



**ANKENY**  
COMMUNITY SCHOOL DISTRICT

# ACSD Facilities Master Plan

October 18, 2022



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**The Ankeny Community School District  
engages **all students** in an **educational  
experience** that equips them with the skills  
to **flourish in and contribute to an  
ever-changing world.****



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# Agenda

- **Welcome and Introductions**-*5 minutes*
- **SMART Goal Development**-*25 minutes*
- **Ankeny Schools Facilities**-*50 minutes*
- **Facilities Belief Statements**-*35 minutes*
- **Survey and Next Steps**-*5 minutes*



# Committee Introduction Activity

## Let's get to know each other!

Round Robin (at your table) – please share:

1. Your name
2. Why you are participating in the committee
3. If you have a child in ACSD, where do they attend school?

*Please Note: The information presented at committee meetings is not top secret but sensitive in nature.*

**Please be respectful.**





# RSP's work with ACS D

- 12 years of collaborative work including...
  - 12 Enrollment Analyses
  - 3 Boundary Analyses

## RSP Quick Facts:

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines (GIS, Planning, Facilitation)
- Over 20 years of planning experience
- Over 80 years of education experience
- Over 20 years of GIS experience
- Projection accuracy of 97% or greater

## RSP Planning Team:

### Robert Schwarz, AICP, CEFP, Planner

- Military, County, City, and School District Planner
- University of Kansas – Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)
- Certified Educational Facility Planner (CEFP)

### David Wilkerson, Facilitator

- Retired Iowa School Superintendent



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# A Process with the End in Sight



The Ankeny Community School District engages **all students** in an **educational experience** that equips them with the skills to **flourish in and contribute to** an ever-changing world.

# FMP Process Details

## 4 BOE Meetings

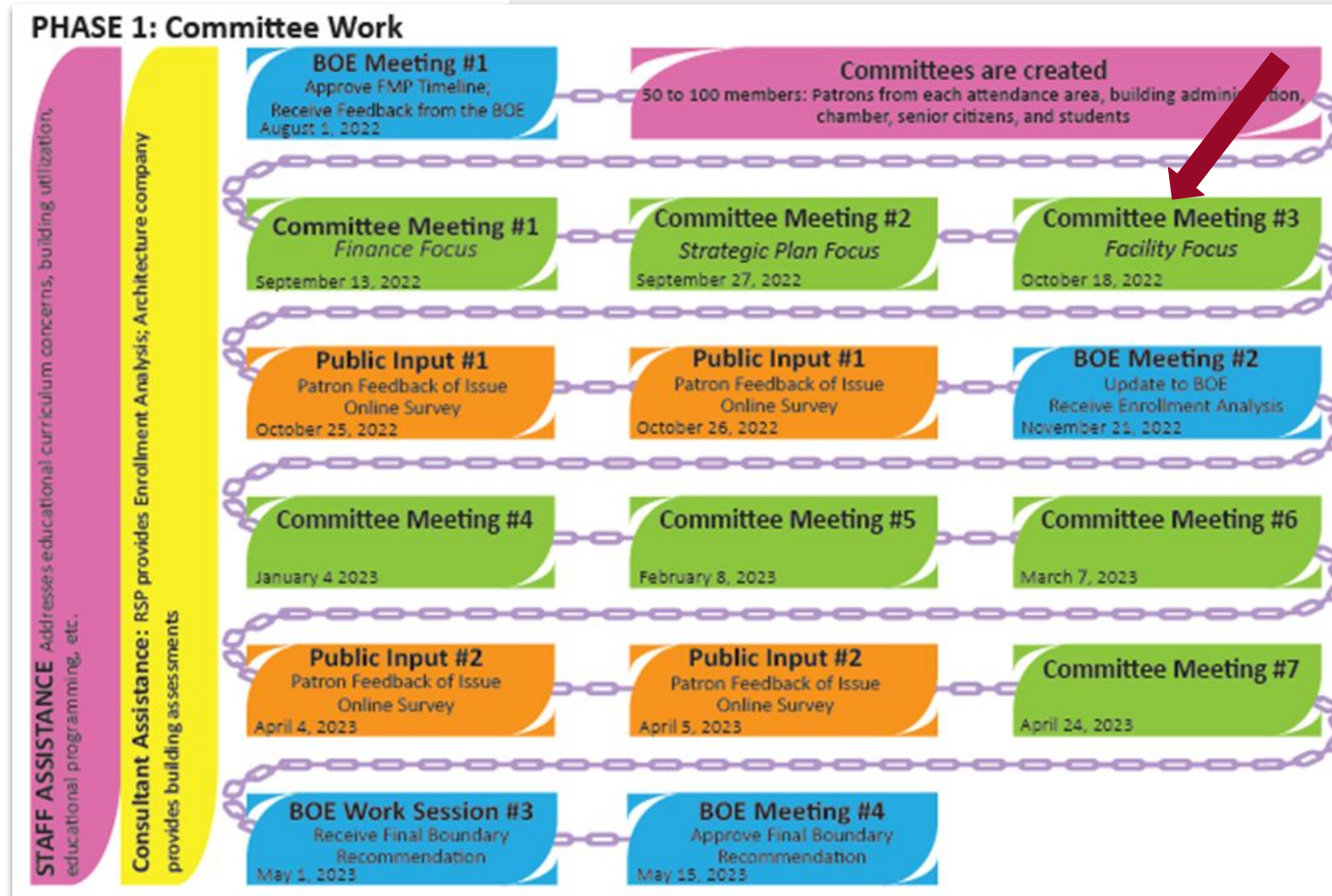
## 7 Committee Meetings

- September 13th
- September 27th
- October 18th ←
- January 4th
- February 8th
- March 7th
- April 24th

## 4 Public Input Opportunities

Begins: August 2022

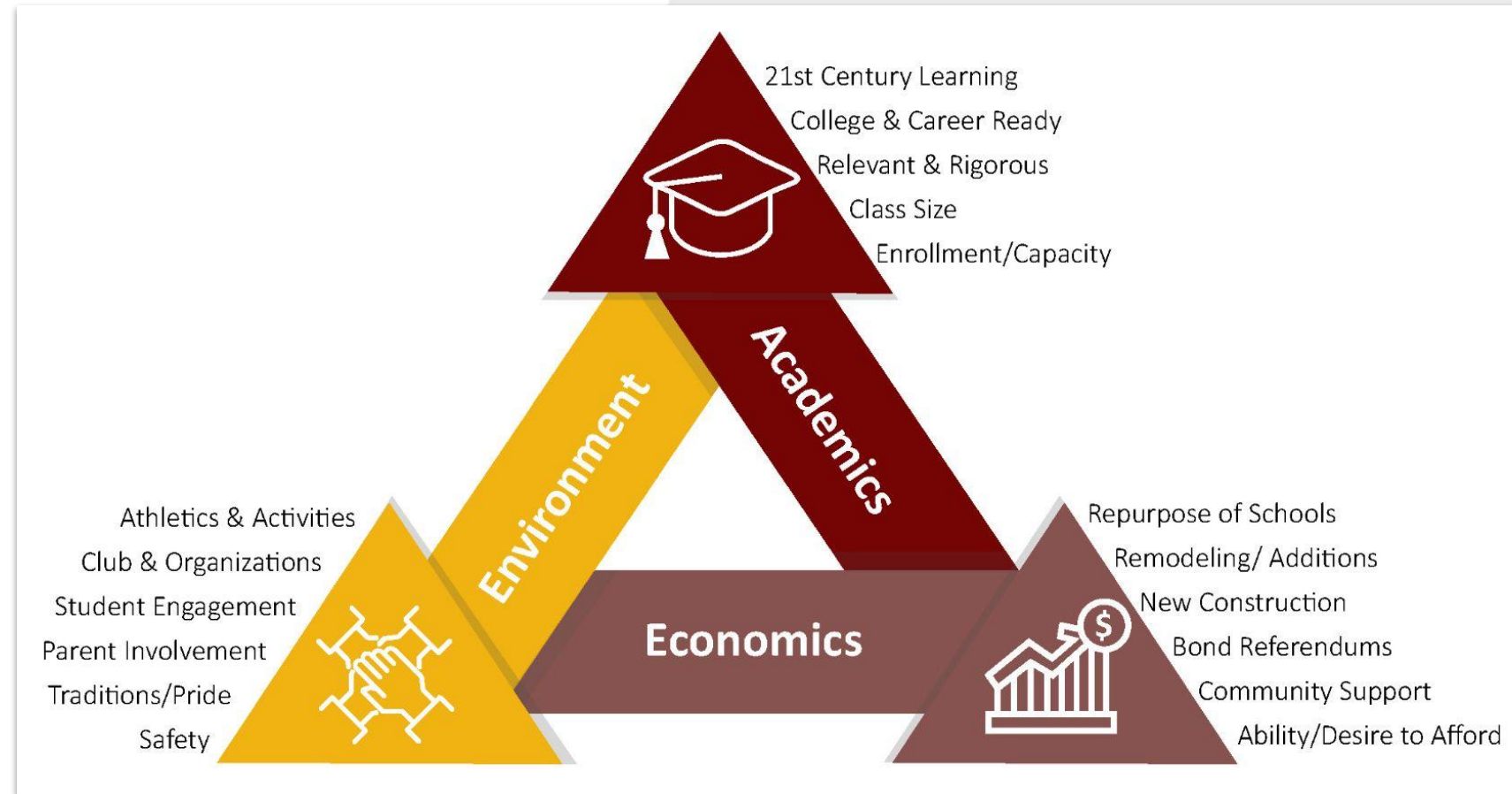
Completed: May 2023



# Academics, Environment, Economics

## Digging Deeper:

- Relationship between all three triangles and the impact they have on each other
- It is a framework that starts the larger facility master plan discussion
- Not focused on a physical building or space
- Provides balance and prevents tunnel vision
- Keeps everyone focused on what is important: **Students, Staff, Families, and Community**







# Committee Focus

How can we help Ankeny Community School District achieve...



## Grade Configuration

Determine the grade-level configuration that best supports student learning and maximizes the efficient use of current and future facilities



## Current Facility Assessment

Determine what renovations to current facilities and what construction of new facilities is needed to meet these objectives



While always keeping in mind...

## Student Success Measures



## Boundary Realignment

Develop new boundaries for the opening of the new elementary in 2024 that center student access, achievement, and well-being, community input, responsible use of resources, geography, and intra-district balance between schools and feeder systems



## Future Facility Locations

Determine the facilities and land needed to support the academic programs and opportunities identified in the strategic plan including multidisciplinary learning and student exploration of postsecondary pathways



## Financial Responsibility

Source: <https://www.ankenyschools.org/>



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**FACILITATOR WILL LEAD**  
Facilitator will lead meeting and provide opportunities for discussion



**BE AN ACTIVE LISTENER**  
Provide complete thoughts, have no personal agenda



**COME PREPARED**  
Come prepared for the discussion



**REMAIN ENGAGED**  
Actively participate during the meeting

# Ground Rules

**STAY OPEN MINDED**



**BE TIMELY**

Make your points concisely, allow others a chance



**REMAIN THOUGHTFUL  
AND RESPECTFUL**



**USE PARKING LOT**

Place to save questions for future discussion



# Academic Committee Belief Statement Activity

At our last meeting, you generated initial thoughts to create a Academic SMART goal. In this activity, you will take those thoughts and refine them to be a SMART goal.






What you need:

- Academic draft SMART goals (homework)

Schedule:

- Work at table: 10 minutes
- Report out: 10 minutes
- Prioritize academic belief statements: 5 minutes

Make sure your goals are **SMART**:

 <b>S</b>	<b>Specific</b> Is the goal specific and focused?
 <b>M</b>	<b>Measurable</b> What evidence and data will be used to track success?
 <b>A</b>	<b>Achievable</b> Can we realistically achieve the goal within the timeframe?
 <b>R</b>	<b>Relevant</b> Does the goal align with the values and long-term objectives?
 <b>T</b>	<b>Timely</b> Is the timeframe realistic? What is the end-date?

Please Note: The information presented at committee meetings is not top secret but sensitive in nature. **Please be respectful.**



# Facilities Planning

- Primary Components
  - Maintenance of current facilities
  - Funding maintenance, renovation, and construction
  - Planning and designing new construction and renovation
  - Using data to inform future planning





# Facility Audit Projects – Evaluation & Prioritization

## 2014 Appraisal Tool

- School Site
- Structural and Mechanical Features
- Plant Maintainability
- Safety and Security
- Educational Adequacy
- Environment for Education

## Ask the Experts

- Consultants
  - HVAC/Plumbing
  - Roofing
  - Tracks & Turf Fields

## Prioritization

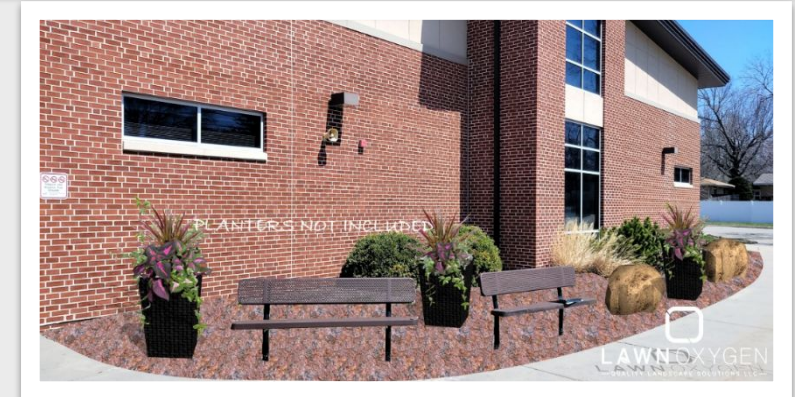
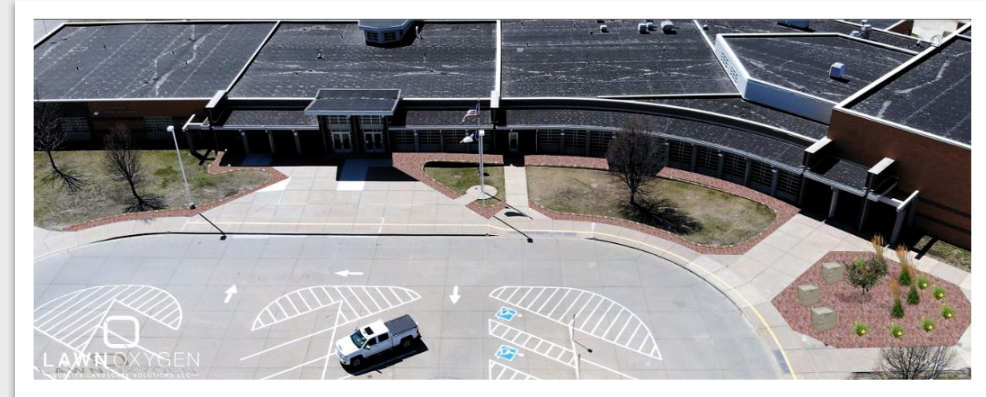
- A committee identified and prioritized through a grading system.
- Committee consisted of:
  - District Office Administrators
  - Activities Directors
  - Operations Team Members
- We also had a comprehensive list from principals put together during our quarterly meetings in the 2021-2022 school year.



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# Project Examples

- Landscaping
- Playgrounds
- Roofing
- Leader in Me Painting
- Athletic Complex Updates
- Fire Panels
- Carpeting
- Special Education Room Updates
- Paving & Concrete
- Signage
- Equipment Replacement
- Vehicles





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# Project Examples





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# PPEL

## **PPEL – Physical Plant Equipment Levy**

- \$.33 Board Approved annually with certified budget
- \$1.34 Voter Approved, good for 10 years, expires 6/30/2025
- \$1.67 Total
- Generates approximately \$8.4 million for FY23.
- Per the Strategic Plan, implementation of this will continue every year.
- Reevaluation of district properties will happen every other year.





# Facility Impact Items

Let's talk about facilities!

- ❑ Grade Configuration
  - ❑ Change or maintain?
  
- ❑ Ideal School Size
  - ❑ What size of schools best serves our students?
  
- ❑ Boundary Realignment
  - ❑ What are our potential boundary criteria?
  - ❑ New schools, renovations, repurposing?



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# Grade Configuration Discussion

Current: K-5th, 6-7th, 8-9th, and 10-12th

## Discussion Items:

Option a. K-5th, 6-8th, and 9-12th

Option b. K-6th, 7-9th, 10-12th

Option c. K-6th, 7-8th, 9-12th

Option d. Other option

During your discussion, consider the impact on...

- Student achievement
- Economics/funding
- Community input
- Board objectives
- Facility capacity
- Feeder system

## *Why discuss a change?*

- *Potential for better use of space*
- *Potential to enhance equity across the District*
- *Potential for improving authentic learning spaces*
- *May minimize transitions*
- *Working toward not having three high schools*
- *Capacity stress at the 6-7 school requires a solution*

# Ideal School Size

Current Elementary School: See table

- North: 3,308 student capacity, 120 sections,
- South: 3,360 student capacity, 108 sections

*Note: Rock Creek and Prairie Trail received additions which increased their capacity to 800. Heritage was built with a 800 capacity. The New Elementary School in the north is planned for 800 student capacity.*

Discussion Items: What is the ideal school size?

- Elementary Schools
- Middle Schools
- High Schools

During your discussion, consider the impact on...

- Daily use of space
- Ideal sections by grade level
- Student to teacher ratios
- Programming offerings
- Extra-curricular activities

Current Size of Elementary Buildings			
Optimal	Feeder	K-5 Capacity	Sections
Ashland Ridge	North	640	24
Crocker	South	640	24
East	South	480	18
Heritage	South	800	30
Northeast	North	640	24
Northwest	North	480	18
Prairie Trail	South	800	30
Rock Creek	North	800	30
Southeast	South	640	24
Westwood	North	640	24
North Total		3,200	120
South Total		3,360	126
Total		6,560	246

Source: RSP & Associates and ACSD, 2022

Current Size of Secondary Buildings		
Optimal	Feeder	School Capacity
Parkview Middle School	South	1,100
Prairie Ridge Middle School	North	1,100
Northview Middle School	North	1,400
Southview Middle School	South	1,100
Ankeny High School	South	1,850
Ankeny Centennial High School	North	1,850
North Total		4,350
South Total		4,350
Total		8,400

Source: RSP & Associates and ACSD, 2022



# How is school size and grade configuration related?

Grade Config. & School Size		Total Capacity	Sections	Observations	Challenges
<b>Current</b>	K-5 Elementary Schools	7,360	246	Requires more MS capacity.	Do we built two new schools to ensure the feeder stays intact?
	6-7 Middle Schools	2,200			
	8-9 Middle Schools	2,500			
	10-12 High Schools	1,400			
<b>Opt. A</b>	K-5 Elementary Schools	7,360	246	Requires more HS capacity.	Do we build a 3rd High School? Addition at both High Schools? A magnet STEM program that is a district draw?
	6-8 Middle Schools	4,700			
	9-12 High Schools	1,400			
<b>Opt. B</b>	K-6 Elementary Schools	7,360	246	Requires more ES capacity.	Do we build Elementary School #12? How comprehensive of a boundary adjustment would this require?
	7-9 Middle Schools	4,700			
	10-12 High Schools	1,400			
<b>Opt. C</b>	K-6 Elementary Schools	7,360	246	Requires more ES and HS capacity.	How many new schools can Ankeny realistically open in the next ten years?
	7-8 Middle Schools	4,700			
	9-12 High Schools	1,400			

Sections per Building	K-5 Model (6 grades)		K-6 Model (7 grades)		
	Sections	Classes per Grade	Sections	Classes per Grade	Overflow Classes
Ashland Ridge	24	4	24	3	3
Crocker	24	4	24	3	3
East	18	3	18	2	4
Heritage	30	5	30	3	2
Northeast	24	4	24	3	3
Northwest	18	3	18	2	4
Prairie Trail	30	5	30	4	2
Rock Creek	30	5	30	4	2
Southeast	24	4	24	3	3
Westwood	24	4	24	3	3

Source: RSP & Associates and ACSD, 2022

Note: Elementary capacity includes new ES#11 planned to open next year.

## Option Discussion

- Current: Middle School forecasted over capacity in **2028/29**
- Option A: High School forecasted over capacity in **2027/28**
- Option B: Elementary School forecasted over capacity in **2027/28**
- Option C: Elementary and High School forecasted over capacity in **2027/28**



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Contiguous Areas



Demographic Considerations



Duration of Boundaries



Feeder System



Neighborhoods Intact



Projected Enrollment/Capacity



Students Impacted by Boundary



Transportation Considerations

# Potential Boundary Criteria

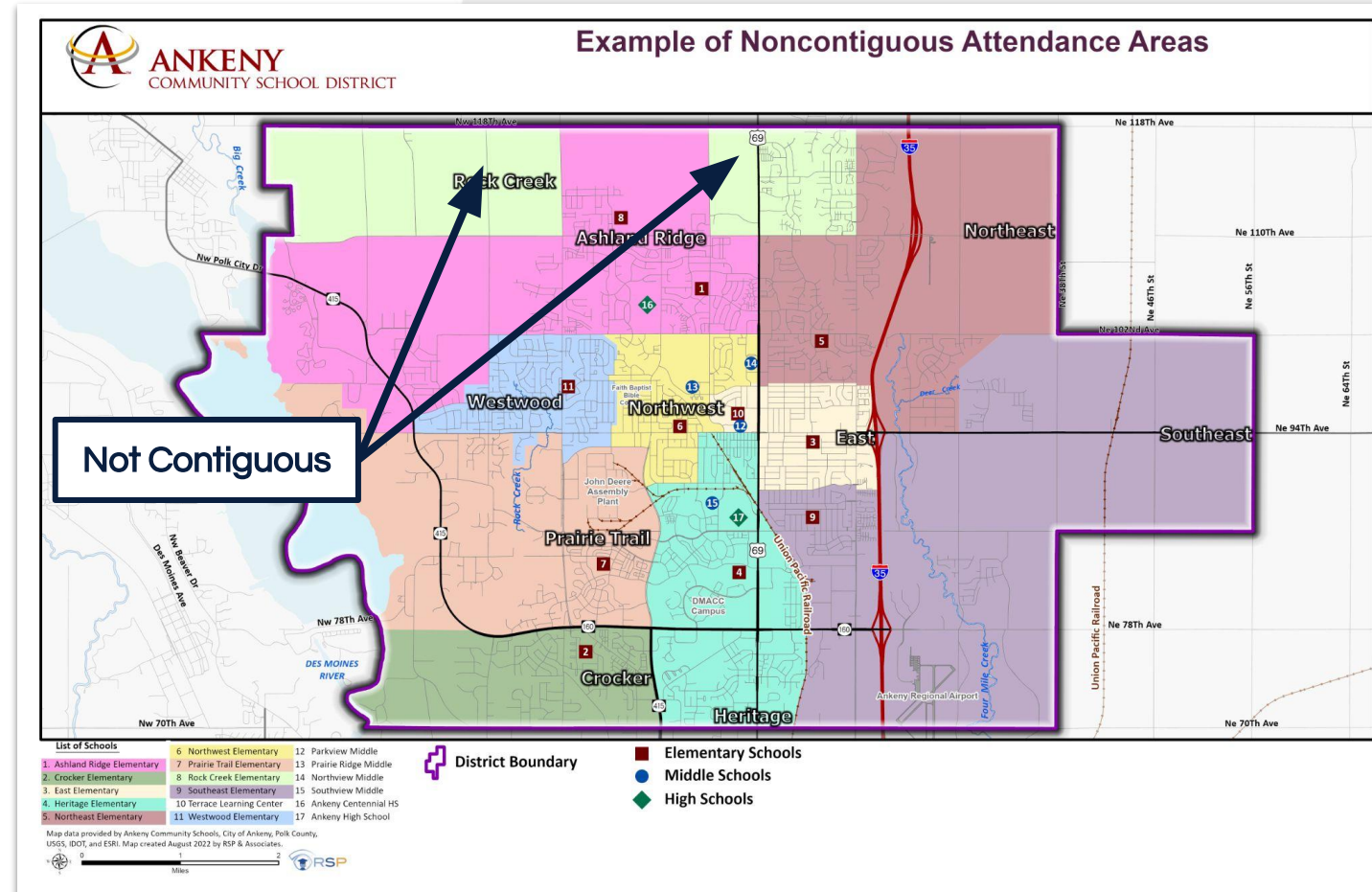
# Boundary Criteria #1 Contiguous Areas

**Goal: Attendance areas follow natural features that make visual sense in the community**

- Where possible, contiguous attendance areas should be maintained
- Compact grouping of planning areas should be maintained
- All areas of the district should be assigned to an ES/MS/HS attendance area

EXAMPLE

Visual Only: does NOT reflect a proposed boundary option

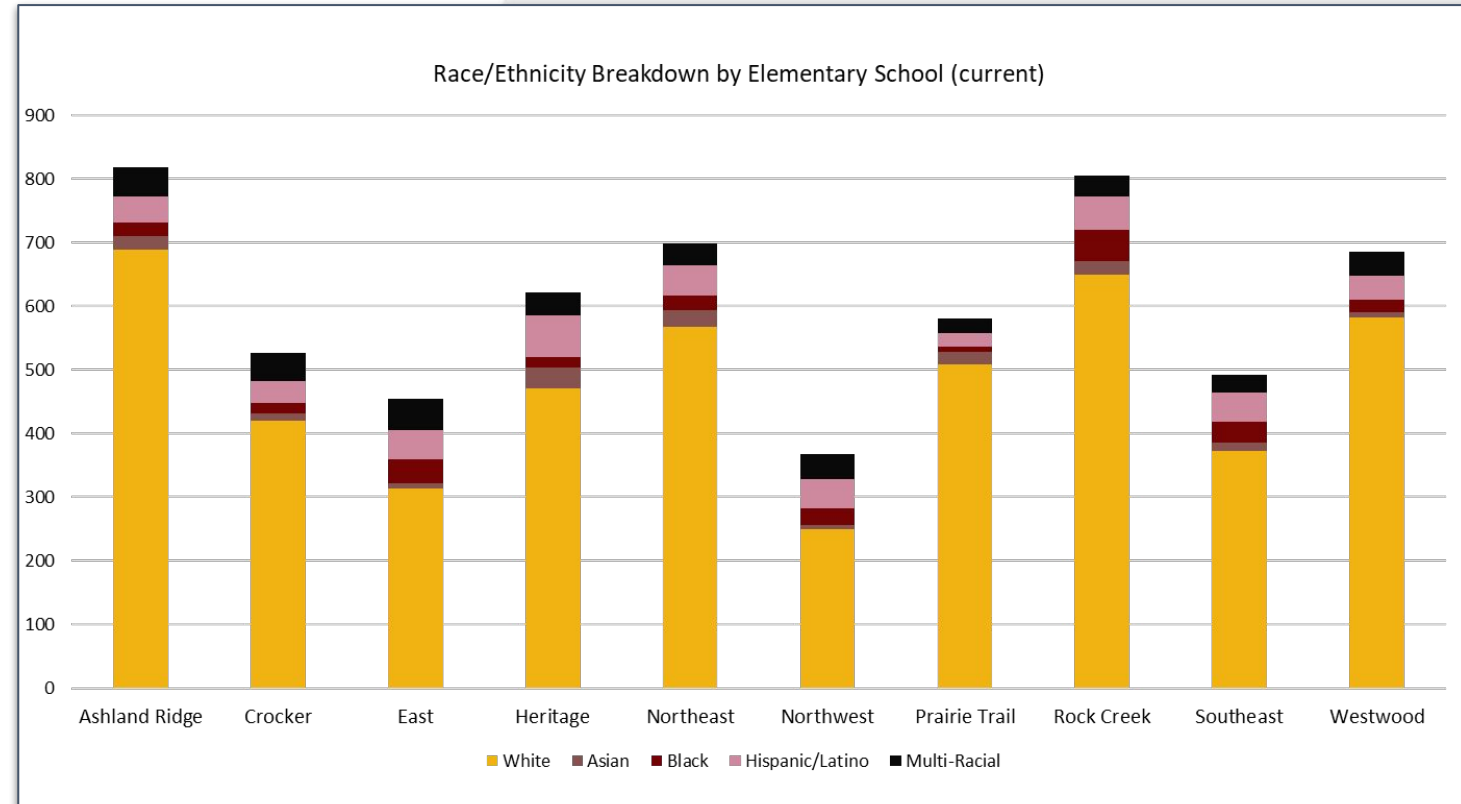




# Boundary Criteria #2 Demographic Considerations

## Goal: Demographic diversity should be balanced among our schools

- Demographic diversity could be examined to minimize overloading any school with any one variable
- These variables could include (but not limited to):
  - *census household salary average*
  - *home values*
  - *ethnicity*
  - *type of housing products*
  - *student programming needs*



EXAMPLE

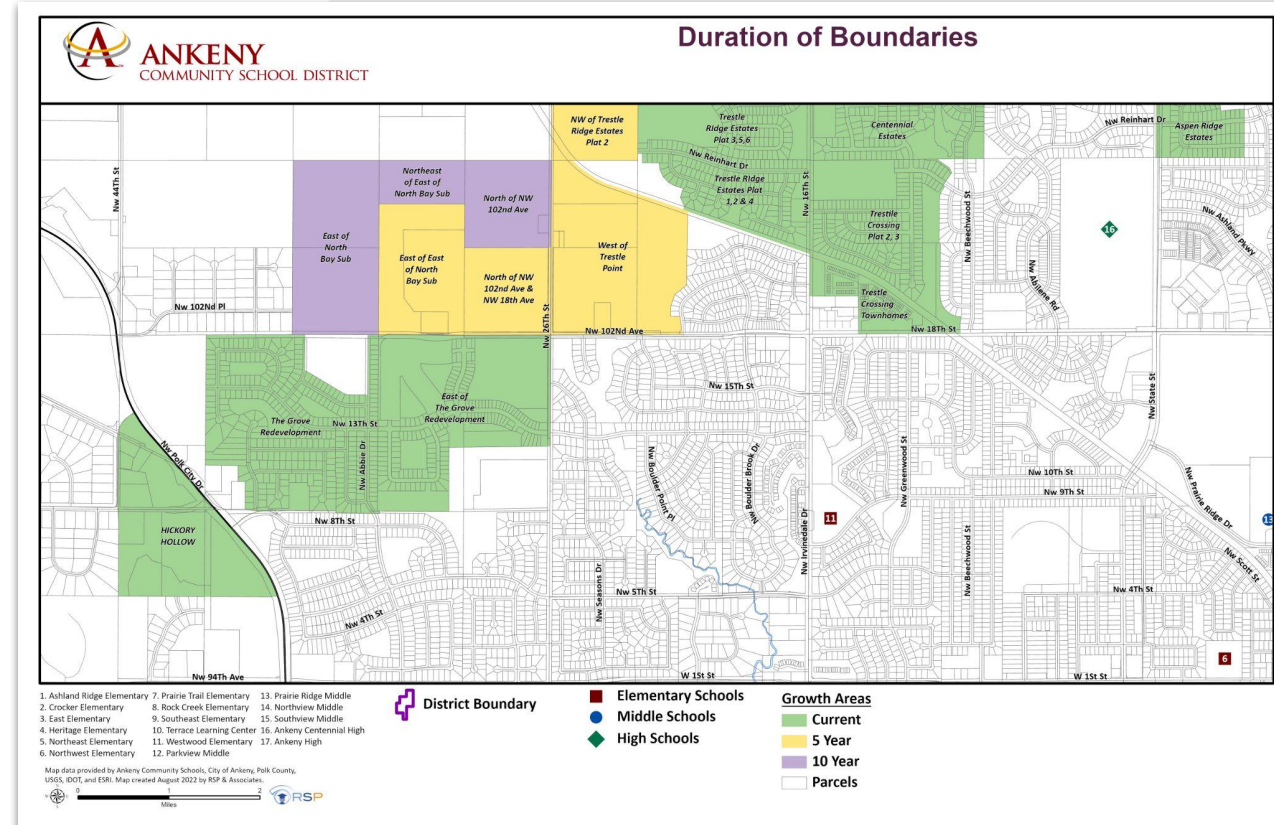
Visual Only: does NOT reflect a proposed boundary option



# Boundary Criteria #3 Duration of Boundaries

**Goal: Attendance areas remain the same for as long as possible**

- Where possible, attendance areas should be stability to limit the number of future boundary changes
- This factor addresses the ability of an attendance area to accommodate the anticipated enrollment for a projected period of time



EXAMPLE

**Visual Only:** does NOT reflect a proposed boundary option

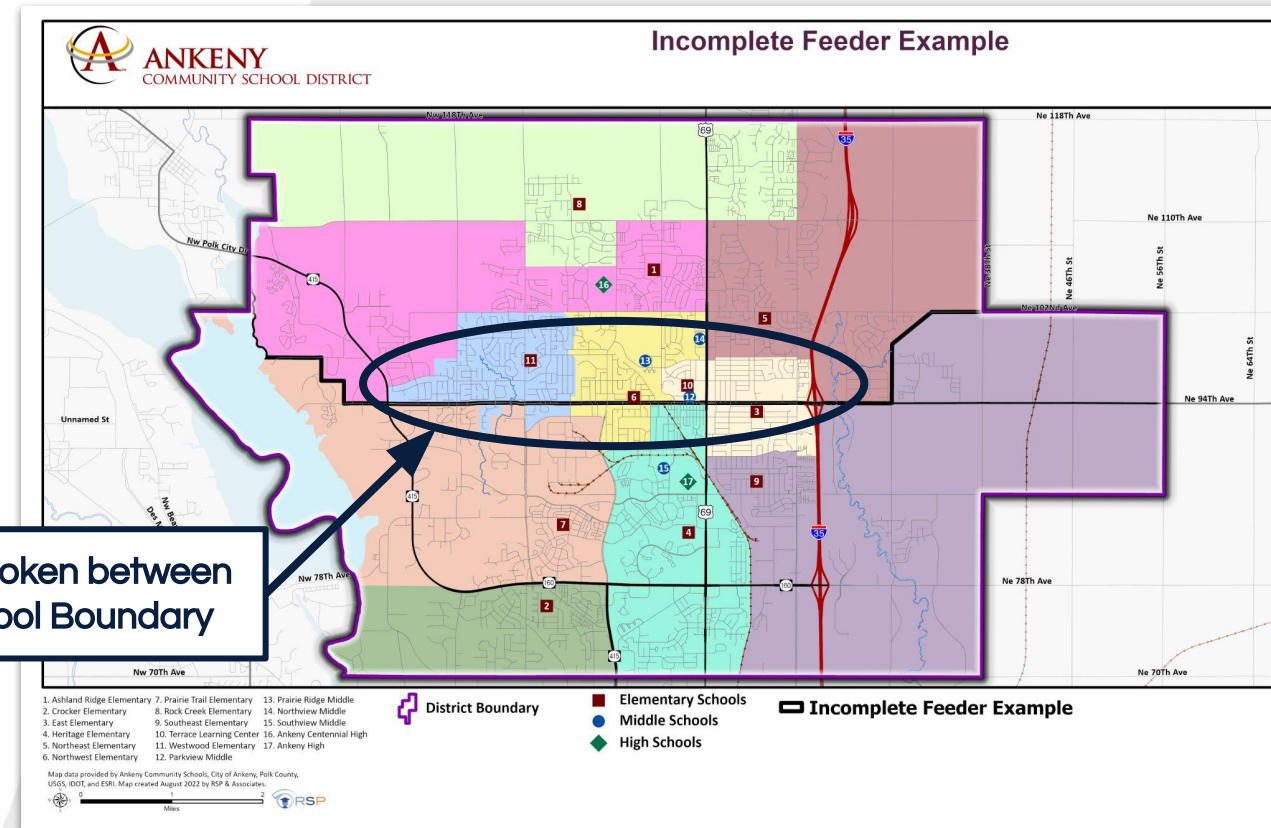




# Boundary Criteria #4 Feeder System

## Goal: Elementary attendance areas should align with Secondary attendance areas

- Where possible, attendance areas should align with the next grade configuration to maintain school communities and ensure the students attending one school all transition to the next school together
- This factor addresses the stability and impact of future boundaries



EXAMPLE

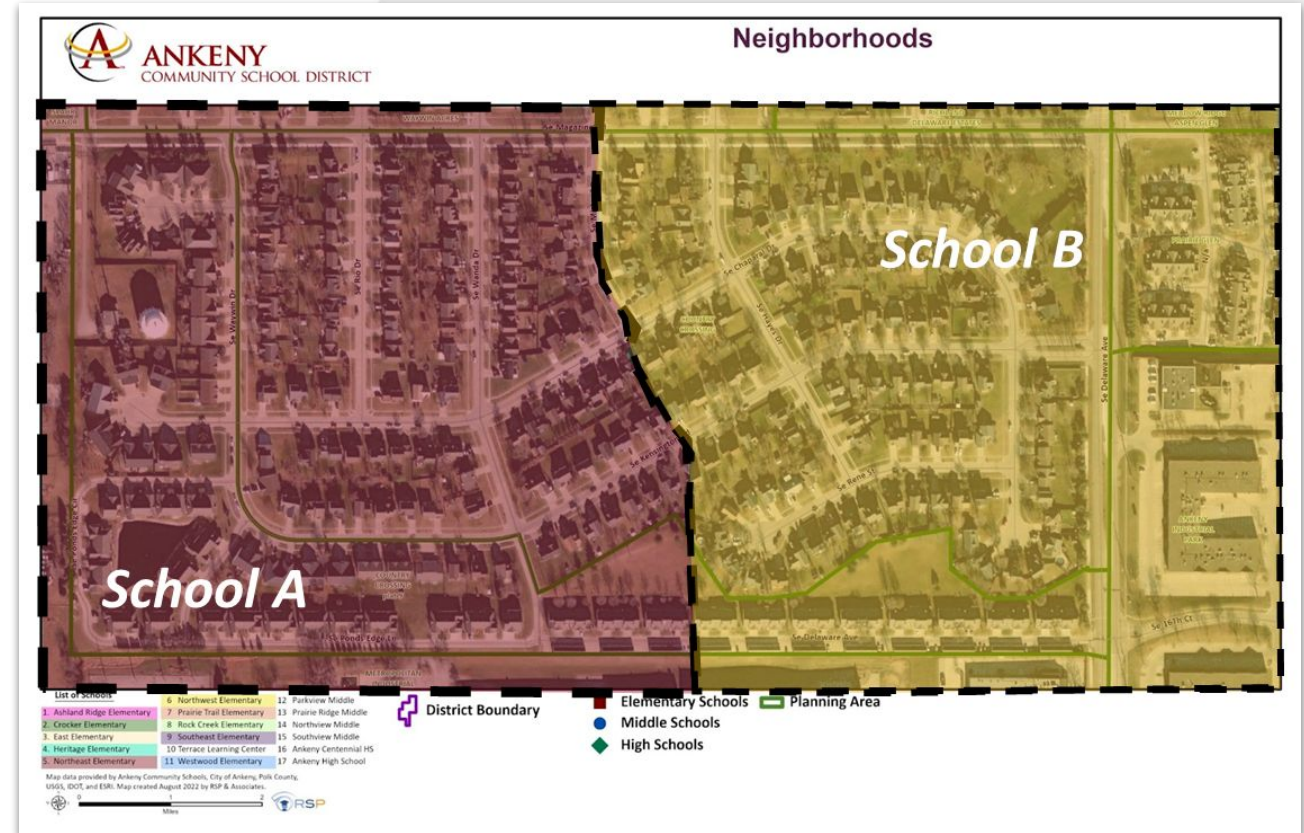
Visual Only: does NOT reflect a proposed boundary option



# Boundary Criteria #5 Neighborhoods Intact

**Goal: Each neighborhood (planning area) attend the same school**

- Where possible, neighborhoods should not be split between two schools
- A neighborhood is defined as the smallest division of a planning areas that can be subdivided by a natural line of demarcation, such as a stream, major traffic way,
- There should be logical limit to define a neighborhood



EXAMPLE

Visual Only: does NOT reflect a proposed boundary option



# Boundary Criteria #6

## Projected Enrollment/Capacity

**Goal: Balanced, logical enrollment that works within the confines of school capacities**

- Where possible, attendance boundary should be created to anticipate the projected enrollment and the program/current capacity of the building
- Considers building utilization, student enrollment, staffing needs, and the educational program(s) at each school
- Efficient building utilization should attempt to maximize student population without exceeding capacity

EXAMPLE

Visual Only: does NOT reflect a proposed boundary option

School	School Capacity	Student Location	Past School Enrollment			Projections Based on Residence				
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Ashland Ridge Elementary K to 5th NORTH FEEDER	640	Reside/Attend Reside Attend	688 679	700 677	779 736	824	888	954	1,004	1,031
Crocker Elementary K to 5th SOUTH FEEDER	640	Reside/Attend Reside Attend	618 609	523 538 531	487 502 491	503	496	507	503	495
East Elementary K to 5th SOUTH FEEDER	480	Reside/Attend Reside Attend	363 418	389 412 392	392 423 393	419	411	410	411	411
Heritage Elementary K to 5th SOUTH FEEDER	800	Reside/Attend Reside Attend	0 0	529 562 531	548 583 551	598	616	640	676	697
Northeast Elementary K to 5th NORTH FEEDER	640	Reside/Attend Reside Attend	635 635	613 643 626	641 668 672	691	741	750	760	744
Northwest Elementary K to 5th NORTH FEEDER	480	Reside/Attend Reside Attend	371 362	337 345 375	337 343 372	355	359	363	345	337
ELEMENTARY TOTAL K to 5th	6,560	Reside/Attend Reside Attend	5,727 5,727	5,256 5,485 5,485	5,441 5,703 5,703	5,875	6,102	6,297	6,410	6,506

Source: RSP & Associates, LLC - November 2021

Over School Capacity

Note 1: Student Projections are based on the residence of the student.

Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each facility (360 PK at Terrace Learning Center)

Note 3: Transfers between Facilities are not factored into the Projections

Note 4: The Enrollment Model assumes ES(K-5) MS(6-9) and HS (10-12)

Note 5: Each planning area is assigned the 2021/22 boundary

Note 6: Heritage ES opened in 2020/21 and Terrace change to Early Childhood resulting in elementary boundary changes

Note 7: School capacity provided by the District (High schools planned to increase from 1,400 to 1,850 in 2022/23)

Note 8: Reside is based on the student home address (Past Attendance Areas to 2019/20 : New Attendance Areas 2020/21 forward)

Note 9: Attend is based on which facility the student attends (Past Attendance areas to 2019/20 : New Attendance Areas 2020/21 forward)

Note 10: Reside/Attend are the students who reside in the attendance area that they have chosen to attend



# Boundary Criteria #7 SIBC

**Goal: Minimize how many students are impacted by the new attendance areas**

- Where possible, minimize the number of existing student impacted in a boundary change
- SIBC determine the number of student that will be impacted by a change in boundaries. Data is able to show total students and students impacted by grade level
- Consider should be given to the number of student affected a potential boundary change, specifically how many students from one particular school could be impacted

Potential Students Impacted in Boundary Change										
Current Reside	Concept Boundaries Reside									
	Ashland Ridge	Crocker	East	Heritage	Northeast	Northwest	Prairie Trail	Rock Creek	Southeast	Westwood
Ashland Ridge		298						9		
Crocker	12		443							
East										
Heritage						16				
Northeast				77						
Northwest									63	
Prairie Trail			28							
Rock Creek							124			
Southeast	23									
Westwood										
<b>TOTAL STUDENTS IMPACTED:</b>										<b>1,093</b>

EXAMPLE

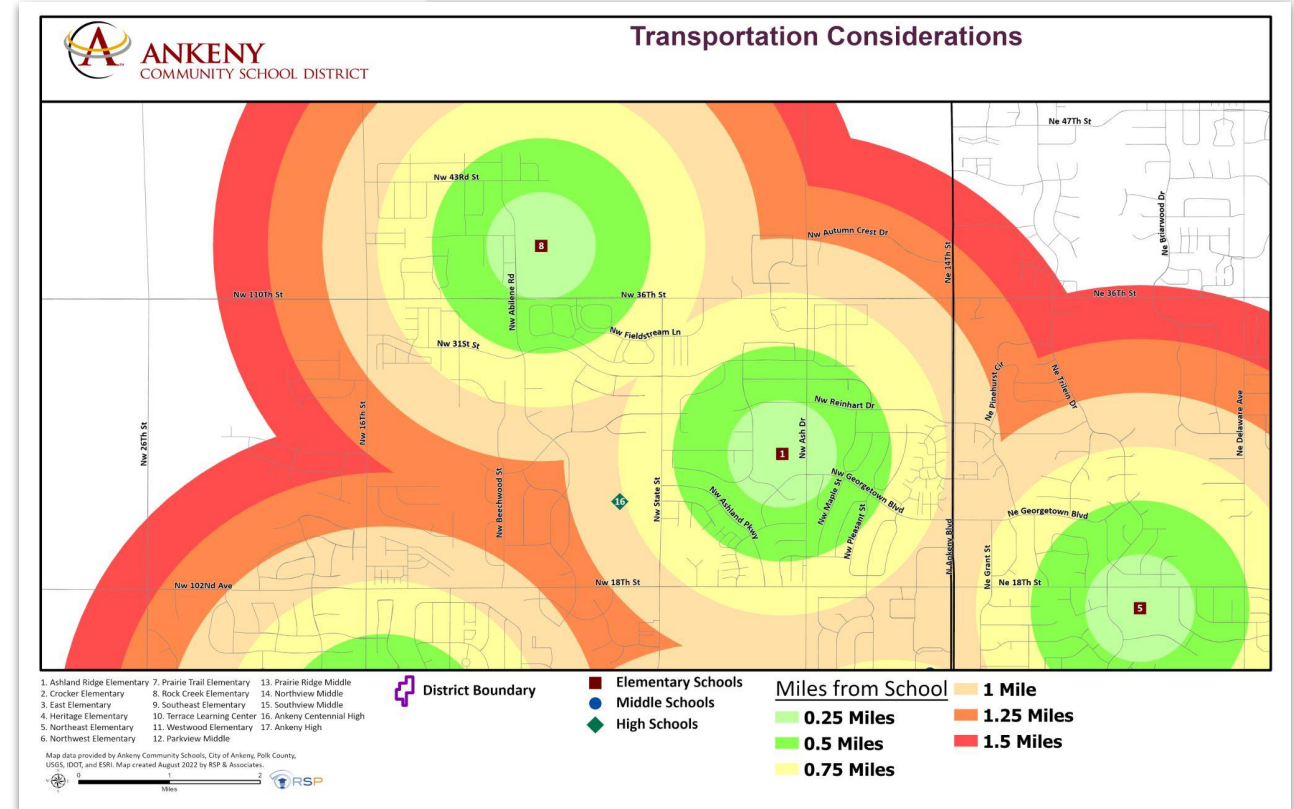
Visual Only: does NOT reflect a proposed boundary option



# Boundary Criteria #8 Transportation Considerations

**Goal: Attendance areas do not require additional bussing expenses and does not result in unreasonable time for students on a bus**

- Proximity to school is an indicator of travel time, need to account for actual travel times
- While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible, in formulating attendance boundaries



EXAMPLE

Visual Only: does NOT reflect a proposed boundary option



# Past BOE Prioritization of Boundary Criteria

Listed below are the prioritized boundary criteria the Board approved on July 17, 2013:

1. Contiguous Attendance Areas
2. Projected Enrollment/Capacity
3. Feeder System
4. Students Impacted Boundary Change
5. Neighborhoods Intact

Listed below are the prioritized boundary criteria the Board approved on March 25, 2019:

1. Contiguous Attendance Areas
2. Demographics
3. Duration of Boundaries
4. Neighborhoods Intact
5. Projected Enrollment/Capacity

*NOTE: All the boundary criteria are important, this prioritization begins the framework on how to evaluate the future concepts created*

# Group Discussion

Discuss at your tables:

## How would you prioritize the boundary criteria?



Contiguous Areas



Demographic Considerations



Duration of Boundaries



Feeder System



Neighborhoods Intact



Projected Enrollment/Capacity



Students Impacted by Boundary



Transportation Considerations



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# Deeper Thoughts

*How do we design schools and utilize schools to best engage students?*

*How do we best utilize our current inventory to support growth, and what might we need to build and when?*

*How does our 1) current boundary system, 2) grade configuration, or 3) current facility makeup work for and against us?*

*What other options might we consider?*



# Introduction to Belief Statements

**DEFINITION:** A list of statements that express the views, characteristics, parameters, and reasoning of this process. The statements outline the vision and create attainable metrics to measure our success.

**THE END RESULT:** After the first three committee meetings, we will have **3 to 6 TOTAL Belief Statements**

- o 1 to 2 Finance focused (*goal of meeting 1 - finalized 9/27*) ✓
- o 1 to 2 Curriculum focused (*goal of meeting 2 - finalized 10/18*) ✓
- o 1 to 2 Facility focused (*goal of meeting 3*) ←

Source: <https://subconsciouschange.com/11-steps-creating-empowering-beliefs/>



# Introduction to Belief Statements

**Helpful tips for drafting belief statements:** Belief statements should be...

- 1. Short:** When you write a belief statement it should be short and no more than one sentence in length.
- 2. Meaningful & Specific:** The belief statement should be meaningful and targeted.
- 3. Quantifiable:** It is helpful if there is measurement included in the belief statement.
- 4. Concrete:** Your statements need to be clear and precise. They should explain exactly what you mean and want.
- 5. Realistic:** Beliefs need to be realistic, something you know you can attain.
- 6. Timely:** Create your belief statements using a reasonable time frame so you can acknowledge receiving the benefit of your goal.
- 7. Present Tense:** Eliminate any reference in your belief statements that indicates future or past tense. This includes words such as can, want, will (future tense) and did, had, wanted (past tense).
- 8. Positive:** Your statement must be written in positive terms. Refrain from using sentences that include "not", "no", "un-" or double negatives.

Source: <https://subconsciouschange.com/11-steps-creating-empowering-beliefs/>



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# Activity 2:

# Facility Belief Statement

## GOALS:

1. To recognize the facility focused realities of the district
2. To individually and as a group brainstorm potential belief statements
3. As a committee, come to a consensus on Facility Belief Statements to guide this process

## CONTENT:

Belief statements can address, but not limited to, any of the following:

- Grade configurations
- Characteristics of new schools
- Parameters to repurpose buildings
- Innovative improvements
- Attendance area criteria



# Activity 2: Facility Belief Statement

## ACTIVITY:

Draft Facility Belief Statements

*Example: The district is responsible for facility improvements that accommodate current and evolving technologies.*

*Example: The district must utilize available resources to provide optimal learning environments in all buildings and minimize student transitions between grade levels.*

Use the following prompts to draft belief statements:

○ **The district is responsible for:** \_\_\_\_\_.

○ **The district must be:** \_\_\_\_\_.

### Make sure your goals are SMART:



**S**

**Specific** Is the goal specific and focused?



**M**

**Measurable** What evidence and data will be used to track success?



**A**

**Achievable** Can we realistically achieve the goal within the timeframe?



**R**

**Relevant** Does the goal align with the values and long-term objectives?



**T**

**Timely** Is the timeframe realistic? What is the end-date?

*Note: Belief statements are not limited to these prompts – use these examples as jumping off point to craft your own examples.*



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# Public Input Survey #1

## Format:

- Electronic Survey
- Accessible in English, Spanish, and Bosnian

## Timeline:

- Opens Oct. 24 at 8:00am
- Closes Nov. 4 at 11:00pm

## Goals:

- Gain community feedback on the FMP Committee's Belief Statements
- Gain community feedback on programming options within ACSD
- Creates an avenue for community members not able to attend the Public Input session to understand our progress and provide feedback



# Next Steps



## Public Input Opportunity (Oct. 25-26, 2022)

- Update public on committee progress
- Present finalized Belief Statements
- Electronic survey



## Board of Education (Nov. 21, 2022)

- Results from Public Input and the committee work from Meetings 1-3
- Enrollment Analysis



## Committee Meeting #4 (Jan. 4, 2023)

- The next time the committee will meet will be in January about the public input sessions and BOE presentation.