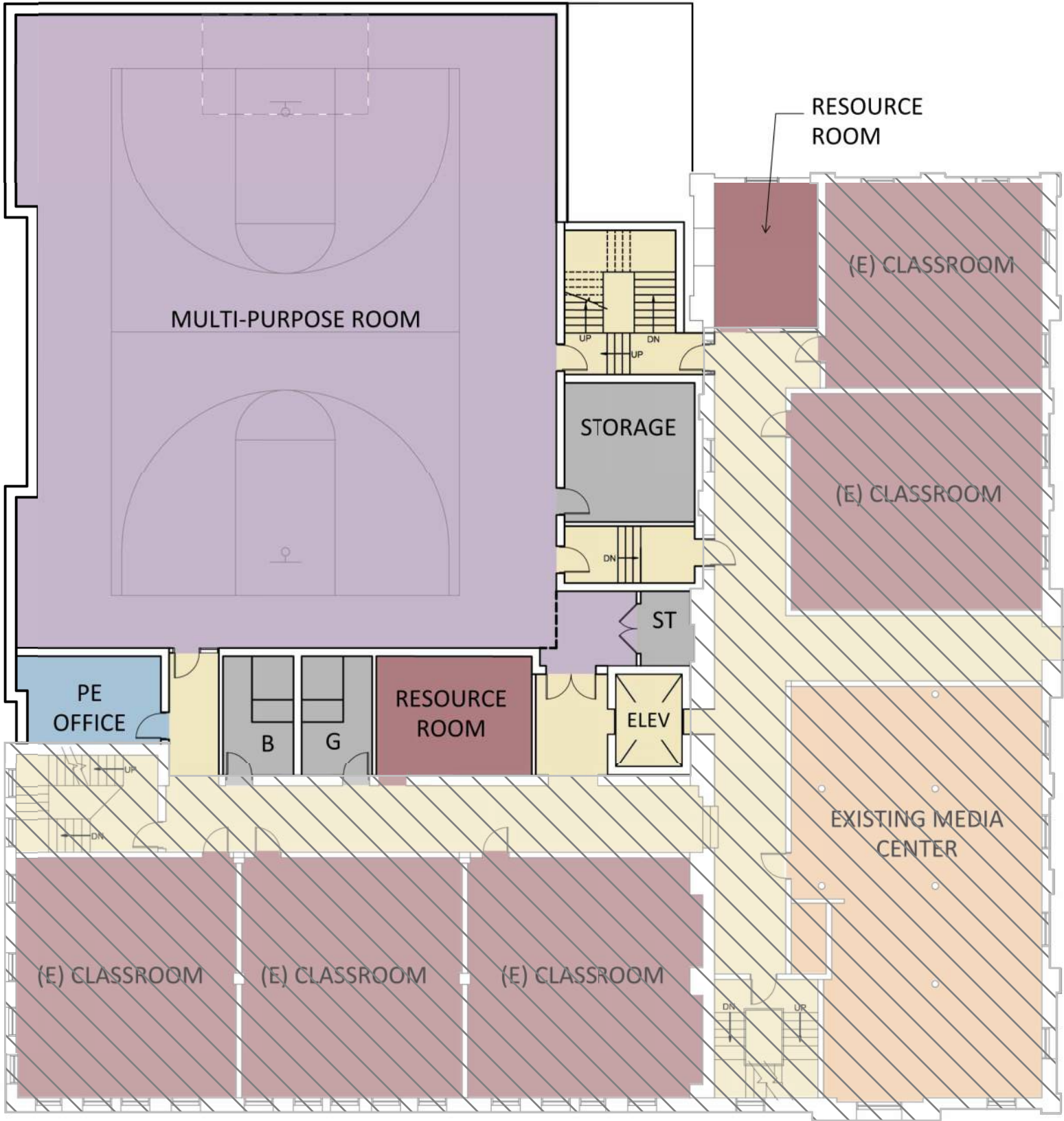
| CIRCULATION Description | Existing | | | Master Plan | | | Rev. Date Program Notes | |
|-------------------------------|----------|------|---------|-------------|------|---------|-------------------------|--|
| | SF | Qty. | #People | SF | Qty. | #People | | |
| Circulation, Walls, Structure | 10,450 | | | 16,705 | | | | |
| SUB TOTALS | 10,450 | | | 16,705 | | | | |

| SCHOOL TOTAL SUMMARY | Existing | Master Plan | Rev. Date | Program Notes |
|----------------------|------------------|------------------|-----------|---------------|
| | Square Feet (SF) | Square Feet (SF) | | |
| TOTALS | 26,730 | 44,755 | | |

FIRST FLOOR
SCALE 1/16" = 1'-0"

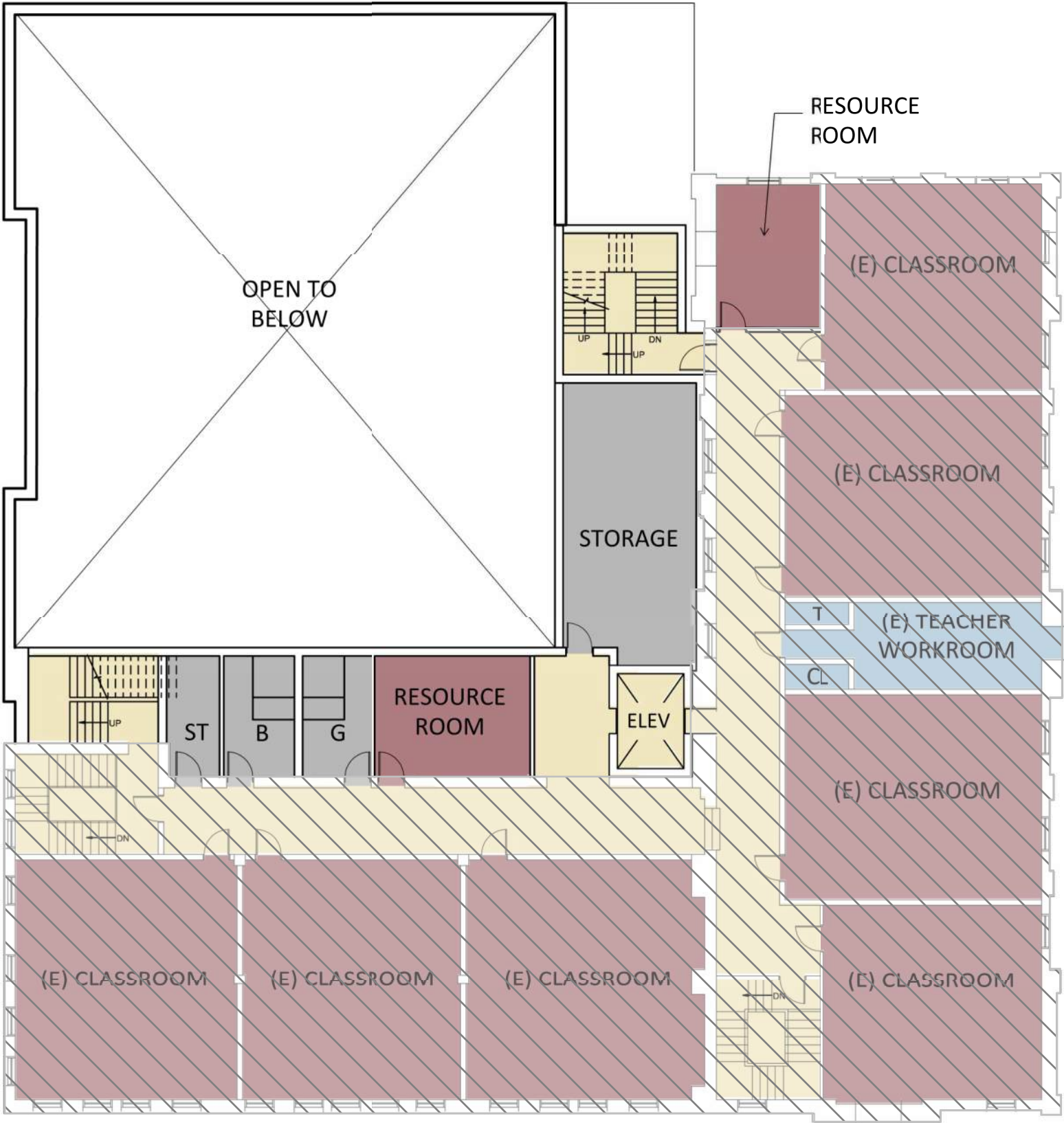


SECOND FLOOR PLAN SCALE 1/16" = 1'-0"

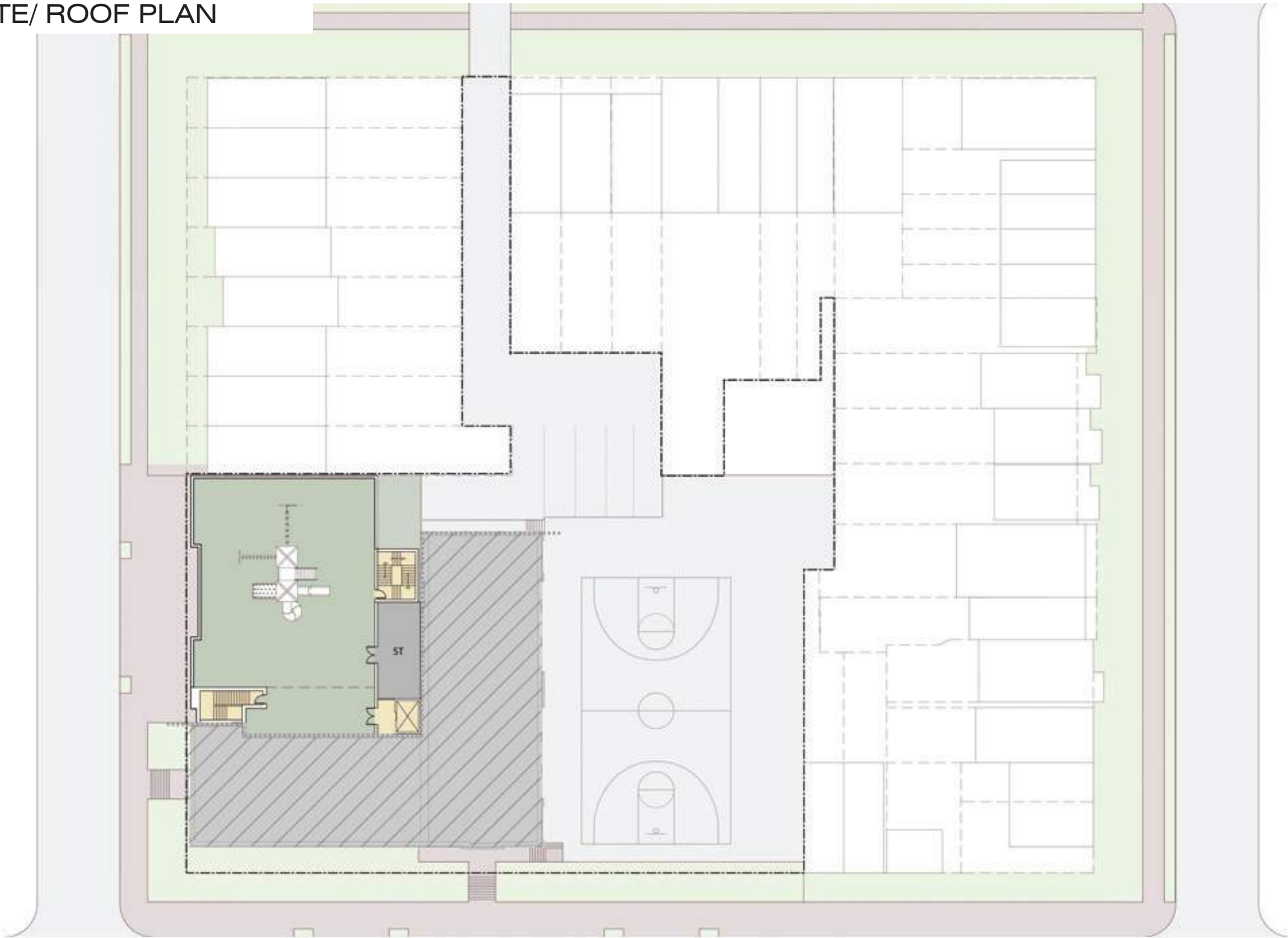


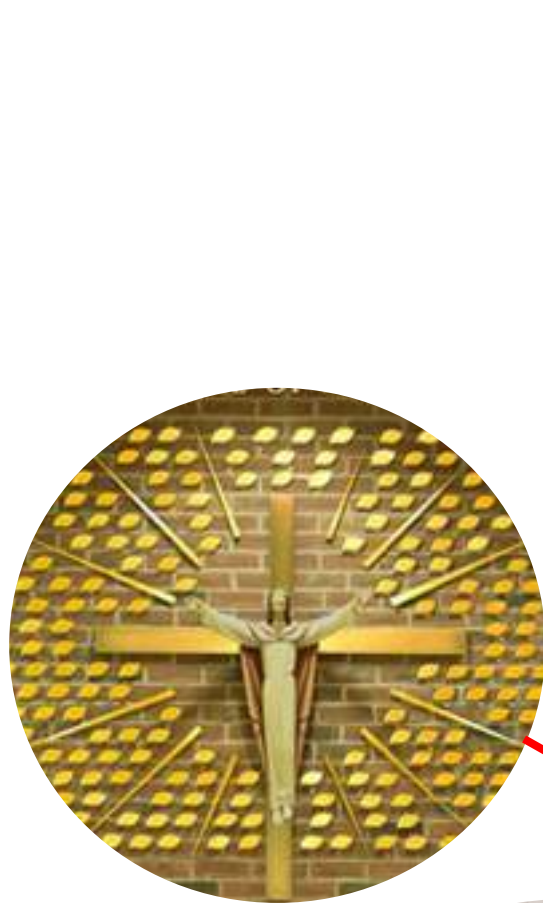
- ADMINISTRATION/ OFFICES
- CLASSROOMS
- MULTI-PURPOSE SPACE
- LIBRARY
- CIRCULATION
- SUPPORTING SERVICES

THIRD FLOOR PLAN
SCALE 1/16" = 1'-0"



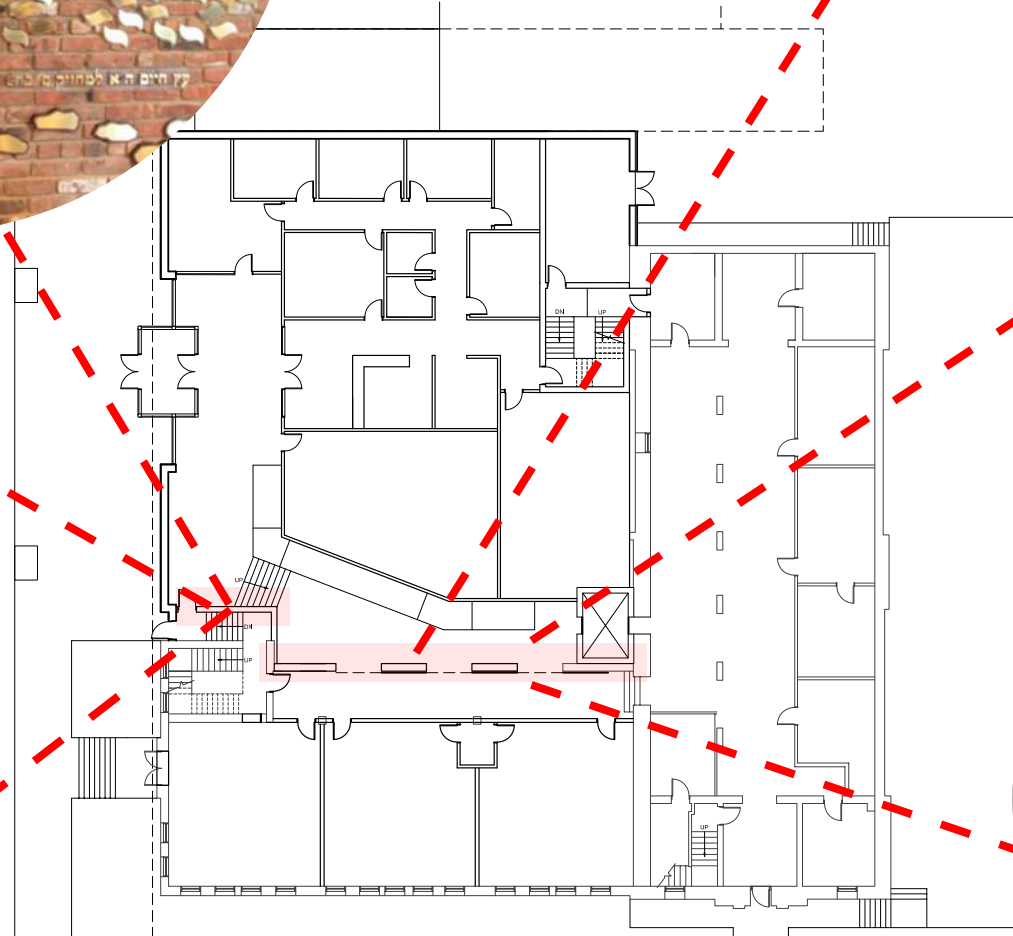
OVERALL SITE/ ROOF PLAN
NTS

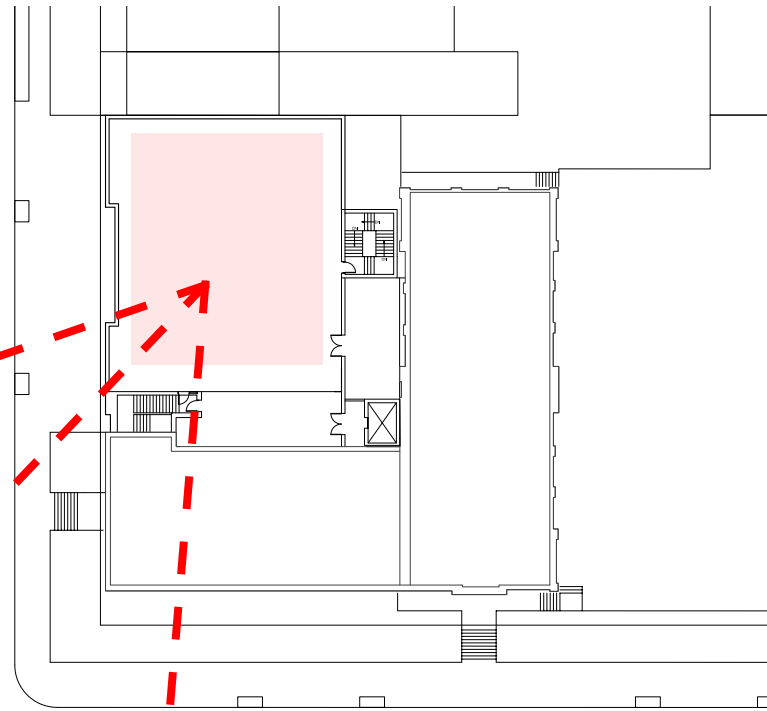




DONOR WALL

SLIDING
TACK BOARD

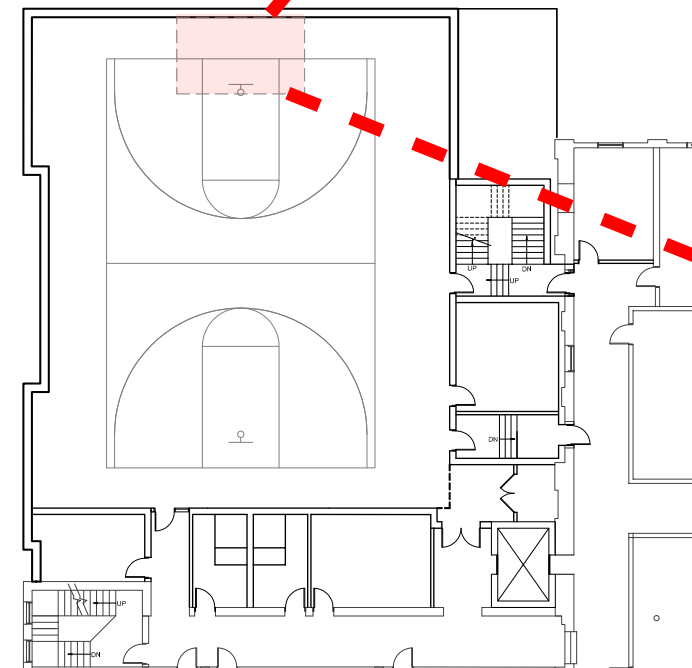




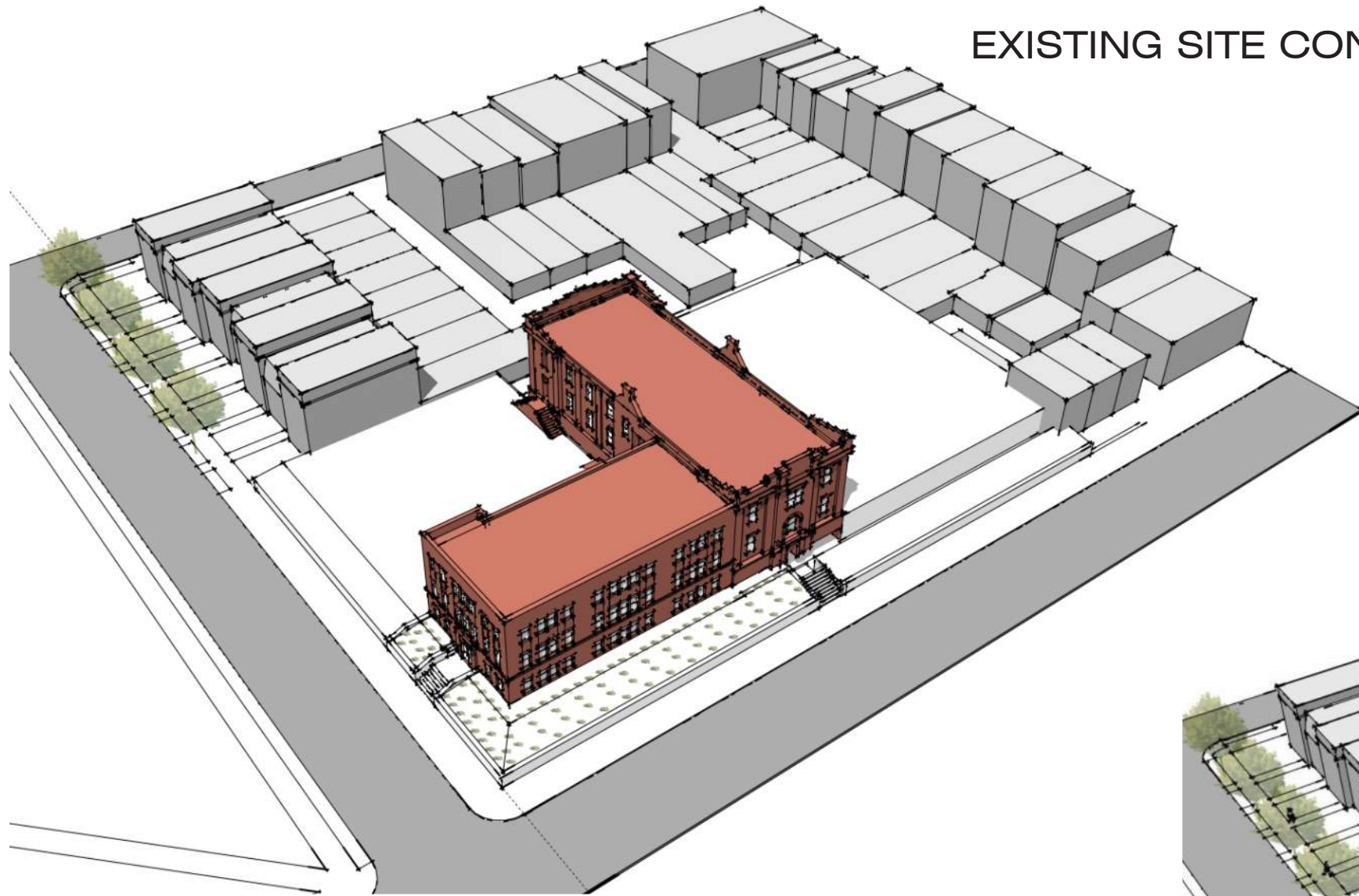
RETRACTABLE
STAGE



ROOFTOP
PLAYSPACE



EXISTING SITE CONDITION



OVERALL MASSING OF ADDITION



EXISTING SITE CONDITION



OVERALL MASSING OF ADDITION



AERIAL VIEW



ST PETER SCHOOL 422 THIRD STREET, SE - WASHINGTON, DC

VIEW FROM 3RD ST LOOKING SOUTH



VIEW FROM CORNER OF 3RD AND E ST LOOKING NORTH

