

Reimagining Housing Options for the Sisters Elementary School Site

Winter 2023
Sisters

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COLLEGE OF DESIGN

Acknowledgements

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Michael Preedin, Mayor, City of Sisters

This report represents original student work and recommendations prepared by students in the University of Oregon's Sustainable City Year Program for the City of Sisters. Text and images contained in this report may not be used without permission from the University of Oregon.

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About SCI

The Sustainable Cities Institute (SCI) is an applied think tank focusing on sustainability and cities through applied research, teaching, and community partnerships. We work across disciplines that match the complexity of cities to address sustainability challenges, from regional planning to building design and from enhancing engagement of diverse communities to understanding the impacts on municipal budgets from disruptive technologies and many issues in between.

SCI focuses on sustainability-based research and teaching opportunities through two primary efforts:

1. Our Sustainable City Year Program (SCYP), a massively scaled university-community partnership program that matches the resources of the University with one Oregon community each year to help advance that community's sustainability goals; and

2. Our Urbanism Next Center, which focuses on how autonomous vehicles, e-commerce, and the sharing economy will impact the form and function of cities.

In all cases, we share our expertise and experiences with scholars, policymakers, community leaders, and project partners. We further extend our impact via an annual Expert-in-Residence Program, SCI China visiting scholars program, study abroad course on redesigning cities for people on bicycle, and through our co-leadership of the Educational Partnerships for Innovation in Communities Network (EPIC-N), which is transferring SCYP to universities and communities across the globe. Our work connects student passion, faculty experience, and community needs to produce innovative, tangible solutions for the creation of a sustainable society.

About SCYP

The Sustainable City Year Program (SCYP) is a yearlong partnership between SCI and a partner in Oregon, in which students and faculty in courses from across the university collaborate with a public entity on sustainability and livability projects. SCYP faculty and students work in collaboration with staff from the partner agency through a variety of studio projects and service-learning courses to

provide students with real-world projects to investigate. Students bring energy, enthusiasm, and innovative approaches to difficult, persistent problems. SCYP's primary value derives from collaborations that result in on-the-ground impact and expanded conversations for a community ready to transition to a more sustainable and livable future.

About City of Sisters

Located at the foot of the Cascade Mountains in Central Oregon, the City of Sisters offers beautiful natural surroundings, a variety of year-round recreational opportunities, and a vibrant local economy.



Sisters was a place where Paiute, Warm Springs, and Wasco peoples stopped during movement across central Oregon. The name of Whychus Creek, a tributary that runs through town and joins the Deschutes River just beyond the city limits, comes from a Sahaptin phrase, “The Place We Cross the Water.” Sisters became a way station and became accessible once roads were constructed through McKenzie Pass and Santiam Pass in the Cascade Mountain Range. In the early twentieth century, Sisters was a center for sheep and cattle ranching and later became a focus for the timber industry, with numerous mills surrounding Sisters and even a mill in town.

The townsite of Sisters was platted in 1901, although the town was not incorporated until 1946. The original townsite for the City was six blocks in size, circumscribed by Adams Street on the north, Larch Street on the east, Cascade Street on the south, and Elm Street on the west, which represents the downtown core of the City of Sisters north of Cascade Avenue today.

With Sisters’ strategic location as the “Gateway to the Cascades,” major industries have included sheepherding, cattle ranching, timber production, and provision of goods and services for travelers. Sisters has capitalized on

accommodating visitors, initially serving the transient tradesmen that traveled through central Oregon.

Many people know Sisters for its Western frontier design theme that derives architectural inspiration from the town's beginnings in the 1880s. However, Sisters did not always look this way. When Brooks Resources developed Black Butte Ranch, a resort community eight miles west of Sisters, it envisioned a plan to help the Sisters downtown core reinvent itself. In coordination with the City Council, Brooks Resources offered loans, forgivable after 10 years, to businesses who built with a Western theme. From this idea, the City

developed a strong identity that helped attract people to Sisters as a tourism destination. The economy strengthened, the population returned, and in 1992, the Sisters School District reopened its high school after 25 years of sending students to Redmond High School.

The 2021 population in Sisters totaled 3,475 residents, a result of the population doubling every decade since the 1990s. Sisters continues to serve as a gateway to the central Oregon region while also being known for local attractions including Hoodoo Ski Area and prominent community events such as the Sisters Rodeo, the Sisters Outdoor Quilt Show, and the Sisters Folk Festival.

Course Participants

Master of Architecture

Elisia Alampi
Ankita Manandhar
Andrew Miller
Erin Ulcickas

Bachelor of Architecture

Esme Alexander-Jaffe
Aracely Barajassilva
Vy Bui
Kyle Cadavona
Bella Creado
Jeremy Krementz
Madison Merwine
Seunghyeon Park
Ervin Taylor
Melanie Franco Zavala

Executive Summary

University of Oregon Architecture students proposed site designs and adaptive reuse ideas for the existing Sisters Elementary School and outdoor recreational uses and affordable housing.

Student housing proposals fell into four main categories:

- 1) Housing on top of the school
- 2) Housing on the west side of the site
- 3) Housing in groups of clusters
- 4) Housing as larger volumes

Students worked together and independently to improve the quality of life and community in Sisters, Oregon, through design. Students focused on creating spaces for future residents that would serve a range of family sizes and types. Students also proposed outdoor spaces that are designed to serve the community in a variety of ways, mostly through recreational activities such as sports. Proposed designs considered the future Highway 20 roundabout that will be built adjacent to the site, which will slow traffic down as it travels through the central part of Sisters. Students also proposed site layouts that will better accommodate pedestrians and bicyclists as they travel through and around the site.

To formulate their designs, students started with case studies, diagrams, and process models. They also completed a detailed site analysis, which included a field trip to the site and the city of Sisters. This helped the students visualize and understand the site, the community, and the community's needs. Students also researched relevant demographics within Sisters, Oregon, including the school district since their project focus included adaptive reuse of the current elementary school and affordable housing for existing and incoming teachers.

Every student designed distinct details within their designs, such as splash pads, a community amphitheater, gardens, and unique connections from the proposed housing to the community spaces. Students strived to reflect the current culture of the community in their designs while adding to the existing beauty of Sisters, Oregon. This report summarizes the three different housing approaches while highlighting details within some of the designs for the affordable housing, adaptive reuse and site design in Sisters, Oregon.

Introduction

As the city of Sisters continues to grow, affordable housing is becoming an increasingly urgent issue.



Figure 1: Sisters Elementary School
Photo: Megan Banks

According to [niche.com](https://www.niche.com), the public school system in Sisters, Oregon, is ranked #13 out of 159 in Oregon. However, the school district is struggling to hire and retain teachers and staff due to minimal affordable housing in Sisters. With the recent passage of a school bond measure, the school district is building a new elementary school and is seeking

adaptive reuse ideas for its existing school. Architecture students developed proposals for the adaptive reuse of the existing elementary school, adding affordable housing and redesigning the site to create a strong center for the community that will include outdoor and indoor recreational facilities. Students considered the future Highway 20 roundabout in their site proposals.

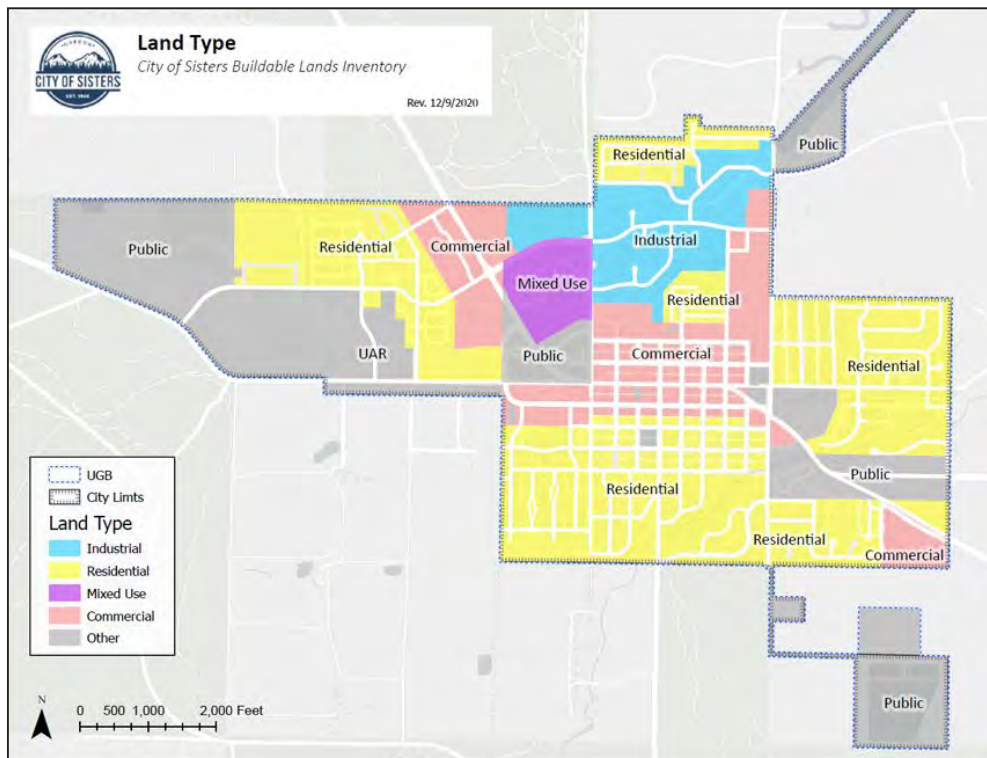


Figure 3: City of Sisters land types (Source: City of Sisters Buildable Lands Inventory; <https://www.codepublishing.com/OR/Sisters/#!/SistersDevCode02/SistersDevCode0202.html#2.2>)

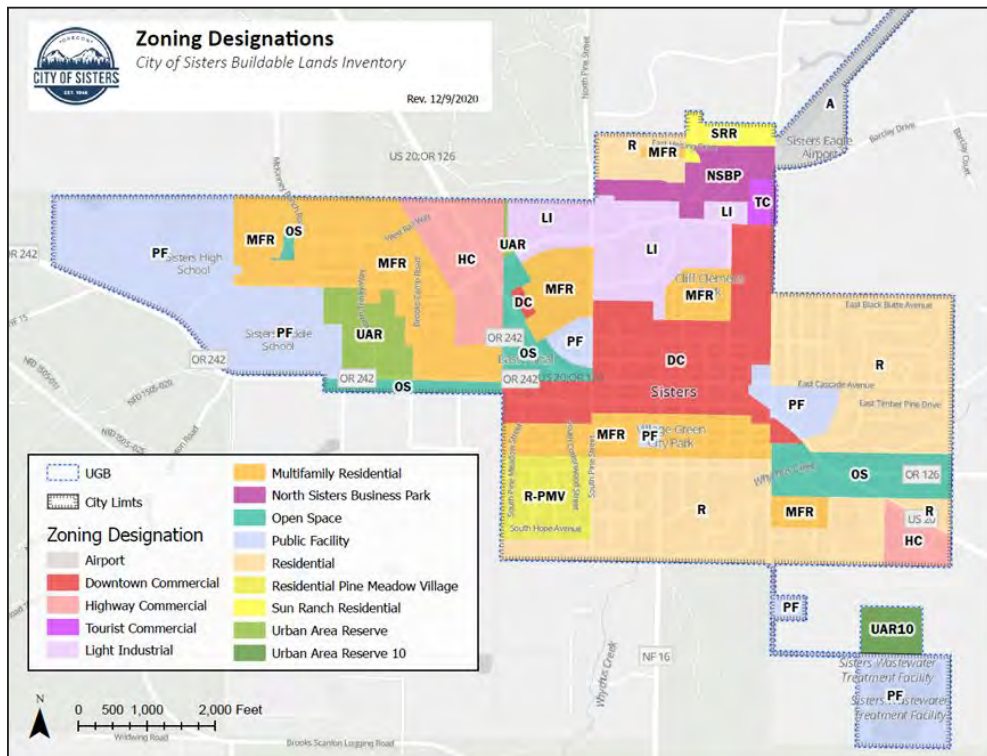
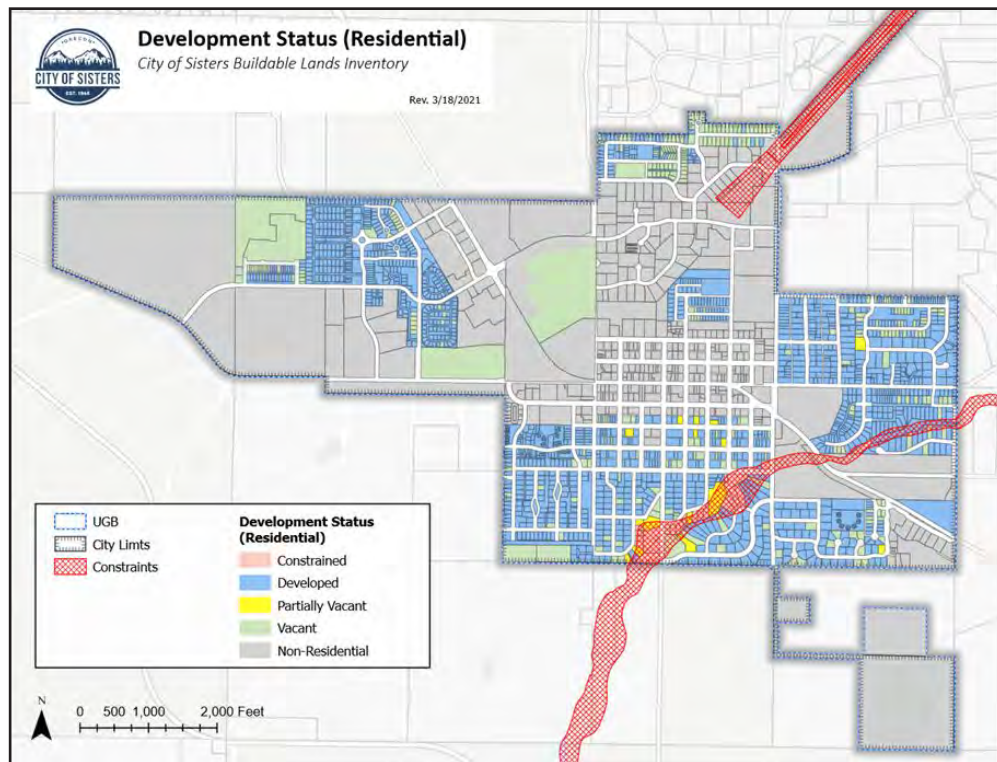


Figure 4: City of Sisters zoning designations (Source: City of Sisters Buildable Lands Inventory; https://www.ci.sisters.or.us/sites/default/files/fileattachments/community_development/page/12381/2020_sisters_bli_revised_032221.pdf)

Figure 5: City of Sisters residential lands development status (Source: City of Sisters Buildable Lands Inventory; https://www.ci.sisters.or.us/sites/default/files/fileattachments/community_development/page/12381/2020_sisters_bli_revised_032221.pdf)



Students analyzed traffic patterns, including high and low traffic areas, and speed limits on nearby streets. Students also determined whether additional

parking for residential or recreational purposes might be needed. Bicycle routes and other non-vehicle routes were also identified.

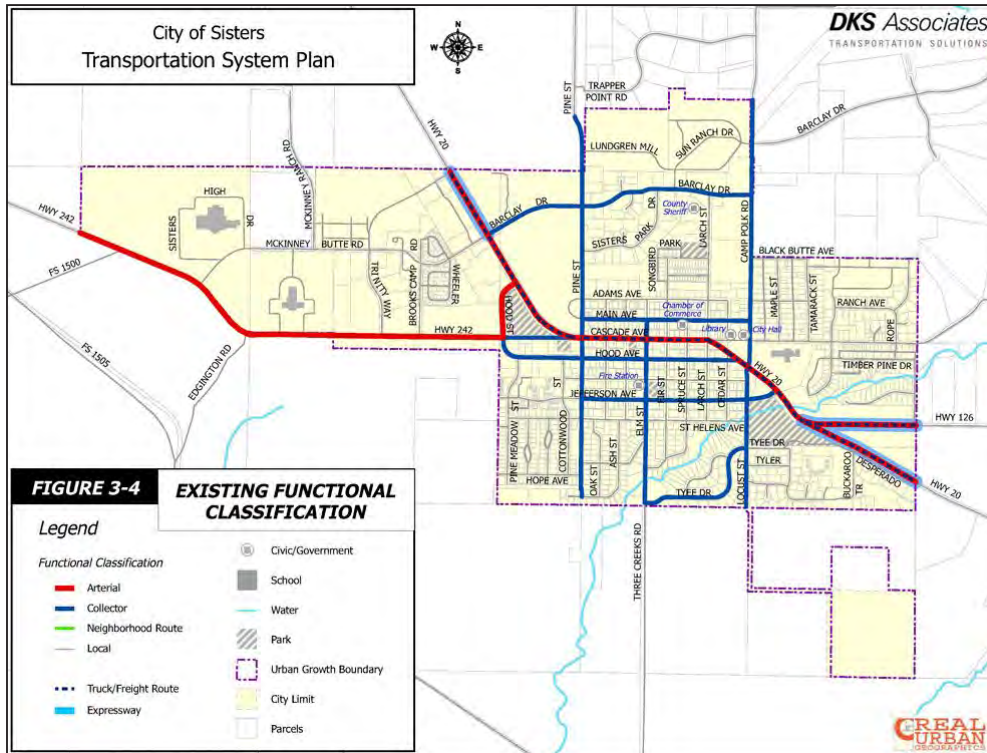


Figure 6: City of Sisters existing street functional classification map (Source: City of Sisters Transportation System Plan)

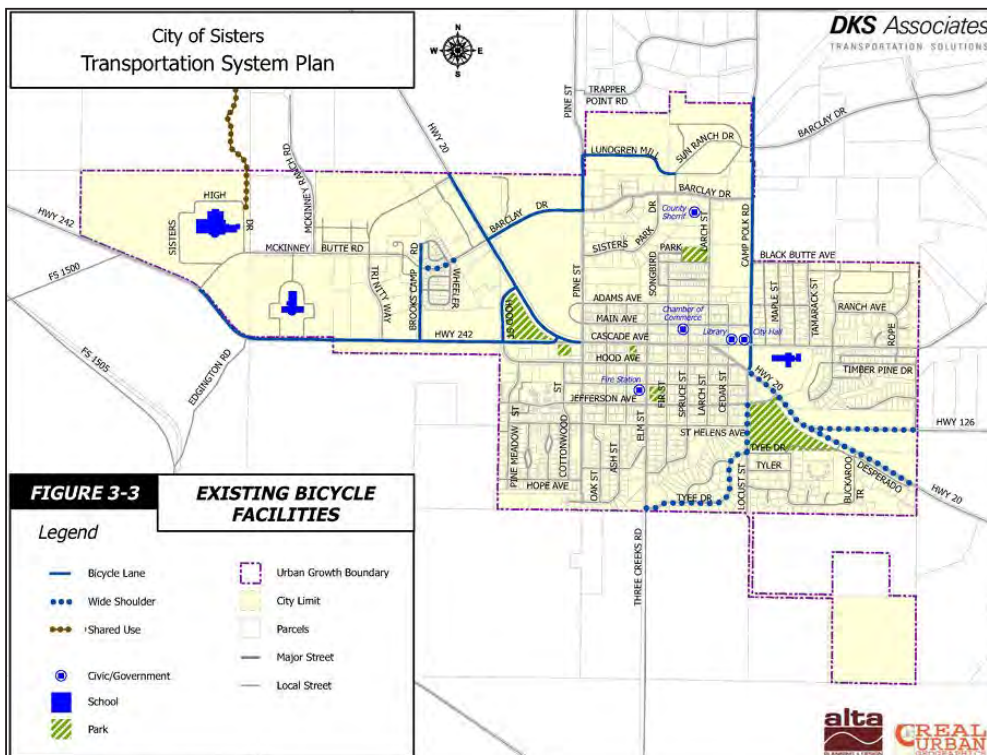


Figure 7: City of Sisters existing bicycle facilities (Source: City of Sisters Transportation System Plan)

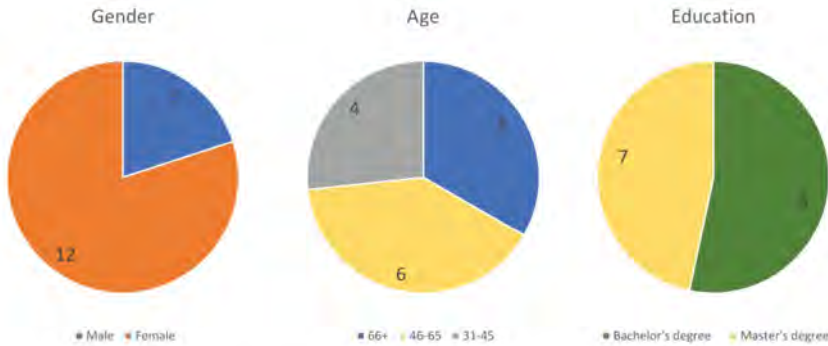
City Findings

Students reviewed Sisters’ demographic data, including age and income, to help them understand the City’s general

affluence and potential interest areas (pickleball, team sports, walkability, etc.).

Sisters Parks and Recreation District Needs Assessment Focus Group Participants Data

Figure 8: Sisters Parks and Recreation District Needs Assessment focus group participant demographics (Source: Sisters Parks and Recreation District Needs Assessment, July 2022)



Ethnicity—All Participants were White/Caucasian

* Note—Three participants did not fill out the demographic’s questionnaire

Figure 9: Idea Generating Survey Results for the Future of the Sisters Elementary School (Source: Sisters Parks and Recreation District Survey; graphic by Madison Merwine)

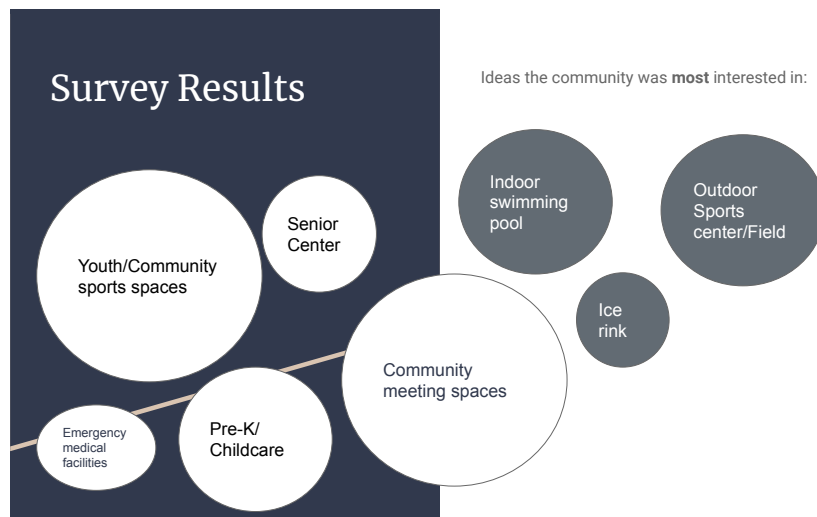
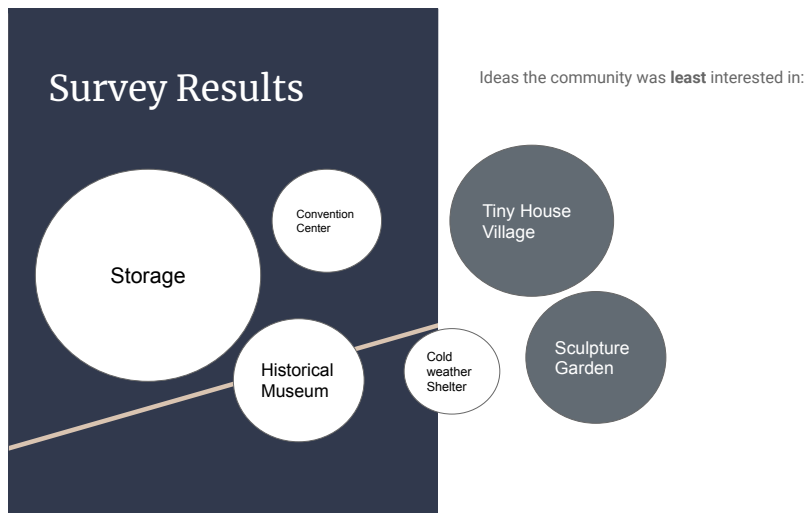


Figure 10: Idea Generating Survey Results for the Future of the Sisters Elementary School (Source: Sisters Parks and Recreation District Survey; graphic by Madison Merwine)



Students also reviewed regional incomes and teaching salaries in Sisters, Oregon.



Figure 11: Sisters School staff and teachers' salaries as % of AMI

Median Income			
Overall Household		Teachers	Staff
2010-2014	2015-2019	2022	
\$55,760	\$71,656	\$ 57,100	\$ 43,750

Figure 12: Sisters median income data

	Median House Price	Teachers' Median Income	Housing Cost-to-Income Ratio for Teachers	School Staff Median Income	Housing Cost-to-Income Ratio for Staff
Sisters	\$858,500	\$57,100	15	\$43,750	20

Figure 13: Housing cost-to-income ratio in Sisters

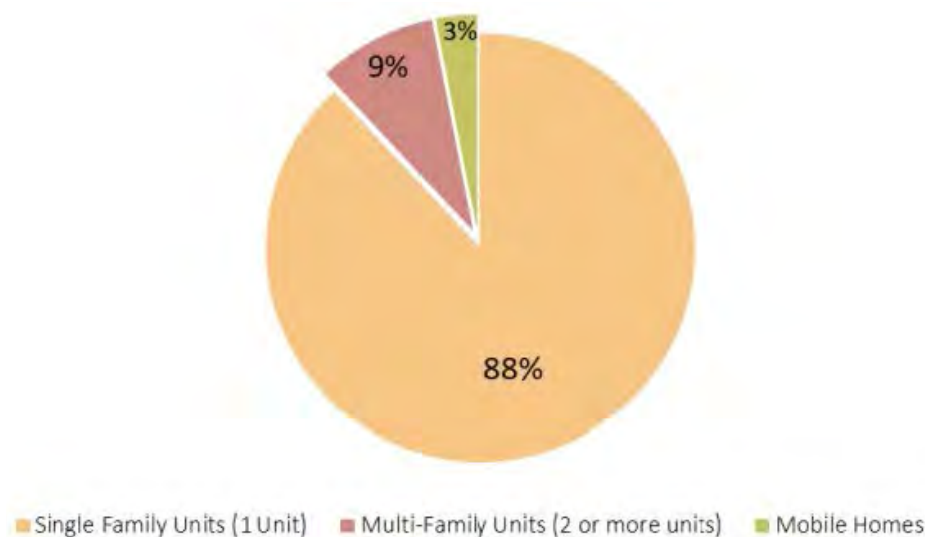


Figure 14: Housing units by structure in Sisters

About the Site

With a 2021 population of 3,081 residents inside the City (U.S. Census), and 10,000 in the school district (<http://ssd6.org/>, n.d.), the city of Sisters is relatively small.

The entire City can be driven through in a matter of minutes, with West Cascade Avenue bisecting the City.

Figure 15: View of the Sisters mountains (Source: City of Sisters)



Named after the Three Sisters, the three mountains visible from the City, Sisters experiences typical mountain weather. The hottest month, July, averages a high of 84 degrees while the coldest month is December, which averages 40 degrees.

The City experiences an average of 32 inches of snow per year. (Fast Facts about Sisters, Oregon) With its wide range of outdoor activities, Sisters attracts tourists year-round.

Figure 16: City of Sisters mural (Source: City of Sisters)



Site Difficulties

Students responded to a variety of constraints in their designs, such as:

- Future Oregon Department of Transportation Highway 20 roundabout: reduces the amount of school district property available to design
- Soil inconsistencies: The east side of the site contains soggy soil. To minimize

this constraint, some students placed housing away from this area

- Noise and safety concerns on the west and south sections of the site
- Parking and parking flow: Parking and parking flow for the proposed housing challenged entrance placement and paving arrangement

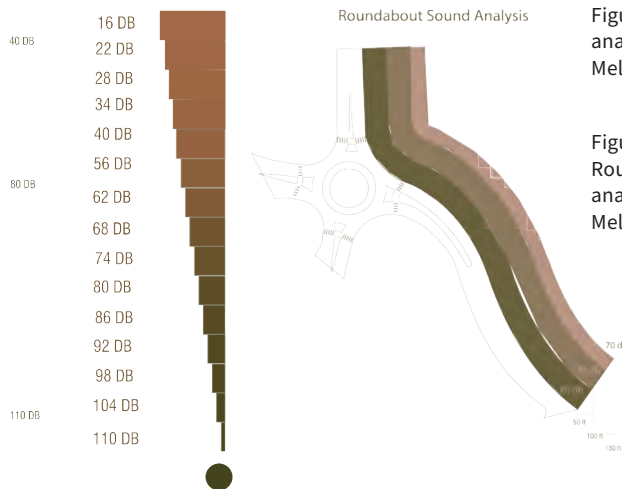
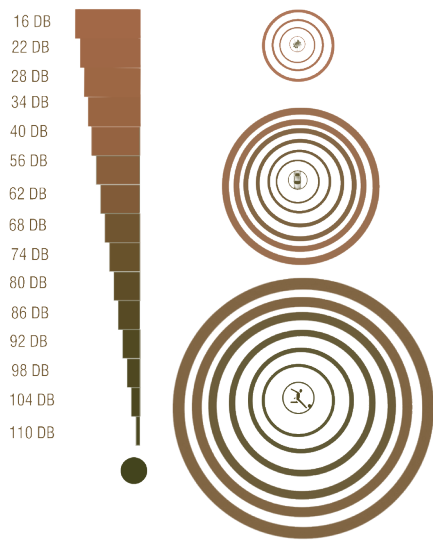


Figure 17a (left): Sound analysis (Source: Melanie Franco Zavala)

Figure 17b (right): Roundabout sound analysis (Source: Melanie Franco Zavala)

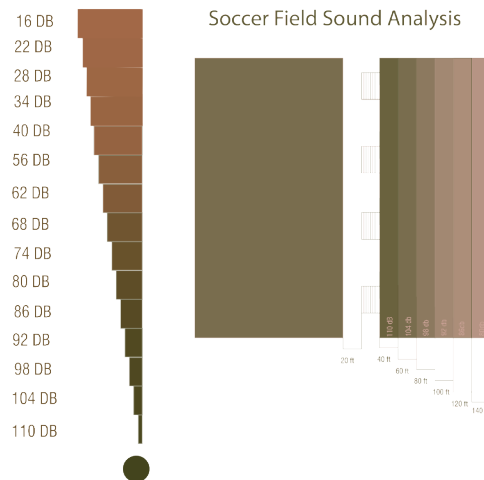
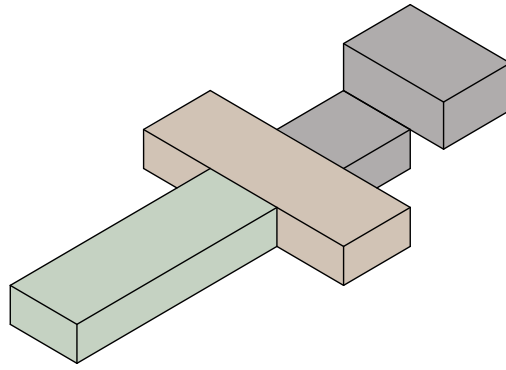


Figure 17c: Soccer field sound analysis (Source: Melanie Franco Zavala)

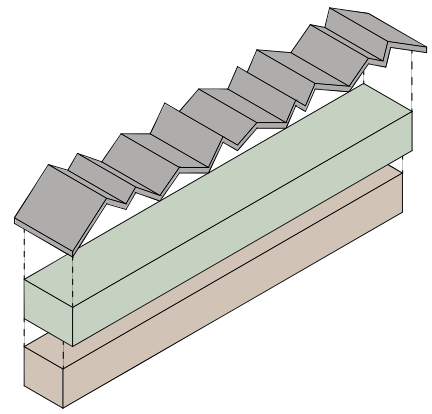
About the Site

Figure 18: Diagramming of school remodel, housing and site organization (Source: Andrew Tesmacher)



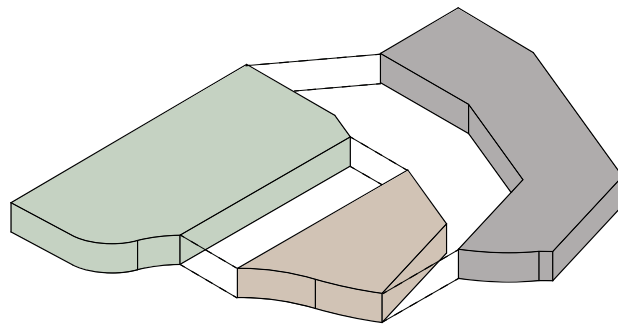
School Remodel Diagram

Daycare Community Gym



Housing Organization Diagram

Lower Upper Roof



Site Organization Diagram

Community Field Housing

In order to move through the complexities on the site, students created a series of “zones” to inform their layout and respond to the site’s constraints. Formulating a series of solutions based on their design

focus, students planned their project on the movement and experience of the users as a means to inform the functionality of their ideas.

Site solutions

The students split into three groups based on the similarities within their designs: the “west side” group, the “clusters” group, and the “build on top of school” group.

West Side

Students placed and designed housing on the west side of the site, and created a border of housing that enclosed a true “center of the community.”

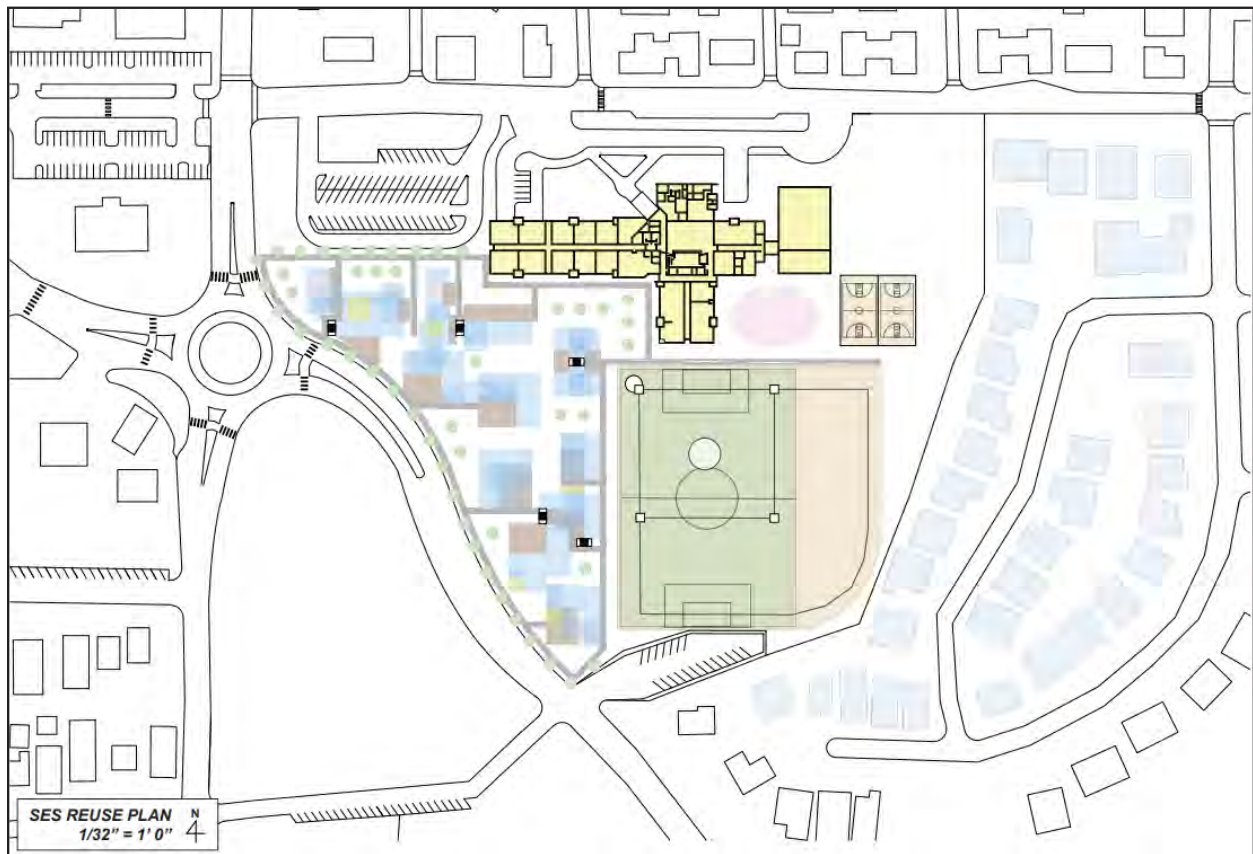


Figure 19: Site plan by Seunghyeon Park



Figure 20: Site plan by
Melanie Franco Zavala

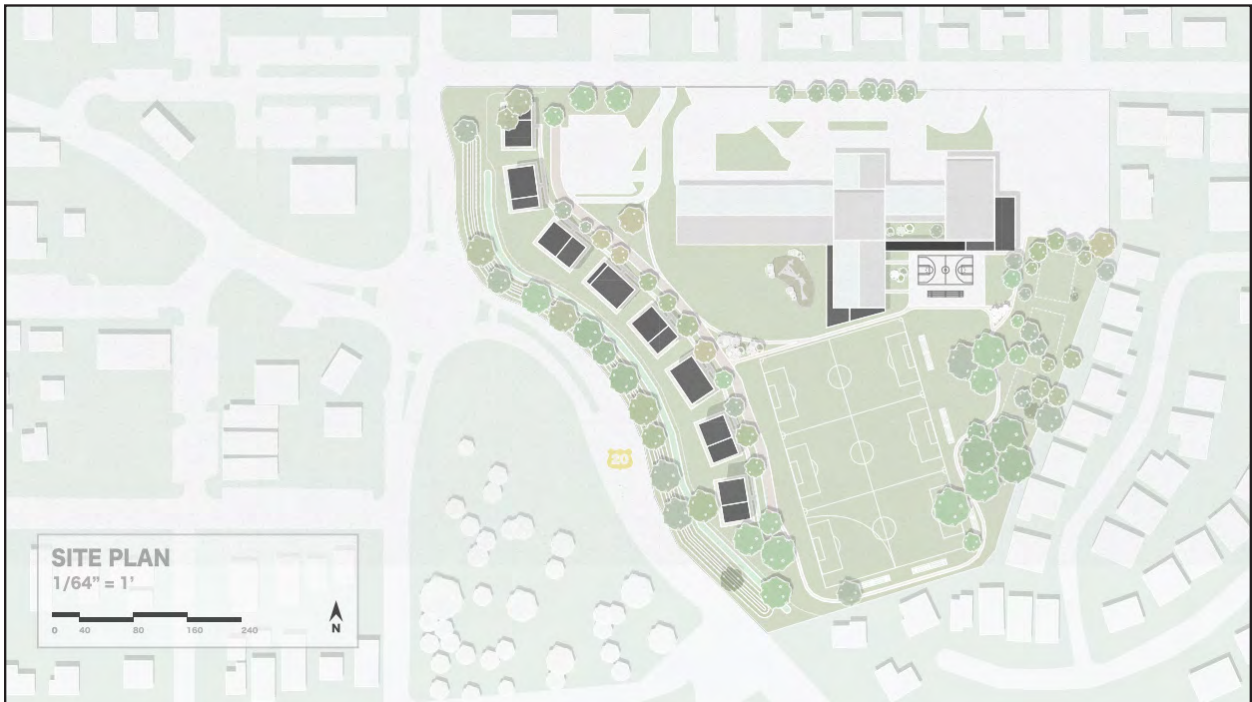


Figure 21: Site plan by
Jeremy Kremetz

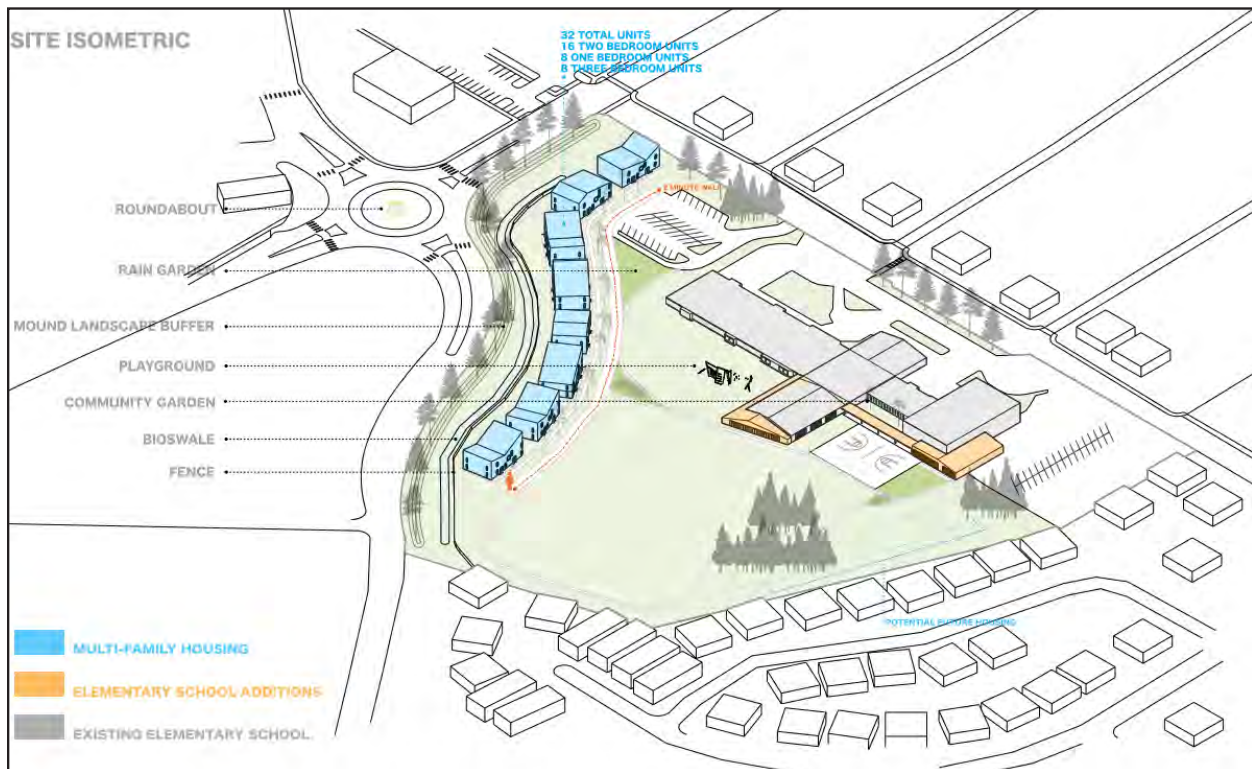


Figure 22: Site isometric by Jeremy Kremetz

Clusters

Students from the clusters group designed groupings of freestanding housing mostly on the southeast area of the site. This design location allowed the housing to

be placed next to the existing residential structures, leaving the remaining middle and west sides for recreational activities.



Figure 23: Site plan by Ervin Taylor



Figure 24: Site plan by Esme Alexander-Jaffe



Figure 25: Axonometric View Site Plan by Bella Creado

Build on top of school

This group of students chose to build on top of the existing elementary school to take advantage of the adaptive reuse potential of this project. This group was

very efficient with their space as it allows the rest of the site to be available for recreational activities and/or additional housing units.

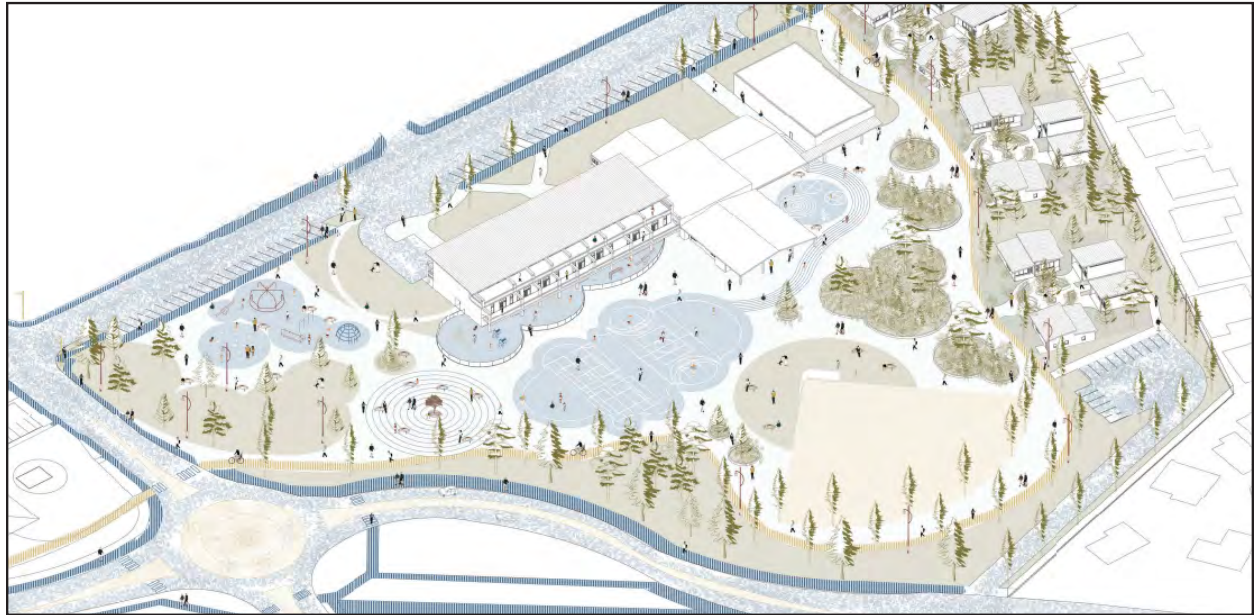


Figure 26: Site isometric by Madison Merwine



Figure 27: Site plan by Madison Merwine



Figure 28: Site isometric
by Erin Ulcickas

Housing as Larger Volumes

A small handful of students looked to three story multi-family housing models that add a level of density to the site. These proposals allow for more units and cost savings, leading to more options and

greater affordability. These projects also intentionally integrate open space and indoor-outdoor recreation to create a welcoming mix of uses for residents and visitors.



Figure 29: Site perspectives by Erin Ulcickas



Figure 30: Site section
by Vy Bui



Approaches to Affordable Housing

The “Missing Middle Housing” ideology, which consists of multi-family or clustered housing types used in scale with transitional neighborhoods, was used to design affordable teacher housing. Students focused on three forms of housing, the apartment, duplex, and quadplex. Students then emphasized their choice of units to reflect which scale of housing would be appropriate to accommodate the residents’ needs.

Scale and housing options ranged from more condensed apartments to larger townhomes.

The choice of housing was chosen to provide the most workforce, specifically teachers, housing possible. Proposals varied from additional housing for more staff to more open space to allow for future expansion. The number of proposed housing units ranged from 26-130 units.

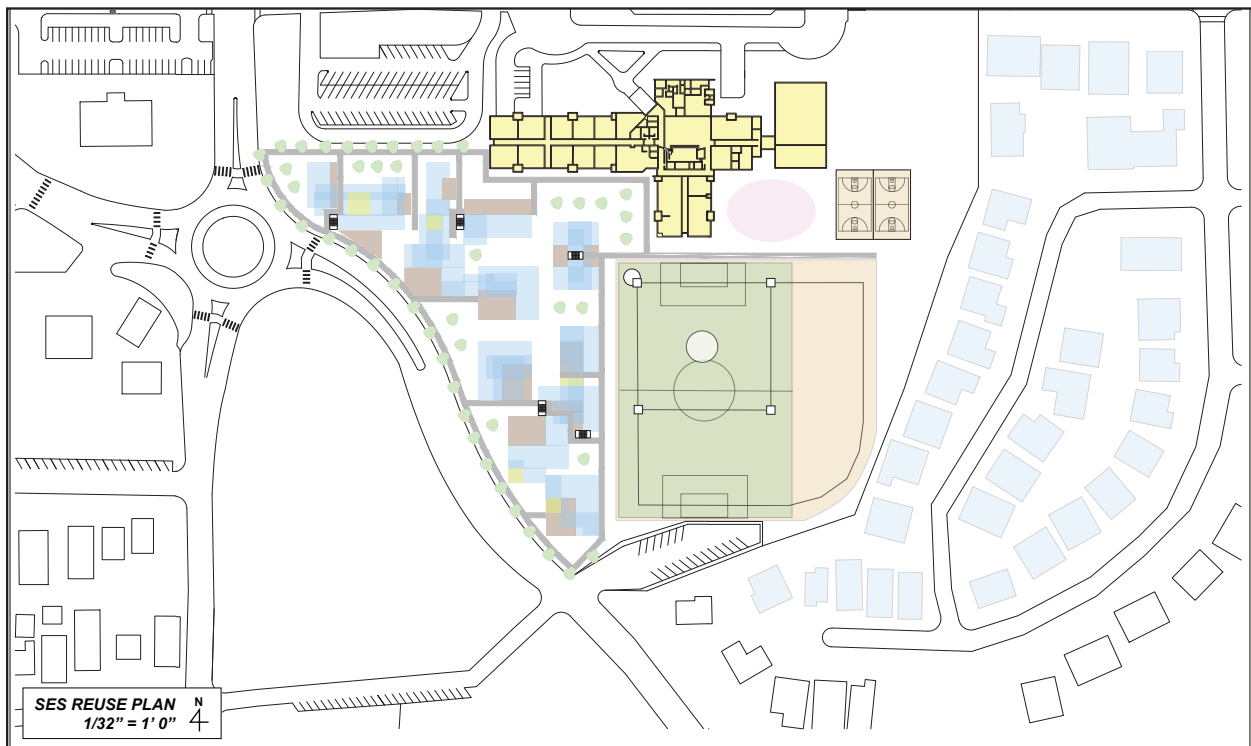


Figure 31: Site plan by Seunghyeon Park



Figure 32: Housing Site plan by Ervin Taylor

Figure 33 (left): Site section by Erin Ulcickas



Figure 34 (center): Housing site perspective by Erin Ulcickas



Figure 35 (right): Site section by Madison Merwine



School Redesign

Adaptive reuse architecture is defined as the repurposing of an existing structure for a new use. In other words, the structure can be redesigned from the interior, exterior, or even both to fit the building’s new use. These proposals focused on introducing a communal center in place of the current elementary school with students redesigning the building’s interior.

Some students expanded the school by adding more floors on top of the existing structure, using these floors as either apartments, a coworker center, or a recreational space. Other designs revolved around the school wing design, and how it was redesigned.

A series of recreational centers was proposed for the east wing, with pickleball courts or dance rooms, while other

designs extended the locker rooms indoors. Other east wing ideas include office spaces for coworkers or staff.

The south wing was proposed as a multi-use space. Originally classrooms, students redesigned this space as a community area or additional recreational space.

Office space, an expansion or elimination of the kitchen entirely, or even a remodel of the entry point was proposed for the north end of the school.

Students based their elementary school redesign on two approaches, either adapting it for housing to conserve site space, or extending it as a community and recreational center. Both approaches strove to improve the quality of living on the site, whether connecting to the larger Sisters community or creating a central hub on the site.

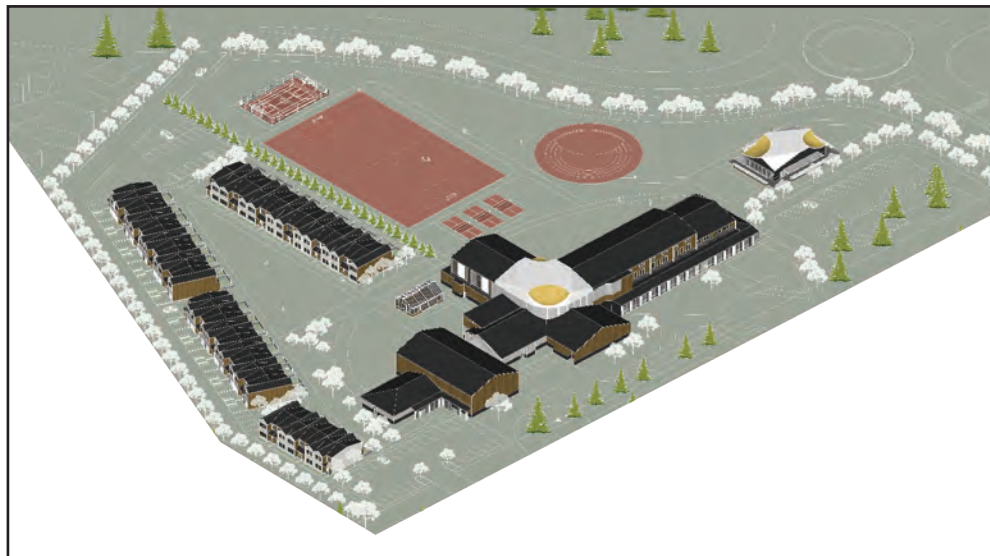


Figure 36: Site axonometric by Vy Bui

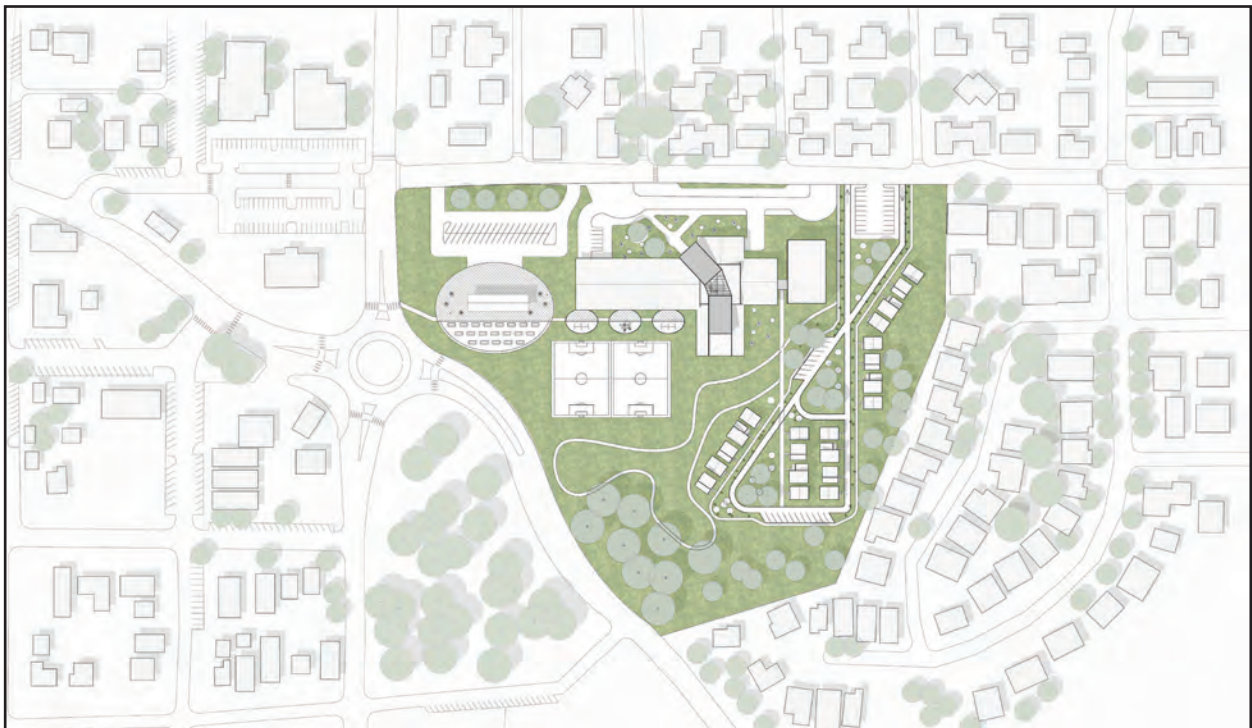


Figure 37: Site plan by
Elisia Alampi

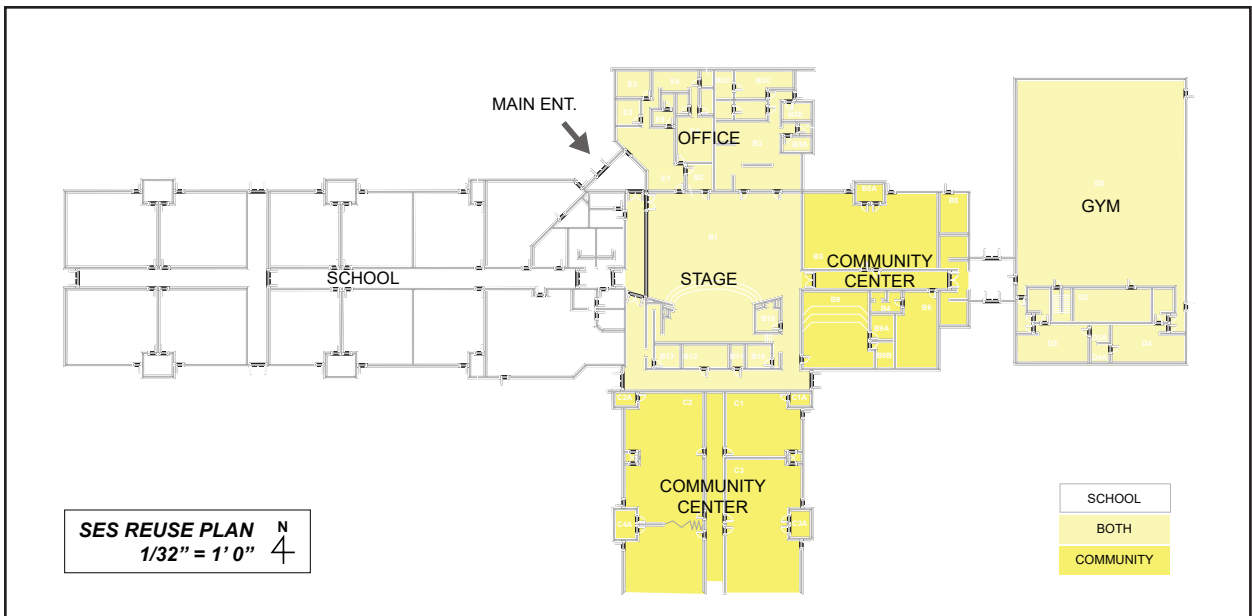


Figure 38: Recreation
Center plan by
Seunghyeon Park

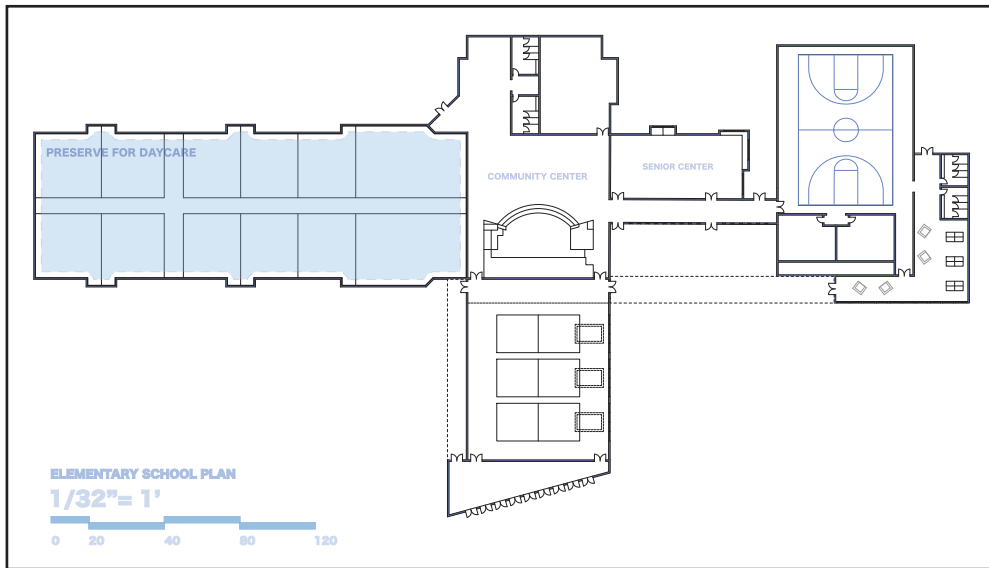


Figure 39: Recreation Center plan by Jeremy Kremetz

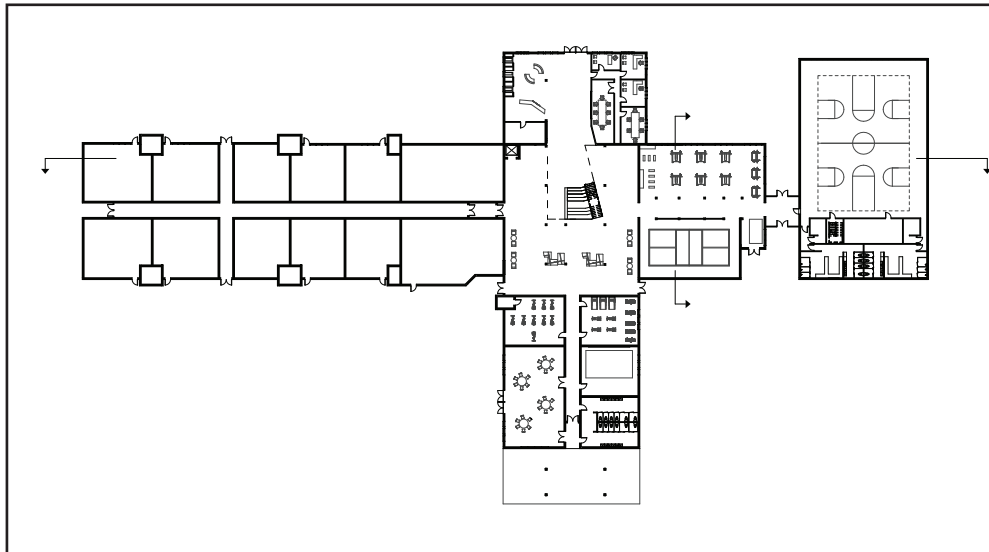
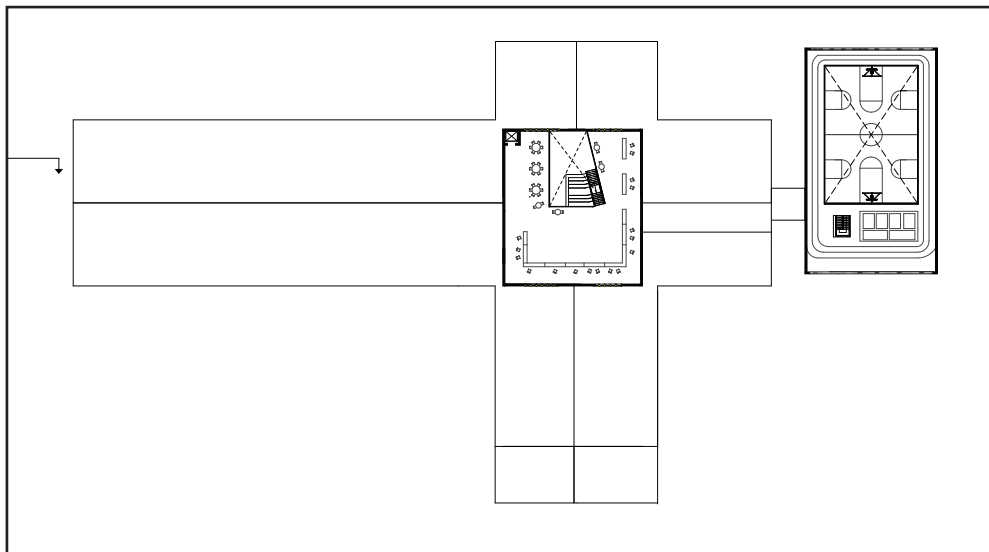


Figure 40: Recreation Center plan by Aracely Barajassilva



Site Plan and Recreation Design

Students refined the organization of their site plans based on their solutions to housing and recreational spaces. Some projects conserved as much of the current space as possible by placing housing on top of the school. Other projects programmed uses to fill the entire site. Students assigned a location to each project element based on safety, noise, recreational use(s), or public and private spaces.

Sisters residents identified recreation and sports availability as a high want. The theme of gym and outdoor recreational expansion were common within each design. Students opted to create a multi-use soccer field, which could fit a total of three little league fields, and two middle school soccer fields. Other students also included various sports fields and courts, such

as baseball, tennis, pickleball, and even basketball.

Each proposal focused on the separation and connectivity of each use as they informed public and private spaces. Each project used a variety of design elements to symbolically walk the occupants through the site. For example, the use of landscaping and other separation strategies were used to ensure privacy for residents living on the site.

Walkability of the site was vital to the organization and overall experience of the users. Students applied landscape design to strengthen their path design and guide occupants through the site.

Parking was also crucial to the layout and progression of spaces within the site. Many students designed separate smaller parking zones to accommodate parking needs of residents and visitors.

Figure 41: Site organization by Madison Merwine



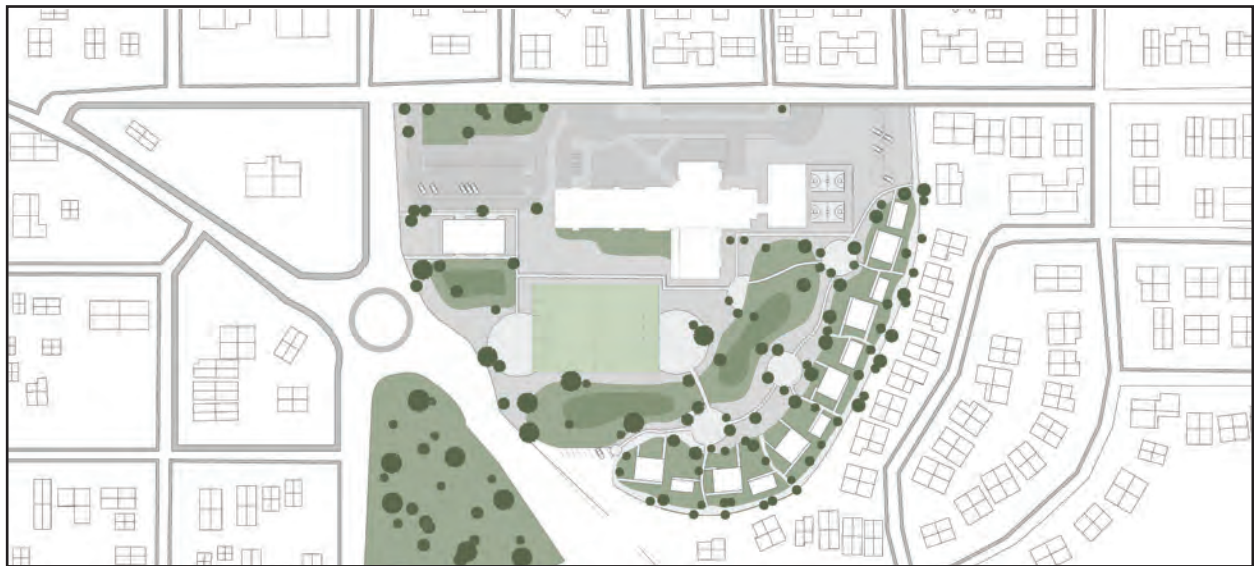


Figure 42: Site plan by Ervin Taylor

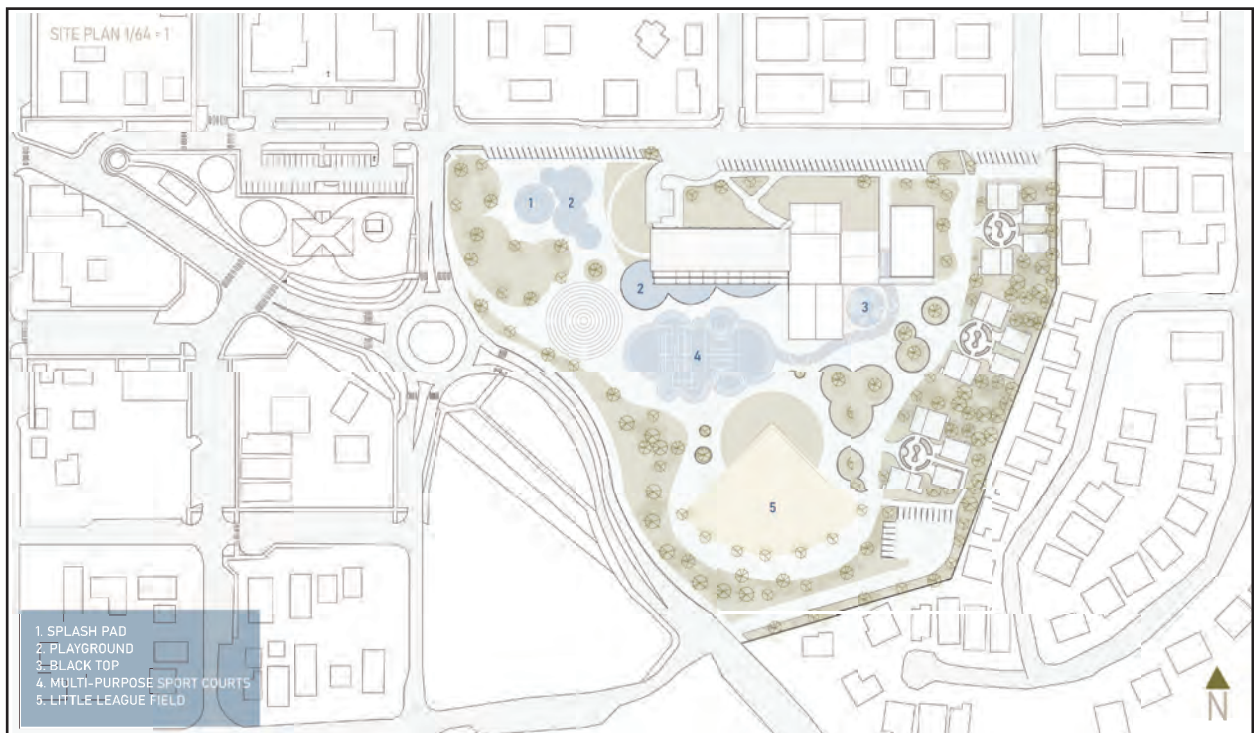


Figure 43: Site plan by Madison Merwine



Figure 44: Site plan by
Elisia Alampi

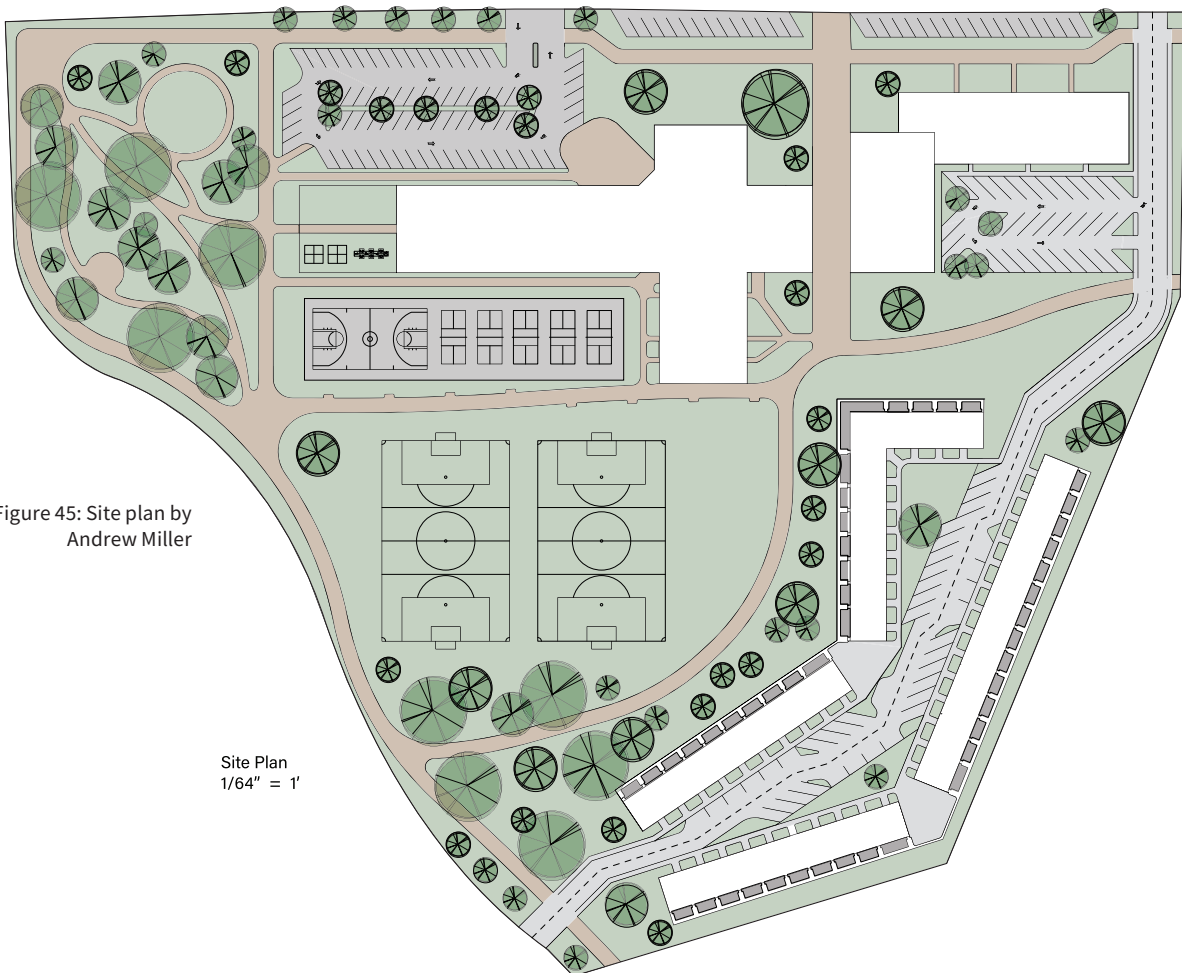


Figure 45: Site plan by
Andrew Miller

Conclusion

Studio participants endeavored to address the affordable and workforce housing needs of the city of Sisters while maintaining the City's cherished qualities of walkability, access to the outdoors, and community. Students developed proposals that adaptively reuse the existing elementary school while adding

affordable housing and redesigning the site to create a vibrant community center with indoor and outdoor recreational facilities. Four main approaches—small housing clusters, housing on top of the school, housing on the west side of the site, and housing as larger volumes—showcase a variety of opportunities for the school's future.

Works Cited

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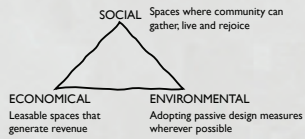
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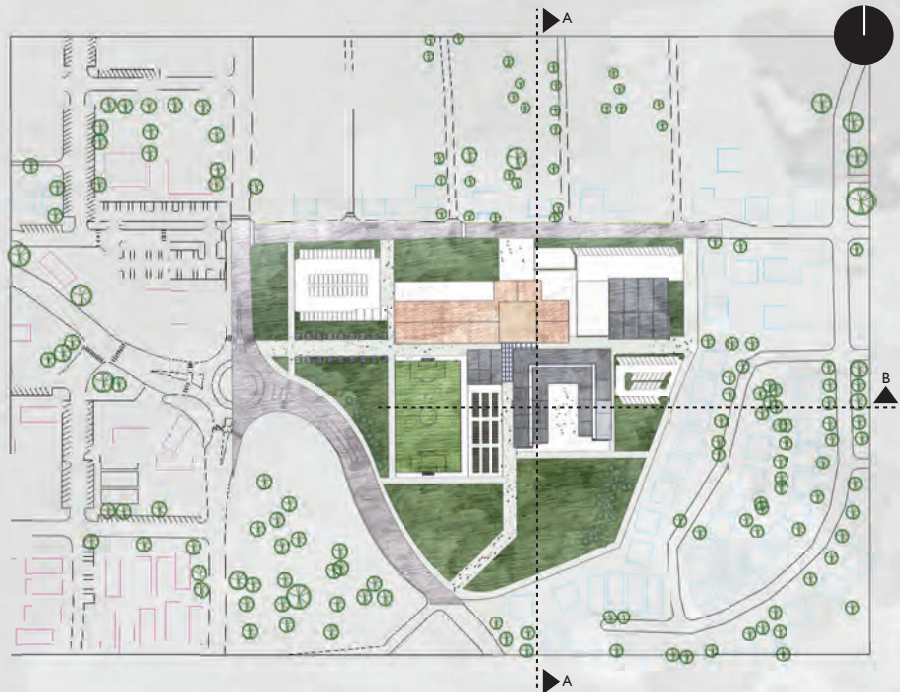
Appendix: Individual Student Boards

SISTERS STUDIO
 Winter 2023
 Asst. Prof. Ceara O'Leary

Ankita Manandhar



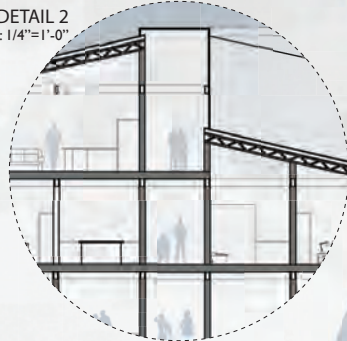
People centric design that promotes the sense of community



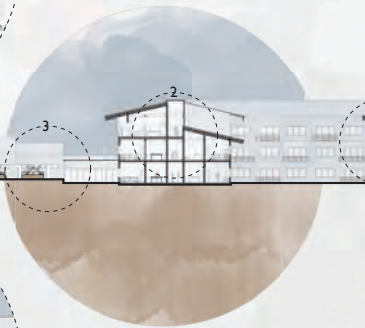
SITE PLAN WITH ROOF PLAN
 SCALE: 1/64"=1'-0"



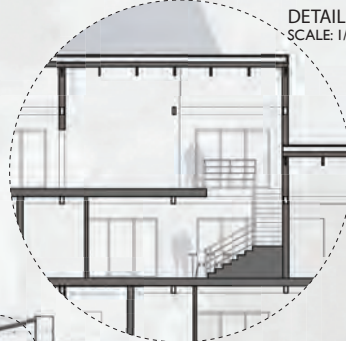
DETAIL 2
 SCALE: 1/4"=1'-0"



SECTION AT A-A
 SCALE: 1/16"=1'-0"

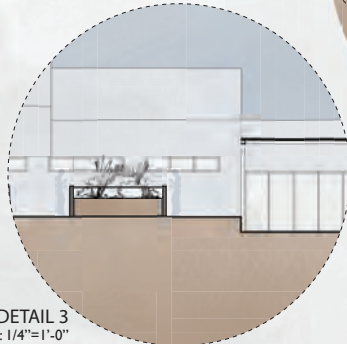


DETAIL 1
 SCALE: 1/4"=1'-0"



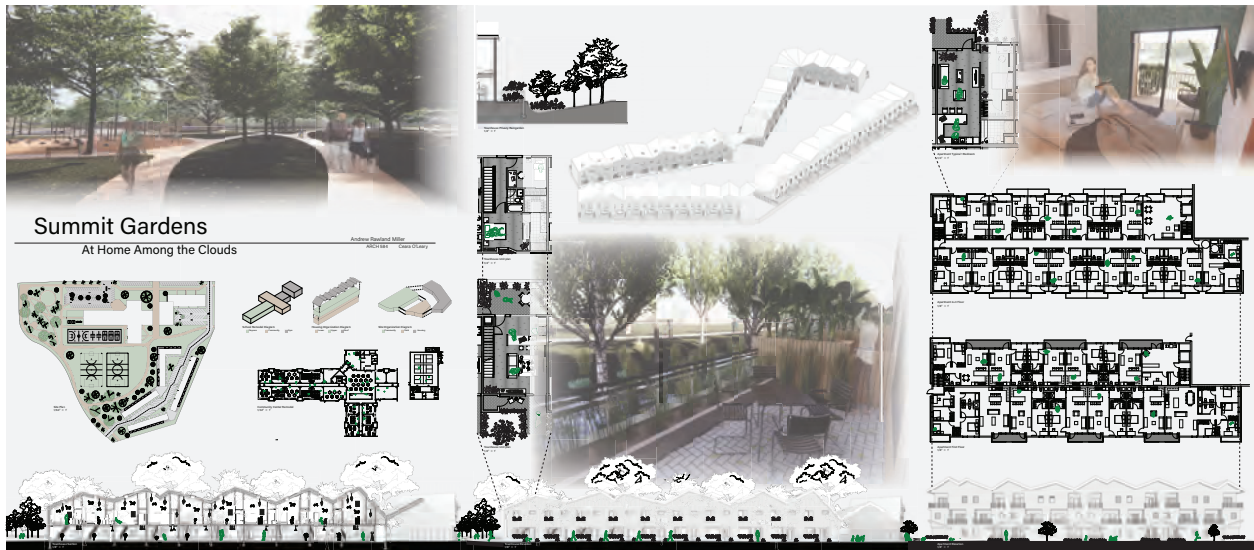
SECTION AT B-B
 SCALE: 1/16"=1'-0"

DETAIL 3
 SCALE: 1/4"=1'-0"



DETAIL 4
 SCALE: 1/4"=1'-0"





CASCADE COMMONS

by Erin Ulcickas

611 E Cascade Ave,
Sisters, OR 97759

DESIGN INTENTIONS

- 1) Develop site to enhance connections of/to green space & town core
- 2) Add as much housing as possible, but respect context of single family homes, existing school proportions, and open space adjacencies
- 3) Develop flexible outdoor spaces for a variety of users including a garden, pop-up market area, and playground
- 4) Develop flexible/expandable units and community spaces, taking advantage of wetroom/kitchen locations
- 5) Preserve town character of walkability/access/and views through a pedestrian level experience
- 6) Connect design moves to history/culture of place (lumber, sheepherding, cattle/horse ranching), but modernize the interpretation (skiing, mountain biking, hiking, etc.)



SECTION A
1/2" = 1'



SECTION B
1/2" = 1'



NORTH ELEVATION
1/2" = 1'

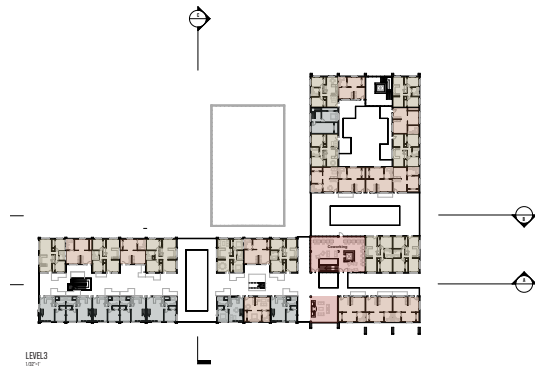


SOUTH ELEVATION
1/2" = 1'

Appendix: Individual Student Boards—Erin Ulcickas



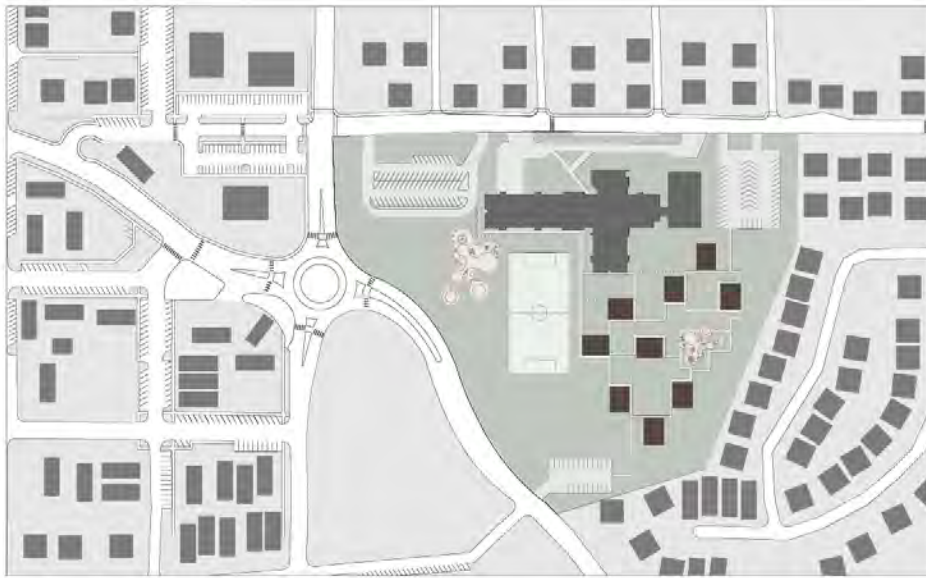
SECTION C
1/8" = 1'-0"



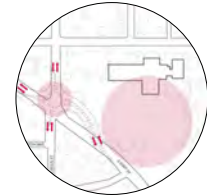
THE SISTERS STUDIO

Esme Alexander-Jaffe | Arch 484 | Ceara O'Leary

PROCESS



1/128" = 1' - 0"



PRECEDENTS



Cortez House
Matt Nardella, AIA, Chris Koster



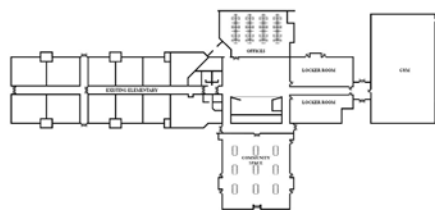
Gallery of Tormeh Office
Farhad Mollizadeh Architects



House in Ravigado
Alejandro Arango



Tinga Townhomes
Wittman Estes



1/32" = 1' - 0"

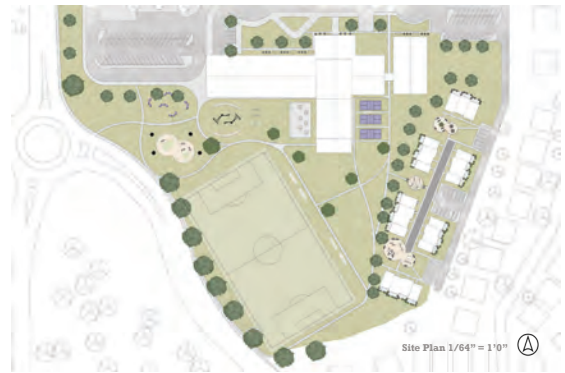


SISTERS

Sisters, Oregon Recreational Center & Affordable Housing

Aracely Barajas | Winter 2023

Diagrams



Precedent Studies





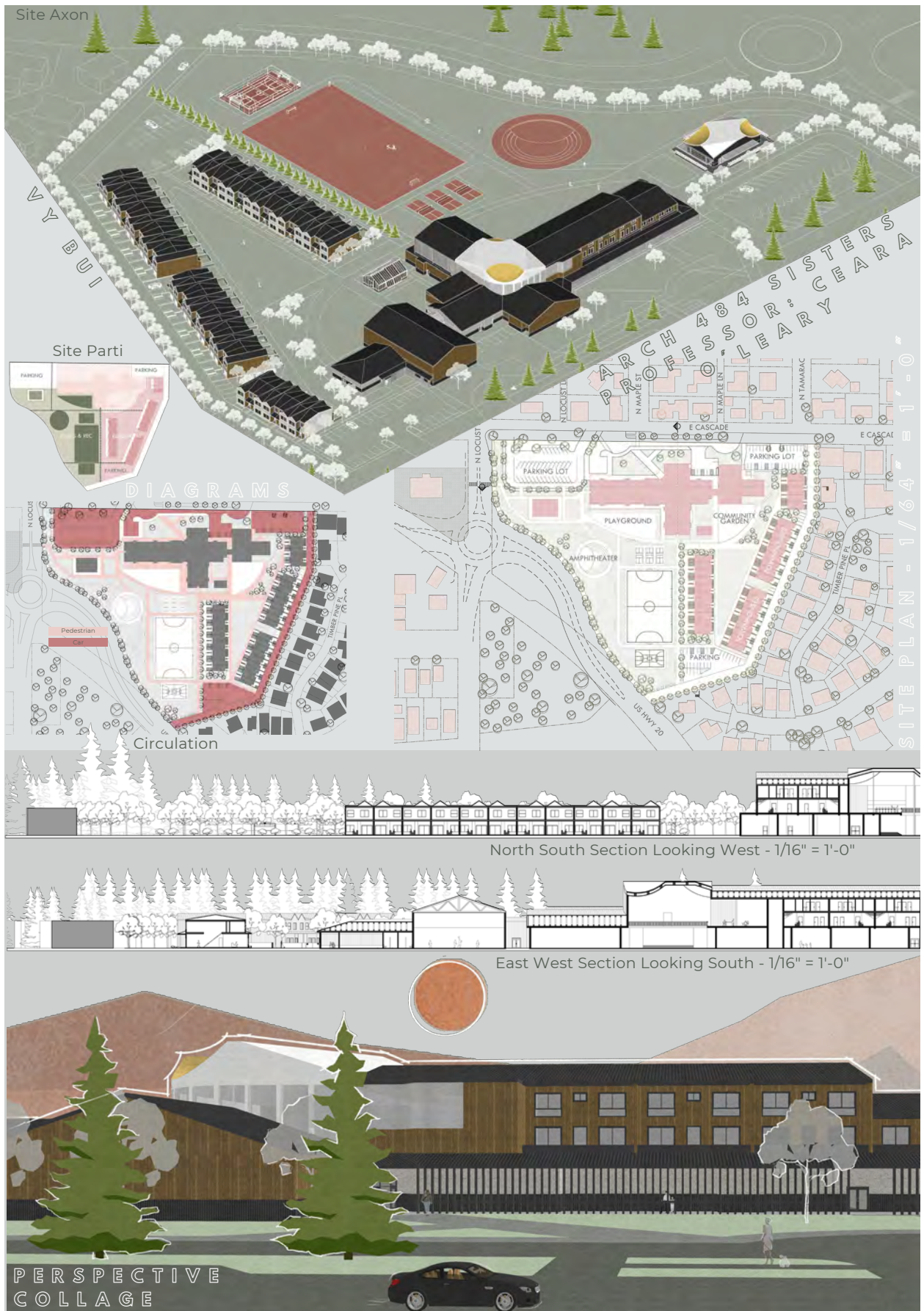
PER S P E C T I V E S



Park and Recs



Typical Apartment Unit facing South



Site Axon

Site Parti

DIAGRAMS

Circulation

North South Section Looking West - 1/16" = 1'-0"

East West Section Looking South - 1/16" = 1'-0"

PERSPECTIVE
COLLAGE

SITE PLAN - 1/64" = 1'-0"

SISTERS OREGON SITE PROPOSAL

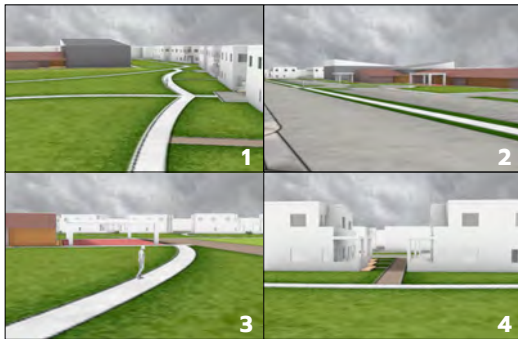
KYLE CADAVONA | ARCH 484 | CIARA O'LEARY | WINTER 2023



CONCEPTUAL SITE PLAN



AXONOMETRIC RENDERING OF SITE PLAN AND SITE SECTION



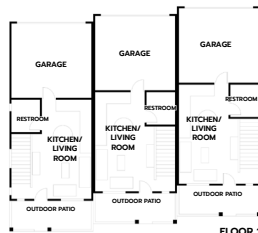
WORKFORCE HOUSING PERSPECTIVE SHOTS



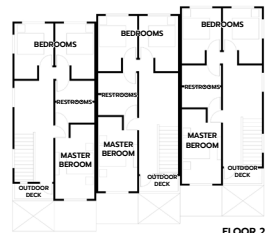
WORKFORCE HOUSING ELEVATIONS



WORKFORCE HOUSING SECTIONS



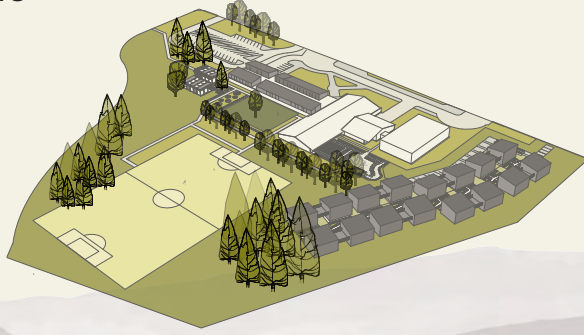
WORKFORCE HOUSING FLOOR PLANS



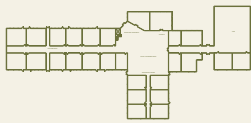
SISTERS ADAPTIVE REUSE STUDIO

ISABELLA CREADO // ARCH 484 // WINTER 2023 // CEARA O'LEARY

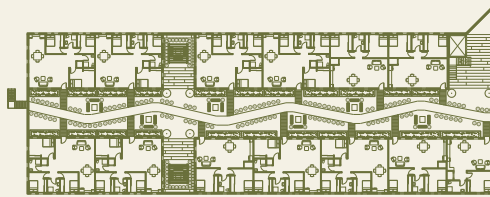
1. CREATING A SPACE THAT BECOMES A COMMUNITY THAT INTERACTS WITH EACH OTHER AS WELL AS THE SURROUNDING NATURAL ENVIRONMENT
2. CREATING SPACES THAT ARE FOCUSED ON TRANSITION & IN-BETWEEN ENVIRONMENTS, BLURRING THE BOUNDARY OF "INSIDE" AND "OUTSIDE" PLACES
3. CREATING POCKETS OF PUBLIC & PRIVATE WITHIN THE RESIDENTIAL/ PARKS & REC/ COMMUNITY IN TERMS OF THE BROAD SCOPE OF PEOPLE COMING TO THE SITE
4. REFLECTION OF ARCHITECTURAL CONTEXT WHILE BLENDING THE IDEA OF OLD & NEW TO THE REPRESENTATION OF THE SITE
5. CREATE MULTI-USE SPACES WITH SUSTAINABILITY AND ENERGY EFFICIENCY DESIGN IN MIND



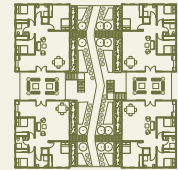
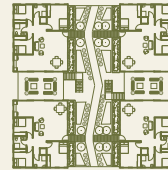
SISTER'S ELEMENTARY ADAPTIVE REUSE HOUSING ELEVATIONS
1/16" = 1'



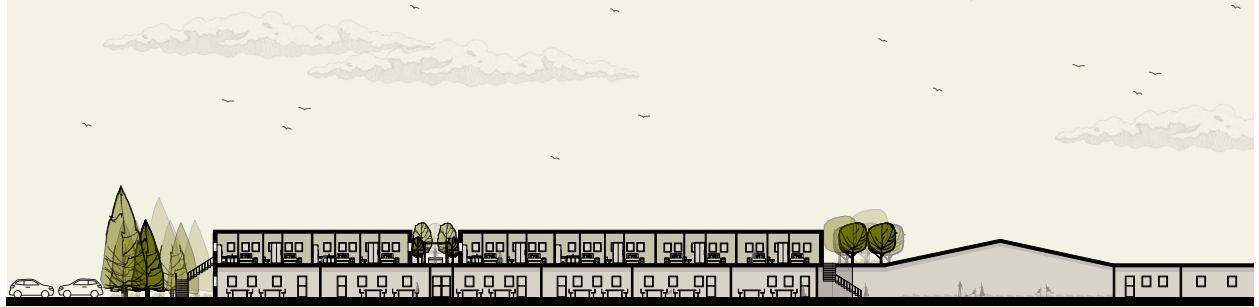
SISTER'S ELEMENTARY ADAPTIVE REUSE SISTERS SCHOOL FLOOR PLAN
1/64" = 1'
▲ N



SISTER'S ELEMENTARY ADAPTIVE REUSE RESIDENTIAL SCHOOL CLUSTER
1/16" = 1'
▲ N



SISTER'S ELEMENTARY ADAPTIVE REUSE RESIDENTIAL CLUSTER
1/16" = 1'
▲ N





SISTER'S ELEMENTARY ADAPTIVE REUSE
CROSS SECTION
1/16" = 1'



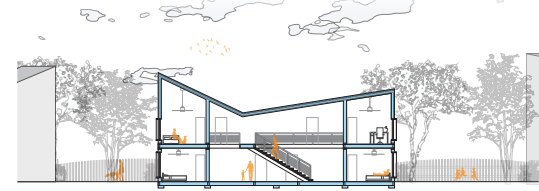
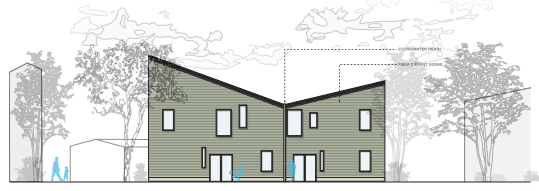
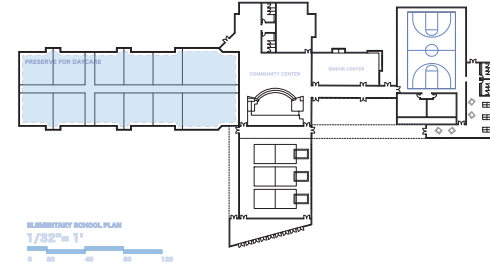
SISTER'S ELEMENTARY ADAPTIVE REUSE
LONGITUDINAL SECTION
1/16" = 1'

SISTERS STUDIO
 AFFORDABLE HOUSING / PARKS & REC.
 WINTER TERM 2023 | SCYP
 JEREMY KREMETZ | CEARA O'LEARY



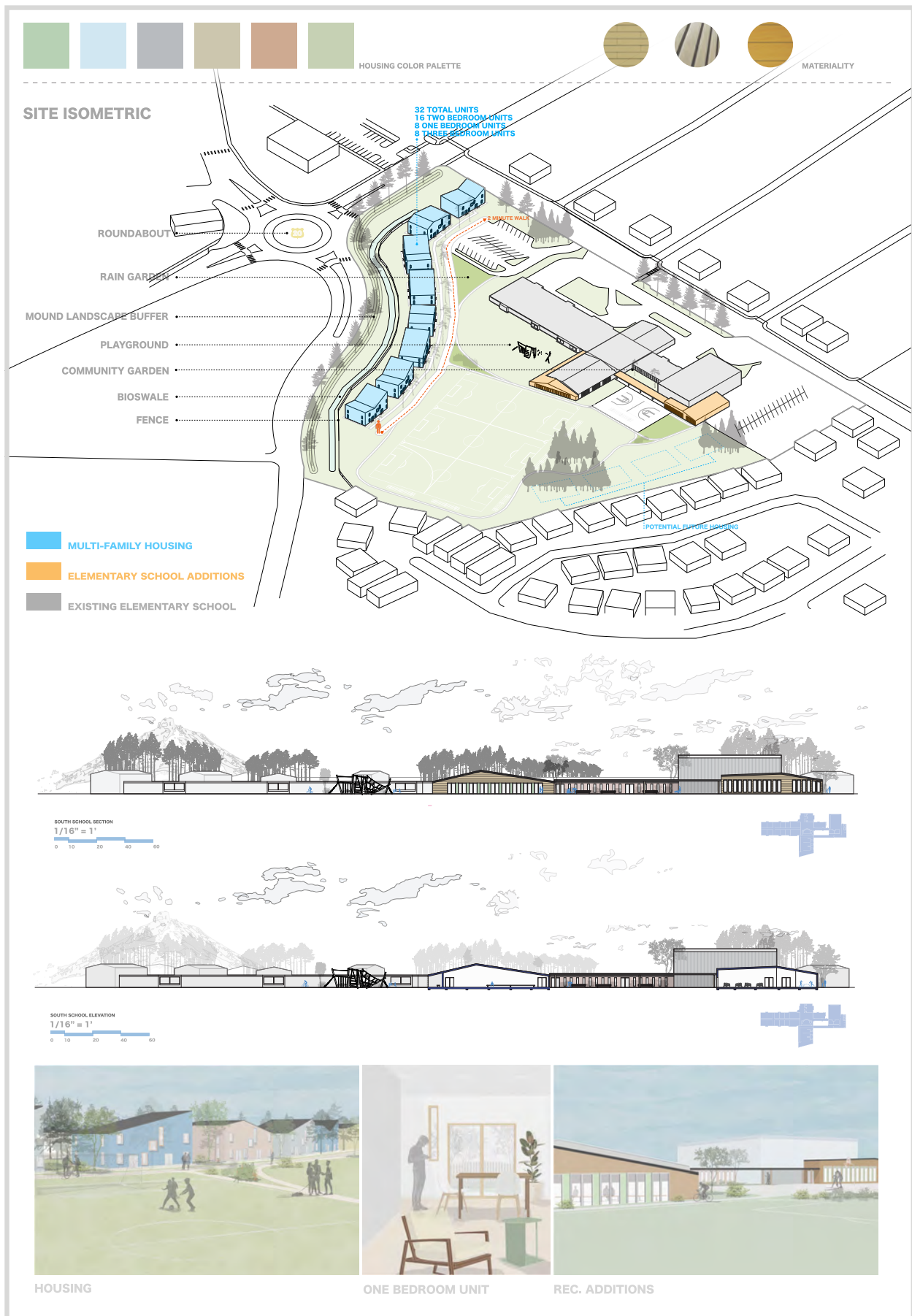
DESIGN INTENTIONS

USE NEW AFFORDABLE HOUSING AS FRONTAGE FOR SISTERS
 INCORPORATE CYCLING AND PEDESTRIAN PATHS INTO EXISTING CONTEXT
 CREATE MULTI-FUNCTIONAL RECREATIONAL SPACES



ELEVATIONS

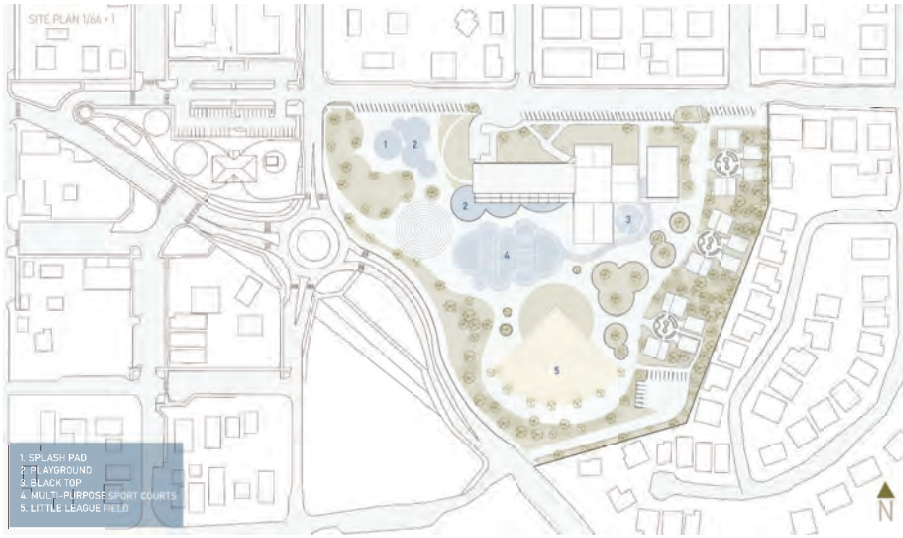
SECTIONS



SISTERS ELEMENTARY SCHOOL ADAPTIVE REUSE

Addressing the Needs of a Growing Community

Madison Merwine
Professor Ceara O'Leary
Winter 2023
Sustainable City Year Program



diagrams



site model



site model



CROSS SECTION 3/32 = 1



development sketches



NORTH ELEVATION 3/32 = 1



plaza



community hall



SITE SECTION 3/32 = 1



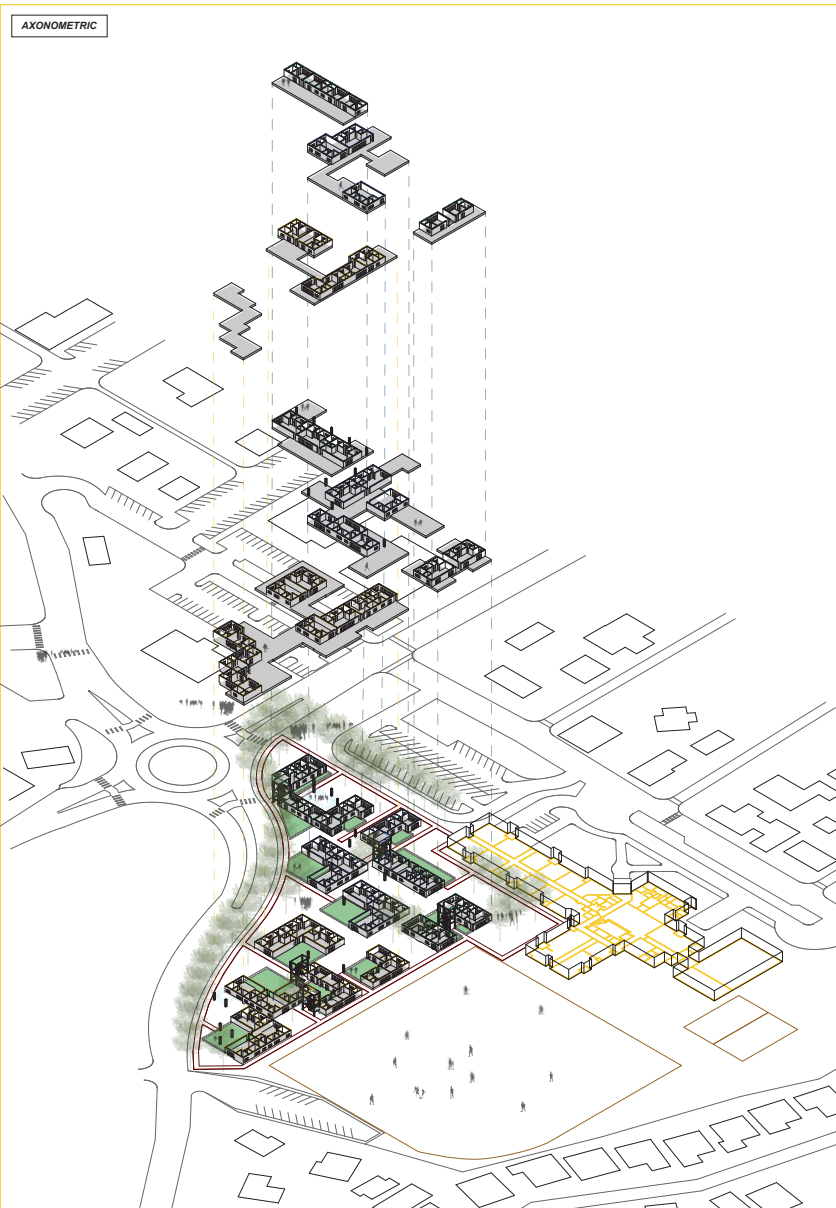


SW HOUSING

: Stacking + Weaving
Green
Community
Recreation
and Housing

: Main Software of
Sisters, Oregon

SISTERS STUDIO/ prof. Ceara O'Leary / WINTER 2023
SEUNGHYEON PARK

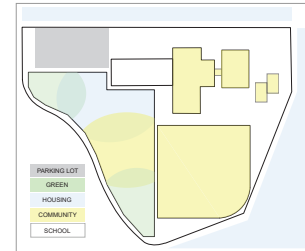


AXONOMETRIC

DESIGN INTENSION

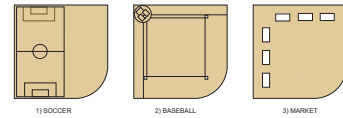
1. COMMUNITY ZONING

All housings near site can access easily to the COMMUNITY ZONE (indoor & outdoor rec)



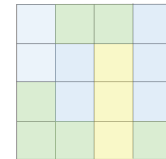
2. OUTDOOR REC

Outdoor Rec Zone can be used for several usage (soccer court, baseball court, flea market)



3. WEAVING HOUSING & COMMUNITY & GREEN

Adjacent Housings can share green, and there will be community space between housings. Housing, Community Space, and Green Space are intertwined at one zone.



Using GRID System for effective space organization

4. STACKING HOUSINGS

The houses were stacked crosswise to use the ceiling downstairs as a terrace.

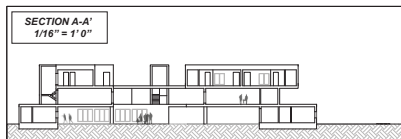


5. MATERIAL

Wood siding materials were used, and wood siding with color was used in the shade of the overall warm wood tone.



ELEVATION
1/16" = 1' 0"



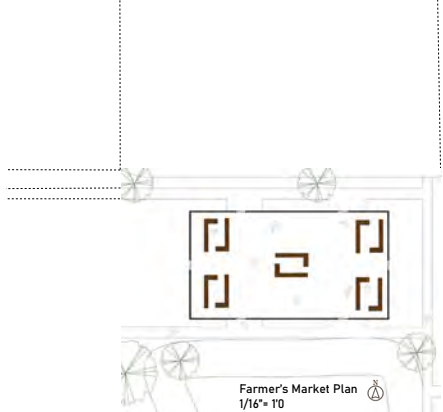
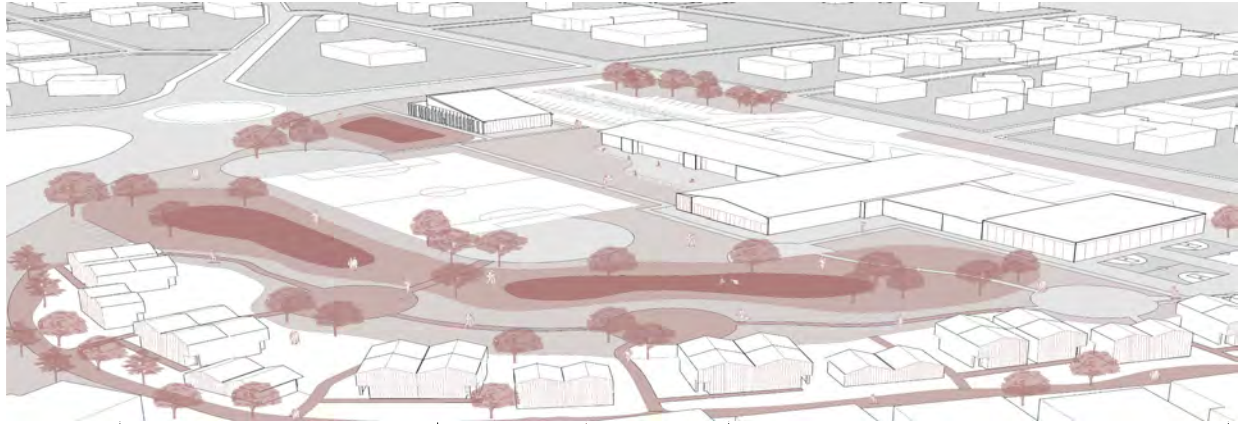
SECTION A-A'
1/16" = 1' 0"

Sisters, Oregon Affordable Housing and Community Development

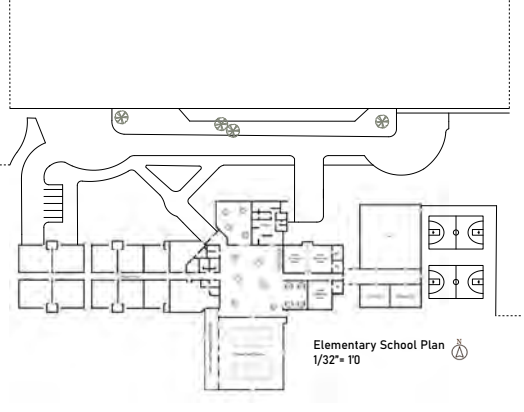
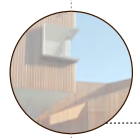
Taylor Ervin | ARCH 484| Ceara O'Leary | Winter 2023



Appendix: Individual Student Boards—Ervin Taylor



Farmer's Market Plan
1/16" = 10'

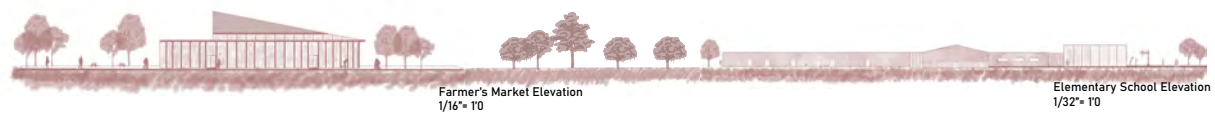


Elementary School Plan
1/32" = 10'



Farmer's Market Section
1/16" = 10'

Elementary School Section
1/32" = 10'



Farmer's Market Elevation
1/16" = 10'

Elementary School Elevation
1/32" = 10'



Site Section
1/32" = 10'

Appendix: Individual Student Boards—Melanie Franco Zavala



SCI Directors and Staff

Marc Schlossberg	SCI Co-Director, and Professor of Planning, Public Policy and Management, University of Oregon
Nico Larco	SCI Co-Director, and Professor of Architecture, University of Oregon
Megan Banks	SCYP Director, University of Oregon
Danielle Lewis Colin Miller	Graphic Designers