

# INTRODUCTION

## 1. Introduction

In 2014 the Davenport Community School District (DCSD) Board of Education tasked the administration with updating the Long Range Facility Plan (LRFP). This plan guides the District's investments in its facilities. The administration engaged the Planning and Design Firm, RDG Design Group of Des Moines and local architects, SGGM, to assist in compilation of data, analysis, planning and budgeting for improvements in District facilities for the next ten years. Studies were done of building conditions and needs, enrollment capacity and projected enrollment through the year 2025.

The Davenport Community School District was formed in 1858 to educate the children of Davenport, Iowa. Over the past 157 years we've come to serve the communities of Blue Grass, Buffalo, Davenport, and Walcott which spans 109 square miles. We have four high schools, four intermediate schools, two K-8 schools, and 17 elementary schools. The Keystone Academy is a K-12 building that educates both general education and special education students with the most significant behavior issues with the goal of helping students transition back to a regular school setting. The District also maintains an athletic stadium, an Operations Center and an Achievement Service Center.

Our schools are distinct in appearance and programs, ranging from facilities that were constructed in the early 1900's to the recent Mid City High renovation in 2014. One of the challenges was to identify ways in which the district can help create an equitable school climate while respecting the unique programs in each of our schools. Could we identify a set of educational specifications that would guide us in creating a 10-year facilities plan that shows sound financial stewardship and uses the funds we have available to create the best possible learning environment for all of our students? We believed that we could.

Increasing student achievement is a top priority in our district. The Board's priorities of improving the overall learning environment in our schools and reducing the impacts of poverty on our students were key considerations, along with maintaining our flexibility to take advantage of new opportunities that would provide our students with unmatched opportunities in their educational careers.

With these considerations in mind we began a process involving hundreds of hours of staff and consultant time to identify the standards and specifications that we believe will create an equitable learning environment in each of our schools, as well as analyzing data on enrollment capacities, community growth projections and direct observation. Our team sought community input from an expert panel of contractors, developers and engineering firms, as well as parents and community members of our district's Local School Improvement Advisory Committee.