



GODDARD PUBLIC SCHOOLS

USD 265

Safe Routes to School Report





WICHITA AREA METROPOLITAN PLANNING ORGANIZATION

Acknowledgments

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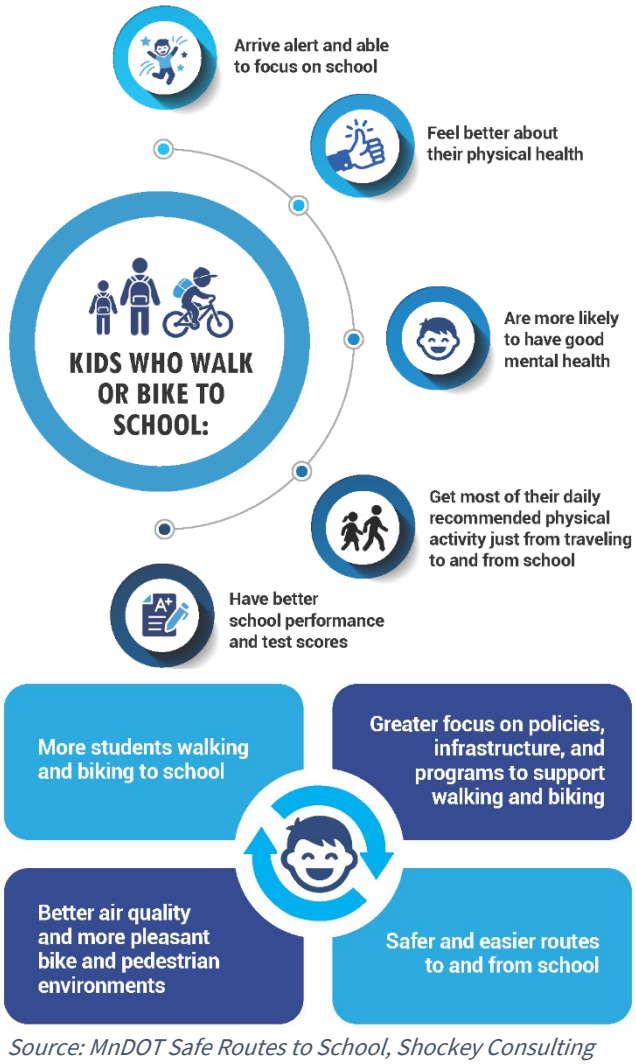
INTRODUCTION

The Wichita Area Metropolitan Planning Organization (WAMPO) prioritizes safety for all individuals, especially vulnerable road users, including children and families. In collaboration with local governments and schools in the Wichita area, Safe Routes to School (SRTS) Plans for public and private K-12 schools are developed in the region. The main objective of each SRTS plan is to identify school specific recommendations that create a safe, comfortable, and connected environment for more students to walk, roll, and bicycle to and from school.

WHAT IS SAFE ROUTES TO SCHOOL?

SRTS is a national effort to improve walking, rolling, and bicycling conditions for K-12 students and encourage lifelong active behavior and habits. Since the 1960s, the number of students walking, rolling, or bicycling to school has declined from nearly 50% to less than 15% today.[1] The location of new schools in relation to housing, school open enrollment policies, the decline of neighborhood schools, roadway design, and the reduced availability of safe and convenient connections have all contributed to this decline.

Established in 2005, the Federal SRTS program provides a proven approach and best practices for the WAMPO region to implement effective programs that benefit the entire community. The SRTS program supports schools in identifying barriers and developing strategies to create safer, more convenient travel options for students. These include addressing infrastructure gaps and creating programmatic support to empower more students and their families to walk, roll, and bike to school.



Source: MnDOT Safe Routes to School, Shockey Consulting

[1] *Kansas Department of Transportation – Safe Routes to School; saferoutes.ksdot.gov/*

SRTS E'S

Safe Routes to School programs use a variety of approaches to meet their goals of increasing the numbers of and improving safety for students walking, rolling, or bicycling to school. These approaches are commonly known as the E's.

Icon	*Name*	*Description*
	**EDUCATION**	Ensure that everyone learns how to travel safely through classes, training, and events that teach the skills needed to walk, bicycle, and roll safely.
	**ENCOURAGEMENT**	Promote and generate enthusiasm around walking and bicycling as ways to travel using events, activities, and programs.
	**ENGINEERING**	Provide infrastructure like sidewalks, paths, and crossings that allow people to walk, roll, and bike safely within the community and to/from schools.
	**ENFORCEMENT**	Deter unsafe behaviors of drivers, pedestrians and bicycle riders and encourage all road users to obey traffic laws and share the road safely.
	**ENGAGEMENT**	Listen to and empower students, families, teachers, community groups, and school leaders in creating an SRTS program that works uniquely for them.
	**EVALUATION**	Track progress toward achieving goals by reporting and assessing what approaches work (or don't) and identifying program changes that can improve outcomes.

PLAN PURPOSE

WAMPO, municipal agencies, county agencies, ten school districts from across the Wichita metro area, and the Kansas Department of Transportation (KDOT) collaborated on plans to holistically improve safety and transportation choices for K-12 students and for residents of the neighborhoods around K-12 schools. The planning process included reviewing existing conditions, identifying issues and barriers, developing potential solutions, and recommending both infrastructure projects and programmatic/policy ideas to increase the number of students walking, rolling, and bicycling to and from school, including by making it safer to do so. The process also included seeking community input and gathering data from school staff, teachers, parents, and students. In addition to serving as a roadmap for safer school travel, these plans will help schools pursue grants and other transportation-related funding opportunities to implement the vision of each plan and/or organize resources to execute desired policies and programs.

Developing an SRTS Plan is a critical step to take when a school and broader community are interested in increasing the number of students walking, rolling, and bicycling to and from school or improving the safety of those who already do. Using a holistic approach, the goal is to create an implementable plan that is sensitive to the specific needs of the school community. Successful implementation of the plan will require close partnership and coordination between local government staff, school and school district staff, elected officials, and community stakeholders. Funding will also be essential. Currently, the most significant funding source available for implementing SRTS infrastructure projects and non-infrastructure programs is the federal Transportation Alternatives (TA) program, though this is subject to change. Funding and resources are also available through the Kansas Department of Transportation for SRTS planning, programming, and education. Having an SRTS plan is required to be eligible for much of this federal and state funding.

SCHOOL PLANS

A successful SRTS planning initiative requires a holistic approach to identify key challenges and opportunities for each priority school selected for study. The school-specific plans include the following elements:

- Collecting and reviewing existing-conditions data to understand what happens at each school before/during/after student arrival/departure times.
- Identifying issues and barriers that discourage students from walking, rolling, or bicycling.
- Developing short-, mid-, and long-term solutions to overcome barriers to walking/rolling/bicycling to school, including recommendations for:
    - Infrastructure projects within a half-mile of a K-12 school to improve walking, rolling, and bicycling conditions.
    - Policy and/or programmatic options at the school or school-district level to provide support, encouragement, and tools for success.

EXISTING CONDITIONS

The first phase in developing a Safe Routes to School plan is to analyze the existing conditions surrounding each school campus. A quantitative and qualitative analysis method is required to ensure that key focus areas are documented and important factors are highlighted to understand issues and opportunities. The following data were analyzed within a half-mile of each priority school:

- Existing waking, rolling, and biking network
- Functional classification
- Major intersections
- Crashes (Bicycle- or Pedestrian-involved crashes)
- Crashes (Vehicle crashes)
- Campus site circulation
- Student travel tallies conducted in classrooms
- Walk audits completed by the SRTS planning team
- Public comments from online survey

ISSUES IDENTIFICATION

The second phase in developing a Safe Routes to School plan is to identify the issues and barriers that students face when walking, rolling, or biking to school on any given day. This is a key step to producing actionable, school-specific strategies that can be implemented by the school district, government agencies, and other organizations. Issues have been identified through a collaborative process involving the analysis of existing infrastructure conditions, walk audit findings, and public comments. Focus was placed on identifying issues that specifically relate to at least one of the six E's, which guide WAMPO's SRTS decision-making.

Frequently, issues that are outside the scope of a Safe Routes to School initiative are cited as major reasons why a parent may not allow their child to walk, roll, or bike to school. These include weather and distance/travel time concerns, which represent real challenges but cannot be easily addressed through Safe Routes to School initiatives. Though documented, such feedback is not included in the issue identification process.

Themes identified as issues within the school district include walking/rolling/biking gaps, intersection safety issues, congestion, and infrastructure condition issues.

RECOMMENDATIONS

The third phase in developing a Safe Routes to School (SRTS) plan is to identify recommendations that can be implemented to address the identified issues. These recommendations are a critical guide for schools, school districts, cities, and other agencies to utilize for planning and implementing improvements that will make it easier and safer for students to walk, roll, and bike to school. Identifying both infrastructure and non-infrastructure recommendations helps achieve all six E's, rather than just a select few.

RECOMMENDATION PROCESS

After the identification of issues, the project team worked with individual schools, school districts, jurisdictions, and the WAMPO team to generate potential solutions for addressing each issue. Similarly to the identified issues, recommendations have been separated into five types of interventions (see following table), addressing different elements of Safe Routes to School.

A toolbox of recommendations to address various issues that school campuses face can be found in the regional Safe Routes to School Planning Toolkit. The toolbox contains a wide variety of proven countermeasures, including long-term infrastructure solutions, short-term quick-build projects, and numerous encouragement and education programs.

	Type of Intervention	Description
	**Sidewalk, Trail, or Bikeway Improvement**	• Filling gaps in the sidewalk or trail network • Filling gaps or adding new on-street bikeway connection • Upgrades to existing infrastructure in poor condition.
	**Crosswalk Improvement**	Minor improvements to existing crosswalks, and the installation of new crosswalks: • Adding new crosswalks • Marking existing crosswalks • Enhancing an existing marked crosswalk with additional markings, signage, and/or pedestrian activated signalization.
	**Intersection Improvement**	Infrastructure and/or signalization improvements at intersections: • Reducing crossing distance and conflict points through changes to intersection geometry. • Increasing safety at an existing intersection, except for crosswalk improvements.
	**Site Circulation Improvement**	Improvements to traffic flow, capacity, and congestion within the school campus.
	**Other Improvement**	Other improvements that do not fit the other four categories in this table (e.g., corridor studies, tree planting, chicanes, speed humps, student, etc.).

PROJECT PRIORITIZATION PROCESS

A process to prioritize each project per school was developed to aid in long-term implementation. Five prioritization categories were identified, and a maximum of three points were awarded to each project per category (except for public comments, which had a maximum of two (2 points), for a maximum of fourteen (14) points. The projects were then assigned a category of low, medium, or high based upon their final score. Projects with a score of zero (0) to five (5) were designated to be a "Low Priority", a score of between six (6) and nine (9) "Medium Priority", and ten (10) and over "High Priority". High-priority projects are recommended to be implemented within five (5) years, medium-priority projects are recommended to be implemented within five (5) to ten (10) years, and low-priority projects are intended to be illustrative. Illustrative projects have no set timeframe but are long-term visionary ideas that should be completed with complementary projects and as funding allows.

Measure	Description	Points			
		0	1	2	3
Walking/Rolling/Biking Safety	One or more reported bicycle or pedestrian-involved crashes within 250 feet of an intersection, or 50 feet of a proposed sidewalk.	No crashes	-	-	1 or more crashes
General Safety	Density of crashes for all modes within 250 feet of an intersection, or 50 feet of a proposed sidewalk.	No crashes	0 – 2 crashes	3 – 5 crashes	Greater than 5 crashes
Public Engagement	A public comment identified the location or segment as a concern.	No comments	-	1 or more comments	-
Number of Schools Impacted	Number of schools (both priority and non-priority) located within a half mile of the project location.	No schools	1 school	2 schools	3 or more schools
Proximity to School	The proximity of the project to its associated school campus.	Greater than 1/2 mile	1/4 - 1/2 mile	1/8 – 1/4 mile	Less than 1/8 mile

Walking/Rolling/Biking Safety

A location with a documented history of pedestrian and bicycle crashes is a priority for Safe Routes to School projects. Even if just one crash was identified at a project location, improving the safety of those who walk/roll/bike to school is essential.

General Safety

A location with a high density of crashes, including vehicle crashes, signal safety concerns that may impact those who walk/roll/bike to school. Intersection improvements, lane reductions, and other projects can help improve safety for both drivers and people walking/rolling/biking.

Public Engagement

An online interactive webmap was developed to allow community members to identify key locations where they have safety concerns. If a community member identified a location as a concern where a project is being recommended, that project becomes a higher priority. Because many comments were not accompanied by an explanation, it was not feasible to identify whether the recommendation directly addresses the issue proposed, so a maximum of two points is given to accommodate this.

Number of Schools Impacted

Many schools within the Wichita metropolitan area are in close proximity to another school, whether on the same campus or on a separate campus nearby. In these situations, many of the projects recommended may impact students who walk/roll/bike to multiple different schools. These projects have the potential to improve the safety of a greater number of students, making them more cost-effective.

Proximity to School

Projects were generally identified within a half-mile radius. However, when a project is far from the school campus, fewer students are likely using the proposed facility. Projects that are located within an eighth-mile of the school campus have the potential to improve safety for the greatest number of students, as they use these facilities first before spreading out to their respective destinations.

NEXT STEPS

After existing conditions have been assessed, issues have been identified, and recommendations have been proposed, the final step to completing a Safe Routes to School initiative is the implementation of projects and programs that increase the well-being of students walking, rolling, and biking to school. Implementing this Safe Routes to School plan can be accomplished through a variety of ways, from infrastructure grants to program coordination efforts.

CONSULT THE PLANNING TOOLKIT

To complement each district's Safe Routes to School Plan, a guide for developing and implementation Safe Routes to School plans were developed. The guide contains a plethora of information about creating additional Safe Routes to School Plans and implementing each of the 6 E's in an impactful, meaningful way.

The WAMPO SRTS Planning Toolkit can be found here: www.wampo.org/srts

IDENTIFY FUNDING SOURCES

Infrastructure projects, even small ones, can be expensive to construct. It will be beneficial for school districts and government agencies to find funding and grant sources to more easily implement the recommendations of this plan. Establishing a Safe Routes to School Plan unlocks additional funding sources that can be used for a variety of projects to improve the safety of students walking, rolling, and biking to school. Funding sources may include federal, state, and local sources. WAMPO administers federal funding that may be used for Safe Routes to School projects, including the Transportation Alternatives (TA) program and the Surface Transportation Block Grant (STBG) program.

EXPAND SAFE ROUTES TO SCHOOL EFFORTS

While this Safe Routes to School plan focused on 58 priority schools across the Wichita metro area, there are still dozens of schools that do not have a Safe Routes to School plan. The Best Practices Guide contains information about how to create new Safe Routes to School plans based upon existing plans and templates. Additionally, there are policies which can be adopted to further promote Safe Routes to School efforts at the local and state levels.

GODDARD PUBLIC SCHOOLS (USD 265)

The Goddard Public Schools (Unified School District (USD) 265) serves approximately 65 square miles in Sedgwick County, including the City of Goddard and the western portion of the City of Wichita. The district serves approximately 6,500 students at 12 schools (five (5) elementary schools, two (2) intermediate schools, two (2) middle schools, and three (3) high schools):

- **Amelia Earhart Elementary School**
- Apollo Elementary School
- **Challenger Intermediate School**
- **Clark Davidson Elementary School**
- Discovery Intermediate School
- **Eisenhower High School**
- Eisenhower Middle School
- Explorer Elementary School
- Goddard Academy
- **Goddard Middle School**
- **Goddard High School**
- **Oak Street Elementary School**

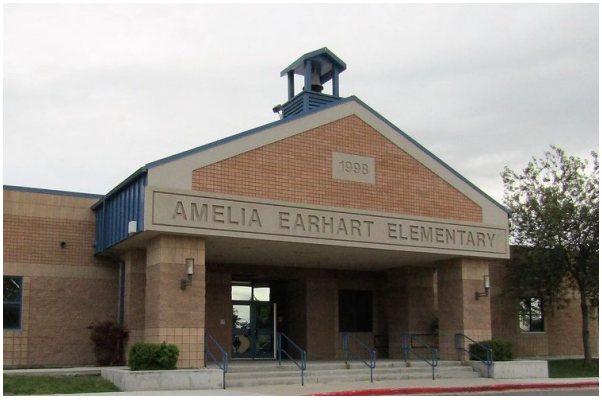
Bold text denotes a "priority" school identified for in-depth study as part of the initial phase of the WAMPO SRTS planning initiative and in coordination with the school district.

For the initial phase of the WAMPO SRTS Plan, school districts were asked to identify an allotted number of "priority" schools, based on district size/enrollment. These schools are the subjects of individualized SRTS planning efforts, which include reviewing in greater detail conditions within a half-mile radius of each school. Goddard Public Schools "priority" schools are for the initial phase of WAMPO SRTS planning and detailed in Table 1.

Table 1. Goddard Public Schools SRTS "Priority" Schools

School Name	Grades	Enrollment (2024-2025)	Free & Reduced Lunch**
Amelia Earhart Elementary School*	K – 4	510	32%
Challenger Intermediate School	5 – 6	454	32%
Clark Davidson Elementary School	K – 4	448	41%
Eisenhower High School	9 - 12	991	23%
Goddard High School*	9 – 12	962	34%
Goddard Middle School*	6 – 8	485	35%
Oak Street Elementary School	K – 4	343	34%

Source: Kansas Department of Education; datacentral.ksde.gov/
**Amelia Earhart Elementary School, Goddard Middle School, and Goddard High School share a campus*
***Free & Reduced Lunch data is based on eligible and approved students*



Amelia Earhart Elementary School



Challenger Intermediate School



Clark Davidson Elementary School



Eisenhower High School



Goddard High School



Goddard Middle School



Oak Street Elementary School

COMPLETED & ONGOING PLANS

A review of completed and ongoing studies was performed to identify any pertinent data and supportive planning elements for consideration within a half-mile of each "priority school." The following publicly available plans have been reviewed as part of the SRTS planning process for Goddard Public Schools.

CITY OF WICHITA BICYCLE PLAN (2024)

School	Planned in Vicinity of School
Eisenhower High School	• One planned bicycle lane or shared-use path along 167th Street as a part of the long-term bicycle network (not a priority corridor).

CITY OF GODDARD, KANSAS, COMMUNITY COMPREHENSIVE PLAN (2015)

School	Planned in Vicinity of School
Amelia Earhart Elementary School, Goddard Middle School, and Goddard High School	• Single-Family residential is planned in the surrounding area of the school campus. • 199th Street is planned to be a future Arterial roadway. • A shared-use path is planned along 23rd Street.
Challender Intermediate School	• Single-Family residential is planned in the surrounding area of the school campuses.
Clark Davidson Elementary School	• Single-Family residential is planned in the surrounding area of the school campuses.

CITY OF WICHITA-SEDGWICK COUNTY COMMUNITY INVESTMENTS PLAN (2015)

School	Planned in Vicinity of School
Eisenhower High School	• Residential and new employment areas are planned in the surrounding area of the school campus.

PARENT/CAREGIVER SURVEY

From July 21, 2025, through November 7, 2025, a survey was provided to parents and other caregivers of K-12 students in the WAMPO region to better understand their perspectives on student travel to and from school. The survey gathered input on travel behaviors, safety concerns, and opportunities for improvements to support SRTS in USD 265 and in the rest of the WAMPO region using standardized questions.[2] The survey was available in English and Spanish. Respondents were asked to complete one survey per student. Although responses were also recorded for other schools in USD 265, this report only summarizes the 114 survey responses received from parents/caregivers of students attending the seven (7) "priority" schools of USD 265.

Table 2. Goddard Public Schools SRTS "Priority" Schools Survey Responses Received

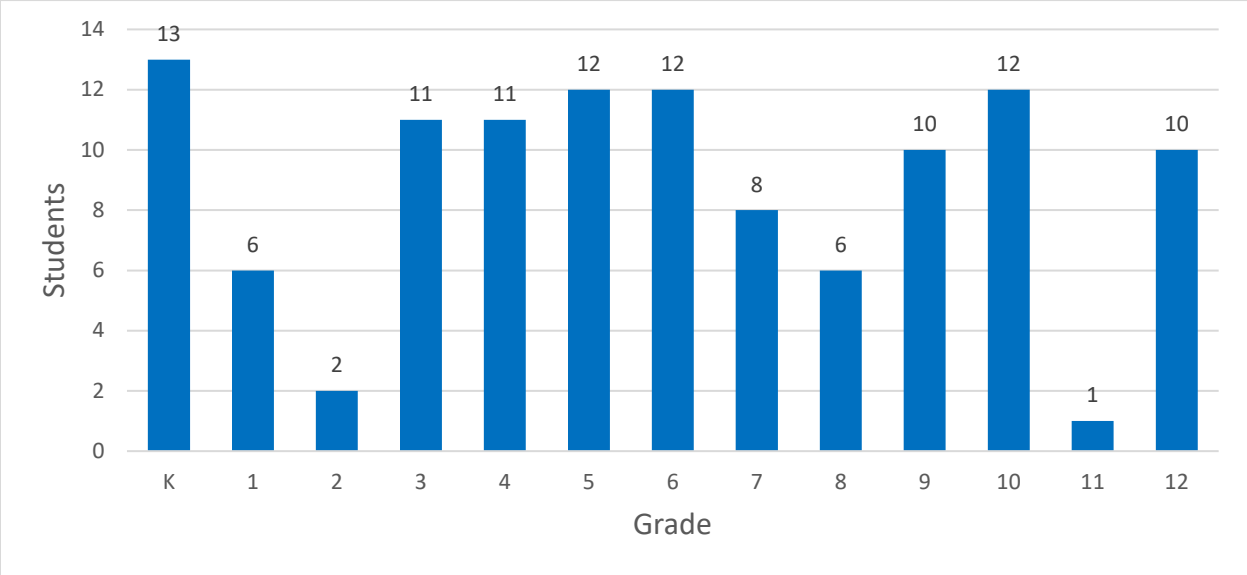
School Name	Grades	Enrollment (2024-2025)	Survey Responses Received
Amelia Earhart Elementary School	K – 4	510	15
Challenger Intermediate School	5 – 6	454	17
Clark Davidson Elementary School	K – 4	448	22
Eisenhower High School	PreK – 5	991	23
Goddard High School	9 – 12	962	19
Goddard Middle School	6 – 8	485	17
Oak Street Elementary School*	K – 4	343	2

Source: Kansas Department of Education; datacentral.ksde.gov/
**Less than 10 responses were received from the school*

[2] saferoutesinfo.org/

Survey responses were received from parents/caregivers of students at every grade level, with fewer responses recorded for high school students than for elementary or middle school students. Fourth- and seventh-grade students were the most represented (see Figure 1).

Figure 1. What grade is your student enrolled in?



Most students reported on in the survey were recorded as traveling to and from school by family vehicle, with the next most common mode being the school bus (see Figure 2 and Figure 3.

Figure 2. On most days, how does your student travel to school?

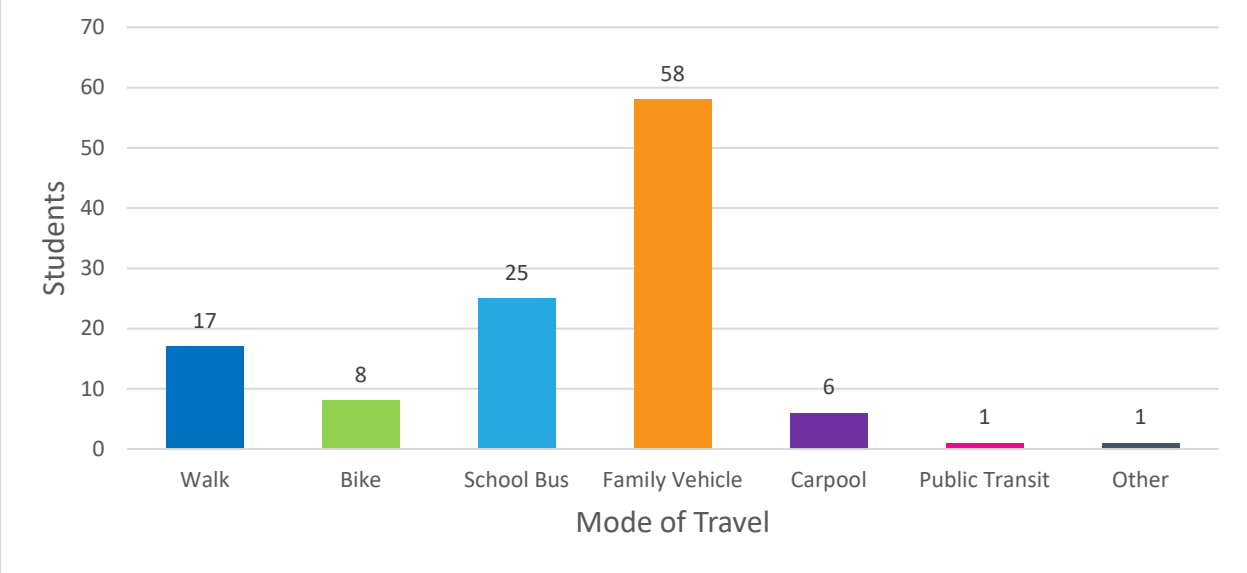
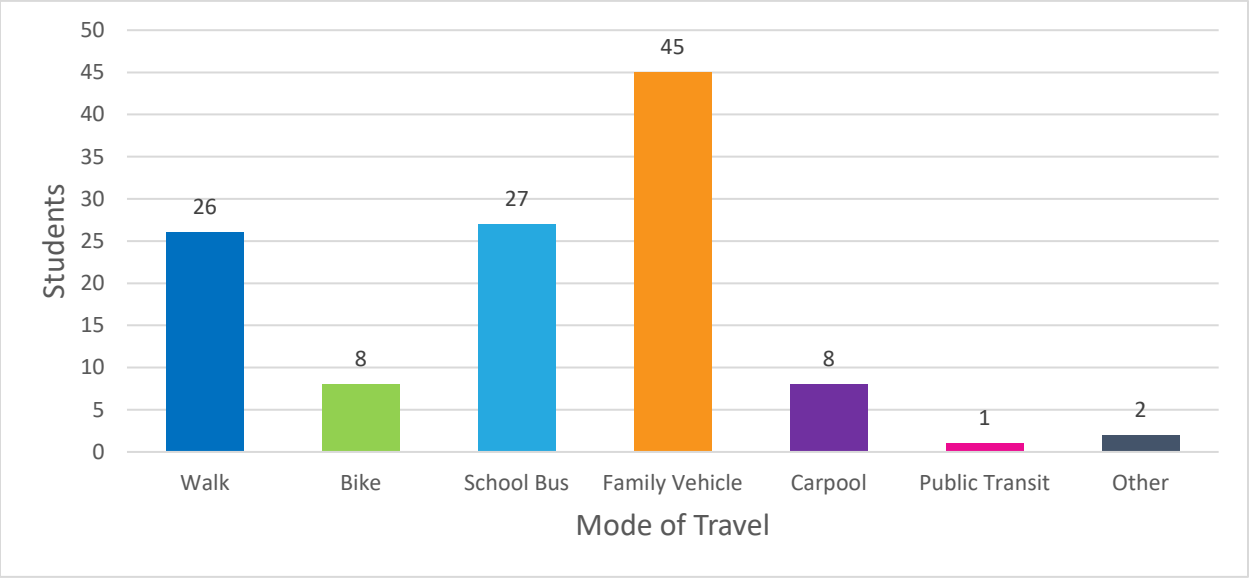
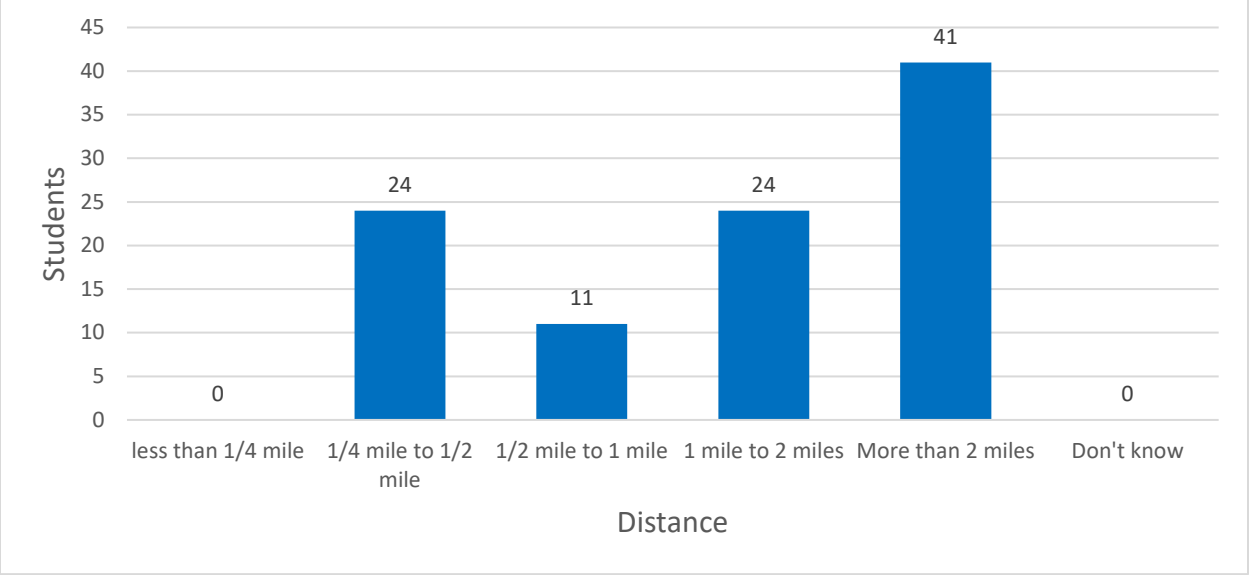


Figure 3. On most days, how does your student travel from school?



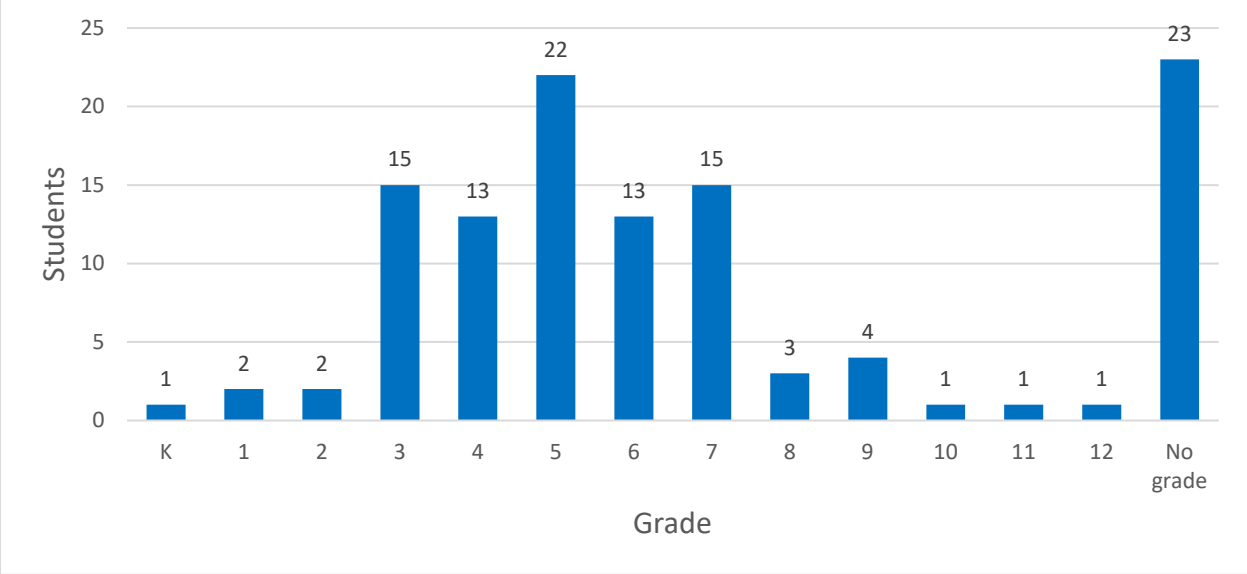
While enrollment records can provide a complete picture of how far students live from school, the survey question offers additional value by showing how well the survey sample reflects households both within and beyond a typical walking distance. Most surveyed families reported living more than two (2) miles from school, indicating that the results primarily represent the perspectives of households for whom walking or bicycling may be less feasible. Approximately 18% of students reported living within a half-mile of their school, meaning they live within the study-area (half-mile) boundaries from the school-specific profiles as a part of this plan (see Figure 4).

Figure 4. How far does your student live from their school?



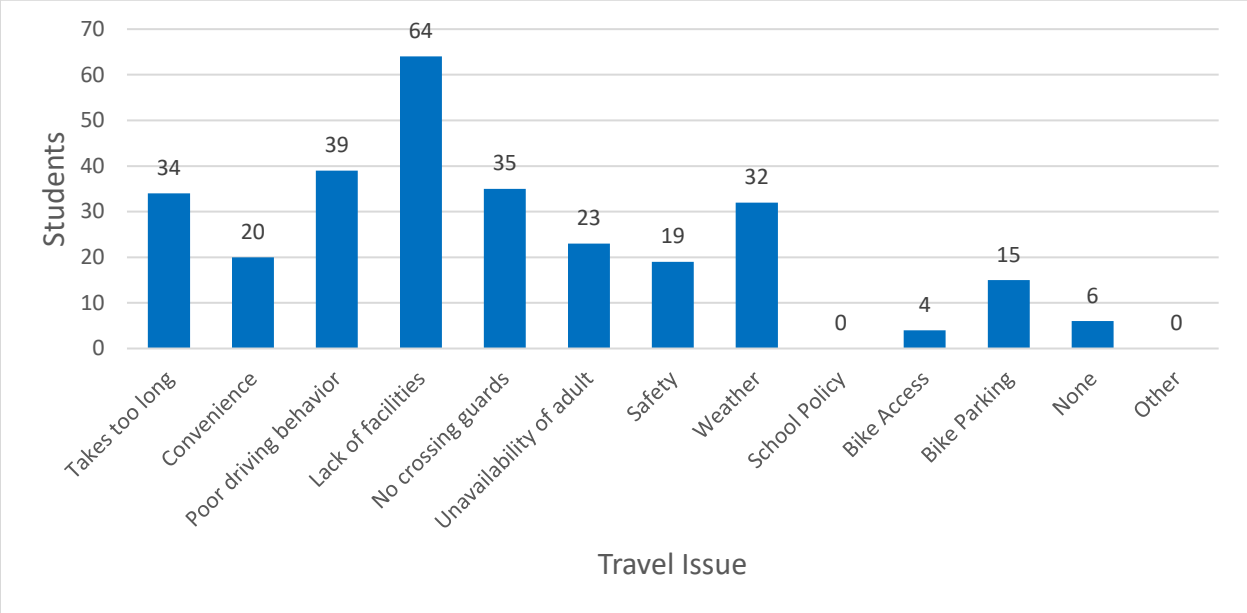
Parents/caregivers choose to allow or not allow their student to walk, roll, or bicycle to school for various reasons. It may involve factors such as safety, infrastructure design, and distance. Most would allow their student to walk or bicycle to school starting in fifth grade or not at all (see Figure 5).

Figure 5. At what grade would you allow your student to walk or bike to/from school without an adult?



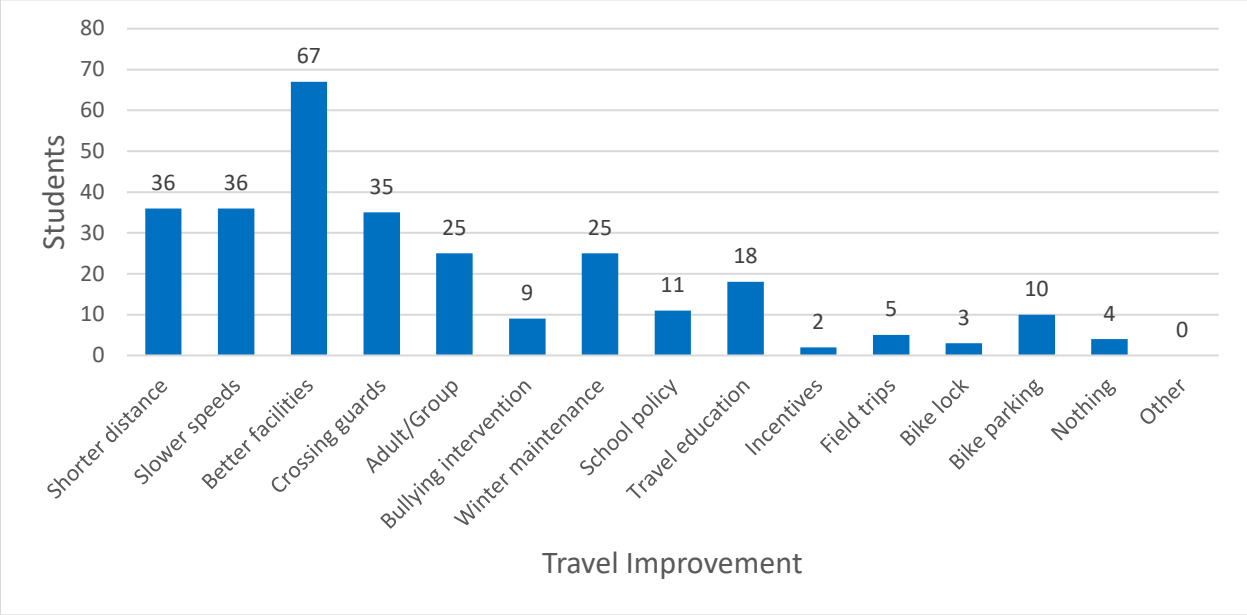
The top three concerns keeping respondents' students from traveling to/from school by walking, rolling, or biking were lack of facilities, poor driving behavior, and taking too long (see Figure 6).

Figure 6. Which of the following issues prevent your student from walking or biking to/from school?



The top three things that would help respondents allow their students to walk, roll, or bike to/from school include better facilities, reducing speeds, and a shorter commute distance (see Figure 7).

Figure 7. What would help your student walk or bike to/from school or do so more often?



GODDARD SCHOOL SRTS PLANS

Safe Routes to School Plans have been developed for the seven (7) priority schools in the Goddard School District. Each of these school plans include an analysis of existing conditions, the identification of key issues and challenges surrounding each school campus, and a set of infrastructure and program recommendations that can be implemented to improve the safe of students walking, rolling, and biking to/from school. Click the link below to access each school's individual Safe Routes to School plan.

Appendix G - A: Amelia Earhart Elementary School, Goddard Middle School, and Goddard High School

Appendix G - B: Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary School

Appendix G - C: Eisenhower High School




AMELIA EARHART ELEMENTARY SCHOOL, GODDARD MIDDLE SCHOOL, AND GODDARD HIGH SCHOOL

Goddard Public Schools (USD 265)

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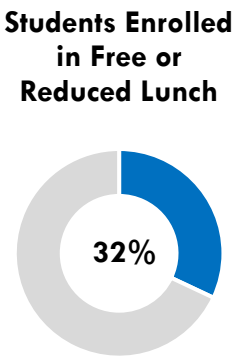
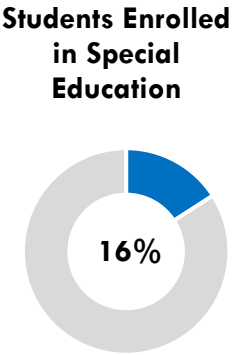
AMELIA EARHART ELEMENTARY SCHOOL, GODDARD MIDDLE SCHOOL, AND GODDARD HIGH SCHOOL

The Amelia Earhart Elementary School, Goddard Middle School, and Goddard High School campus is located along 23rd Street in southern Goddard. The schools are bordered by 23rd Street to north, 199th Street to the west, 31st Street to the south, and 183rd Street to the east (see Figure 1). Land use surrounding the school campus is predominately agricultural and low-density residential.

Amelia Earhart Elementary School

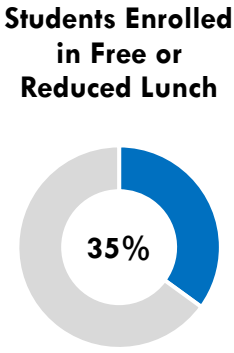
Enrollment	510
Grades Served	K – 4
School Day	8:45 AM – 4:00 PM

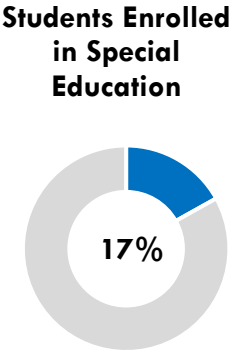




Goddard Middle School

Enrollment	485
Grades Served	5 - 8
School Day	7:35 AM – 2:50 PM

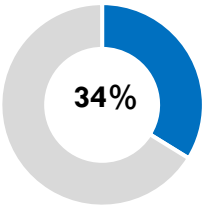




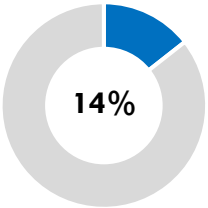
Goddard High School

Enrollment	962
Grades Served	9 - 12
School Day	7:35 AM – 2:50 PM

Students Enrolled in Free or Reduced Lunch



Students Enrolled in Special Education



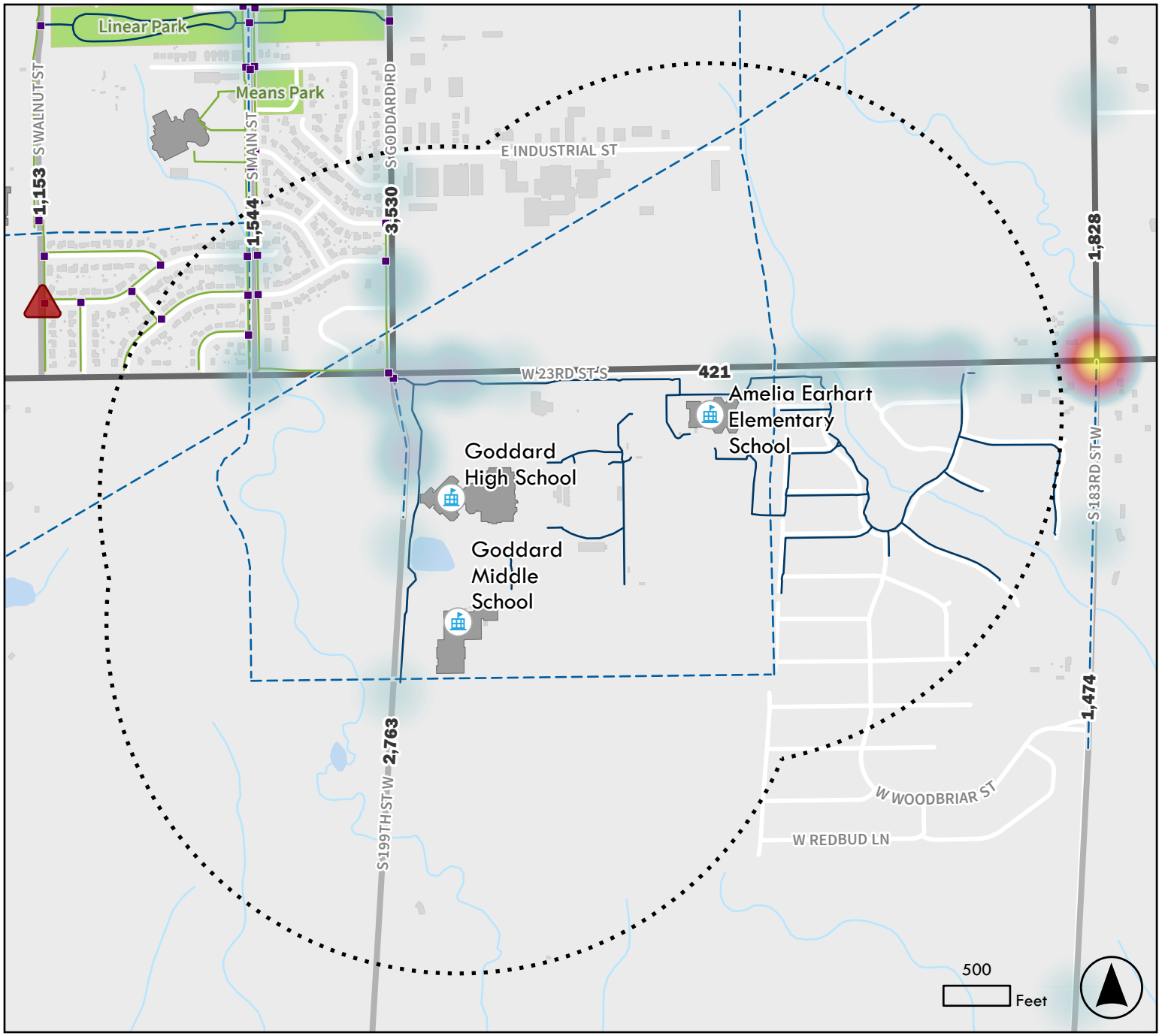
Source: Kansas Department of Education; datacentral.ksde.gov/

EXISTING CONDITIONS

Existing conditions within a half-mile radius of the school campus were reviewed. This includes existing and proposed sidewalks and bikeways, roadway functional classifications, intersection controls, pedestrian crossings, and documented crashes.

Figure 1. Existing Conditions

Amelia Earhart Elementary, Goddard Middle, and Goddard High Schools



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Park

Roadway Functional Class

Major Collector

Minor Collector

##,### AADT

Bike and Ped Crashes, 2015-2024

Fatal

All Mode Crash Density, 2020-2024

Less Dense

More Dense

WAMPO Wichita Area Metropolitan Planning Organization

WALKING, ROLLING, AND BICYCLING NETWORK

The school campus is connected to the surrounding area by sidewalks, most of which are located only along one side of the roadway (including within new residential development east of the school). There is a limited sidewalk network, including 23rd Street to the north, 199th Street to the west, and Arbor Creek Street to the east. The 23rd Street sidewalk connection also provides broader connections into other Goddard neighborhoods and destinations. To access the school campus, there are sidewalk connections along 23rd Street to the north and along with a connection to Goddard High School and the neighborhood to the east south of the campus.

ROADWAY NETWORK

All U.S. roadways are grouped into Functional Classifications, based on characteristics including vehicle speed, traffic volume, number of through lanes, and frequency of access points.

Functional Classification	Description
Principal Arterial	Carries high traffic volumes at higher speeds with limited access points. Designed for long-distance mobility.
Minor Arterial	Provide slightly lower mobility than principal arterials; connect smaller activity centers and feed traffic to the principal arterial network.
Major Collector	Channels traffic from local roads to arterials; balance access and mobility, serving schools, parks, and small commercial areas.
Minor Collector	Collects traffic from local streets and provide access to nearby destinations; lower speeds, and volumes than major collectors.
Local Road	Provide direct access to residences and local destinations; designed for low speeds, and low traffic volumes.

Source: FHWA

Higher-Functional-Classification roads can present a barrier to walking, rolling, or bicycling to school. Arterials carry higher traffic volumes at higher speeds and have fewer crossing opportunities with multiple lanes. Collectors also pose barriers, as they carry more traffic and may operate at higher speeds while providing access to neighborhood destinations such as schools. Local roads, with lower traffic volumes and speeds, present fewer barriers to walking, rolling, and bicycling.

Table 1. Key Roadways Within a Half-Mile of Amelia Earhart Elementary School, Goddard Middle School, and Goddard High School

Roadway	Functional Classification	Number of Lanes	Posted Speed Limit	Crossing Distance*
23rd Street	Major Collector	2	40 mph	50 feet
Goddard Road	Major Collector	2	40 mph	60 feet
199th Street	Minor Collector	2 - 3	40 mph	55 feet

**Crossing distances are approximate from aerial imagery. Variations may occur due to measured locations.*

Major Intersections & Marked Crosswalks

The most significant intersection near the school campus is Goddard Road/199th Street and 23rd Street, a signalized intersection with marked crosswalks on the south and west sides. Other important intersections include the intersection of 23rd Street and Arbor Creek Street, the main access point to the neighborhood east of Amelia Earhart Elementary.

CRASH HISTORY

An analysis was performed of all reported roadway crashes during the last five (5) years (2020-2024) and of all crashes involving pedestrians or bicycle riders during the last 10 years (2015-2024) within a half-mile radius of the school campus.

All Crashes

During 2020-2024, there were five (5) crashes within a half-mile radius, which occurred along 23rd Street (2), Goddard Road (1), and 199th Street (2). The reported crash along Goddard Road resulted in serious injuries, while other reported crashes resulted in minor injuries.

Pedestrian and Bicycle Crashes

During 2015-2024, there were no bicycle or pedestrian involved crashes within a half-mile of the school campus.

In addition, pedestrians and bicyclists are defined as vulnerable road users (VRUs) who travel without the protection of a motor vehicle. The Kansas Department of Transportation's Vulnerable Road User Safety Assessment (VRUSA)[1] was developed to help local agencies identify these risks and strengthen safety for people walking, rolling, and bicycling. The Kansas VRUSA Tool includes VRU Priority Corridors, which combine the High Injury Network (HIN) and the High-Risk Network (HRN). VRU Priority Corridors were established through a process of identifying locations where pedestrians and bicyclist injury from crashes occurred and where risk factors for these types of crashes were recurring.

Priority Level	Description
Priority Level 1	Corridors that are on both the HIN and HRN.
Priority Level 2	Corridors on the highest categories of the HIN or the HRN.
Priority Level 3	Corridors on the moderate and higher levels of the HRN but not on the HIN.
Priority Level 4	Corridors on the moderate and higher levels of the HIN but not on the HRN.

VRU Priority Corridors within a half-mile of the school campus include:

23rd Street: Priority 3

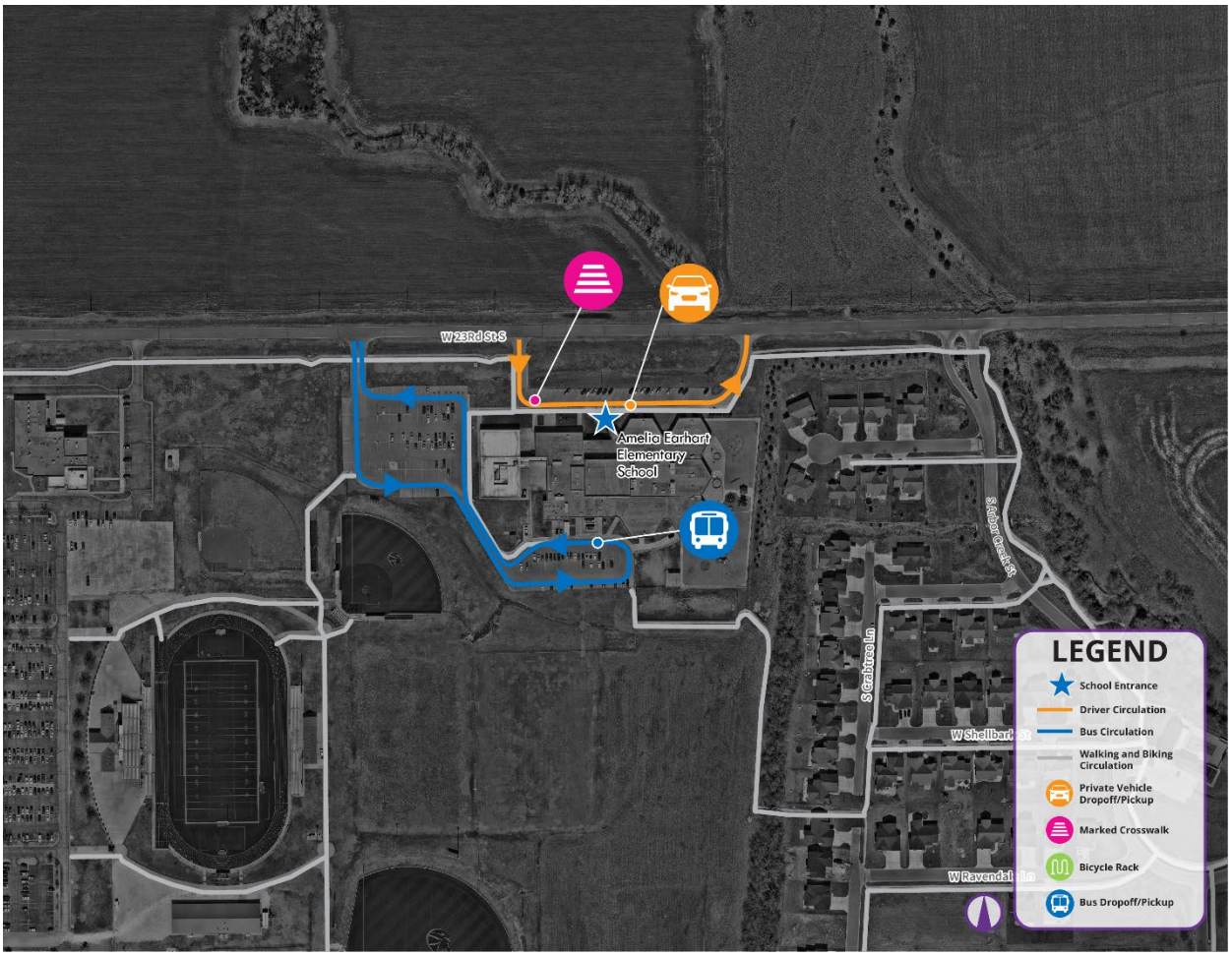
[1] storymaps.arcgis.com/stories/d2f84d52c22b44d983c3907dcaf76f4b

SCHOOL CAMPUS SITE CIRCULATION

Amelia Earhart Elementary School

Vehicle drop-offs and pickups and school-bus operations occur along 23rd Street. Students walking, rolling, and bicycling to and from school typically come from the east or west of the school campus. The sidewalk network is separated from vehicle traffic in front of the school, though does conflict with the school bus access. Sidewalk connections are not direct from the neighborhood to the east, though connections do exist from behind the school or along 23rd Street. Students coming from behind the school must walk through the parking lot to access the building. No bicycle racks were observed so any student that bikes to school may not have secure parking.

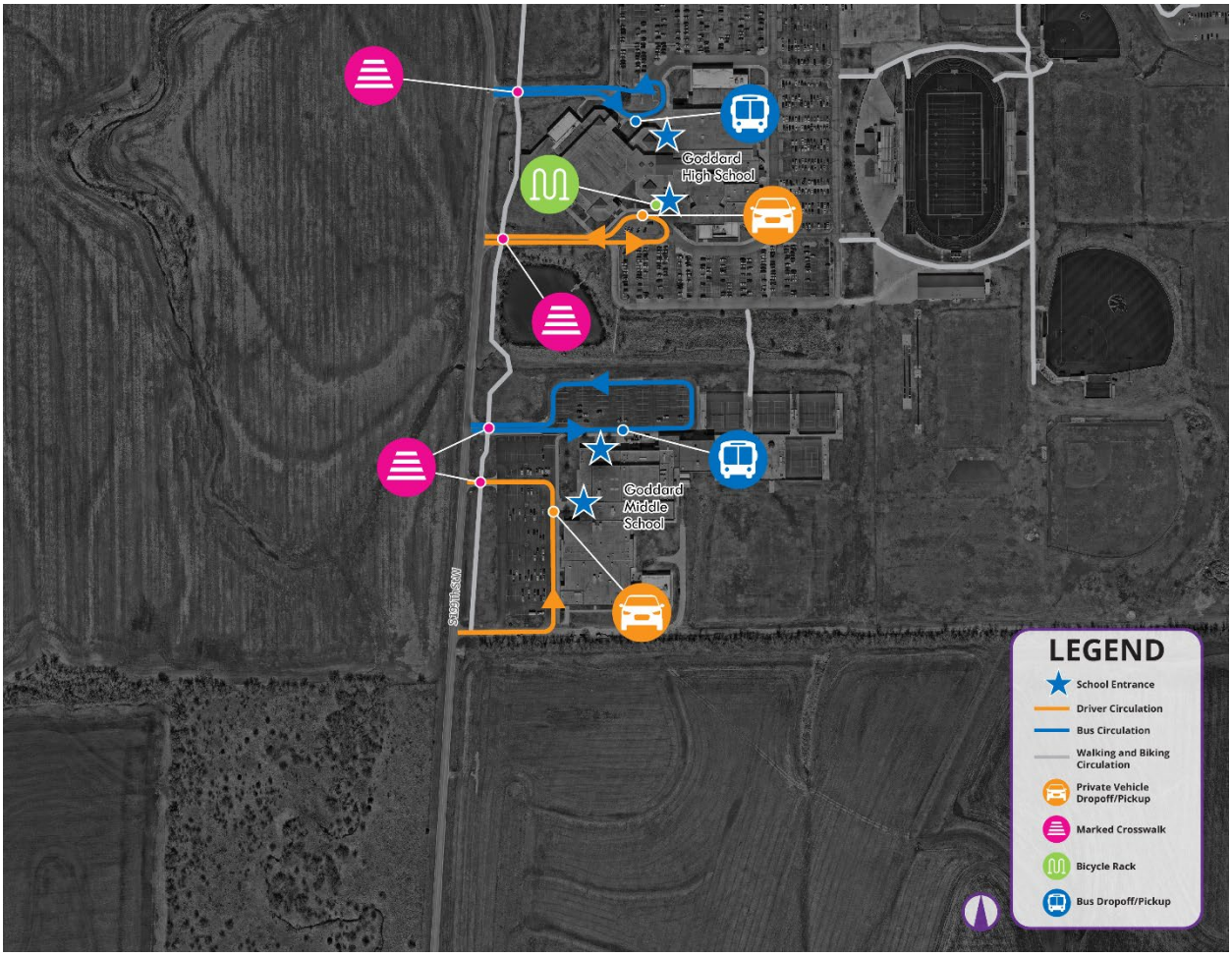
Figure 2: Amelia Earhart Elementary School Site Circulation Map



Goddard Middle School and Goddard High School

Vehicle drop-off occurs for both schools along 199th Street, the only roadway serving the school campus. Both schools have separate access points for school buses and vehicles. Students walking or biking from the north must cross up several driveways to get the school which could create conflicts with the vehicle and school bus circulation. No sidewalk connections exist connecting either school to the 199th Street sidewalk. Bike racks are located at the main entrance to Goddard High School.

Figure 3. Goddard Middle School and Goddard High School Site Circulation Map



STUDENT TRAVEL PATTERNS

This section summarizes the key findings from student travel tallies, walk audits, and the public-comment exercise conducted for the Safe Routes to School planning process. These activities provide insight into current student travel patterns, perceived safety concerns, and community priorities related to walking, rolling, and bicycling. The following pages present the results of these data-collection efforts and highlight the main themes that emerged.

STUDENT TRAVEL TALLY

Figure 4 summarizes how Amelia Earhart Elementary School students traveled to and from school during September 9-11, 2025 (Tuesday-Thursday).

Figure 4. Amelia Earhart Elementary School Student Travel Tally Results

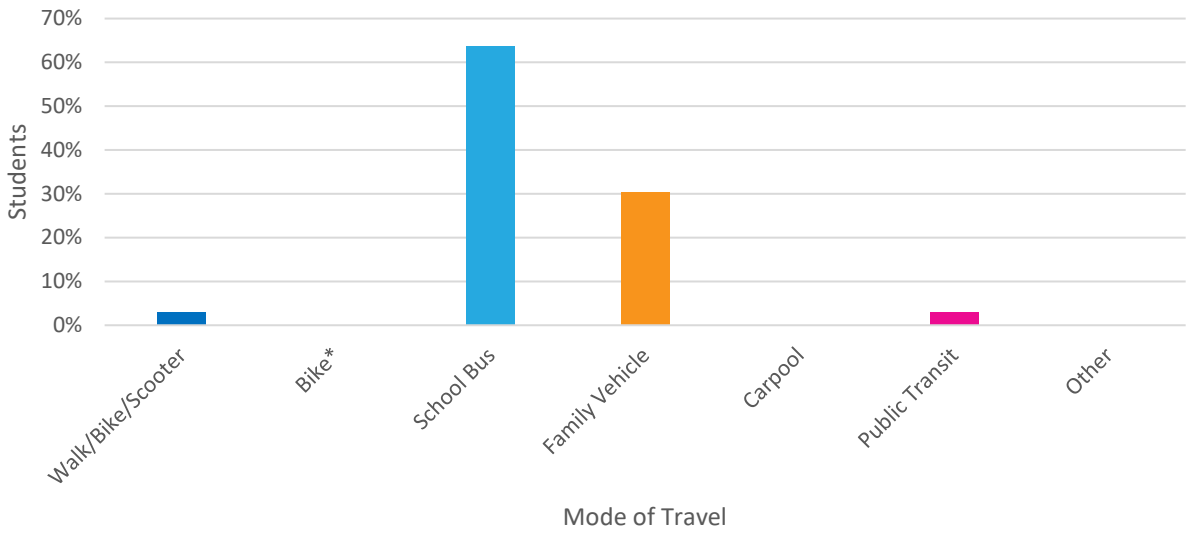


Figure 5 summarizes how Goddard Middle School students traveled to and from school during September 9-11, 2025 (Tuesday-Thursday).

Figure 5. Goddard Middle School Student Travel Tally Results

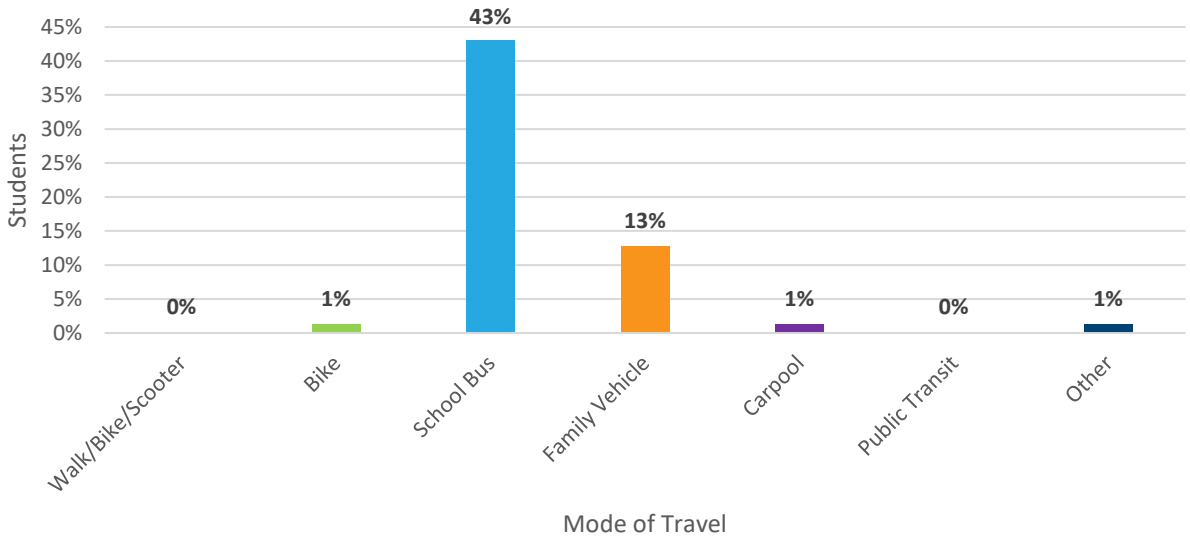


Figure 6 summarizes how Goddard High School students traveled to and from school during September 9-11, 2025 (Tuesday-Thursday).

Figure 6. Goddard High School Student Travel Tally Results

No student travel tallies were received for this school.

WALK AUDITS

Amelia Earhart Elementary School

Walk audits provide a snapshot of real-world conditions during arrival and dismissal periods, focusing on how students travel and interact with their surroundings. The following findings come from observations made during walk audits at the Amelia Earhart Elementary School.

Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 21, 2025	2:30 PM	Sunny	No	No

The results highlight existing programs, barriers, safety concerns, and opportunities for improvement identified at the school.

- Motorists were driving fast and not complying with stop signs.
- The parking lot has overhead lighting but there is no overhead lighting on 23rd Street.
- No school zone designated despite posted speed limits of 40 MPH increasing to 55 MPH east of the school campus.
- No students were observed biking.
- Sidewalks were continuous, well maintained, and had buffers directly surrounding the school campus. However, beyond the campus sidewalk infrastructure is limited.
- ADA curb ramps were present at intersections along the route.
- There is a noted lack of pedestrian crossings within a reasonable distance of each other.
- When the area to the north develops, the expectation is for an access road at the east school entrance to be constructed, which will increase traffic.



Amelia Earhart Elementary pick-up and drop-off conditions



Amelia Earhart Elementary pick-up and drop-off conditions

Goddard Middle School and Goddard High School

Walk audits provide a snapshot of real-world conditions during arrival and dismissal periods, focusing on how students travel and interact with their surroundings. The following findings come from observations made during walk audits at the Goddard Middle and High Schools.

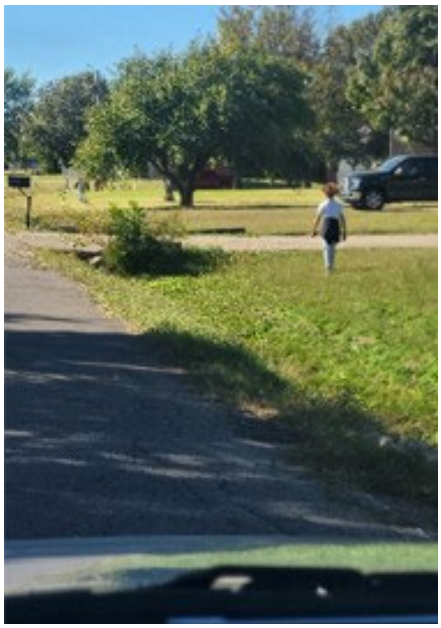
Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 21, 2025	2:00 PM	Sunny	No	Yes

The results highlight existing programs, barriers, safety concerns, and opportunities for improvement identified at the school.

- Adequate lighting was available around the school campus.
- Kids were observed walking on 23rd from Main to Walnut without a sidewalk.
- As the are grows, there is a preference for a three-lane roadway section when 23rd Street is reconstructed.
- There is no development south of school yet, though it is anticipated.
- There are limited sidewalk facilities surrounding the school campus.
- There were no crossing guards present.
- There are no bikeways and no one was observed bicycling in the area at the time.
- Lots of young (high school age) drivers that were driving fast to exit onto 23rd St.
- There is a lack of pedestrian crossings but ADA ramps were present.



Goddard Middle and Goddard High traffic queuing conditions



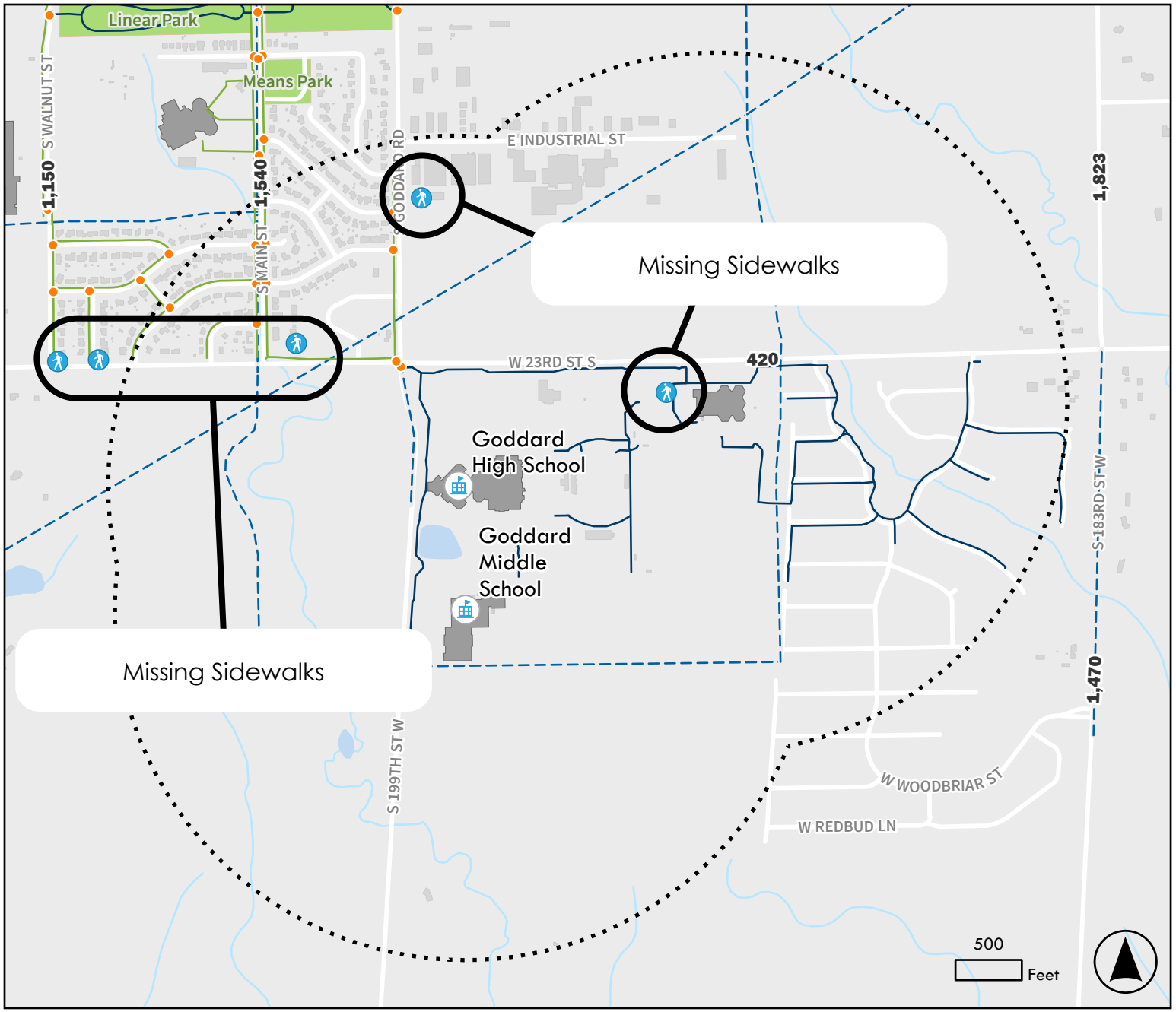
Goddard Middle and Goddard High walking conditions

PUBLIC COMMENTS

An online interactive map was provided for parents, caregivers, and other community members to identify specific locations with walking, bicycling, or other safety concerns. Respondents highlighted two locations with walking-related concerns, including missing sidewalks in the parking lot and along Goddard Road. Webmap comments have been grouped and summarized for clarity and conciseness (see Figure 7). For a full comprehensive list of all public comments received, contact WAMPO staff at wampo@wampo.org.

Figure 7. Public Comments

Amelia Earhart Elementary, Goddard Middle, and Goddard High Schools



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Park

Public Comments

Walking or Rolling Concern

Biking Concern

Other Concern

Comments shown on this map are a summary of all received within the half-mile boundary. See Appendix A to review all received comments.

ISSUES IDENTIFICATION

Infrastructure-related issues surrounding the Amelia Earhart Elementary School, Goddard Middle School and Goddard High School campus relate primarily to sidewalk connections and intersection/crossing safety. These issues can result in students having to follow indirect routes to and from school, as well as increasing potential conflicts between students and motor vehicle traffic.

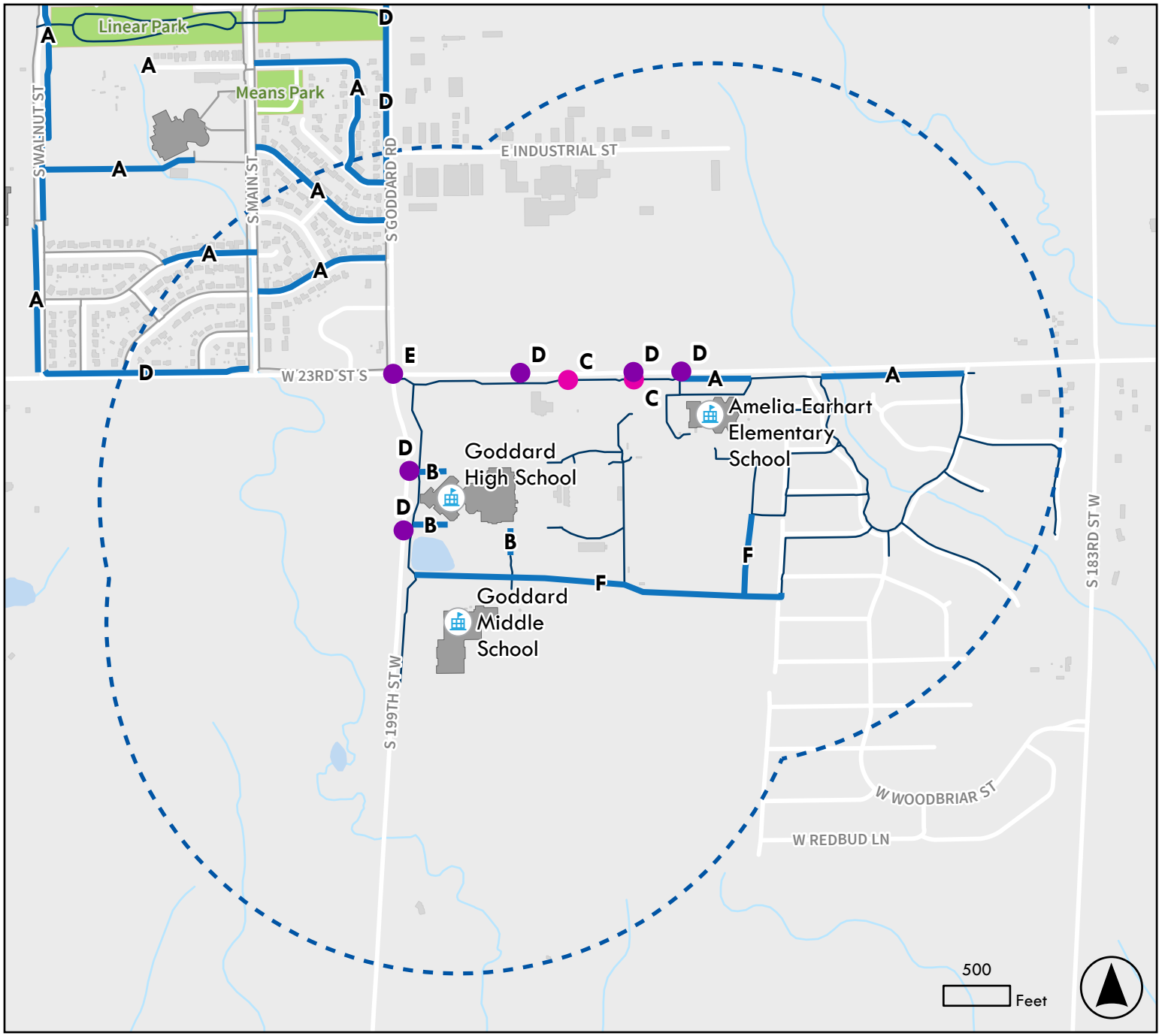
Table 2 and Figure 8 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel Tallies, parent/caregiver surveys, and public comments. Each letter corresponds with a location near the school campus.

Table 2. Amelia Earhart Elementary School, Goddard Middle School, and Goddard High School: Identified Issues

Location	Issue
A	Missing walking, rolling, and biking connections at identified locations, including the following corridors closest to the school campus: • South side of 23rd Street/Pawnee Street in front of Amelia Earhart Elementary School and from Arbor Creek Street to Brookside Street. • North side of 23rd Street/Pawnee Street from Walnut Street to Main Street. • Goddard Street from Santa Fe Street to Langton Drive.
B	No direct sidewalk connection to school at identified locations.
C	Crosswalks are not marked at identified locations.
D	Risky right turn into school driveways at identified locations.
E	High-risk intersection at identified locations.
F	Missing walking, rolling, and biking connections between school campus and neighborhoods to the east.

Figure 8. Identified Issues

Amelia Earhart Elementary, Goddard Middle, and Goddard High Schools



- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Issue Type

- Walking and Biking Gap
- Infrastructure Condition
- Roadway Safety
- Crosswalk Infrastructure
- Speeding
- Traffic Congestion
- Identified Walking/Rolling/Biking Gap

RECOMMENDATIONS

A selection of visionary, planning-level recommendations have been identified within a half-mile surrounding each school campus. For each recommendation, further feasibility planning, evaluation, and engineering is required to build off this study's identified solutions and determine final long-term approaches for each project. Each recommendation has a conceptual scale of cost (note: no engineering analysis was completed as part of this study, these costs are purely planning-level) including low ($), medium ($$), and high ($$$). If a temporary version of a project could be quickly constructed as a demonstration project, it has been denoted by a checkmark in the recommendations table for each school. Some projects are already actively be planned or implemented either individually or as a part of larger efforts and should be tracked as such on a case-by-case basis. For more information about how recommendations were identified and prioritized, please see the overall district report.

Icon	Recommendation Theme
	Sidewalk, Trail, or Bikeway Improvement
	Crosswalk Improvement
	Intersection Improvement
	Site Circulation Improvement
	Other Improvement

Lighting is a key component contributing to the perception of a safe route to/from school. Because many students need to walk/roll/bike to school in dark winter mornings, providing adequate lighting surrounding the school campus, along key walk/bike routes, and at all intersections and marked crosswalks is essential. The Federal Highway Administration estimates that nearly three-quarters of all pedestrian fatalities in the U.S. happen in low light or night conditions. Because of this, lighting should be included as part of all applicable projects and designed using the latest industry standards and best practices.

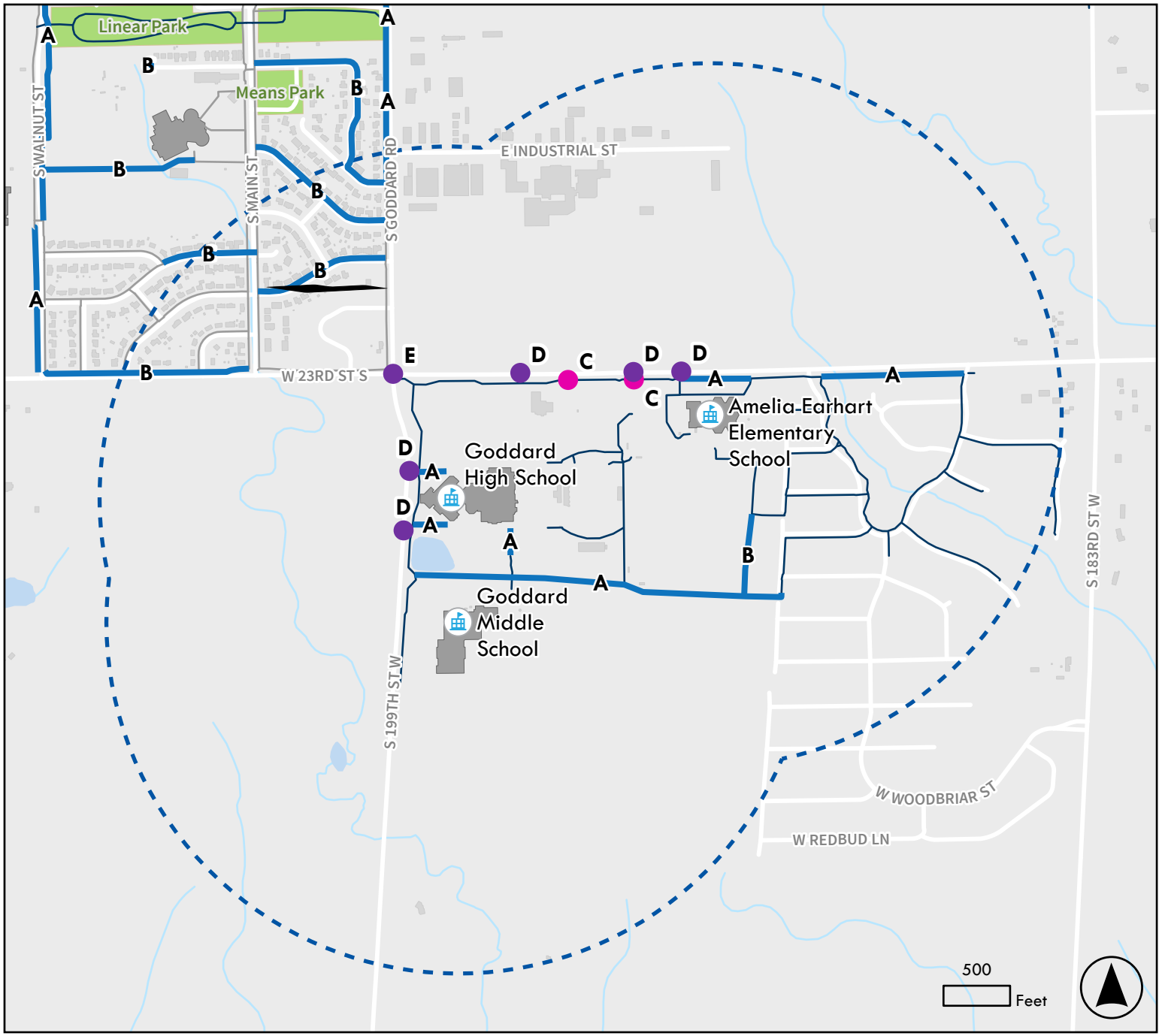
INFRASTRUCTURE RECOMMENDATIONS

Table 3. Amelia Earhart Elementary School, Goddard Middle School and Goddard High School: Recommendations

ID	Type	Recommended Intervention	Priority	Cost	Quick-Build
A		Install a walking/rolling/biking connection along identified “medium priority” corridors.	Medium	$$	
B		Install a walking/rolling/biking connection along identified “low priority” corridors.	Low	$$	
C		Add crosswalk markings at identified unmarked crosswalks.	Low/Medium	$	✓
D		Consider adding dedicated right turn lanes at identified school driveways.	Medium	$$	
E		Conduct a detailed traffic study of the Goddard Road and 23rd Street intersection for potential improvements focused on walking, rolling, and biking.	Medium	N/A	

Figure 9. Recommendations

Amelia Earhart Elementary, Goddard Middle, and Goddard High Schools



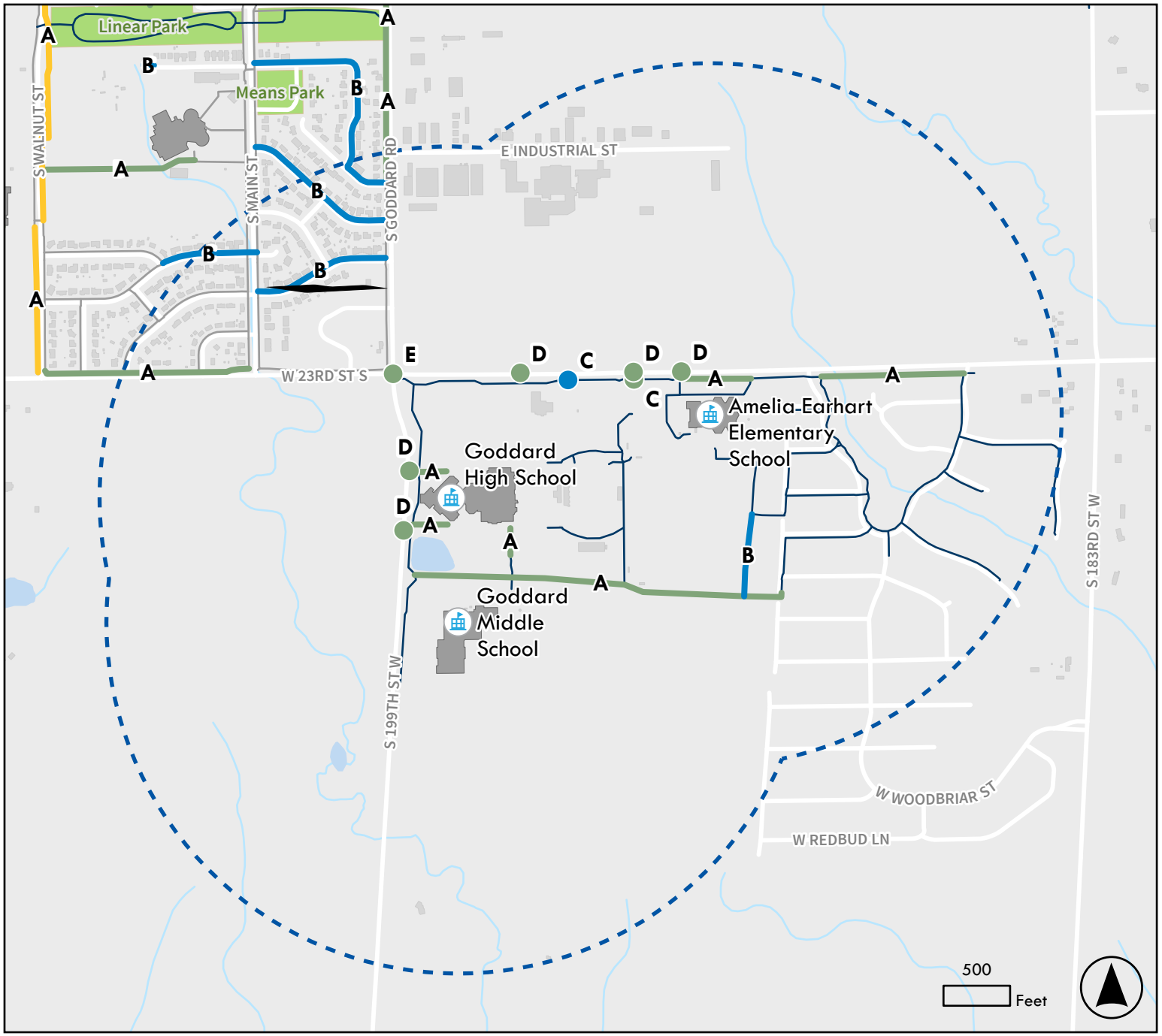
- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Recommendation Theme

- Sidewalk, Trail, or Bikeway Improvement
- Crosswalk Improvement
- Intersection Improvement
- Site Circulation Improvement
- Other Improvement
- Recommended Walking/ Rolling/Biking Connections

Figure 10. Project Prioritization

Amelia Earhart Elementary, Goddard Middle, and Goddard High Schools



Priority School

1/2 Mile School Radius

Sidewalk

Shared-Use Path

Project Prioritization

Low Priority: Illustrative (0-5 points)

Medium Priority: 5-10 years (6-9 points)

High Priority: 0-5 years (10-14 points)

Low Priority: Illustrative (0-5 points)

Medium Priority: 5-10 years (6-9 points)

High Priority: 0-5 years (10-14 points)

WAMPO Wichita Area Metropolitan Planning Organization

NON-INFRASTRUCTURE (PROGRAMMATIC) RECOMMENDATIONS

In addition to infrastructure recommendations, it is also imperative to identify non-infrastructure related recommendations that can be implemented by each school. The non-infrastructure recommendations support a holistic approach to fully implementing a SRTS program and accomplishing the six E's. Non-infrastructure recommendations include programmatic opportunities that can be implemented to increase education and awareness. These connect five of the six E's to actionable strategies: Education, Encouragement, Engagement, Evaluation, and Enforcement.

At Amelia Earhart Elementary School, Goddard Middle School and Goddard High School, the multi-school campus area provides an opportunity to craft programs that appeal to students across the range of ages served. In this context, older students can find leadership opportunities by contributing to planning, volunteering, and teaching younger students. Safety education and creative contests can be adapted for students in each grade level, while Walk and Bike to School Day provides an opportunity for the school community to come together to celebrate walking and biking to school.

Table 4. Amelia Earhart Elementary School, Goddard Middle School and Goddard High School: Programmatic Recommendations

Program	Description	Implementation Actions
Walk and Bike to School Day	National and international events, such as Walk to School Day (October) and Bike & Roll to School Day (May), are widely recognized as opportunities to introduce and normalize active transportation. Schools can begin with a single annual event and expand to recurring monthly or seasonal events.	Partner with agencies such as KDOT or public health departments to access promotional materials and safety messaging. Identify meeting points such as "park and walk" locations to support participation for students who live farther away. Coordinate with law enforcement or volunteers to provide temporary crossing guards. Recognize participation through homeroom competitions or grade-level challenges.
Crossing Guard Program	Adult crossing guards or trained school staff provide supervision and assistance during arrival and dismissal, helping students navigate busy intersections and reinforcing safe travel behaviors.	Identify high-priority crossing locations through walk audits and on-site observations. Purchase high-visibility vests and hand-held stop signs for crossing guards.

Program	Description	Implementation Actions
	Student safety patrol programs can complement adult crossing guards and assist with directing peers at arrival and dismissal, modeling safe crossing practices, and reminding younger students of traffic rules.	Coordinate with local jurisdictions, such as city staff or police departments for staffing, training, and maintaining consistent safety standards. Establish reliable schedules aligned with school arrival and dismissal times. Recruit and train interested students and supervise with adult crossing guards.
Creative Contests	Student-led creative activities reinforce safety messaging while engaging students in SRTS concepts.	Work with the SRTS team to determine a messaging contest, such as yard signs, short videos, essays, public service announcements, posters, and more. Draft guidance and goals, including the focus of the campaign like safe travel behavior or health and safety benefits. Encourage students to submit their work. Display submissions in school or along school routes, if using yard signs. Showcase winning entries at school events or on social media to extend community reach.
Walk, Bike, and Roll Safety Education	Safety education programs equip students with the essential skills needed to navigate their environment safely while walking, biking, or rolling. These programs cover key topics such as pedestrian safety, bicycle handling and road positioning, and understanding traffic signs and signals.	Access KDOT's SRTS Educational Resources at https://saferoutes.ksdot.gov/resources-and-education for classroom materials, activity guides, and tailored safety messaging. Determine the best fit for classroom education – either through regular lessons or physical education classes.





CHALLENGER INTERMEDIATE SCHOOL, CLARK DAVIDSON ELEMENTARY SCHOOL, AND OAK STREET ELEMENTARY SCHOOL

Goddard Public Schools (USD 265)

Appendix G-B





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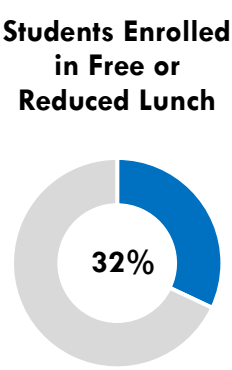
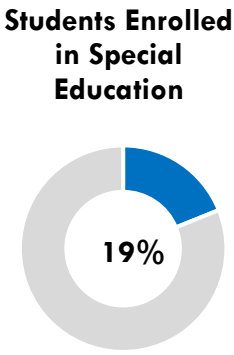
CHALLENGER INTERMEDIATE SCHOOL, CLARK DAVIDSON ELEMENTARY SCHOOL, AND OAK STREET ELEMENTARY SCHOOL

Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary School are located on separate campuses near each other in central Goddard. The school campuses are located on (See Figure 1). Land use surrounding the school campus is predominately agricultural, low-density residential, and medium-density townhomes.

Challenger Intermediate School

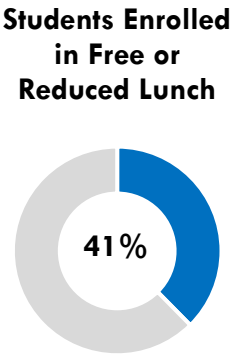
Enrollment	454
Grades Served	5 - 6
School Day	7:45 AM – 3:00 PM

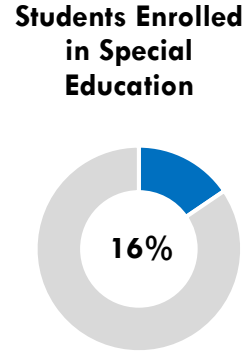




Clark Davidson Elementary School

Enrollment	448
Grades Served	K – 4
School Day	8:45 AM – 4:00 PM

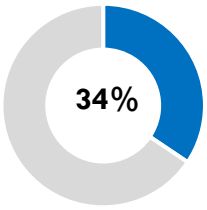




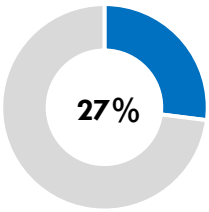
Oak Street Elementary School

Enrollment	343
Grades Served	K - 4
School Day	8:45 AM – 4:01 PM

Students Enrolled in Free or Reduced Lunch



Students Enrolled in Special Education



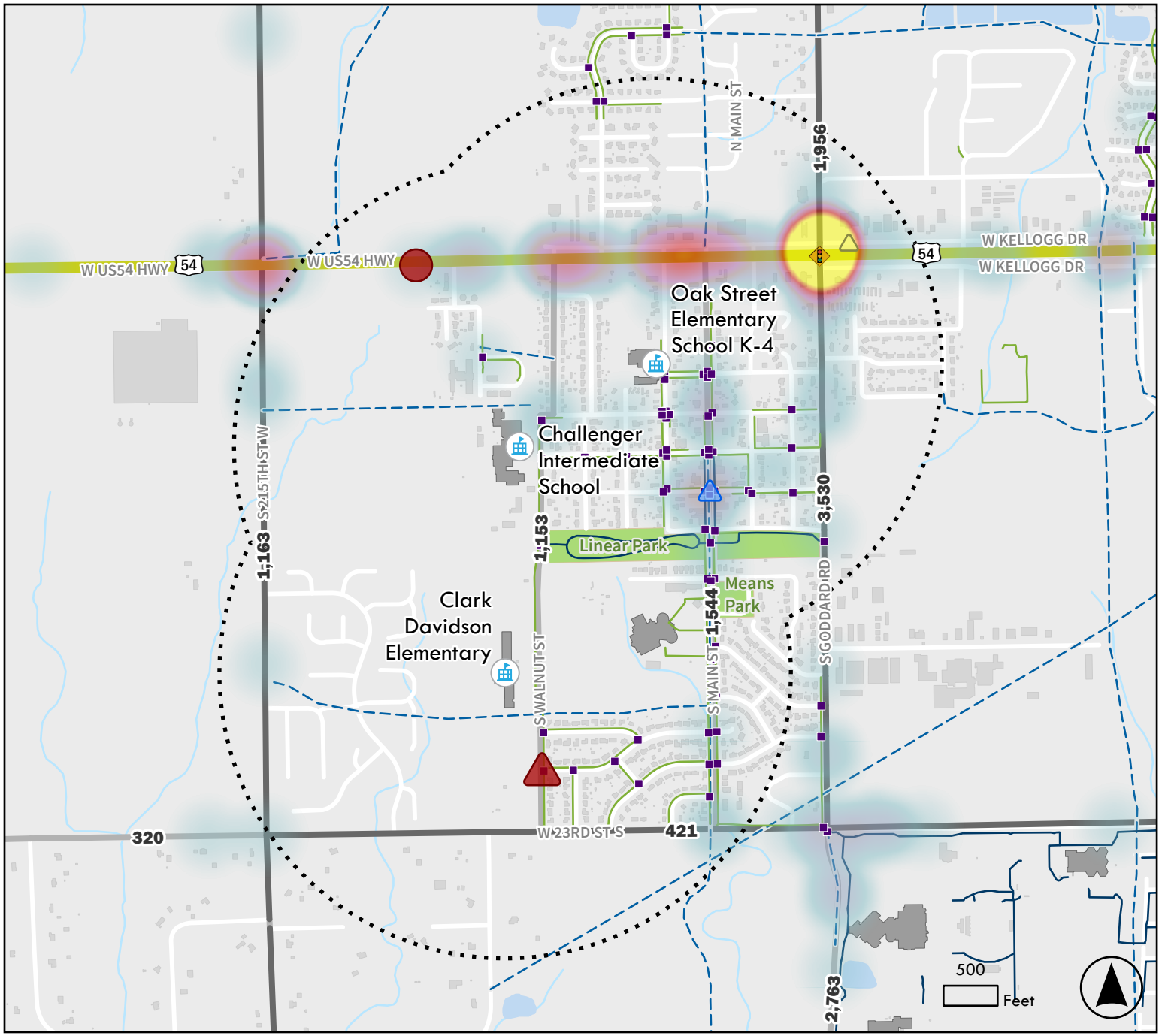
Source: Kansas Department of Education; datacentral.ksde.gov/

EXISTING CONDITIONS

Existing conditions within a half-mile radius of the school campus were reviewed. This includes existing and proposed sidewalks and bikeways, roadway functional classifications, intersection controls, pedestrian crossings, and documented crashes.

Figure 1. Existing Conditions

Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary School



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Park

Roadway Functional Class

Urban Freeway/ Expressway

Major Collector

Minor Collector

Traffic Signal

##,### AADT

Fatal Vehicle Crash, 2020-2024

Bike and Ped Crashes, 2015-2024

Fatal

Suspected Minor Injury

Possible Injury

All Mode Crash Density, 2020-2024

Less Dense

More Dense

WAMPO Wichita Area Metropolitan Planning Organization

WALKING, ROLLING, AND BICYCLING NETWORK

The school campus is connected to the east by sidewalks on one side of the street along 2nd Avenue and Walnut Street. US-54 has no crossings or walking, rolling, and bicycling facilities within a half-mile of the school and short sidewalk segments exist within the downtown area. A shared use path connection exists through parkland between Walnut Street and Goddard Road. To access the school campus, there are sidewalk connections along 3rd Avenue, 2nd Avenue, and Walnut Street to the east.

ROADWAY NETWORK

All U.S. roadways are grouped into Functional Classifications, based on characteristics including vehicle speed, traffic volume, number of through lanes, and frequency of access points.

Functional Classification	Description
Principal Arterial	Carries high traffic volumes at higher speeds with limited access points. Designed for long-distance mobility.
Minor Arterial	Provide slightly lower mobility than principal arterials; connect smaller activity centers and feed traffic to the principal arterial network.
Major Collector	Channels traffic from local roads to arterials; balance access and mobility, serving schools, parks, and small commercial areas.
Minor Collector	Collects traffic from local streets and provide access to nearby destinations; lower speeds, and volumes than major collectors.
Local Road	Provide direct access to residences and local destinations; designed for low speeds, and low traffic volumes.

Source: FHWA

Higher-Functional-Classification roads can present a barrier to walking, rolling, or bicycling to school. Arterials carry higher traffic volumes at higher speeds and have fewer crossing opportunities with multiple lanes. Collectors also pose barriers, as they carry more traffic and may operate at higher speeds while providing access to neighborhood destinations such as schools. Local roads, with lower traffic volumes and speeds, present fewer barriers to walking, rolling, and bicycling.

Table 1. Key Roadways Within a Half-Mile of Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary School

Roadway	Functional Classification	Number of Lanes	Posted Speed (School Speed Limit)	Crossing Distance*
US-54	Principal Arterial	4-6	55 mph	100 feet
Main Street	Minor Collector	2	20 mph	50-75 feet
2nd Avenue & 3rd Avenue	Local	2	20 mph	30 feet
Walnut Street	Minor Collector	2	30 mph (20 mph)	30 feet

**Crossing distances are approximate from aerial imagery. Variations may occur due to measured locations.*

Major Intersections & Marked Crosswalks

The most significant intersections near the school campuses are at US-54 and Walnut Street, Oak Street, Main Street, and Cedar Street. None of these intersections are signalized or have marked crosswalks. Other major intersections include Main Street, which is a wider 2-lane roadway at 3rd Avenue, 4th Avenue, and 5th Avenue. Marked crosswalks exist where sidewalks are present along streets such as 2nd Avenue and Walnut Street.

CRASH HISTORY

An analysis was performed of all reported roadway crashes during the last five (5) years (2020-2024) and of all crashes involving pedestrians or bicycle riders during the last 10 years (2015-2024) within a half-mile radius of the school campuses.

All Crashes

During 2020-2024, there were a total of 13 crashes reported within a half-mile radius. 11 were reported along US-54, two (2) along Main Street. One (1) crash along US-54 resulted in a fatal injury just west of Easy Street.

Pedestrian and Bicycle Crashes

During 2015-2024, there was one (1) reported pedestrian crash resulted in minor injuries at Main Street and 1st Avenue.

In addition, pedestrians and bicyclists are defined as vulnerable road users (VRUs) who travel without the protection of a motor vehicle. The Kansas Department of Transportation's Vulnerable Road User Safety Assessment (VRUSA)[1] was developed to help local agencies identify these risks and strengthen safety for people walking, rolling, and bicycling. The Kansas VRUSA Tool includes VRU Priority Corridors, which combine the High Injury Network (HIN) and the High-Risk Network (HRN). VRU Priority Corridors were established through a process of identifying locations where pedestrians and bicyclist injury from crashes occurred and where risk factors for these types of crashes were recurring.

Priority Level	Description
Priority Level 1	Corridors that are on both the HIN and HRN.
Priority Level 2	Corridors on the highest categories of the HIN or the HRN.
Priority Level 3	Corridors on the moderate and higher levels of the HRN but not on the HIN.
Priority Level 4	Corridors on the moderate and higher levels of the HIN but not on the HRN.

VRU Priority Corridors within a half-mile of the school include:

- **US -54:** Priority 2
- **215th Street**: Priority 3

[1] storymaps.arcgis.com/stories/d2f84d52c22b44d983c3907dcaf76f4b

SCHOOL CAMPUS SITE CIRCULATION

Challenger Intermediate School

Vehicle drop-offs and pickups occur along Walnut Street on the east side of campus, and school buses enter from the same entrance though drop off in the northern parking lot. The shared entrance can lead to vehicle backup and potential conflicts with pedestrians crossing from 3rd Avenue (see Figure 2). Sidewalk connections into the school site at 2nd Avenue and 3rd Avenue cross the vehicle circulation in front of the school. No direct sidewalk connections exist to the neighborhood north of the school along Easy Street. Bicycle racks are located south of the school entrance.

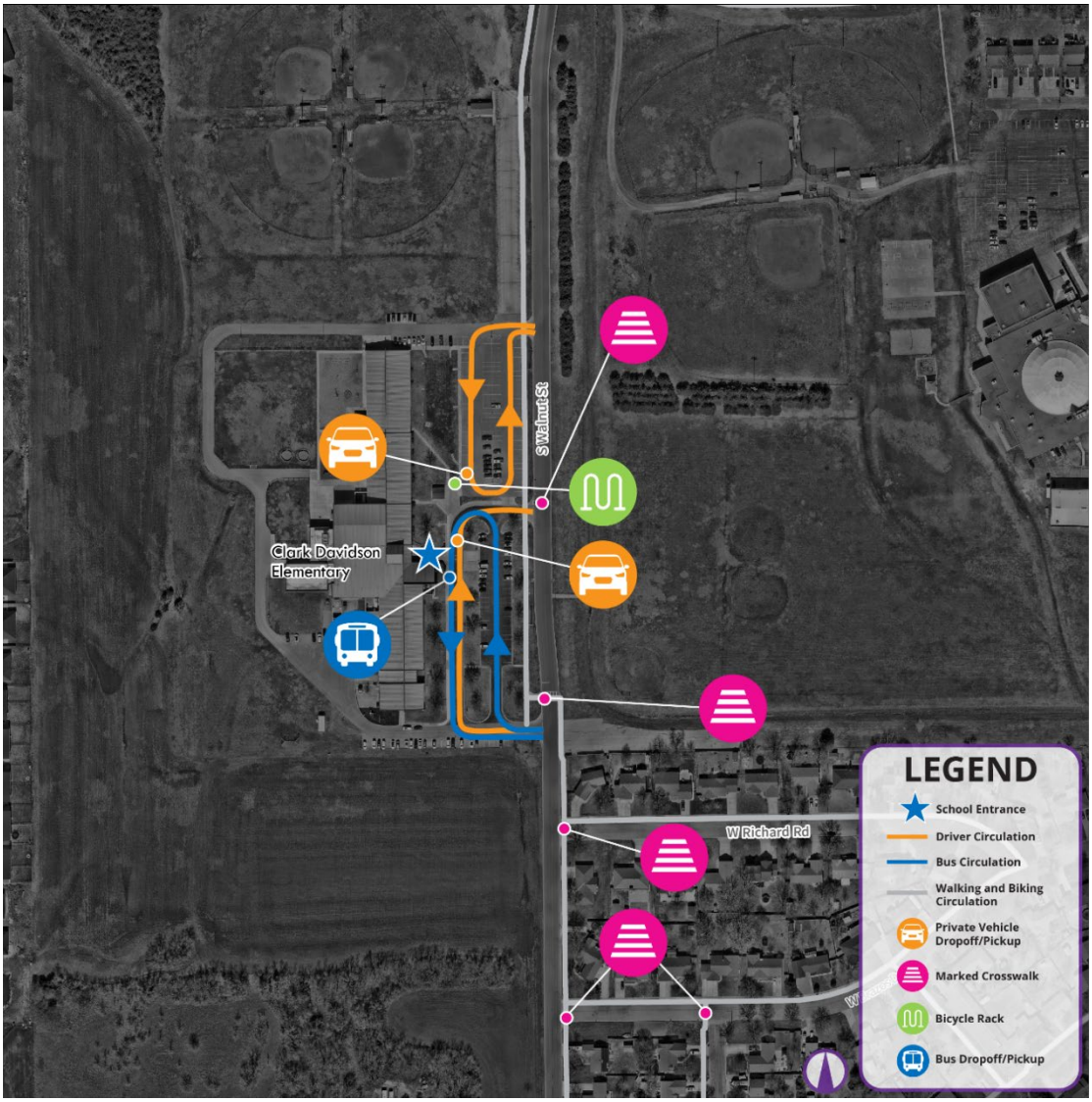
Figure 2. Challenger Intermediate School Site Circulation Map



Clark Davidson Elementary School

Vehicle drop-off occurs in two locations along Walnut Street, in the northern parking lot and the southern drop-off area. The shared entrance and exit point along Walnut Street can lead to vehicle backup and potential conflicts with pedestrians crossing. Sidewalk connections into the school site at cross the vehicle and school bus circulation in front of the school and cross the key entrance/exit points along Walnut Street. Students were observed crossing through a field to get to their destinations to the east. These conditions can lead to indirect routes of student travel and increased exposure to traffic. Bicycle racks are located north of the school entrance.

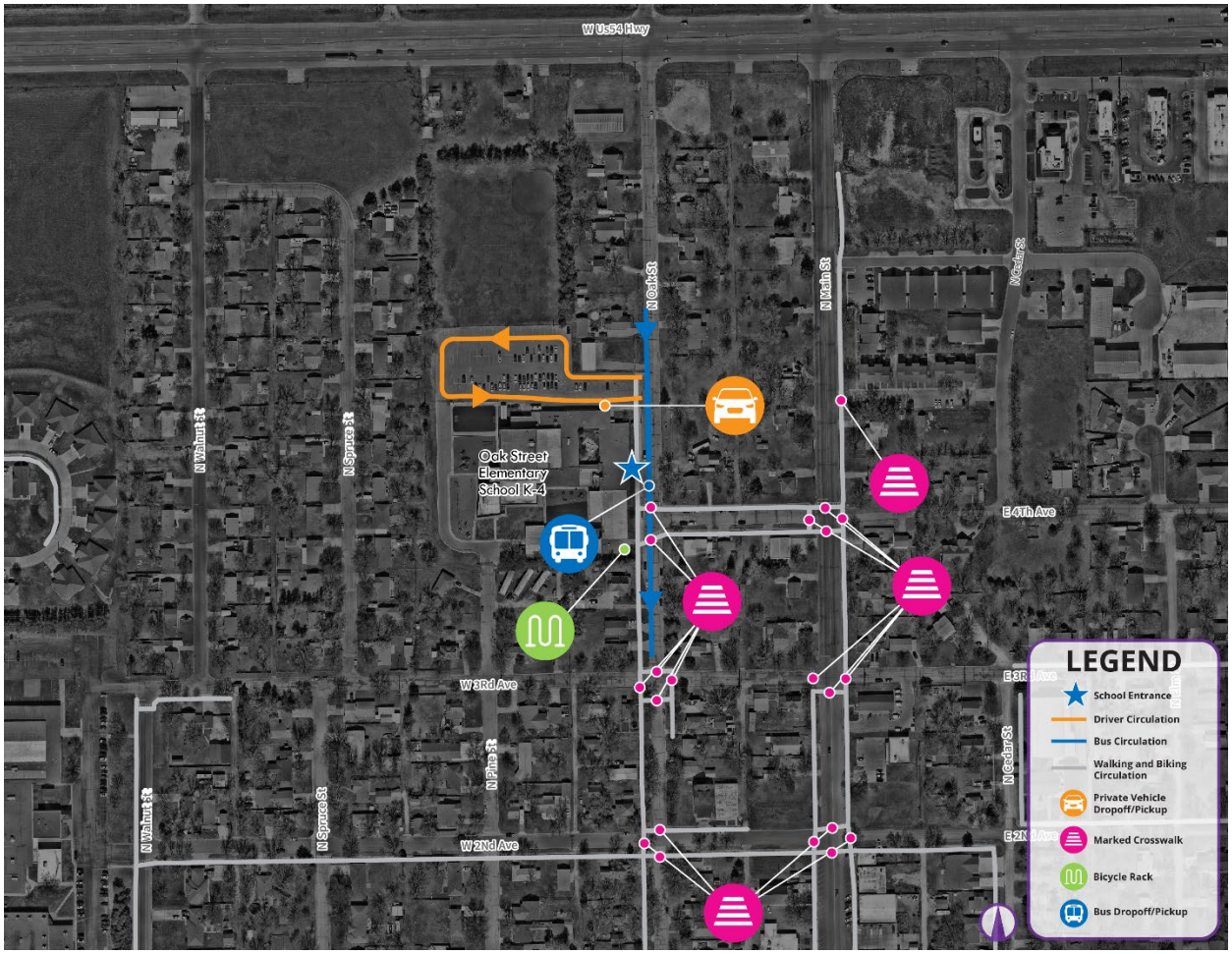
Figure 3. Clark Davidson Elementary School Site Circulation Map



Oak Street Elementary School

Vehicle drop-off occurs in the parking lot north of the school building, with vehicles entering from and exiting onto Oak Street. Buses drop off and pick up on Oak Street in front of the school. Vehicle drop-off and bus operations interact on Oak Street which could create congestion. Sidewalk connections to/from the school are limited beyond immediately near the campus. No direct sidewalk connections exists from the north or west. Bicycle racks are located south of the school entrance.

Figure 4. Oak Street Elementary School Site Circulation Map



STUDENT TRAVEL PATTERNS

This section summarizes the key findings from student travel tallies, walk audits, and the public-comment exercise conducted for the Safe Routes to School planning process. These activities provide insight into current student travel patterns, perceived safety concerns, and community priorities related to walking, rolling, and bicycling. The following pages present the results of these data-collection efforts and highlight the main themes that emerged.

STUDENT TRAVEL TALLY

Challenger Intermediate School

Figure 5 summarizes how Challenger Intermediate School students traveled to and from school during September 9-11, 2025 (Tuesday-Thursday).

Figure 5. Challenger Intermediate School Student Travel Tally Results

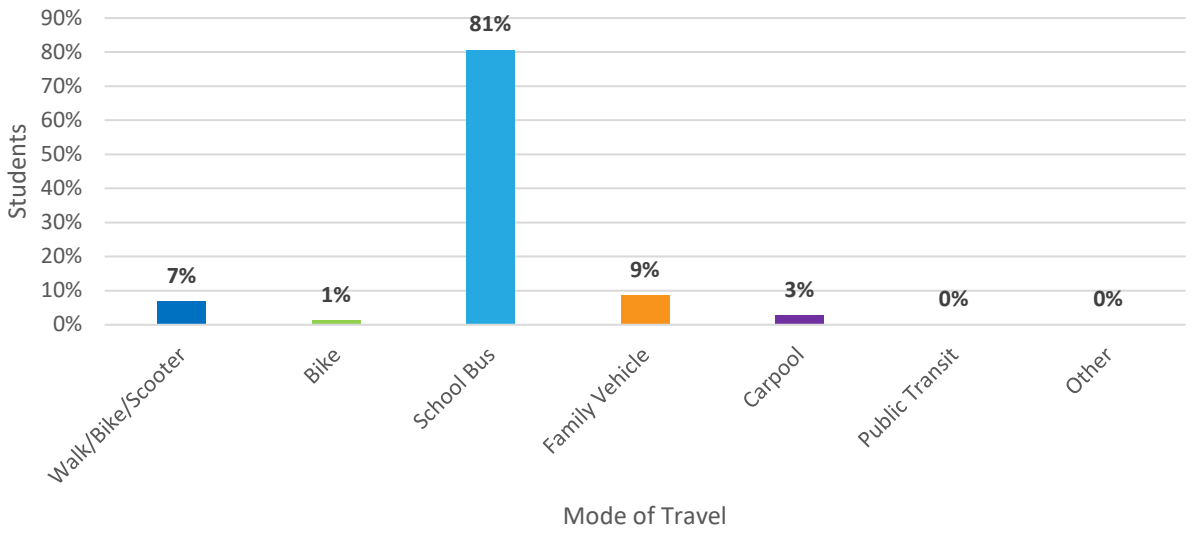
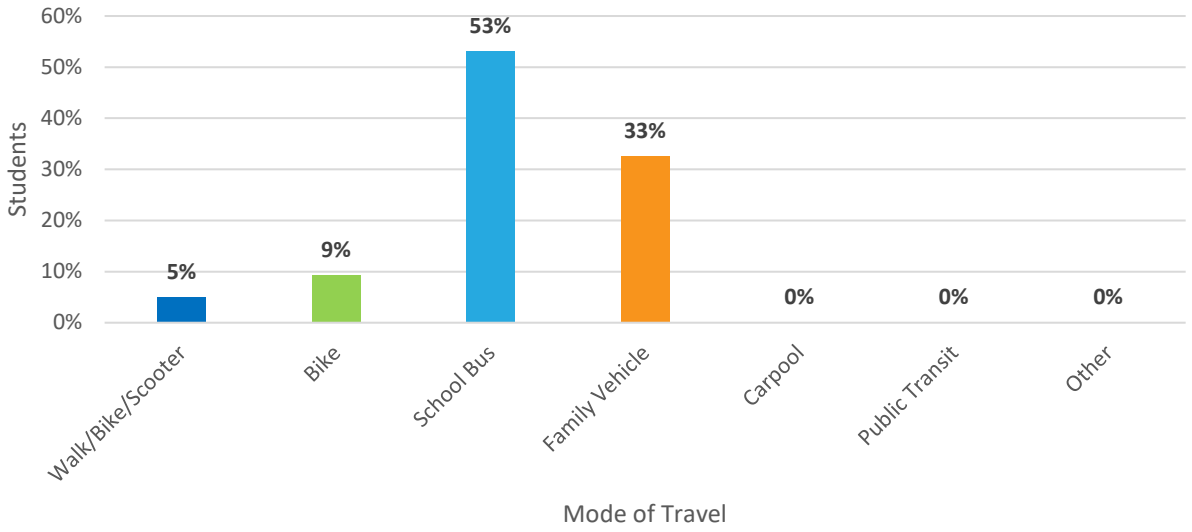


Figure 6 summarizes how Clark Davidson Elementary School students traveled to and from school during September 9-11, 2025 (Tuesday-Thursday).

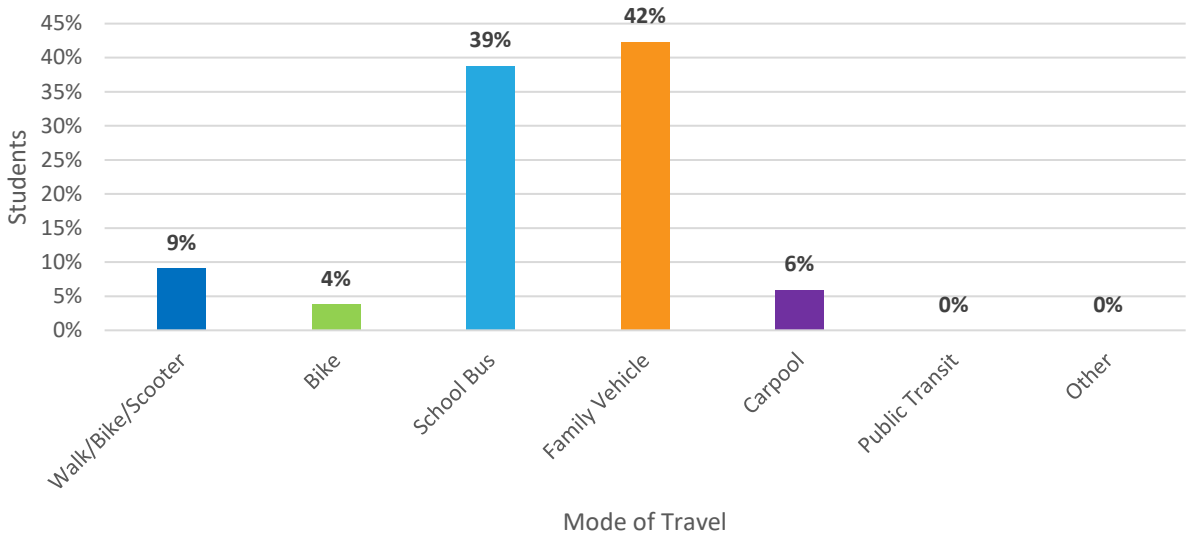
Figure 6. Clark Davidson Elementary School Student Travel Tally Results



Oak Street Elementary School

Figure 7 summarizes how Oak Street Elementary School students traveled to and from school during September 9-11, 2025 (Tuesday-Thursday).

Figure 7. Oak Street Elementary School Student Travel Tally Results



WALK AUDITS

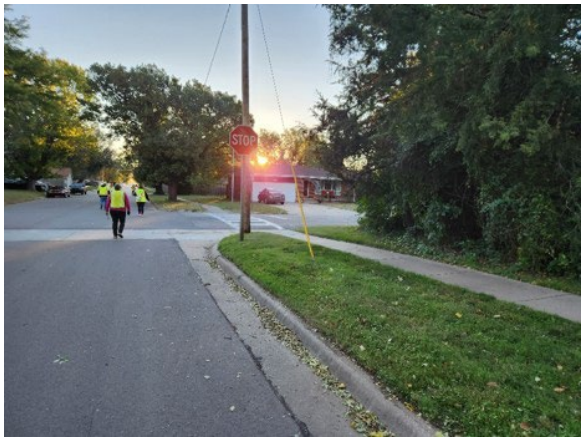
Challenger Intermediate School

Walk audits provide a snapshot of real-world conditions during arrival and dismissal periods, focusing on how students travel and interact with their surroundings. The following findings come from observations made during walk audits at the Challenger Intermediate School.

Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 21, 2025	7:10 AM	Sunny	Yes	Yes

The results highlight existing programs, barriers, safety concerns, and opportunities for improvement identified at the school.

- Arrival traffic flows smoothly, with no congestion issues noted.
- There are sparking signs during school days & no student drop-off signs located along Walnut Street. There are no speed or school zone signs.
- There are two painted crosswalks on Walnut Street, but only one has ramps on the north end. A crossing guard stands at the south crosswalk.
- There is a sidewalk on the school side of Walnut Street, but generally sidewalk infrastructure is limited.
- The Prairie Sunset Trail runs just south of the school and has great crossing infrastructure and a sidewalk that connects to school. However, parents don't feel it is safe due to the lack of lighting.



Challenger Intermediate crossing conditions



Challenger Intermediate bus drop-off and pick-up conditions

Clark Davidson Elementary School

Walk audits provide a snapshot of real-world conditions during arrival and dismissal periods focusing on how students travel and interact with their surroundings. The following findings come from observations made during walk audits at the Clark Davidson Elementary School.

Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 21, 2025	3:45 PM	Sunny	Yes	Yes

The results highlight existing programs, barriers, safety concerns, and opportunities for improvement identified at the school.

- Several kids were walking north on Walnut and south through an open field across the street from the school.
- Motorists were observed traveling at the posted speed limit, yielding to pedestrians, and abiding by traffic controls.
- There was adequate lighting with lighting being present on Walnut Street.
- The sidewalk fronting Walnut was continuous, well maintained, and has a buffer.
- There were people bicycling in the area, though there are no bikeways.
- There were well maintained pedestrian crossings within a reasonable distance of each other
- No curb ramps at one crosswalk.



Clark Davidson Elementary crossing conditions



Clark Davidson Elementary drop-off and pick-up conditions

Oak Street Elementary School

Walk audits provide a snapshot of real-world conditions during arrival and dismissal periods, focusing on how students travel and interact with their surroundings. The following findings come from observations made during walk audits at the Oak Street Elementary School.

Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 21, 2025	8:15 AM	Sunny	Yes	Yes

The results highlight existing programs, barriers, safety concerns, and opportunities for improvement identified at the school.

- Several children were observed walking and biking. Students who walk/bicycle are released 3 minutes early.
- There are no sidewalks past Main Street where kids walk thought there are lots of neighborhoods nearby.
- Motorists were observed behaving well and not speeding; no traffic except for drop-off.
- In general, lighting was not sufficient around the school campus.
- Children using wheelchairs must use the street due to narrow sidewalks.
- Crosswalk outside school has no ramp and large curb; next to existing one with curb ramps.
- City desires 6 foot sidewalk for class trips to the nearby linear park.
- People were riding bikes on the sidewalk.
- Limited sidewalk infrastructure surrounding the school campus; many are not continuous.
- Pedestrian crossings were well maintained and within reasonable distance of each other.
- A few staff members were observed parking on Fourth Street on both sides of the street, which makes visibility harder and increases overall congestion in the area.



Oak Street Elementary crossing conditions



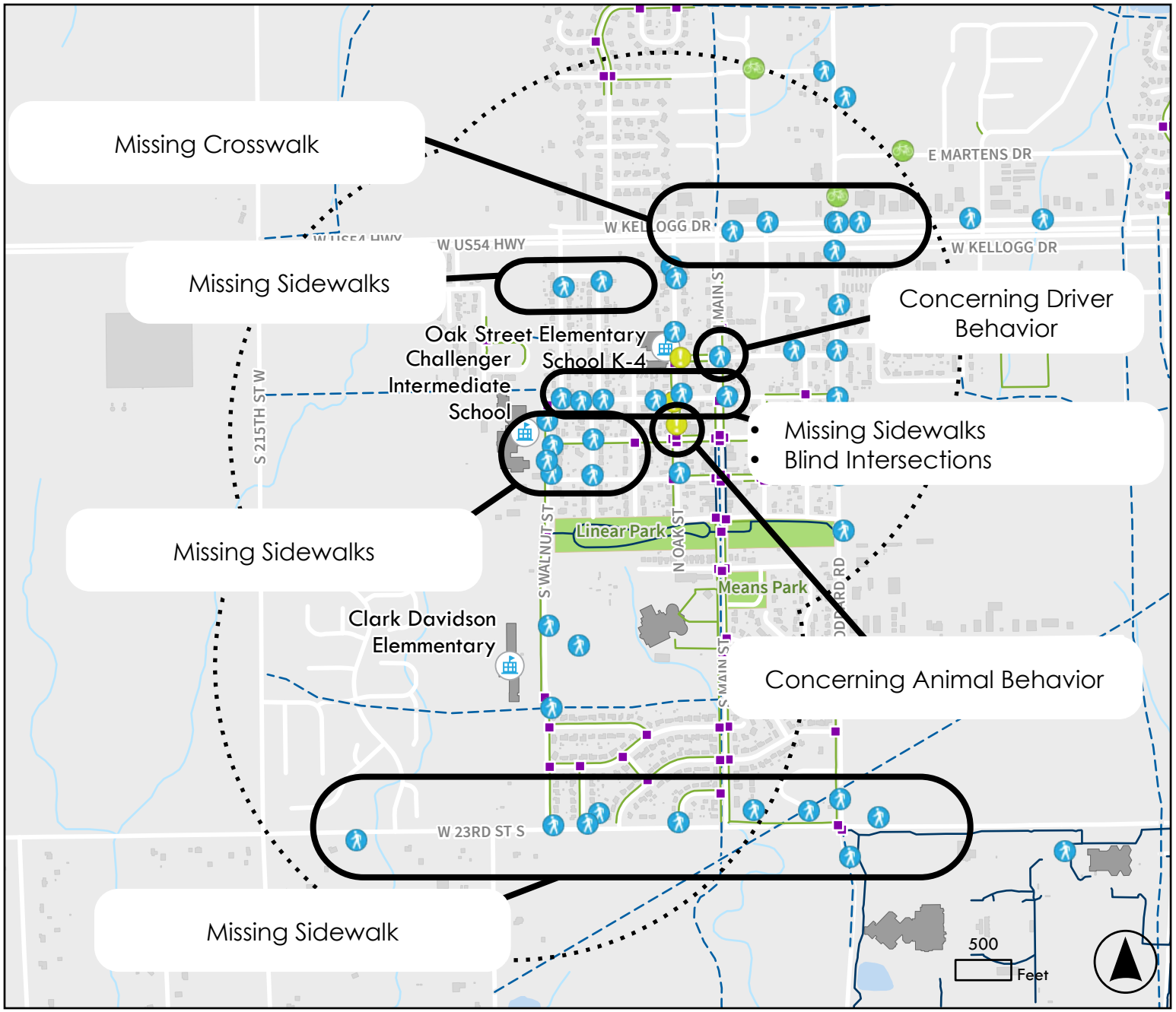
Oak Street Elementary crossing conditions

PUBLIC COMMENTS

An online interactive map was provided for parents, caregivers, and other community members to identify specific locations with walking, bicycling, or other safety concerns. Respondents noted a few key issues near the Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary campuses, namely that there is no safe crossing of US-54 and that there is a lack of sidewalk connections to both new and existing neighborhoods in central Goddard. Webmap comments have been grouped and summarized for clarity and conciseness (see Figure 8). For a full comprehensive list of all public comments received, contact WAMPO staff at wampo@wampo.org.

Figure 8. Public Comments

Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary School



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Park

Public Comments

Walking Concern

Other Concern

Biking Concern

Comments shown on this map are a summary of all received within the half-mile boundary. See Appendix A to review all received comments.

ISSUES IDENTIFICATION

Infrastructure-related issues surrounding the Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary School campuses relate primarily to sidewalk connections and intersection/crossing safety. These issues can result in students having to follow indirect routes to and from school, as well as increasing potential conflicts between students and motor vehicle traffic.

Table 2 and Figure 9 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel Tallies, parent/caregiver surveys, and public comments. Each letter corresponds with a location near the school campus.

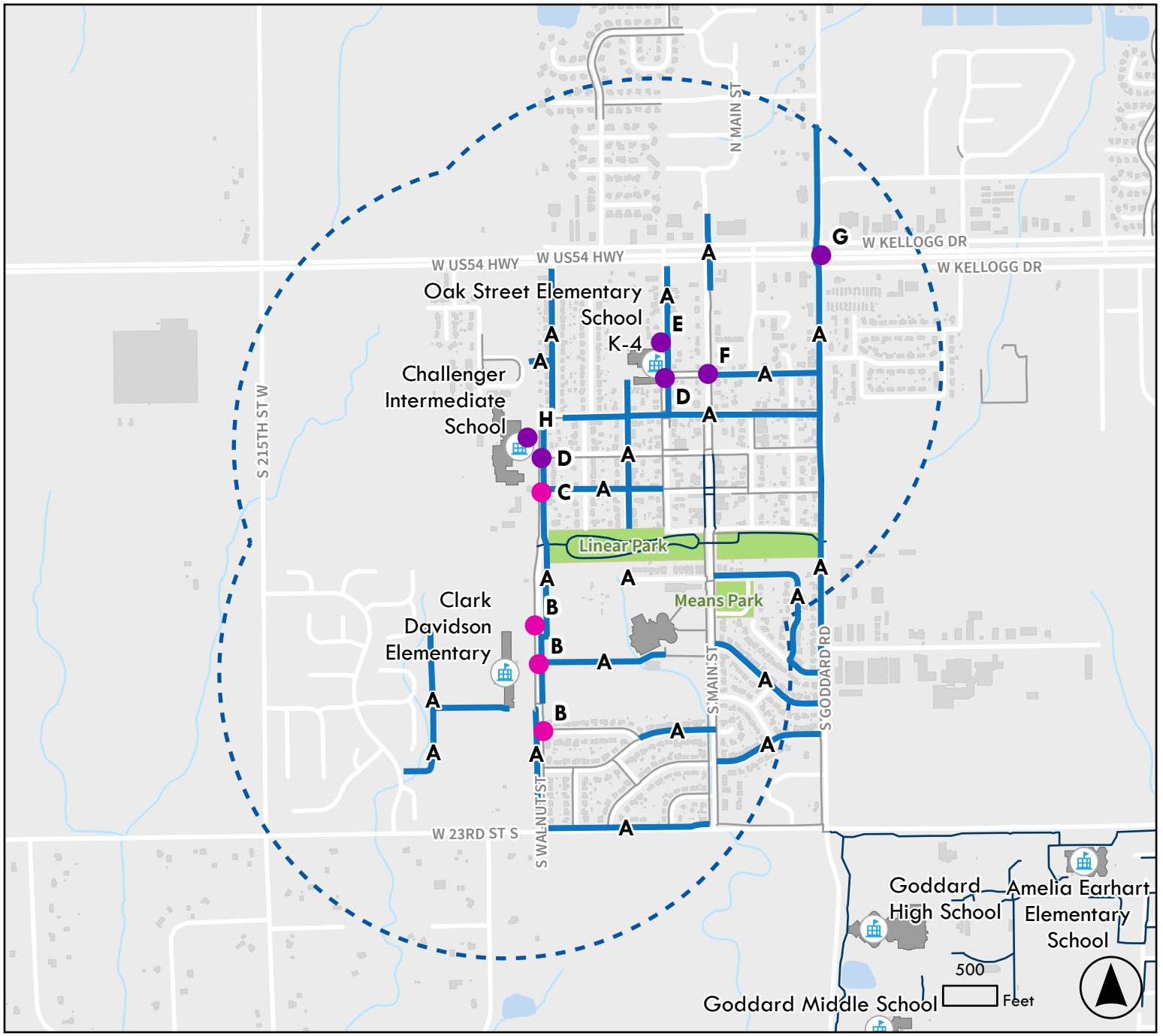
Table 2. Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary School: Identified Issues

Location	Issue
A	Missing sidewalk connections at identified locations, including the following corridors closest to the school campus: • East side of Walnut Street from 3rd Avenue to Clark Davidson Elementary south driveway. • West side of Walnut Street from 23rd Street to Clark Davidson Elementary south driveway. • South side of 3rd Avenue from Walnut Street to Goddard Road. • East side of Oak Street from 3rd Avenue to Kellogg Avenue.
B	Crosswalks are not marked at identified locations.
C	Unsafe crossing conditions along Walnut Street at existing marked crosswalks and missing crosswalk markings at adjacent school driveway crosswalks.
D	Skewed crosswalk at identified intersections.
E	Very wide driveway with confusing geometry and pavement markings which creates long crossing distances and increased risk for people walking/biking/rolling.
F	Wide intersection with higher speed traffic between Main Street and 4th Street.

G	High-speed, high-volume intersection with US-54 that creates dangerous crossing conditions for people walking/biking/rolling.
H	Traffic congestion around Challenger Intermediate School during pick-up/drop-off periods.

Figure 9. Identified Issues

Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary School



- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Issue Type

- Walking and Biking Gap
- Infrastructure Condition
- Roadway Safety
- Crosswalk Infrastructure
- Speeding
- Traffic Congestion
- Identified Walking/ Rolling/Biking Gap

RECOMMENDATIONS

A selection of visionary, planning-level recommendations have been identified within a half-mile surrounding each school campus. For each recommendation, further feasibility planning, evaluation, and engineering is required to build off this study's identified solutions and determine final long-term approaches for each project. Each recommendation has a conceptual scale of cost (note: no engineering analysis was completed as part of this study, these costs are purely planning-level) including low ($), medium ($$), and high ($$$). If a temporary version of a project could be quickly constructed as a demonstration project, it has been denoted by a checkmark in the recommendations table for each school. Some projects are already actively being planned or implemented either individually or as a part of larger efforts and should be tracked as such on a case-by-case basis. For more information about how recommendations were identified and prioritized, please see the overall district report.

Icon	Recommendation Theme
	Sidewalk, Trail, or Bikeway Improvement
	Crosswalk Improvement
	Intersection Improvement
	Site Circulation Improvement
	Other Improvement

Lighting is a key component contributing to the perception of a safe route to/from school. Because many students need to walk/roll/bike to school in dark winter mornings, providing adequate lighting surrounding the school campus, along key walk/bike routes, and at all intersections and marked crosswalks is essential. The Federal Highway Administration estimates that nearly three-quarters of all pedestrian fatalities in the U.S. happen in low light or night conditions. Because of this, lighting should be included as part of all applicable projects and designed using the latest industry standards and best practices.

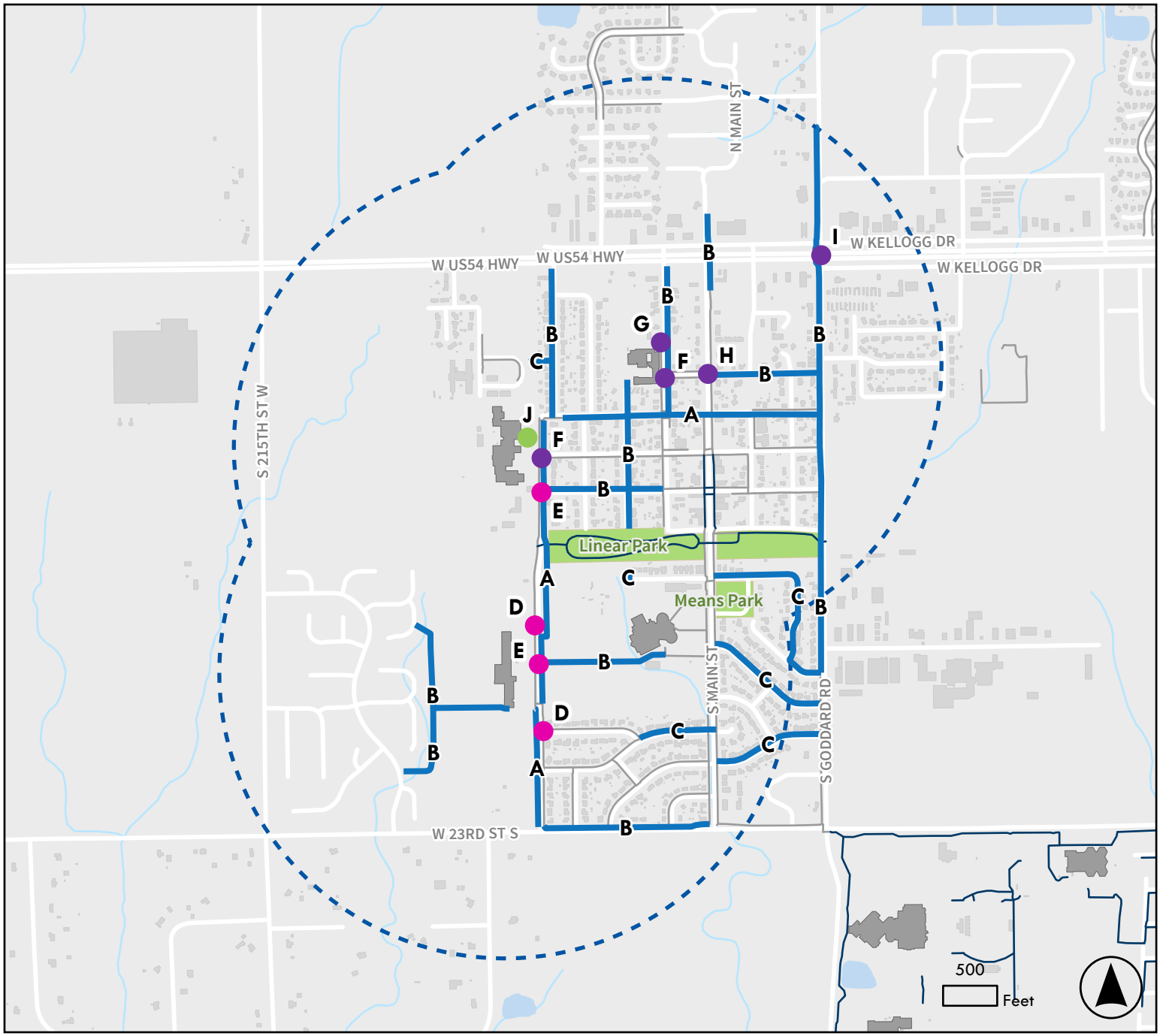
INFRASTRUCTURE RECOMMENDATIONS

Table 3. Challenger Intermediate School, Clark Davidson Elementary School, & Oak Street Elementary School: Recommendations

ID	Type	Recommended Intervention	Priority	Cost	Quick-Build
A		Install a walking/rolling/biking connection along the following "high priority" corridors: - Walnut Street from 3rd Street to 23rd Street. - 3rd Street from Walnut Street to Goddard Road	High	$$	
B		Install a walking/rolling/biking connection along identified "medium priority" corridors.	Medium	$$	
C		Install a walking/rolling/biking connection along identified "low priority" corridors.	Low	$$	
D		Add crosswalk markings at identified unmarked crosswalks.	Medium	$	✓
E		Install raised crosswalks at existing marked crossings along Walnut Street and mark crosswalks at school driveways.	Medium	$$	
F		Reconfigure marked crosswalks to be perpendicular to the road and consider curb extensions at: - Walnut Street and 2nd Avenue. - Oak Street and 4th Avenue.	Medium	$$	
G		Add a raised median in driveway and add markings of both the crosswalk and driving lanes for clarity and visibility.	Medium	$$	✓
H		Add curb extensions with marked crosswalks at intersection of Main Street and 4th Street.	Medium	$$	✓
I		Consider crossing enhancements in conjunction with potential future US-54 corridor improvements.	Medium	$$$	
J		Complete a site circulation study of the Challenger campus to improve internal vehicular queueing, access management, and circulation improvements for all modes.	Medium	N/A	

Figure 10. Recommendations

Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary School



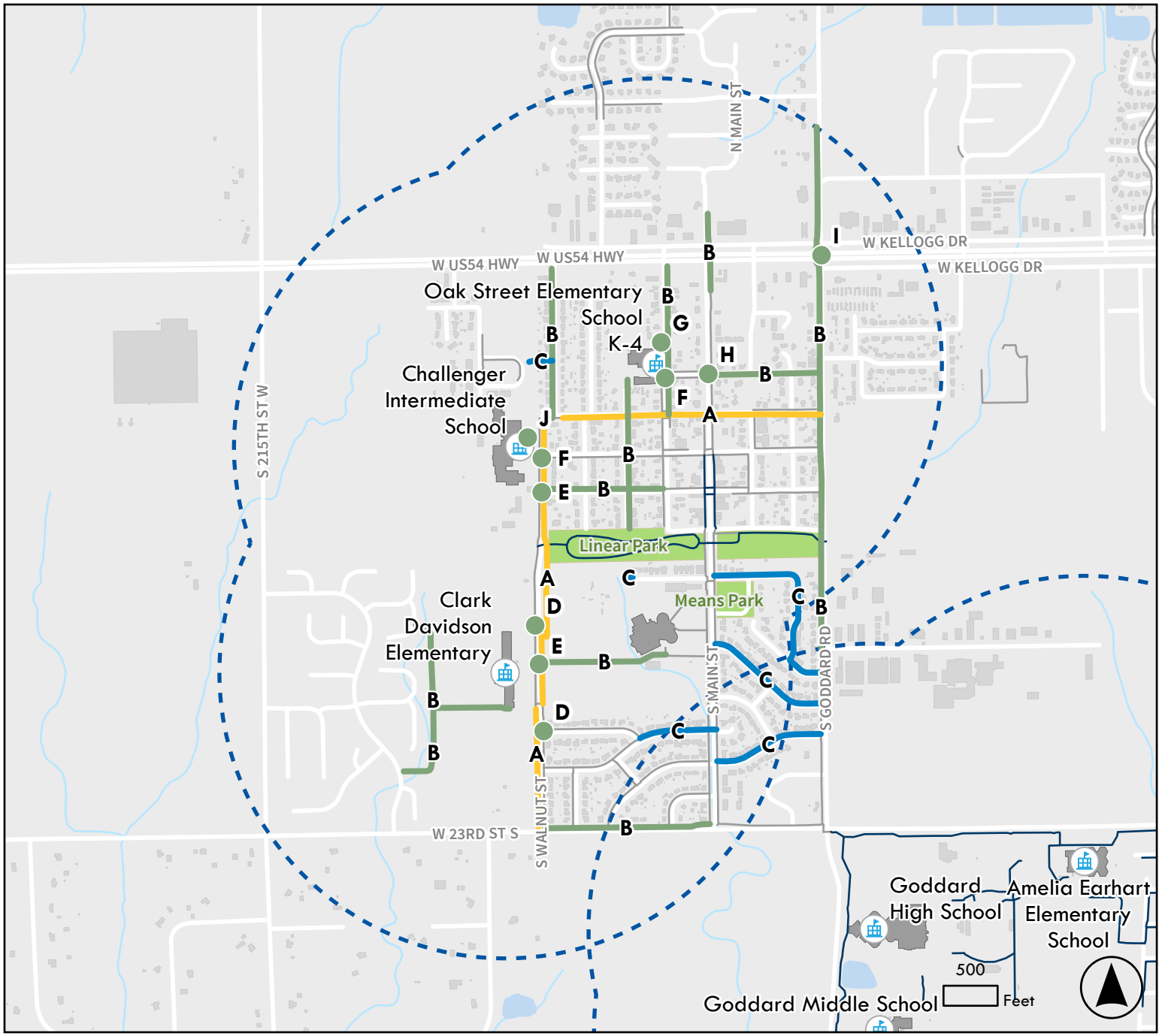
- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Recommendation Theme

- Sidewalk, Trail, or Bikeway Improvement
- Crosswalk Improvement
- Intersection Improvement
- Site Circulation Improvement
- Other Improvement
- Recommended Walking/Rolling/Biking Connections

Figure 11. Project Prioritization

Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary School



- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Project Prioritization

- Low Priority: Illustrative (0-5 points)
- Medium Priority: 5-10 years (6-9 points)
- High Priority: 0-5 years (10-14 points)
- Low Priority: Illustrative (0-5 points)
- Medium Priority: 5-10 years (6-9 points)
- High Priority: 0-5 years (10-14 points)

WAMPO Wichita Area Metropolitan Planning Organization

NON-INFRASTRUCTURE (PROGRAMMATIC) RECOMMENDATIONS

In addition to infrastructure recommendations, it is also imperative to identify non-infrastructure related recommendations that can be implemented by each school. The non-infrastructure recommendations support a holistic approach to fully implementing a SRTS program and accomplishing the six E's. Non-infrastructure recommendations include programmatic opportunities that can be implemented to increase education and awareness. These connect five of the six E's to actionable strategies: Education, Encouragement, Engagement, Evaluation, and Enforcement.

At Challenger Intermediate School, Clark Davidson Elementary School, and Oak Street Elementary School, program recommendations aim to support more students walking and biking to school by providing organized opportunities for students to participate in Walking School Buses and Bike Trains with trusted adult supervision, while also increasing bicycle education through bike rodeos. For the students who live farther away from school, Walk and Bike to School Day events could include a "park and walk" option that allows students to walk part way or activities at school.

Table 4. Challenger Intermediate School, Clark Davidson Elementary School, & Oak Street Elementary School: Programmatic Recommendations

Program	Description	Implementation Actions
Walk and Bike to School Day	National and international events, such as Walk to School Day (October) and Bike & Roll to School Day (May), are widely recognized as opportunities to introduce and normalize active transportation. Schools can begin with a single annual event and expand to recurring monthly or seasonal events.	Partner with agencies such as KDOT or public health departments to access promotional materials and safety messaging. Identify meeting points such as "park and walk" locations to support participation for students who live farther away. Coordinate with law enforcement or volunteers to provide temporary crossing guards. Recognize participation through homeroom competitions or grade-level challenges.
Bike Rodeos	Bike rodeos provide hands-on, experiential learning opportunities that allow students to practice bicycle skills in a	Host a bike rodeo with trained volunteers or partner organizations, such as Bike Walk Wichita. Set up a temporary course on school grounds, using cones or chalk to simulate intersections, turns, and common roadway scenarios.

	controlled and supportive environment with supervision provided by trained volunteers or partner organizations.	Organize skill stations for students focused on essential techniques, such as helmet fitting, signaling, braking, and scanning for traffic hazards.
Walking School Bus / Bike Train	Walking school buses and bike trains are programs that organize groups of students traveling to and from school along designated routes with adult supervision. These programs provide a structured and reliable way for students to participate in active transportation while addressing safety concerns.	Establish clearly defined routes with scheduled stops and consistent timing. Recruit and train background checked volunteers or parent/caregiver leaders. Maintain clear communication with families regarding expectations, participation, and safety practices. Register the Walking School Bus with KDOT to receive supporting materials and information: https://kdotapp.ksdot.gov/WalkingSchoolBus/
Walk, Bike, and Roll Safety Education	Safety education programs equip students with the essential skills needed to navigate their environment safely while walking, biking, or rolling. These programs cover key topics such as pedestrian safety, bicycle handling and road positioning, and understanding traffic signs and signals.	Access KDOT's SRTS Educational Resources at https://saferoutes.ksdot.gov/resources-and-education for classroom materials, activity guides, and tailored safety messaging. Determine the best fit for classroom education – either through regular lessons or physical education classes.





EISENHOWER HIGH SCHOOL

Goddard Public Schools (USD 265)

Appendix G-C





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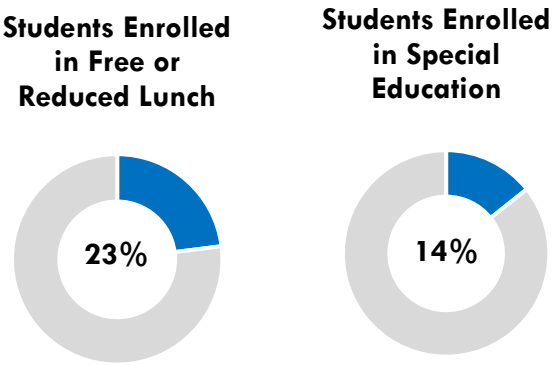
EISENHOWER HIGH SCHOOL

Eisenhower High School is located along 167th Street and north of US-54 in the far western edge of the City of Wichita. The campus is bound by 167th Street on the west, Apollo Street on the south, and a private drive to the east (see Figure 1). Land use surrounding the school campus is predominately agricultural and medium-density residential.

Enrollment	991
Grades Served	9 - 12
School Day	7:35 AM – 2:50 PM



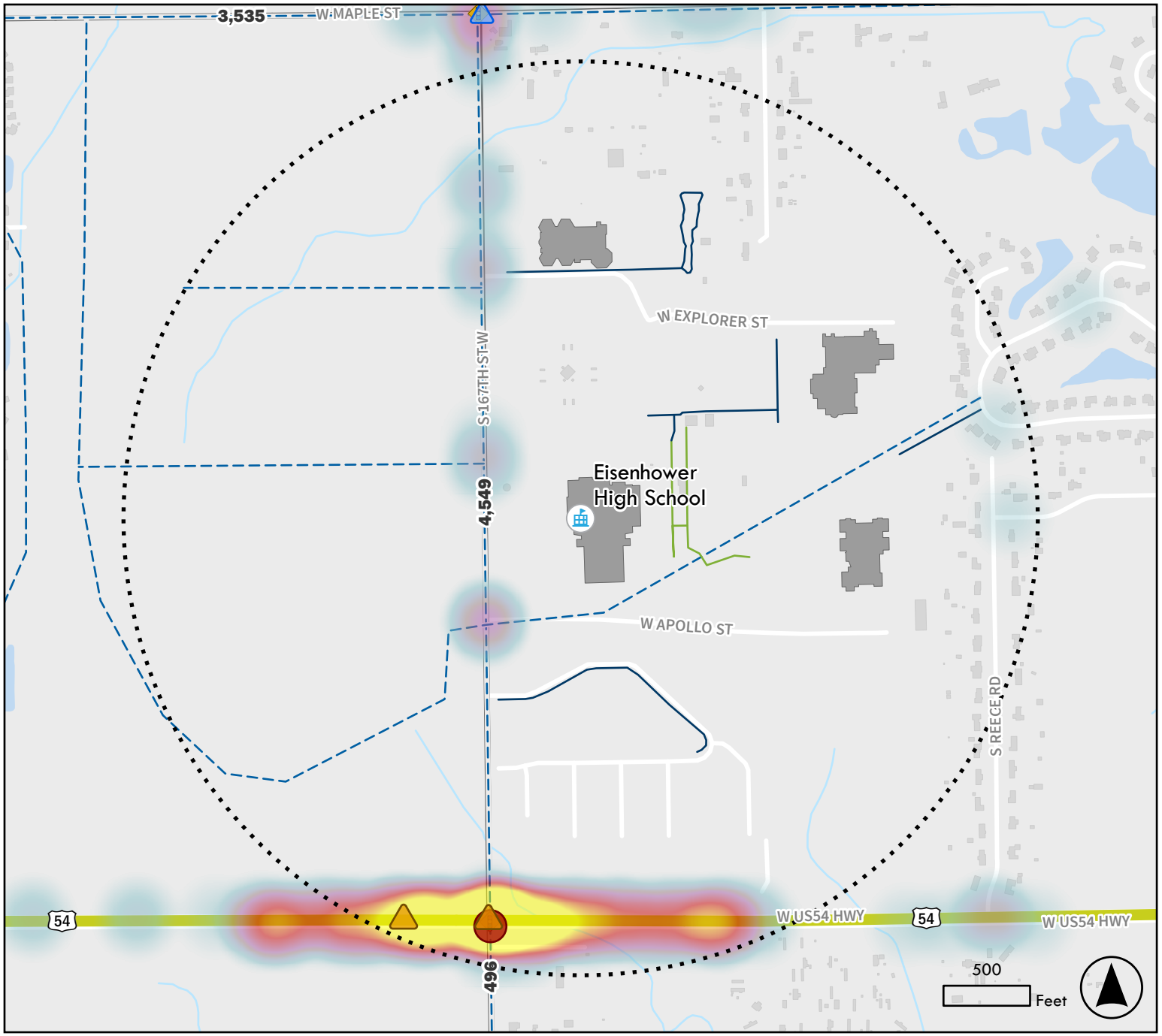
Source: Kansas Department of Education; datacentral.ksde.gov/

EXISTING CONDITIONS

Existing conditions within a half-mile radius of the school campus were reviewed. This includes existing and proposed sidewalks and bikeways, roadway functional classifications, intersection controls, pedestrian crossings, and documented crashes.

Figure 1. Existing Conditions

Eisenhower High School



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Roadway Functional Class

Urban Freeway/ Expressway

Major Collector

Traffic Signal

##,### AADT

Fatal Vehicle Crash, 2020-2024

Bike and Ped Crashes, 2015-2024

Suspected Serious Injury

Suspected Minor Injury

All Mode Crash Density, 2020-2024

Less Dense

More Dense

WAMPO Wichita Area Metropolitan Planning Organization

WALKING, ROLLING, AND BICYCLING FACILITIES

The school campus is disconnected from the surrounding area, with no sidewalks on surrounding streets. To access the school entrance, there are sidewalk connections to Eisenhower Middle School and Apollo Elementary School which have a connection to the neighborhood to the east.

ROADWAY NETWORK

All U.S. roadways are grouped into Functional Classifications, based on characteristics including vehicle speed, traffic volume, number of through lanes, and frequency of access points.

Functional Classification	Description
Principal Arterial	Carries high traffic volumes at higher speeds with limited access points. Designed for long-distance mobility.
Minor Arterial	Provide slightly lower mobility than principal arterials; connect smaller activity centers and feed traffic to the principal arterial network.
Major Collector	Channels traffic from local roads to arterials; balance access and mobility, serving schools, parks, and small commercial areas.
Minor Collector	Collects traffic from local streets and provide access to nearby destinations; lower speeds, and volumes than major collectors.
Local Road	Provide direct access to residences and local destinations; designed for low speeds, and low traffic volumes.

Source: FHWA

Higher-Functional-Classification roads can present a barrier to walking, rolling, or bicycling to school. Arterials carry higher traffic volumes at higher speeds and have fewer crossing opportunities with multiple lanes. Collectors also pose barriers, as they carry more traffic and may operate at higher speeds while providing access to neighborhood destinations such as schools. Local roads, with lower traffic volumes and speeds, present fewer barriers to walking, rolling, and bicycling.

Table 1. Key Roadways Within a Half-Mile of Eisenhower High School

Roadway	Functional Classification	Number of Lanes	Posted Speed Limit	Crossing Distance
167th Street	Major Collector	2-3	45-55 mph	40-50 feet

**Crossing distances are approximate from aerial imagery. Variations may occur due to measured locations.*

Major Intersections & Marked Crosswalks

The most significant intersections near the school campus are at US-54 and 167th Street south of the school campus and 167th Street and Apollo Street intersection. There are no crosswalks surrounding the school campus.

CRASH HISTORY

An analysis was performed of all reported roadway crashes during the last five (5) years (2020-2024) and of all crashes involving pedestrians or bicycle riders during the last 10 years (2015-2024) within a half-mile radius of the school campus.

All Crashes

During 2020-2024, there were 82 crashes within a half-mile radius, with the majority of reported crashes occurring along US-54 and near the intersection of US-54 and 167th Street (including one (1) crash resulting in fatal injuries). A total of five (5) crashes did not occur on US-54: four (4) on 167th Street and one (1) on Moscelyn Lane.

Pedestrian and Bicycle Crashes

During 2015-2024, there were three (3) reported pedestrian crashes near the intersection of US-54 and 167th Street of which two (2) resulted in serious injuries.

In addition, pedestrians and bicyclists are defined as vulnerable road users (VRUs) who travel without the protection of a motor vehicle. The Kansas Department of Transportation's Vulnerable Road User Safety Assessment (VRUSA)[1] was developed to help local agencies identify these risks and strengthen safety for people walking, rolling, and bicycling. The Kansas VRUSA Tool includes VRU Priority Corridors, which combine the High Injury Network (HIN) and the High-Risk Network (HRN). VRU Priority Corridors were established through a process of identifying locations where pedestrians and bicyclist injury from crashes occurred and where risk factors for these types of crashes were recurring.

Priority Level	Description
Priority Level 1	Corridors that are on both the HIN and HRN.
Priority Level 2	Corridors on the highest categories of the HIN or the HRN.
Priority Level 3	Corridors on the moderate and higher levels of the HRN but not on the HIN.
Priority Level 4	Corridors on the moderate and higher levels of the HIN but not on the HRN.

VRU Priority Corridors within a half-mile of the school include:

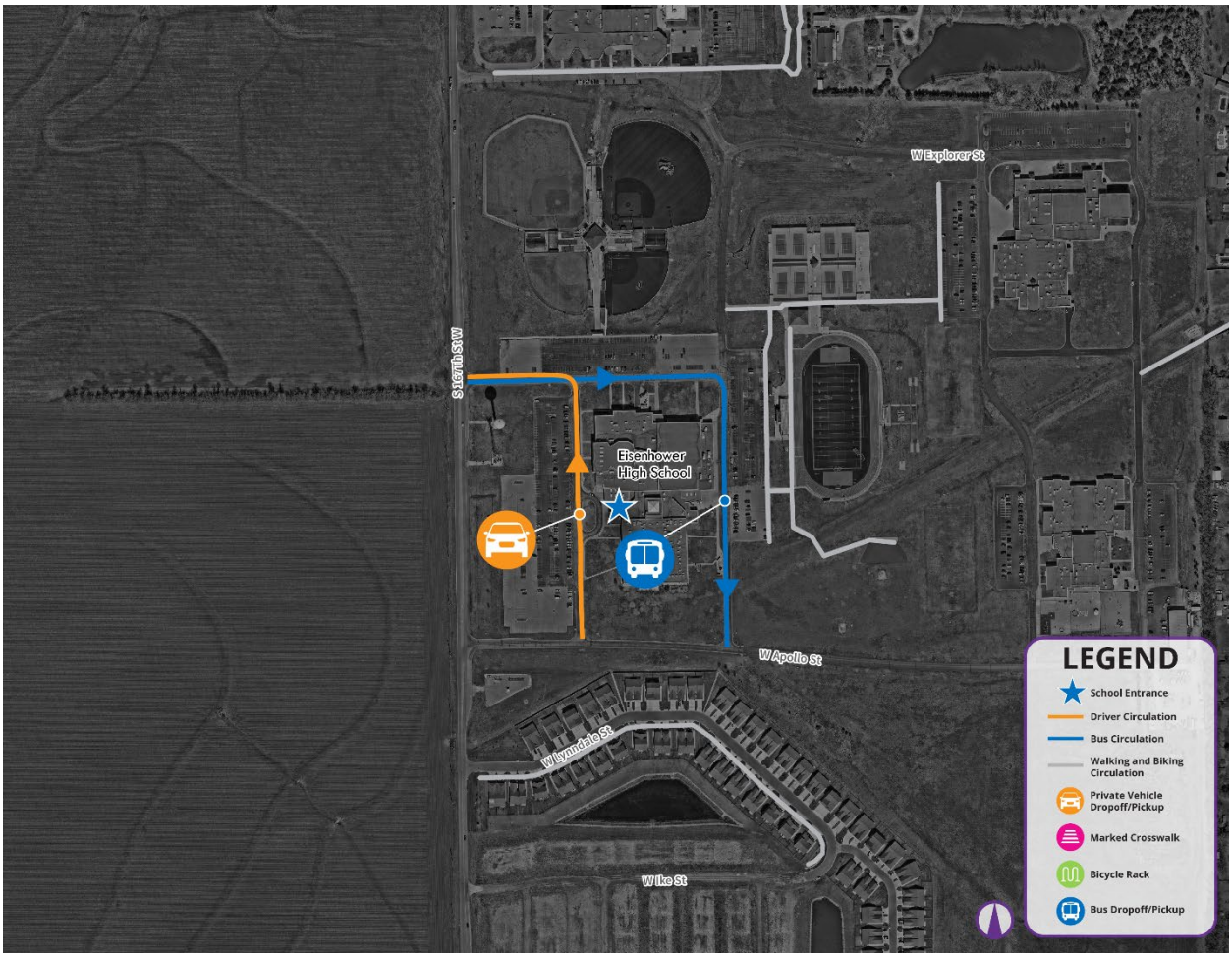
- **US-54:** Priority 2

[1] storymaps.arcgis.com/stories/d2f84d52c22b44d983c3907dcaf76f4b

SCHOOL CAMPUS SITE CIRCULATION

Vehicle drop-off occurs at the western school entrance, with vehicles entering from Apollo Street and exiting from 167th Street. The shared entrance and exit point along Walnut Street can lead to vehicle backup and potential conflicts with pedestrians crossing. Pedestrian facilities are missing external to the immediate surrounding of the building, and no direct connections exist to the surrounding area (see Figure 2).

Figure 2. Eisenhower High School Site Circulation Map



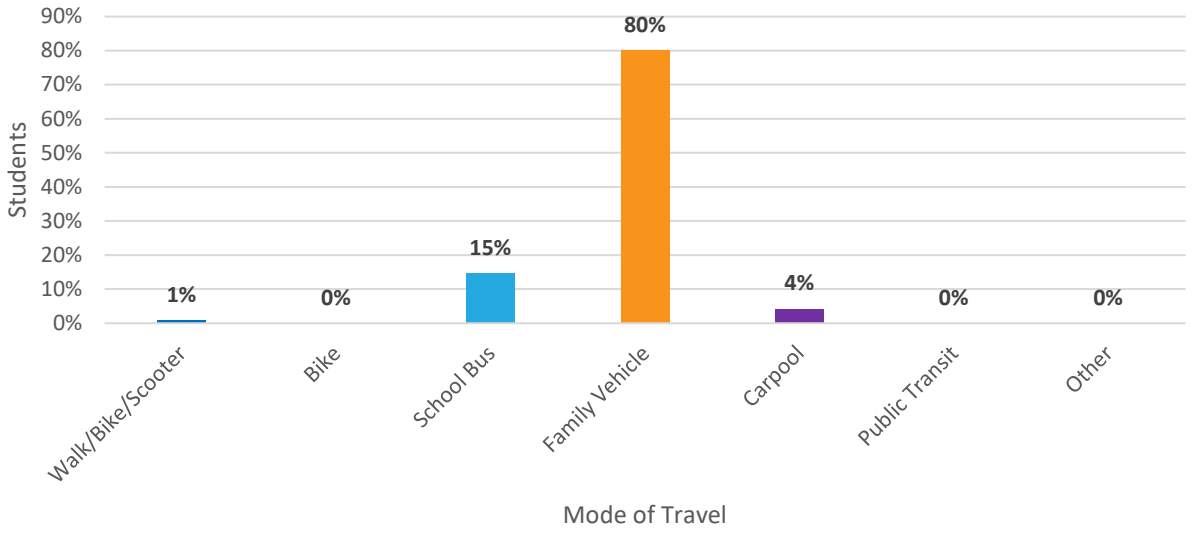
STUDENT TRAVEL PATTERNS

This section summarizes the key findings from student travel tallies, walk audits, and the public-comment exercise conducted for the Safe Routes to School planning process. These activities provide insight into current student travel patterns, perceived safety concerns, and community priorities related to walking, rolling, and bicycling. The following pages present the results of these data-collection efforts and highlight the main themes that emerged.

STUDENT TRAVEL TALLY

Figure 3 summarizes how Eisenhower High School students traveled to and from school during September 9-11, 2025 (Tuesday-Thursday).

Figure 3. Eisenhower High School Student Travel Tally Results



WALK AUDITS

Walk audits provide a snapshot of real-world conditions during arrival and dismissal periods, focusing on how students travel and interact with their surroundings. The following findings come from observations made during walk audits at the Eisenhower High School.

Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 21, 2025	9:30 AM	Sunny	Yes	Yes

The results highlight existing programs, barriers, safety concerns, and opportunities for improvement identified at the school.

- Big note of importance: the city submitted a grant application for a pedestrian overpass west of Walmart at 183rd over Highway 54.
- There is adequate lighting available around the school campus.
- A bicycle group started this year but kids get dropped off at the linear park, because there is no safe way to access the school campus.
- Many kids were observed walking from 36th and Maple and 167th and Kellogg.
- Life skills class observed walking on Apollo Street because there is no sidewalk on school property.
- Students use Prairie Sunset Trail as a connector; some parents are hesitant for kids to use it due to lighting.
- Crashes or congestion occur every 3 weeks, making lots of kids frequently late.
- There is a housing development to the South, which includes two sidewalks into the development. However, they do not connect to the school campus and end abruptly.
- Students cross Kellogg at the stop light to get to the trail.



Eisenhower High pick-up and drop-off conditions



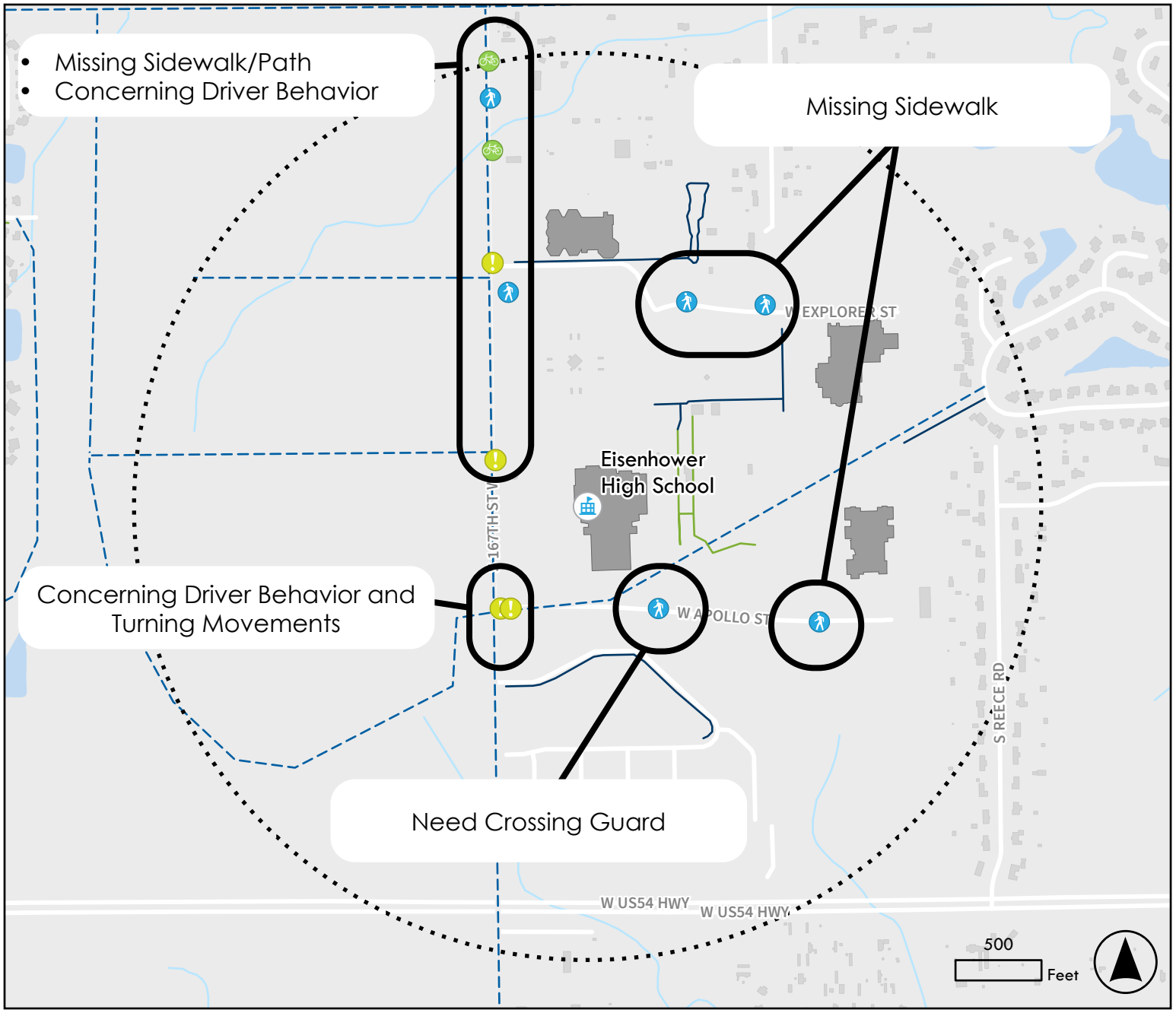
Eisenhower High walking conditions

PUBLIC COMMENTS

An online interactive map was provided for parents, caregivers, and other community members to identify specific locations with walking, bicycling, or other safety concerns. Respondents highlighted priority concerns near Eisenhower High School, including missing sidewalk connections and concerning driver behavior. Webmap comments have been summarized and group for clarity and conciseness (see Figure 4). For a full comprehensive list of all public comments received, contact WAMPO staff at wampo@wampo.org.

Figure 4. Public Comments

Eisenhower High School



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Public Comments

Walking or Rolling Concern

Biking Concern

Other Concern

Comments shown on this map are a summary of all received within the half-mile boundary. See Appendix A to review all received comments.

ISSUES IDENTIFICATION

Infrastructure-related issues surrounding the Eisenhower High School campus relate primarily to sidewalk connections, congestion, and intersection/crossing safety. These issues can result in students having to follow indirect routes to and from school, as well as increasing potential conflicts between students and motor vehicle traffic.

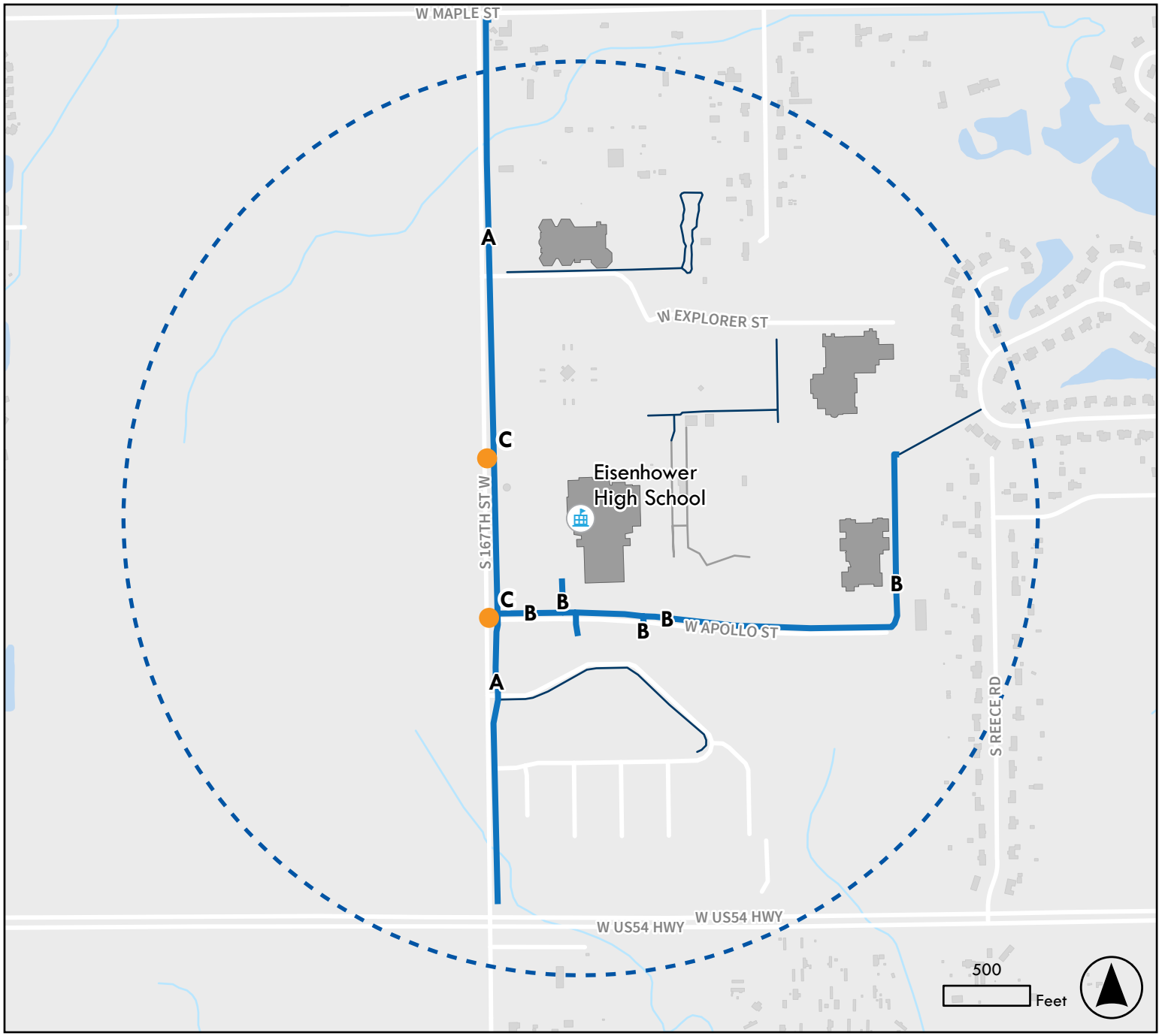
Table 2 and Figure 5 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel Tallies, parent/caregiver surveys, and public comments. Each letter corresponds with a location near the school campus. Identified strategies for addressing each issue are outlined in the Recommendations chapter of this Safe Routes to School Plan.

Table 2. Eisenhower High School: Identified Issues

Location	Issue
A	Missing sidewalk connections along the following corridors: • East side of 167th Street from Kellogg Avenue to Maple Street.
B	Missing walking and biking connections form neighborhoods to school campus at identified locations.
C	Congestion during drop-off and pick-up periods.

Figure 5. Identified Issues

Eisenhower High School



- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Issue Type

- Walking and Biking Gap
- Infrastructure Condition
- Roadway Safety
- Crosswalk Infrastructure
- Speeding
- Traffic Congestion
- Identified Walking/ Rolling/Biking Gap

RECOMMENDATIONS

A selection of visionary, planning-level recommendations have been identified within a half-mile surrounding each school campus. For each recommendation, further feasibility planning, evaluation, and engineering is required to build off this study's identified solutions and determine final long-term approaches for each project. Each recommendation has a conceptual scale of cost (note: no engineering analysis was completed as part of this study, these costs are purely planning-level) including low ($), medium ($$), and high ($$$). If a temporary version of a project could be quickly constructed as a demonstration project, it has been denoted by a checkmark in the recommendations table for each school. Some projects are already actively be planned or implemented either individually or as a part of larger efforts and should be tracked as such on a case-by-case basis. For more information about how recommendations were identified and prioritized, please see the overall district report.

Icon	Recommendation Theme
	Sidewalk, Trail, or Bikeway Improvement
	Crosswalk Improvement
	Intersection Improvement
	Site Circulation Improvement
	Other Improvement

Lighting is a key component contributing to the perception of a safe route to/from school. Because many students need to walk/roll/bike to school in dark winter mornings, providing adequate lighting surrounding the school campus, along key walk/bike routes, and at all intersections and marked crosswalks is essential. The Federal Highway Administration estimates that nearly three-quarters of all pedestrian fatalities in the U.S. happen in low light or night conditions. Because of this, lighting should be included as part of all applicable projects and designed using the latest industry standards and best practices.

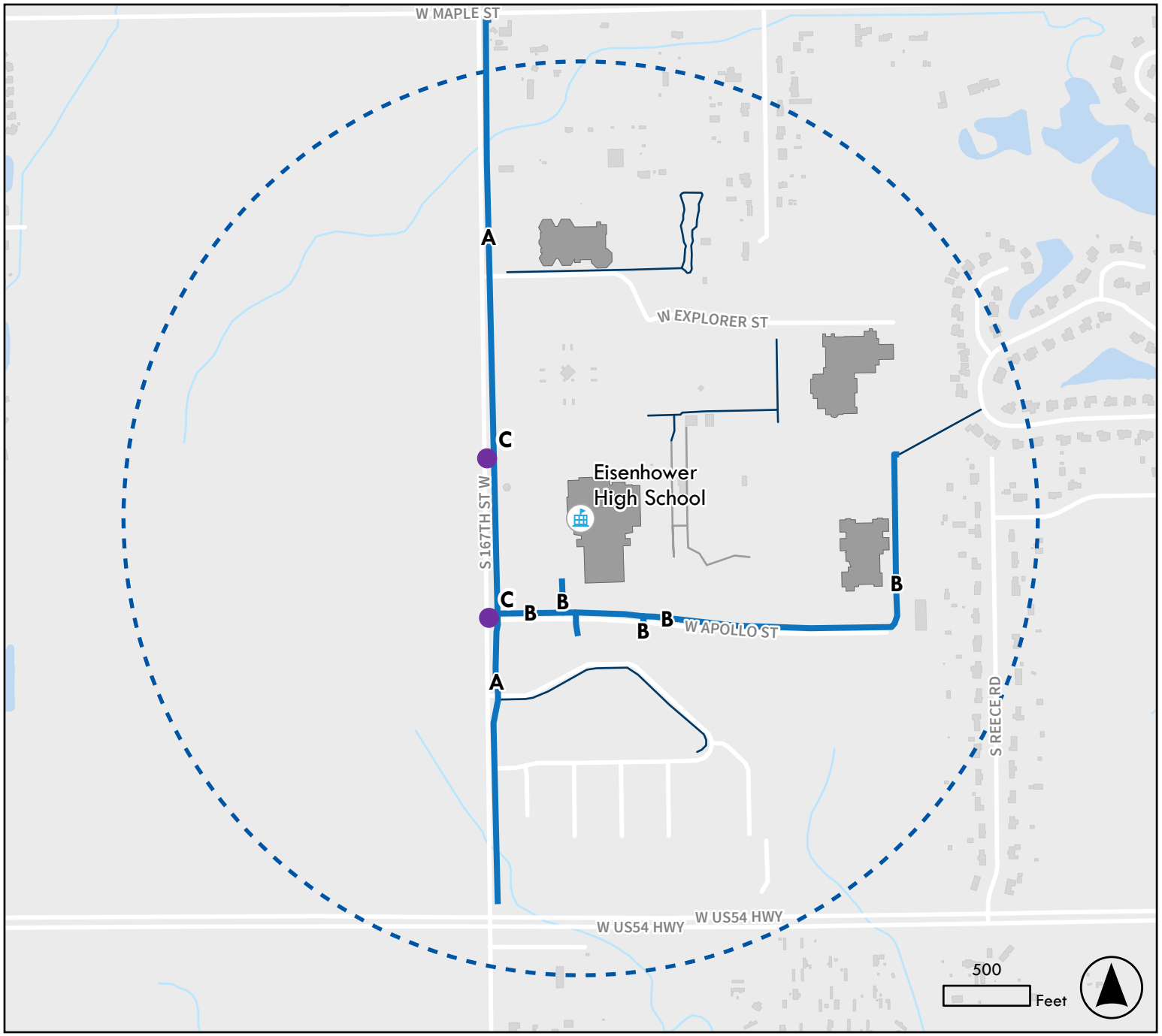
INFRASTRUCTURE RECOMMENDATIONS

Table 3. Eisenhower High School: Recommendations

ID	Type	Recommended Intervention	Priority	Cost	Quick-Build
A		Install a walking/rolling/biking connection along 167th Street from Maple Street to US-54/Kellogg Street	High	$$	
B		Install a walking/rolling/biking connection along identified “medium priority” corridors.	Medium	$$	
C		Conduct a detailed traffic study of 167th Street to identify possible intersection improvements focused traffic congestion as well as walking, rolling, and biking.	High	$$	

Figure 6. Recommendations

Eisenhower High School



Priority School

1/2 Mile School Radius

Sidewalk

Shared-Use Path

Recommendation Theme

Sidewalk, Trail, or Bikeway Improvement

Crosswalk Improvement

Intersection Improvement

Site Circulation Improvement

Other Improvement

Recommended Walking/ Rolling/Biking Connections

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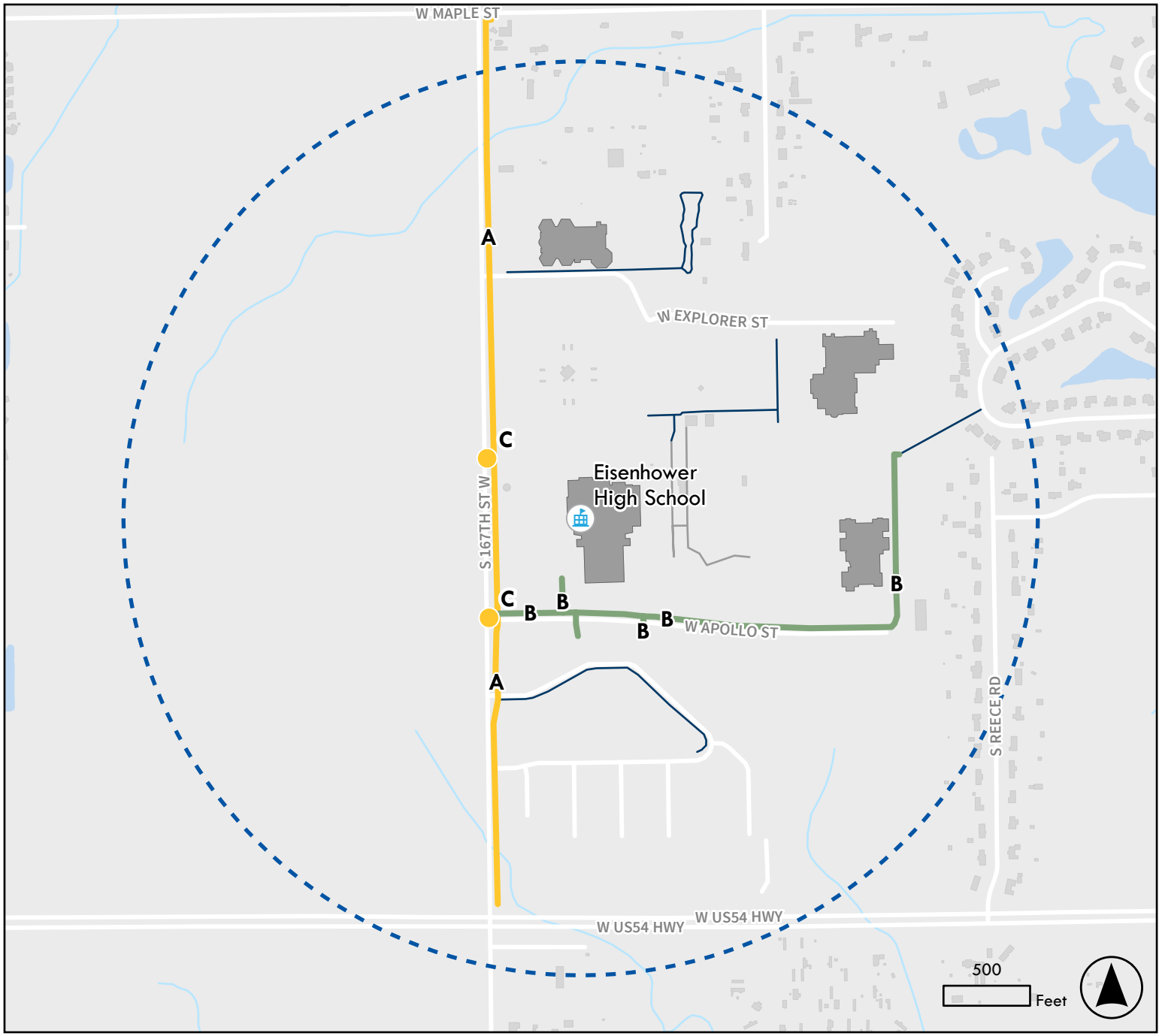
Figure 7. Project Prioritization

Eisenhower High School



Priority School

1/2 Mile School Radius

Sidewalk

Shared-Use Path

Project Prioritization

Low Priority: Illustrative (0-5 points)

Medium Priority: 5-10 years (6-9 points)

High Priority: 0-5 years (10-14 points)

Low Priority: Illustrative (0-5 points)

Medium Priority: 5-10 years (6-9 points)

High Priority: 0-5 years (10-14 points)

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NON-INFRASTRUCTURE (PROGRAMMATIC) RECOMMENDATIONS

In addition to infrastructure recommendations, it is also imperative to identify non-infrastructure related recommendations that can be implemented by each school. The non-infrastructure recommendations support a holistic approach to fully implementing a SRTS program and accomplishing the six E's. Non-infrastructure recommendations include programmatic opportunities that can be implemented to increase education and awareness. These connect five of the six E's to actionable strategies: Education, Encouragement, Engagement, Evaluation, and Enforcement.

At Eisenhower High School, program recommendations aim to provide leadership opportunities for students who currently walk and bike to school while encouraging more students to consider active transportation. Additional programming materials and student-led campaigns can promote the benefits of walking and biking through targeted messaging, school-wide challenges, and outreach efforts that resonate with middle and high school students. Walk and Bike to School Day provides an opportunity for the whole school community to participate in learning about and celebrating walking and biking to school.

Table 4. Eisenhower High School: Programmatic Recommendations

Program	Description	Implementation Actions
Walk and Bike to School Day	National and international events, such as Walk to School Day (October) and Bike & Roll to School Day (May), are widely recognized as opportunities to introduce and normalize active transportation. Schools can begin with a single annual event and expand to recurring monthly or seasonal events.	Partner with agencies such as KDOT or public health departments to access promotional materials and safety messaging. Identify meeting points such as "park and walk" locations to support participation for students who live farther away. Coordinate with law enforcement or volunteers to provide temporary crossing guards. Recognize participation through homeroom competitions or grade-level challenges.
School Ambassador/ Champion Program	School ambassador or champion programs provide structured opportunities for high school students to serve as leaders and advocates for SRTS initiatives. By	Recruit students to serve as Active Transportation Ambassadors. Invite interested students to join the SRTS team and assist with program planning and outreach efforts.

	empowering students to take an active role, ambassador programs help build leadership skills while strengthening the visibility and effectiveness of SRTS initiatives.	Integrate this program into existing school structures such as student government, service clubs, environmental organizations, or physical education programs.
Programming Materials and Campaigns	High school students can also play a key role in developing and implementing targeted campaigns that resonate with their peers and the broader community. These campaigns can focus on topics such as traffic safety and responsible driving behaviors, the health and physical activity benefits of walking and biking, environmental sustainability through reduced emissions and improved air quality, and the importance of community connection and independence.	Launch a school-wide awareness campaign promoting the benefits of walking, biking, and rolling to school. Display posters throughout the building and share campaign graphics on school websites, social media, and digital signage. Host grade-level or school-wide challenges focused on active commuting miles or participation rates.