Educational Planning Recommendations

January 8, 2018

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As you watch the video clip, begin thinking about what skills/habits our students need to have for their future?

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What graduates will KNOW…

A West Des Moines Community Schools graduate will possess the essential skills and integrity to communicate, collaborate, and solve problems as a confident citizen, embracing our diverse and changing world.

…and be able to DO.

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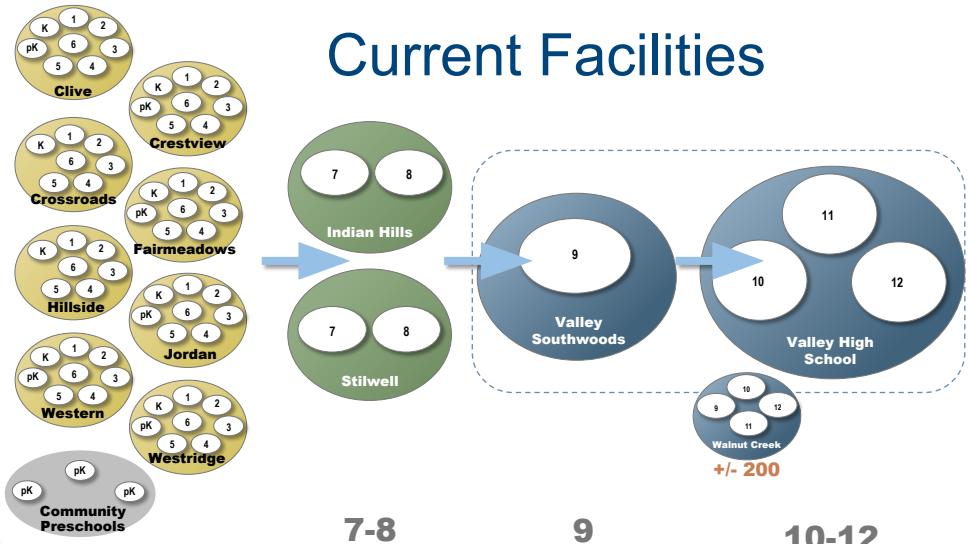
Current Facilities



current: pK-6

7-8
+/- 700ea

9
+/- 700

10-12
+/- 1,900

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DRIVERS for your pK-12 continuum

A. drivers for **CURRENT** configuration

- space / accommodating capacity
- comprehensive high school (1 school, 2 campuses) + alternative high school
- ease 9th grader transition to high school
- community preference

B. drivers for **OPTIMAL**/desired configuration

the above **PLUS**:

- efficiency (staff, student)
- expand program offerings
- personalized learning
- minimize transitions (minimum of 3 years at each school to foster relationships)
- student, staff and community preference

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Elementary buildings:	4-Year-Old Preschool through 5th grades Reconfigure/remodel space at each elementary school
Middle Schools:	Grades 6 through 8
High Schools:	VHS as one 9-12 comprehensive high school with an additional innovative career learning center for 9-12. Walnut Creek as 9-12 alternative high school with access to classes in the innovative, career-focused learning center
Innovative Career Center:	Programming in the career-focused learning center could include some current career and technical offerings, and expand to provide a wide array of courses relevant to skills businesses are seeking in future employees. This recommendation could possibly add 4-Year Old Preschool programming and provide daycare as a fee for service. Both buildings would fall under the umbrella of one high school, offering 9-12 students opportunities within both buildings. Students from both Valley and Walnut Creek can engage and connect in classes held in the innovative, career-focused learning center.

Recommendations

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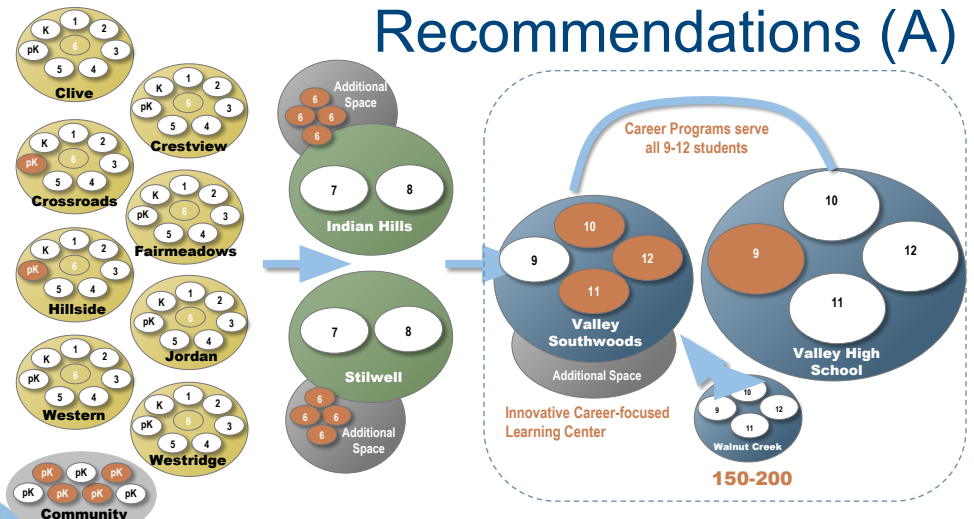
Recommendations (A)



pK-5

6-8
+/- 1,050ea

9-12
+/- 700

9-12
+/- 2,000

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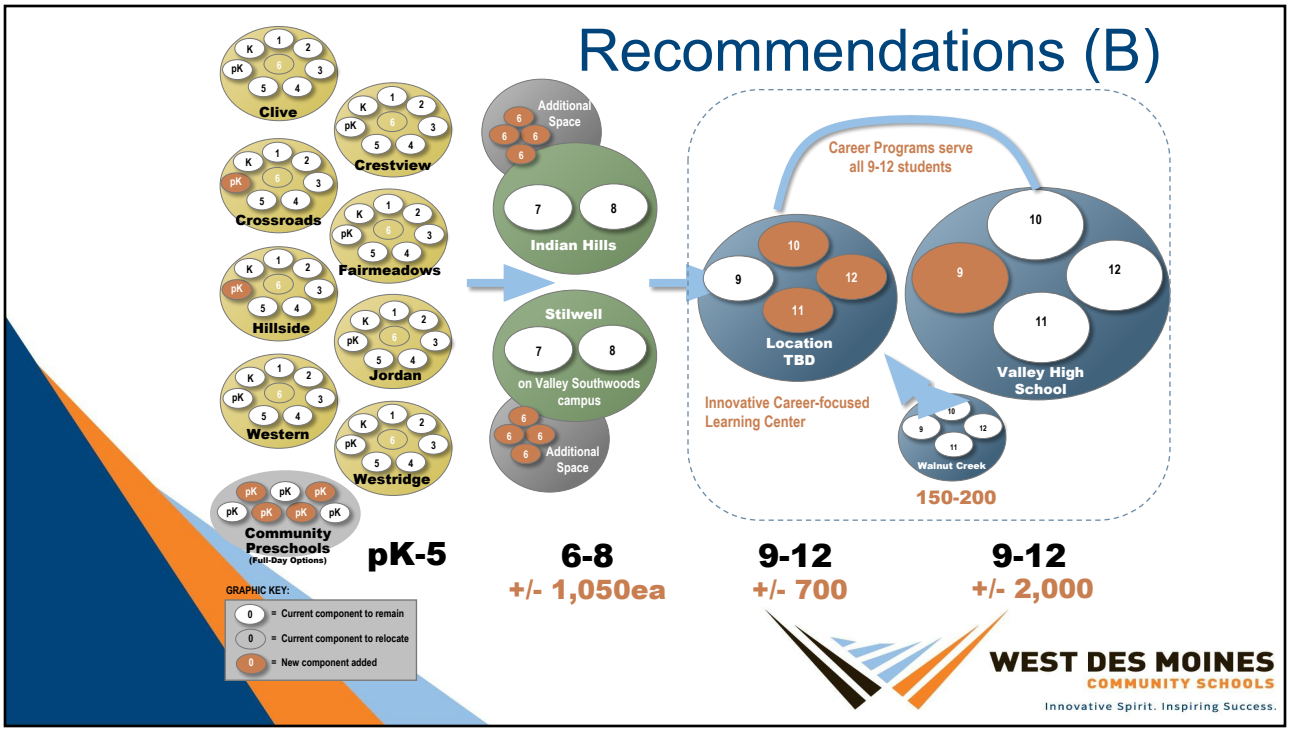
Recommendations (B)



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Innovation Center Ideas & Examples

Possible Programs

- Business Innovation & Entrepreneurship
- Health Occupations & First Responders
- Agriculture & Food Sciences
- Culinary & Hospitality
- Law & Criminal Justice
- Mechatronics & Energy
- Architecture & Design
- Aerospace & Logistics
- Engineering & Mechanics
- Education & Child Development
- Molecular Medicine & Bioengineering
- Environmental Sciences
- Veterinary Medicine & Animal Sciences
- Global Business
- Digital Media, Photography & Design
- Multi-media Journalism
- Construction Technologies

Example Centers in U.S.

Waukee Innovation and Learning Center / APEX
Waukee Community School District, IA

CAPS: Center for Advanced Professional Studies
Blue Valley Schools, Overland Park, KS

Career and Innovation Academy
Cherry Creek SD, Aurora, CO

The Innovation Center of St. Vrain Valley Schools
St. Vrain Valley Schools, Longmont, CO

McKenzie Center for Innovation and Technology
Metropolitan School District of Lawrence Township, KS

Alliance Academy for Innovation
Forsyth County Schools, GA

Innovations Early College High School
Salt Lake City School District, UT

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Benefits

Developmentally Appropriate:

Grade level groupings reflect the holistic needs of students – including developmental, intellectual, social, and physical characteristics of learners served as well as curricular structures for teaching and learning.

Fostering Relationships:

Grade configurations foster student attachment with their schools, adults and communities. A focus on personalized learning requires that students should develop meaningful relationships and truly be known by the adults in their schools, and in most cases, this takes time. Therefore, our schools will include more than one grade level (a minimum of 3 grade levels each.)

Support Enrollments & Programs:

Our schools will have grade levels and student enrollments that are supported by the physical capacities of our buildings. Facilities must be able to accommodate projected future needs of their grade levels, enrollment numbers, educational programs, student supports, and staffing.

Impact / Community Support:
The support of the community and retention and recruitment of district students should be considered when defining programs and supports.

Duration of Relevance:

Grade configurations can remain the same for as long as possible. Where possible, each school's grade levels are stabilized to limit the number of changes experienced by our community. Long-term decisions accommodate anticipated demographic shifts and enrollment projections.

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Questions?

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