18/19 FACILITY MASTER PLAN
Committee Meeting #3

Presented on August 29, 2018
Discussion Points

- Introduction
- Process Overview (Part One)
  - Boundary Process Detail and Roles
  - Academics, Culture, Economics
  - Criteria for the Process
  - Guiding Principles
- Committee Information (Part Two)
  - Elementary Tour Findings (Committee Response and Survey)
  - Activity – What Have We Learned
- Committee Discussion (Part Three)
  - Capacity Tours MS and HS
- Moving Forward (Part Four)
  - Next Steps
Presentation Goals

1. Provide information that will help guide a Facility Master Plan Committee discussion:
   - Process Overview
   - What Committee Members have learned
   - Capacity Tour MS and HS

2. Provide a transparent dialogue between RSP, Administration, BOE, and Committee so the public will know how the Facility Master Plan will improve the District in being Learner Centered, Community Connected and Teacher Empowered.
Conduct / Ground Rules

The following will be adhered to by each committee member for the duration of the process.

- Be respectful of other opinions
- Think BIG
- Keep emotions under control and focused
- Be concise
- Share your viewpoint
- Assume good intentions
- Be prepared and involved
Parking Lot

1. Place to put questions about items you would like answered

2. Place to put general comments

3. Answers by either RSP or Administration prior to the next committee meeting
Part One:
Process Overview
NOTES:
Committee meetings could include building tours, special presentations, and homework.
All the committee work builds toward being able to answer one of the following:
* Build New / Renovate
* Re-purpose
* Grade Configuration
* Future Academic Programming
* Finance
* Ongoing projects to include: maintenance, safety/security, and other extracurricular facility need

Learner Centered - Teacher Empowered - Community Connected
Process Roles for Entities

**Board of Education:** Provide the framework of the process, community values, receive the Committee recommendation, listen to community input, and after more discussion approve a plan that will guide the district in making timely decisions for student academic achievement.

**Administration:** Provide guidance over the process, attend the committee meetings and public forums, be a resource in answering questions related to school district related topics, communicate the educational vision, and provide ongoing progress updates to the school community through a targeted communication plan.

**RSP:** Facilitator (Board, Committee, and Public Forums). Utilize GIS data, knowledge gained from County and City jurisdictions and others to create accurate enrollment projections, as well as facilitate meetings that produce positive, meaningful dialogue for the Board to consider solutions for students to experience World Class Educational opportunities in the classroom.

**Committee:** Discuss and analyze information, as well as engage in conversation with other committee members and the community. Examine options presented and evaluate based on the community values and prioritized framework established by the Board of Education, ultimately leading to a recommendation the BOE will consider to implement for a Facility Master Plan.

**Community:** Review the Committee options and provide constructive feedback so the committee and/or Board can consider how any of these ideas might benefit the student educational experiences.
Learner Centered:
The district’s mission statement is: We are committed to engaging all students in a challenging and supportive environment that ensures all students learn at high levels.

Community Connected:
There is a great deal of Community Support for the schools, coupled with High Expectations. Community people are Passionate about the district, and there is a great deal of pride in the community regarding their schools past, current and future.

Teacher Empowered:
Through their building level PLC’s Leadership is encouraged in the district. Teachers operate in a Collaborative environment, focused on High Quality and Continuous Improvement.
Community Driven Process
Academics, Culture, Economics

Academics
- World Class Learning
- College & Career Successful
- Relevant & Rigorous
- Class Size
- Grade Configuration
- Enrollment/Capacity

Culture
- Athletics
- Activities
- Clubs
- Organizations
- Student Engagement
- Parent Involvement
- Traditions/Pride
- Safe/Caring

Economics
- Repurpose of Schools
- Remodeling/Additions
- New Construction
- Bond Referendums
- Community Support
- Ability/Desire To Afford
Guiding Principles

- All ten Key Issues Identification are important for the process to be successful.
- Some of the items would need to happen regardless of what the committee recommends in the Facility Master Plan process.
- The selection of what tier the other items are associated were derived by the discussion and ranking of the Key Issues Identification items. Those items that received more than one vote were considered Tier One, those with one or fewer votes were to be classified as Tier Two.
- Board goal is for the committee to adhere to the Absolutes and best as possible address the Key Issues Identification in both Tier One and Tier Two.

The Ten Key Issues Identification items should be classified in the following three areas (Shown on next page):

- Absolutes
- Tier One
- Tier Two
Key Issues Identification

**ABSOLUTES:**
1. Defining what equity means in the creation of improvements or new facilities
2. Ensure all schools are safe and secure

**TIER ONE PRIORITIES:**
1. Build community support in the creation of a Facility Master Plan which will promote world-class academic opportunities for every student to be college and/or career successful
2. Define the ideal grade configuration (ES, MS, HS) and appropriate transitions
3. Defining what a neighborhood means (ES, MS, and HS) and if or when there is a transition from grade centers to neighborhood attendance areas
4. Plan for Future Changes in the District (Transfer Policy, Open Enrollment, academic standards: Special Education (SPED), English Language Learners (ELL), Core and Flex Space, Activity or Extra-Curricular Programs)
5. Funding availability to support the desired academic programming and capacity need

**TIER TWO PRIORITIES:**
1. Provide guidance on what happens with existing buildings
2. What is the ideal capacity (students and sections) of a school (ES, MS, and HS)
3. Provide a timeline for any future building
Community Input

The following are results from the Exit Survey, 06/20/18:

36 community members participated in the Exit Survey

100% Strongly Agree/Agree with ACE and Guiding Principles

General Comments to the committee
- “I love that the goal is to continue high quality education while maintaining student rations”
- “Continue to think outside the box in this process – lets do it different”
- “A step in the right direction”
- “I think the committee is doing a great job. Keep up the good work!”
- “Well Done”
- “I appreciate the time spent to consider safe, sustainable learning environments for our kids”
Community Input

The following are results from the Online Survey, 06/26/18 – 07/08/18;

21 community members participated in the Online Survey

Adel Elementary
- “Grouping students by age provides a greater opportunity for a more narrowed approach to developmentally appropriate programing as well as social support for students. It also allows for a greater degree of collegial support”
- “Students would likely lose some sense of comfort that comes with attending the same school as their sibling(s)"

DeSoto Intermediate
- “It is nice to have like age groups at different facilities for development, student safety and traffic flows”
- “Might be best to replace the entire DeSoto facility”

Grade Configuration
- “I think it’s a plus when grade levels can stay together and teachers benefit from collaboration”
- “Staffing to maintain more buildings could be a challenge as we have issues now getting some things done as needed”
Part Two: Committee Information
Capacity Terms

- **Functional Maximum Capacity** = measured by counting the number of standard classrooms in a school multiplied by the maximum allowable class size.

- **Square Footage per student** = ratio of the number of students to total building floor plan, compared to adopted standards.

- **Program Capacity** = maximum number of students a facility can accommodate after applying grade level or content area class averages to standard teaching stations within a facility.

- **Desired Class Size** = an ideal number of students in a particular content area class for planning and scheduling purposes.

- **Standard Class Size** = a number of students in a particular content area class used to establish a high end student-to-teacher ratio for planning and scheduling purposes.

- **Desired Educational Capacity** = number of students a building can accommodate by using a formula that considers educational programs, class size expectations per age group/program and building schedules. Functional capacity measures the current usage of educational program space and the pre-determined student class size range assigned to each space.

- **Mid-Range Educational Capacity** = has slightly higher Standard Class Size than the Desired Educational Capacity
The items listed below are the general themes from the results of the committee building tour at Adel Elementary and Desoto Intermediate:

Adel Elementary:
- Adel Elementary should receive renovations to the “Old” portion of the structure should be renovated to meet standard set by the “New” portion

Desoto Intermediate:
- Concern if DeSoto Intermediate should be replaced and centrally located in Adel, and if more funds should be put into this location
- If DeSoto Intermediate is to remain a facility within the district the “Old” portion of the structure should be renovated to meet standard set by the “New” portion

Both Elementary Schools:
- Each of the facilities should be renovated in order for students receive the same experiences and equitable education no matter the building they attend
- Security needs to be upgraded to include cameras and exterior door buzzers
- Concern if each of the building is ADA compliant, and if not then should be made so
- Lunchrooms, Playgrounds, and Restrooms are inadequate and need to be upgraded
- Gyms, Music rooms, and Libraries are too small and should be enlarged and allowed to have more natural light
- Should have the air quality tested and HVAC upgraded if necessary
Adel Elementary Site
Adel Elementary Floor Plan

General Information:
- Desired Educational Capacity = 464 students
- Mid-Range Educational Capacity = 511 students
- Functional Maximum Capacity = 552 students
- Twenty-Four Core classrooms
### Adel Elementary Evaluation

#### Adel Elementary

**Question: Answer each of the following questions - 1 being the worst and 5 being the best**

<table>
<thead>
<tr>
<th>Exterior / Site Layout</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rate the Exterior Appearance of the School – is it visually pleasing:</td>
<td>3.8</td>
</tr>
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<td>2. Rate the parking lot and access to the site – is it adequate:</td>
<td>3.4</td>
</tr>
<tr>
<td>3. Rate the playground and/or athletic fields – is it adequate:</td>
<td>3.7</td>
</tr>
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<td>3.8</td>
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<td>3.2</td>
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Adel Elementary Comments

General Comments:  
- More Playground equipment/PreK playground needs updated****  
- Security/Cameras/Exterior doors need buzzers******  
- Lunchroom/lunch timing/storage**********  
- More parking/staff and event concerns****  
- Shared rooms/SPED needs adequate spaces  
- No PreK access  
- HVAC concerns***  
- Lighting/more natural light/love skylights in PS***  
- Storage/tight locker spaces*****  
- Restrooms/staff bathrooms *****  
- Gym/need updating, more hoops/need AV***  
- No onsite food prep  
- Noisy entrance from mechanicals**  
- Class sizes/too small(except KDG)******  
- More office space needed*  
- Not adequate conference space/staff meeting space***  
- Bus Hub*  
- Dismissal*  
- Love the wet space for KDG & new bathrooms  
- Like KDG classes that are ADA compliant  
- Landscaping  
- Art room dark/cramped

Proposed Solutions  
- No addition needed  
- Old part needs updating
Process Question #1

I believe that without any additions and/or renovations Adel Elementary site/facility is not suited to grow beyond serving 550 students

A. Strongly Agree
B. Agree
C. Not Sure
D. Disagree
E. Strongly Disagree

- Strongly Agree: 71.4%
- Agree: 28.6%
- Not Sure: 0.0%
- Disagree: 0.0%
- Strongly Disagree: 0.0%
Adel ES Question #2

I believe that Adel Elementary is currently suited to serve lower elementary students (no older than 3rd grade)

A. Strongly Agree
B. Agree
C. Not Sure
D. Disagree
E. Strongly Disagree

- Strongly Agree: 65.2%
- Agree: 30.4%
- Not Sure: 0.0%
- Disagree: 4.3%
- Strongly Disagree: 0.0%
Adel ES Question #3

I understand the optimal number of kindergarten designed spaces at Adel Elementary is eight sections?

A. Strongly Agree
B. Agree
C. Not Sure
D. Disagree
E. Strongly Disagree
DeSoto Intermediate Site
General Information:

- Desired Educational Capacity = 500 students
- Mid-Range Educational Capacity = 550 students
- Functional Maximum Capacity = 625 students
- Twenty-Five Core classrooms
# DeSoto Intermediate Evaluation

## DeSoto Intermediate

### Question: Answer each of the following questions - 1 being the worst and 5 being the best

<table>
<thead>
<tr>
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<th>Rate the Exterior Appearance of the School – is it visually pleasing:</th>
<th>Average</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td>2.2</td>
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<td>3.2</td>
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<td>3.3</td>
<td>1</td>
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<tr>
<td></td>
<td>4</td>
<td>3.1</td>
<td>1</td>
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**Total Exterior / Site Layout**

| Average | 3.0 | 3.0 |

### Interior / Building Layout

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<td>3.0</td>
<td>1</td>
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<tr>
<td></td>
<td>8</td>
<td>2.3</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Interior / Building Layout**

| Average | 2.6 | 2.7 |

### Total Exterior / Site Layout and Interior / Building Layout

| Average | 2.7 | 2.8 |
### DeSoto Intermediate Comments

#### Positive
- New spaces Great*****
- Really like art room**
- Main office**
- New wing is very well organized****
- Good lighting
- Comfortable for students and teachers
- New entrance good**

#### Negative
- Playground – worn equipment
- Lunch room too small ***
- Gym & Music room too small ************
- Library outdated & uncomfortable **
- No onsite food production
- Old wing unsafe with stairs/ADA ****
- Poor air quality/smalls/HVAC concerns******
- Exposed coat hangers/hooks/lack of lockers *****
- Lack of technology
- Restrooms in old building out of date******
- Old part is very old/small spaces*
- Close to I80
- Entrance/doors/Exterior ***
- Class sizes/too small/unequal to new wing*****

#### Proposed Solutions
- More central location for school? In Adel?
- Knock down old part & rebuild new – or close old section & build onto new section
- Concerns about investing more money in this building
- Penny sales tax option needs extension
DeSoto Intermediate Question #1

I believe that DeSoto Intermediate site/facility with additions/demolition/renovation could be expanded to serve a larger student population.

A. Strongly Agree
B. Agree
C. Not Sure
D. Disagree
E. Strongly Disagree

59.10% Strongly Agree
31.80% Agree
0.0% Not Sure
4.50% Disagree
4.50% Strongly Disagree
DeSoto Intermediate Question #2

I believe that DeSoto Intermediate is currently suited to serve upper elementary students (no younger than 3rd grade).

A. Strongly Agree
B. Agree
C. Not Sure
D. Disagree
E. Strongly Disagree
DeSoto Intermediate Question #3

I believe the 3-story portion of DeSoto Intermediate is not suitable for 21st Century Education.

A. Strongly Agree
B. Agree
C. Not Sure
D. Disagree
E. Strongly Disagree
### Final Evaluation of Elementary Buildings

#### All Schools Response Average with Zero Responses

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- The results in the table include persons who gave a zero for any of the areas being evaluated
- Adel ES is rated a better building than DeSoto Intermediate
Elementary General Question #1

I believe Adel Elementary and DeSoto Intermediate cannot adequately serve the forecasted number of students for future enrollment requiring additional capacity to be available as early as 2021/22.

A. Strongly Agree
B. Agree
C. Not Sure
D. Disagree
E. Strongly Disagree

![Bar chart showing the distribution of responses]

- Strongly Agree: 52.2%
- Agree: 21.7%
- Not Sure: 17.4%
- Disagree: 0.0%
- Strongly Disagree: 8.7%
Elementary General Question #2

I believe the ADM School District needs to increase its elementary capacity.

A. Strongly Agree
B. Agree
C. Not Sure
D. Disagree
E. Strongly Disagree

59.1% strongly agree, 36.4% agree, 4.5% not sure, 0.0% disagree, 0.0% strongly disagree.
Elementary General Question #3

I understand that whatever solution is created, there will be a transition period that will result in the district having to utilize space differently than is currently being utilized.

A. Strongly Agree
B. Agree
C. Not Sure
D. Disagree
E. Strongly Disagree
Clicker Question Results

- Capacity Need at Elementary for more than 550 students
  - SA = 71.4%; A = 28.6%

- Adel ES facility should serve students 3rd grade or lower
  - SA = 65.2%; A = 30.4%; D = 4.3%

- Adel ES number of optimal Kdg rooms is eight
  - SA = 40.0%; A = 40.0%; NS = 15%; D = 5%

- DeSoto Inter could be expanded to serve more students
  - SA = 59.1%; A = 31.8%; NS = 4.5%; D = 4.5%

- DeSoto Inter facility should serve students 3rd grade or higher
  - SA = 21.7%; A = 34.8%; NS = 26.1%; D = 17.4%

- DeSoto Inter is not suitable for 21st Century Learning
  - SA = 65.2%; A = 21.7%; NS = 4.3%; D = 8.7%

- Adel ES and DeSoto Inter cannot serve projected enrollment by 2021/22
  - SA = 52.2%; A = 21.7%; NS = 17.4%; SD = 8.7%

- ADM needs to increase its elementary capacity
  - SA = 59.1%; A = 36.4%; NS = 4.5%

- Any solution will result in a transition time frame
  - SA = 54.5%; A = 40.9%; D = 4.5%
Part Three:
Committee Discussion
ADM Middle School Floor Plan

First Floor

General Information:
• Capacity Being Reviewed
ADM Middle School Floor Plan

Second Floor

General Information:
- Capacity Being Reviewed
ADM MS Comments

General Comments:
- Library needs to be updated
- Library is awesome **
- Classrooms are too small
- Security at side doors
- Music/Band room too small *******
- Locker rooms need to be updated
- Lots of locker space **
- Most spaces are a good size and allow for growth *****
- Administration offices too far away from students **
- Lack of seats in the auditorium ***
- Commons area has great natural sunlight
- Clean/Well Kept/ Bright

Proposed Solutions
- Combine Choir and Band
- Auditorium used for other purposes
- Utilize technology and online learning
### ADM Middle

**Exterior / Site Layout**

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**Interior / Building Layout**

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**Total Exterior / Site Layout and Interior / Building Layout**

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ADM High School Floor Plan

General Information:
• Capacity Being Reviewed
ADM HS Comments

General Comments:
- Need separate nurse for MS & HS, not shared
- Football locker room should be relocated due to odor ****
- Security at back entry
- Cafeteria has great space
- Weight room too small ****
- Auditorium inadequate ****
- Music/Band room too small ****
- Counseling too small
- Unclear where entry to building is located
- Some class rooms too small ****
- Great AG space *****
- Family science room needs remodel ***
- New classrooms are great, old classrooms are too small ****
- Science rooms are nice ***

Proposed Solutions
- Move HS to MS space
- Virtual Classes
- Separate campus for VoTech at Minburn
### ADM High School

**Exterior / Site Layout**

<table>
<thead>
<tr>
<th>Question</th>
<th>Average</th>
<th>No Zero</th>
<th>Lowest</th>
<th>Highest</th>
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</thead>
<tbody>
<tr>
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</tr>
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<tr>
<td>6 Rate the Auditorium/music space – is it large enough, flexible space:</td>
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<td>7 Rate the library/media space – is it large enough, flexible space:</td>
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All Schools Response Average with Zero Responses

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- The results in the table include persons who gave a zero for any of the areas being evaluated
Part Four: Moving Forward
Next Steps

**Next Public Input #1**: December 11, 2018
- **Preliminary Agenda**: Communicate and Present Draft Committee Concept

**Next Committee #4 Meeting**: September 12, 2018
- **Preliminary Agenda**: Grade Centers, Neighborhood Centers, Grade Configuration

**Communication**
- Utilizing all media formats (newspaper, social media, district website, newsletters) to inform the community of the process and charge to the committee so they can follow what happens and prepare for the possible boundary changes that are being discussed.
## ADM Middle School Evaluation

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### Other Comments:
# ADM High School Evaluation

## ADM High School

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