



ANDOVER PUBLIC SCHOOLS

USD 385

Safe Routes to School Report





WICHITA AREA METROPOLITAN PLANNING ORGANIZATION

Acknowledgments

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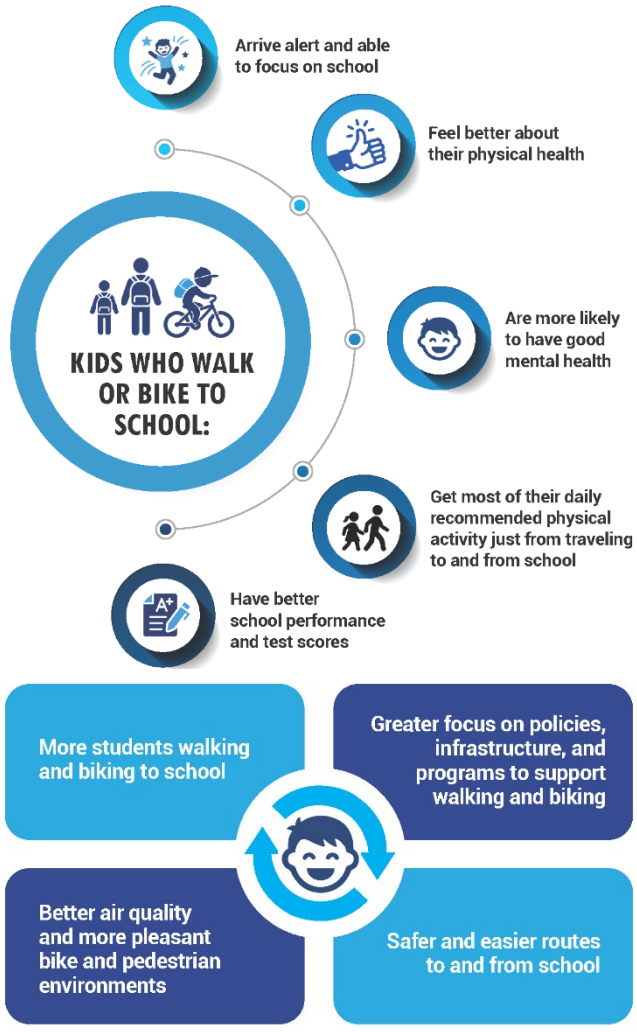
INTRODUCTION

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 was created. 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.

ANDOVER PUBLIC SCHOOLS (USD 385)

The Andover Public Schools (Unified School District (USD) 385) serves 47 square miles in Butler and Sedgwick Counties, including the City of Andover and the eastern portion of the City of Wichita. The district serves approximately 5,700 students at 10 schools (six elementary schools, two middle schools, and two high schools):

- **Andover Central High School**
- **Andover Central Middle School**
- Andover eCademy
- Andover High
- Andover Middle School
- Cottonwood Elementary
- Meadowlark Elementary
- **Prairie Creek Elementary**
- **Robert M. Martin Elementary**
- Sunflower Elementary School
- Wheatland Elementary

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. Andover Public Schools "priority" schools are for the initial phase of WAMPO SRTS planning and detailed in Table 1.

Table 1. Andover Public Schools SRTS "Priority" Schools

School Name	Grades	Enrollment (2024-2025)	Free & Reduced Lunch**
Andover Central Middle School*	6 – 8	642	28%
Andover Central High School*	9 – 12	886	22%
Prairie Creek Elementary	PK – 5	400	35%
Robert Martin Elementary	PK – 5	500	13%

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



Andover Central Middle and High School



Prairie Creek Elementary



Robert Martin Elementary

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 Andover Public Schools.

Table 2. Activate Andover Comprehensive Plan (2023)

School	Planned in Vicinity of School
Andover Central Middle School & Andover Central High School	• A future pedestrian connection east of the school campus, along an expanded Central Avenue. • Proposes several new or upgraded facilities near the school campus, including an expansion of the capacity of Central Avenue, and future pedestrian connections along Prairie Creek Road and Douglas Avenue. A • A new greenway trail system is planned along the creek east of the school campus.
Prairie Creek Elementary School	• An eight-foot-wide shared-use path south of the school campus, along an expanded Lincoln Road. • A ten-foot-wide shared-use path west of YMCA Drive (on which the school campus is located) to connect neighborhoods to the west. • US-54 converted to a limited-access freeway west of Yorktown Road. • Enhanced crossing is proposed at South Yorktown Road and US-54.
Robert Martin Elementary School	• A ten-foot shared-use path along an expanded 159th Street/County Line Road, to the north of the school campus.

Table 3. Andover Parks and Recreation Playbook (2021)

School	Planned in Vicinity of School
Andover Central Middle School & High School	• Central Park, east of school campus, envisioned as a local destination park with additional trails and amenities.
Prairie Creek Elementary School	• Enhanced crossing of US-54 at Yorktown Road, north of school campus. • Ten-foot-wide shared-use path west of the school campus, connecting to Andover Road and bordered by single-family and multifamily housing.

PARENT/CAREGIVER SURVEY

From July 21, 2025, through November 7, 2025, a survey was conducted of parents and other caregivers of K-12 students in the WAMPO region to better understand their perspectives on student travel to and from school. Using standardized questions used nationally[2], the survey gathered input on travel behaviors, safety concerns, and opportunities for improvements to support SRTS in USD 385 and in the rest of the WAMPO region.

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 385, this report only summarizes survey responses from parents/caregivers of students attending the four (4) "priority" schools discussed above. 443 survey responses were recorded for students at those four (4) schools:

Table 4. Andover Public Schools SRTS "Priority" Schools Survey Responses Received

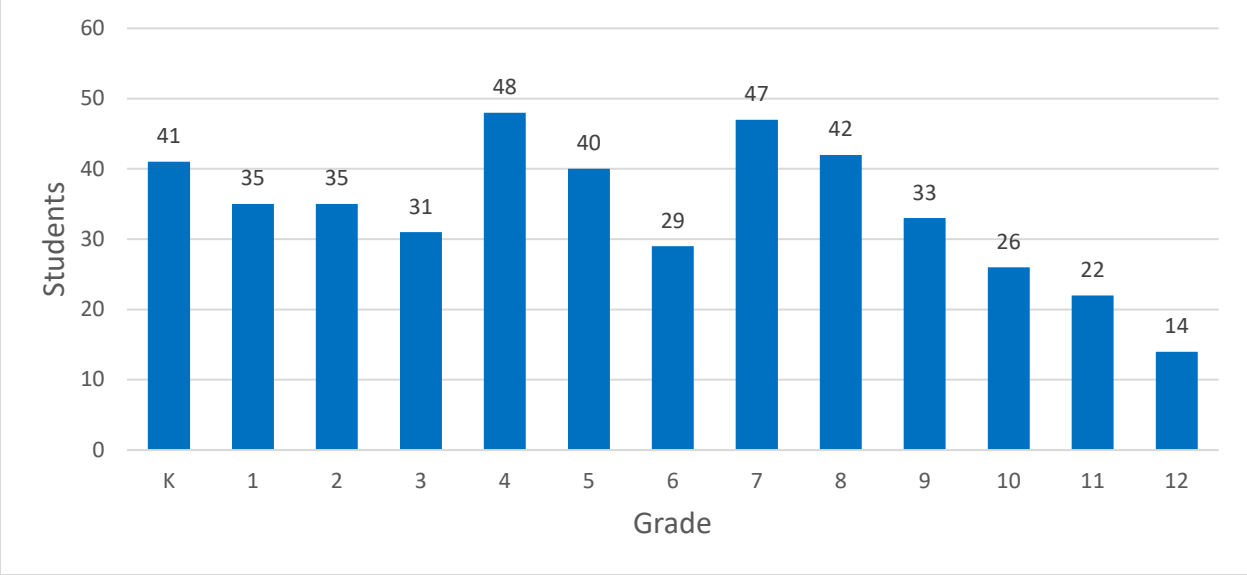
School Name	Grades	Enrollment (2024-2025)	Survey Responses Received
Andover Central Middle School*	6 – 8	642	127
Andover Central High School*	9 – 12	886	91
Prairie Creek Elementary	PK – 5	401	51
Robert Martin Elementary	PK – 5	480	174

Source: Kansas Department of Education; datacentral.ksde.gov/
**Andover Central Middle School and Andover Central High School share a campus*

[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 modes being school bus, walking, rolling, and bicycling (see Figure 2 and Figure 3.).

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

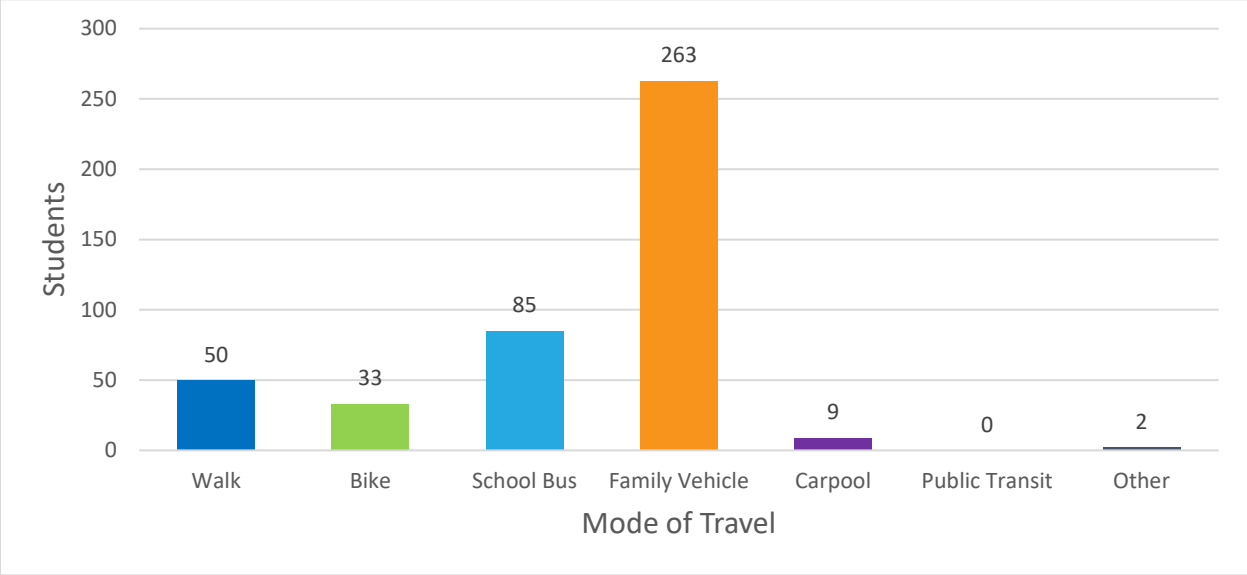
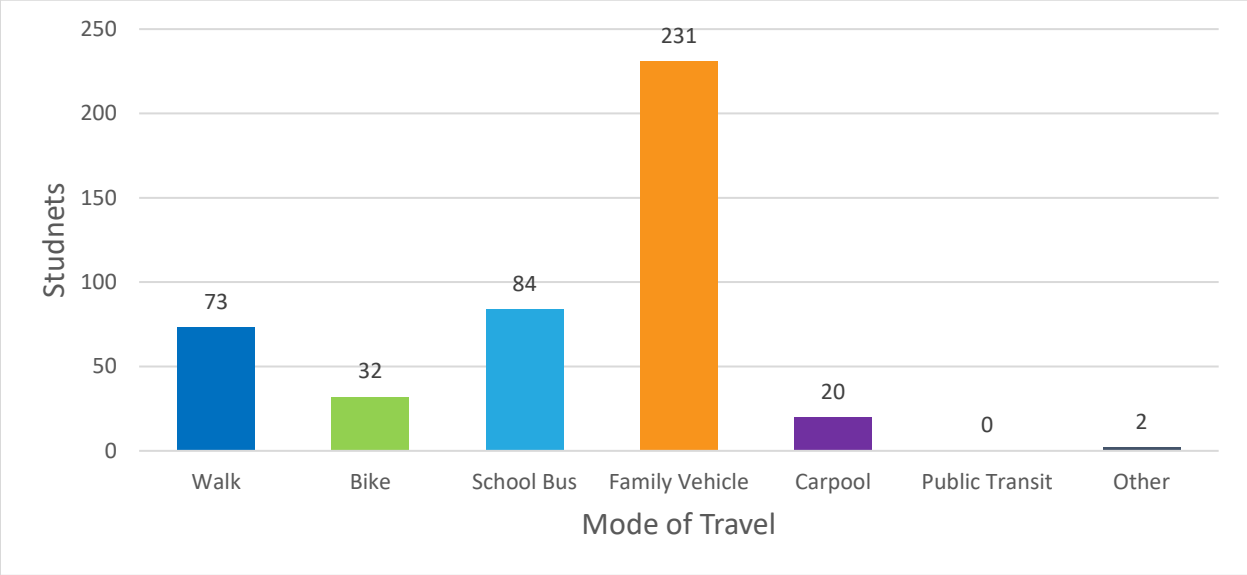
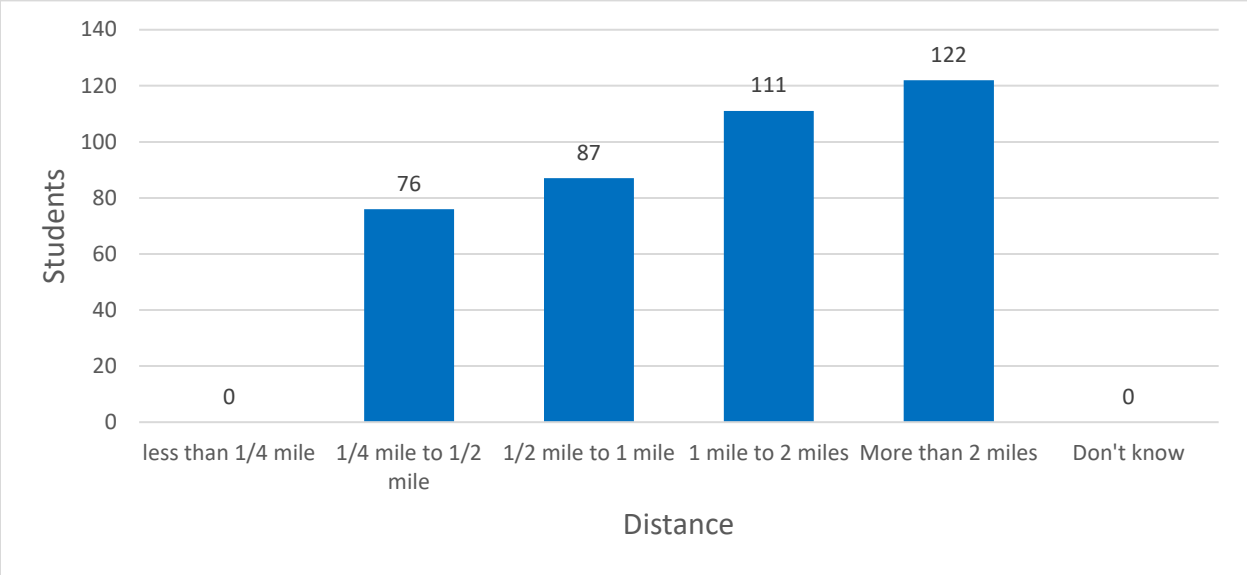


Figure 3. On most days, how does your student travel from school?



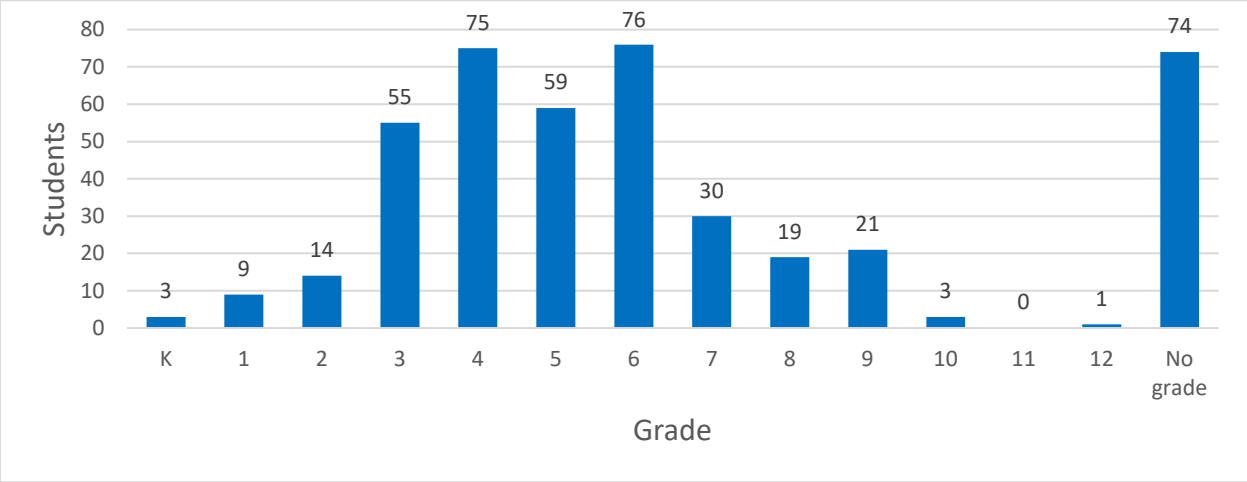
While enrollment records can provide a complete picture of how far students live from school, the survey question offers additional value by showing how well the survey sample reflects households both within and beyond a typical walking distance. In this case, most surveyed families reported living at least one mile from school distance at which rates of walking, rolling, or bicycling are generally low. This context helps interpret survey responses by indicating that the results primarily represent the perspectives of households for whom walking or bicycling may be less feasible. Approximately 17% of students reported living within a half-mile of their school, meaning they live within the study-area 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?



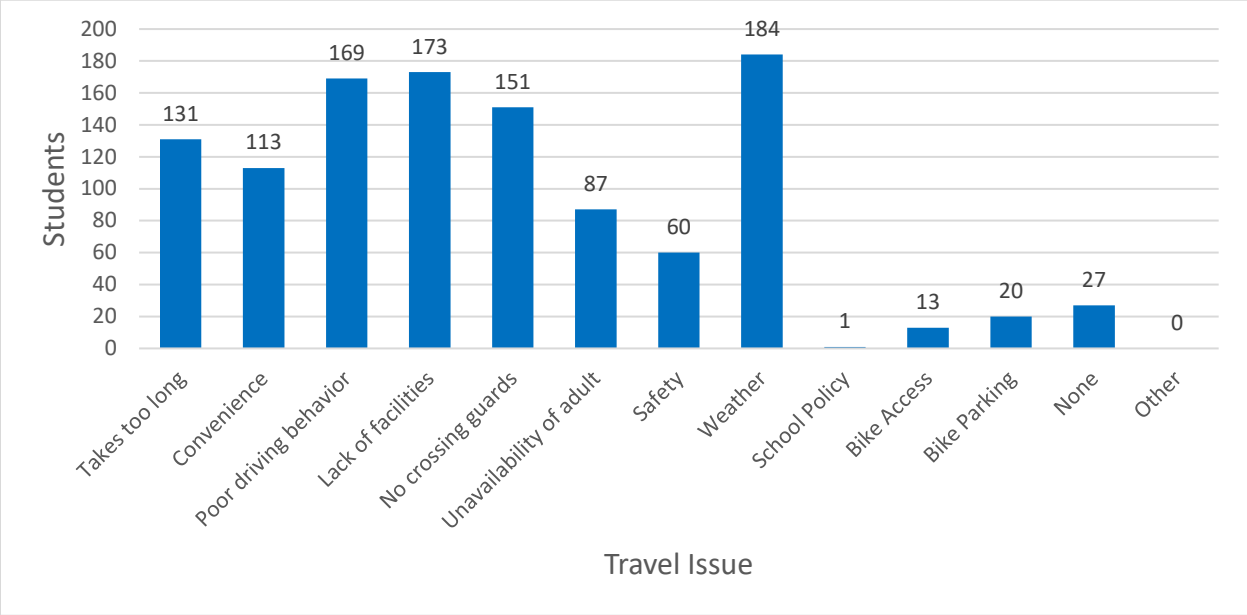
Parents/caregivers choose to allow or not allow children to walk, roll, or bicycle to school for various reasons. It is a highly personal decision involving factors such as safety infrastructure design, crime rates, and the distance between home and school. A majority of parents/caregivers reported that they would allow their students to walk or bicycle to school starting in fifth grade or earlier (see Figure 5).

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



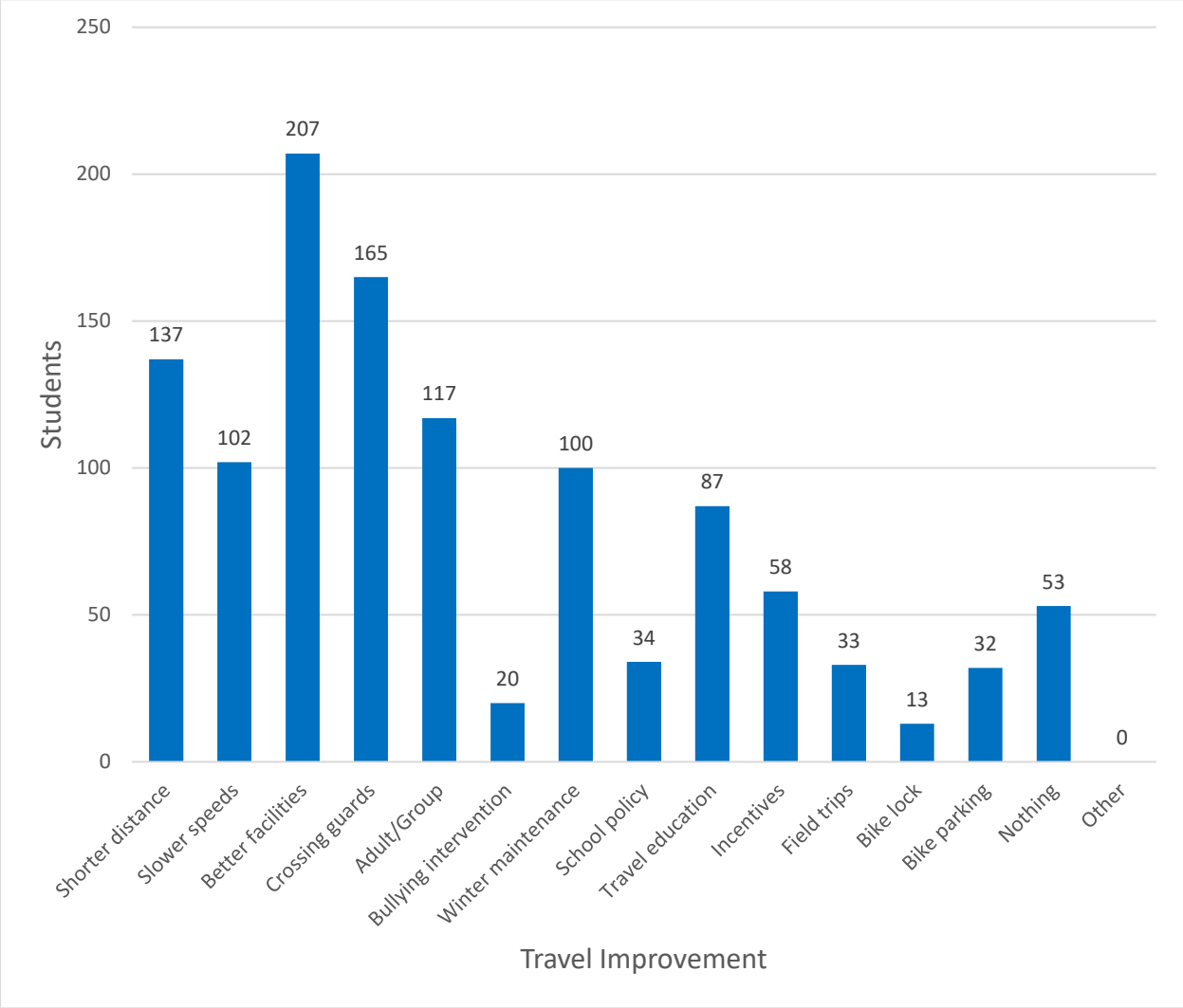
The top five concerns keeping respondents' students from traveling to/from school by nonmotorized modes were weather, a lack of facilities, poor driving behavior, a lack of crossing guards, and the time required to walk, roll, or bicycle to school (see Figure 6).

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



The top five things that respondents said would make students more likely to travel to/from school by nonmotorized modes or do so more frequently were better facilities, the addition of crossing guards, overall shorter commute distances, walking with a group or an adult, and reducing speeds (see Figure 7).

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



ANDOVER PUBLIC SCHOOLS SRTS PLANS

Safe Routes to School Plans have been developed for the four (4) priority schools in the Andover 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 A - A: Andover Central Middle School and High School

Appendix A - B: Prairie Creek Elementary School

Appendix A - C: Robert Martin Elementary School





Safe Routes to School

ANDOVER CENTRAL MIDDLE SCHOOL AND ANDOVER CENTRAL HIGH SCHOOL

Andover Public Schools (USD 385)

Appendix A-A





WAMPO Wichita Area Metropolitan Planning Organization

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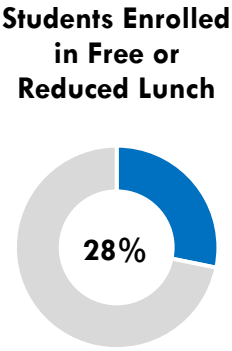
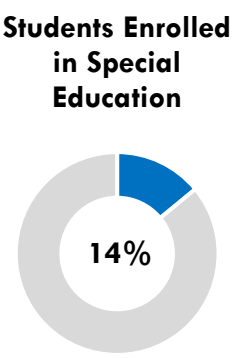
ANDOVER CENTRAL MIDDLE SCHOOL & ANDOVER CENTRAL HIGH SCHOOL

Andover Central Middle School and Andover Central High School are located in southern Andover. The schools share a campus that is bordered by Central Avenue to the north, Yorktown Road to the east, Sunflower Elementary School to the south, and Shay Road to the west (see Figure 1). Land use surrounding the school campus is predominately low-density residential.

Andover Central Middle School

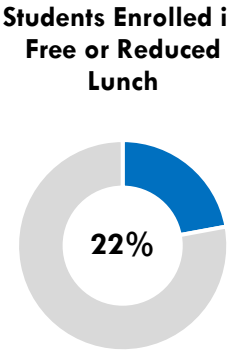
Enrollment	642
Grades Served	6 – 8
School Day	8:00 AM – 3:00 PM

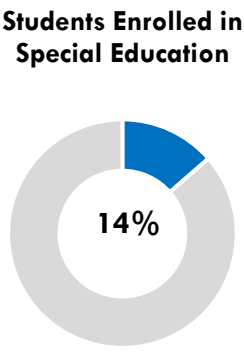




Andover Central High School

Enrollment	886
Grades Served	9 – 12
School Day	8:00 AM – 3:00 PM





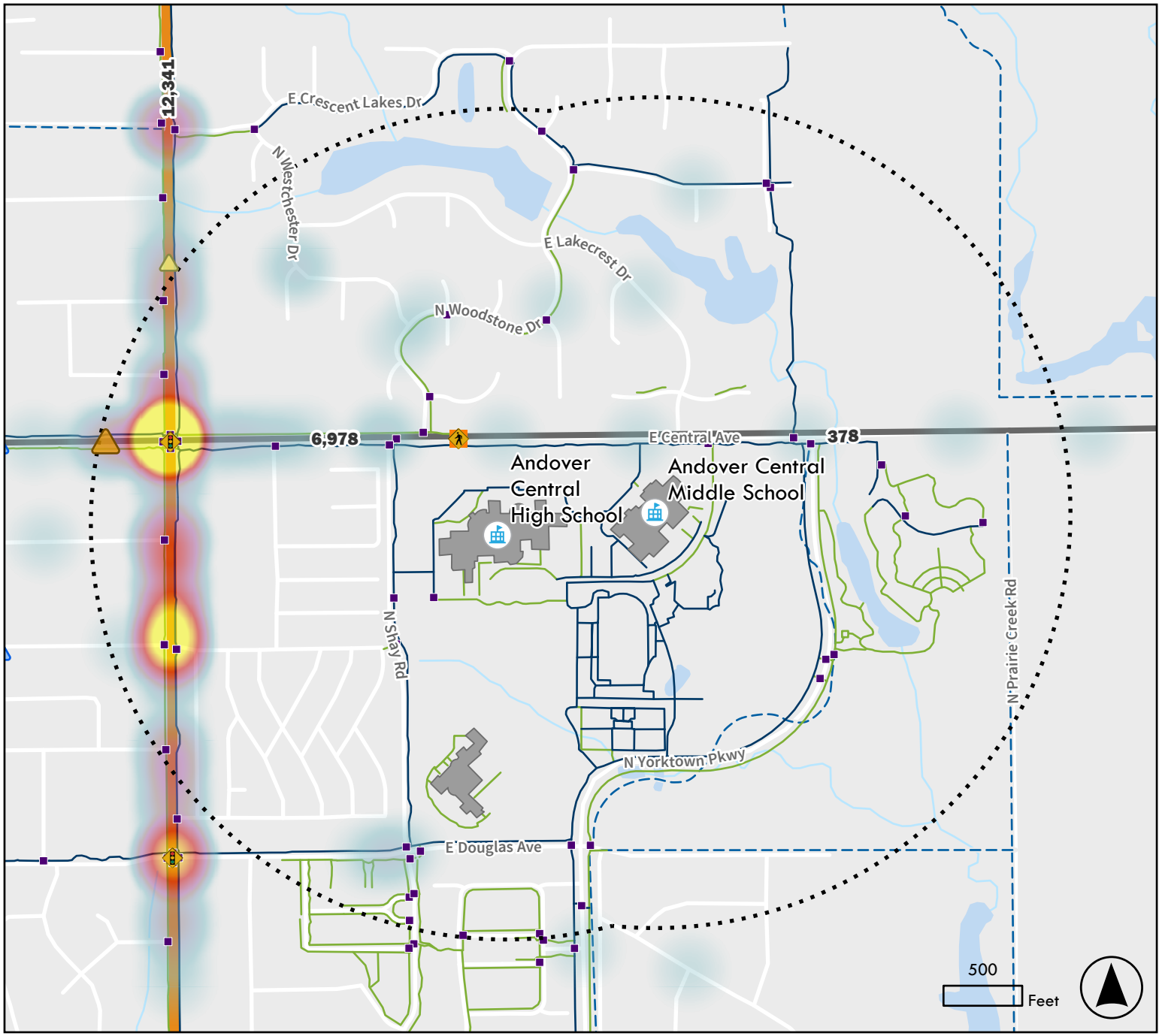
Source: Kansas Department of Education; datacentral.ksde.gov/

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

Andover Central Middle School and High School



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Roadway Functional Class

Minor Arterial

Major Collector

Local Road

Traffic Signal

RRFB

##,### AADT

Bike and Ped Crashes, 2015-2024

Suspected Serious Injury

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 surrounding area by sidewalks and shared-use paths. Most nearby roadways only have pedestrian facilities along one side of them. There are existing shared-use paths along Central Ave, Yorktown Road, Douglas Avenue, and Shay Road. There is a limited sidewalk network, mainly along local streets south of the school campus. To the west of the school campus, Andover Road and Central Avenue each have a shared-use path on one side and a sidewalk on the other. To access the school campus, there are seven (7) sidewalk spurs connecting the parking lot and school entrance: one (1) on Shay Road, four (4) on Central Avenue, and two (2) on Yorktown Road.

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 Andover Central Middle School and Andover Central High School

Roadway	Functional Classification	Lanes	Posted Speed Limit	Crossing Distance*
Andover Road	Minor Arterial	4 – 5	40 mph	45 – 90 feet
Central Avenue	Major Collector	4 – 5	40 mph	45 – 90 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 at Central Avenue and Andover Road, a signalized intersection with marked crosswalks. Other important intersections are between Central Avenue and Woodstone Drive and between Central Avenue and Yorktown Road. At all these intersections, there are roads with four or more lanes of traffic, resulting in correspondingly long crossing distances for nonmotorized travelers. Several marked crosswalks provide access to the school campus from adjoining neighborhoods.

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, four (4) reported crashes within a half-mile radius. Each was reported at or near one of the driveways to the school campus. However, most roadway crashes within a half-mile radius of the school campus occurred on Andover Road, including crashes both at the intersection with Central Avenue and at commercial driveways.

Pedestrian and Bicycle Crashes

During 2015-2024, there was one (1) reported pedestrian-involved crash resulting in serious injury, about 200 feet west of the intersection of Andover Road and Central 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:

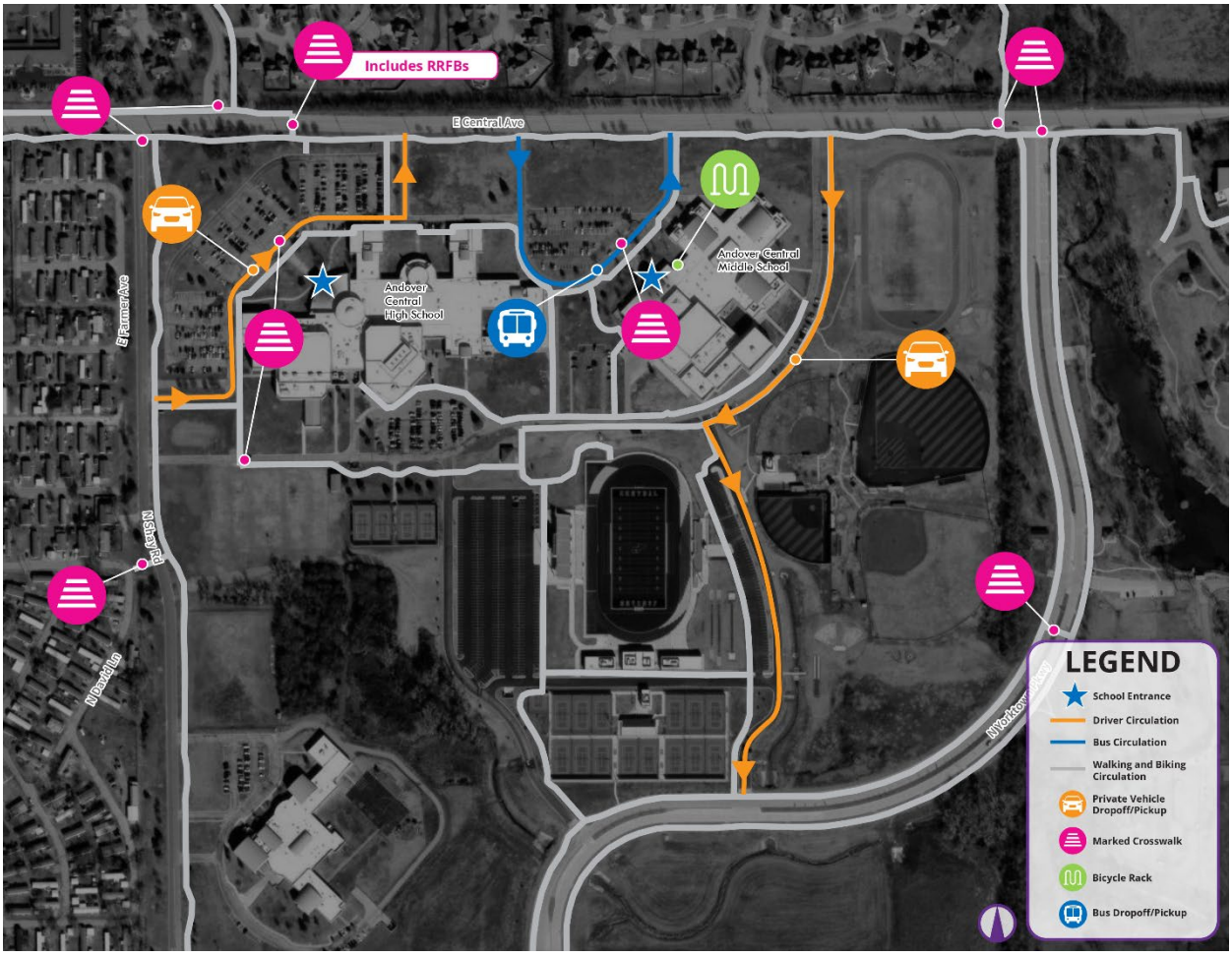
- **Central Avenue**: Priority 3

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

SCHOOL CAMPUS SITE CIRCULATION

Vehicle drop-offs and pickups and school-bus operations occur along Central Avenue and Shay Road. Students walking, rolling, or bicycling to and from school typically come from the north, west, and south of the school campus and face various challenges, including limited marked crosswalks across Central Avenue and other gaps in pedestrian connectivity, particularly from the Crescent Lakes Home Development. This may result in pedestrians and bicycle riders following indirect routes to and from school, and/or being more exposed to vehicle traffic, which increases the probability of crashes (see Figure 2). Private-vehicle drop-off and pick-up operations primarily occur on Central Avenue, with access to Andover Central High School from Shay Road.

Figure 2: Andover Central Middle School and Andover Central High School Site Circulation Map



STUDENT TRAVEL PATTERNS

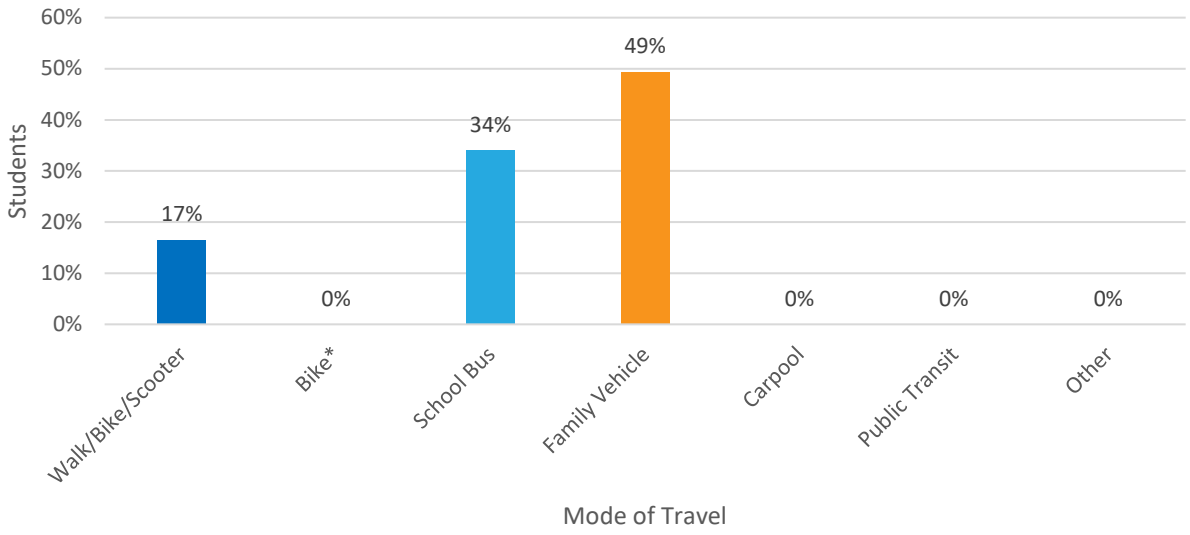
This section summarizes the key findings from student travel tallies, walk audits, and the public-comment exercise conducted for the Safe Routes to School planning process. These activities provide insight into current student travel patterns, perceived safety concerns, and community priorities related 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

Andover Central Middle School

The following data summarizes how Andover Central Middle School students traveled to and from school during September 9-11, 2025 (Tuesday-Thursday) (see Figure 3).

Figure 3. Andover Central Middle School Student Travel Tally Results

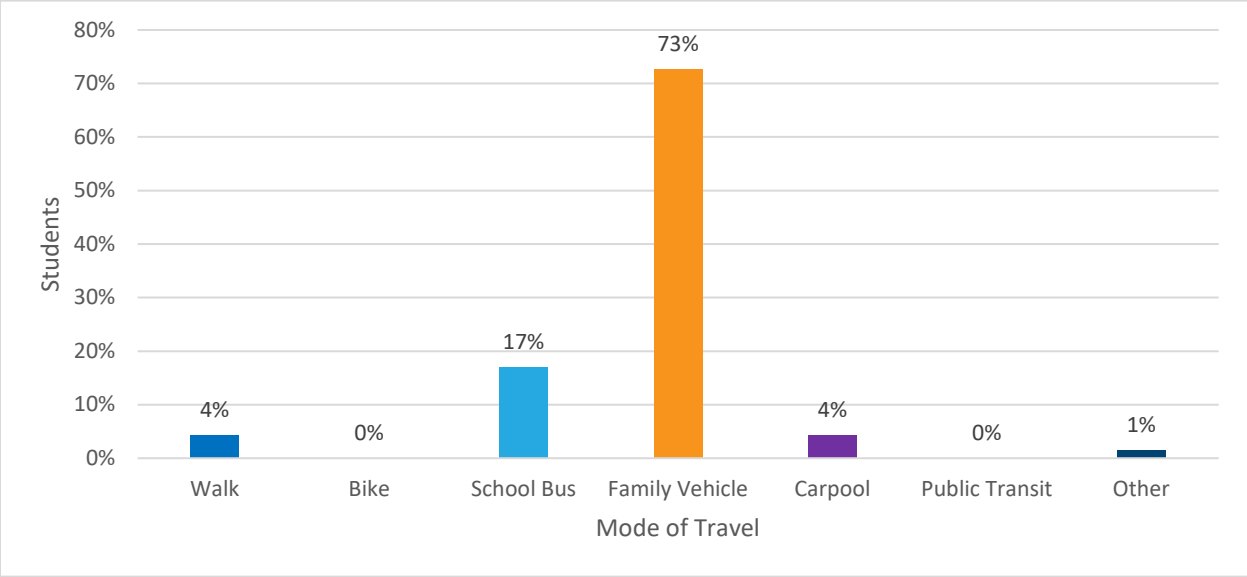


**Andover Central Middle School combined walk/bicycle/scooter during for their student tally count*

Andover Central High School

The following data summarizes how Andover Central High School students traveled to and from school during September 9-11, 2025 (Tuesday-Thursday) (see Figure 4).

Figure 4. Andover Central High School Student Travel Tally Results: Mode Shares for Travel to/from School



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 Andover Central Middle and Andover Central High School.

Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 8, 2025	7:30 AM	Sunny	No	Yes

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

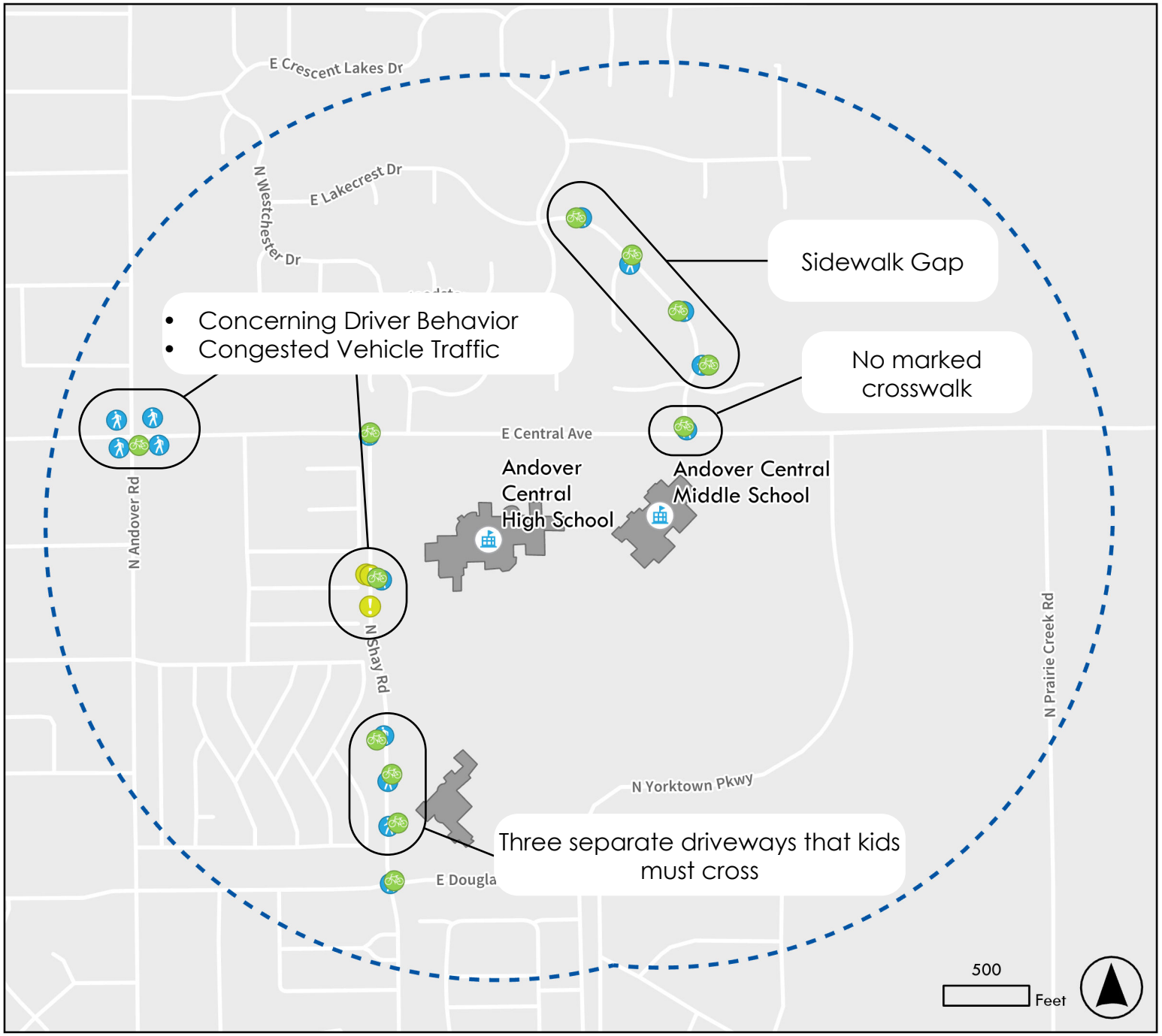
- No crossing guards present during student pickup and drop-off periods.
- There are bicycle racks located at each school.
- Single boarding area for school buses shared is between the two schools, which is a bus-only drive in front of Andover Central Middle School.
- There are no marked crosswalk across Central Avenue at the intersection of Central Avenue and Shay Road.
- Limited access points for Andover Central High School: one on the west side and one on the east side (the latter also being the school bus entrance).
- There are no sidewalks on the north side of Central Avenue east of Shay Road.

PUBLIC COMMENTS

An online interactive map was used to allow parents/caregivers and other community members to identify specific locations with walking, bicycling, or other safety concerns. Respondents particularly highlighted five locations with perceived issues near Andover Central Middle School and Andover Central High School, including a lack of pedestrian facilities on Lakecrest Drive, driver behavior and traffic congestion at key intersections, safety risks posed by newly licensed drivers attending high school, and students needing to cross multiple driveways near Sunflower Elementary School. Webmap comments have been grouped and summarized for clarity and conciseness (see Figure 5). For a full comprehensive list of all public comments received, contact WAMPO staff at wampo@wampo.org.

Andover Central Middle School and High School

Public Comments



1/2 Mile School Radius

Walking Concern

Other Concern

Biking Concern

WAMPO Wichita Area Metropolitan Planning Organization

ISSUES IDENTIFICATION

Infrastructure-related issues surrounding the Andover Central Middle and 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.

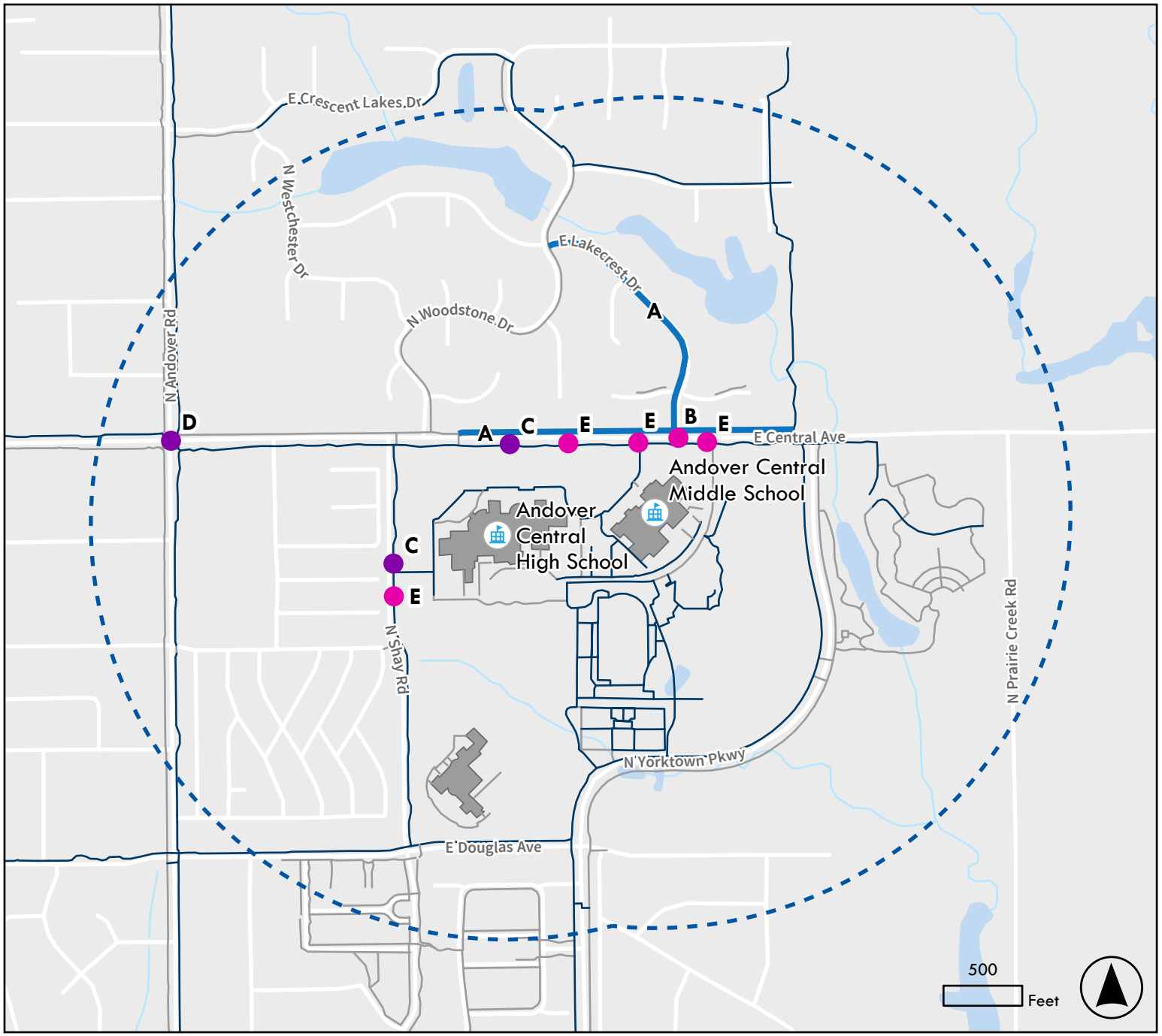
Table 2 and Figure 6 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel Tallies, parent/caregiver surveys, and public comments. Each letter corresponds with a location near the school campus.

Table 2. Andover Central Middle School and 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: • West side of Lakecrest Drive from Central Avenue to Woodstone Drive • North side of Central Avenue from Woodstone Drive to Yorktown Parkway
B	Missing crosswalk at identified location.
C	Long crossing distance across roadway.
D	High volume, high speed intersection that students must cross to access the school campus.
E	Crosswalks are not marked at identified locations.

Figure 6. Identified Issues

Andover Central Middle School and 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 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.

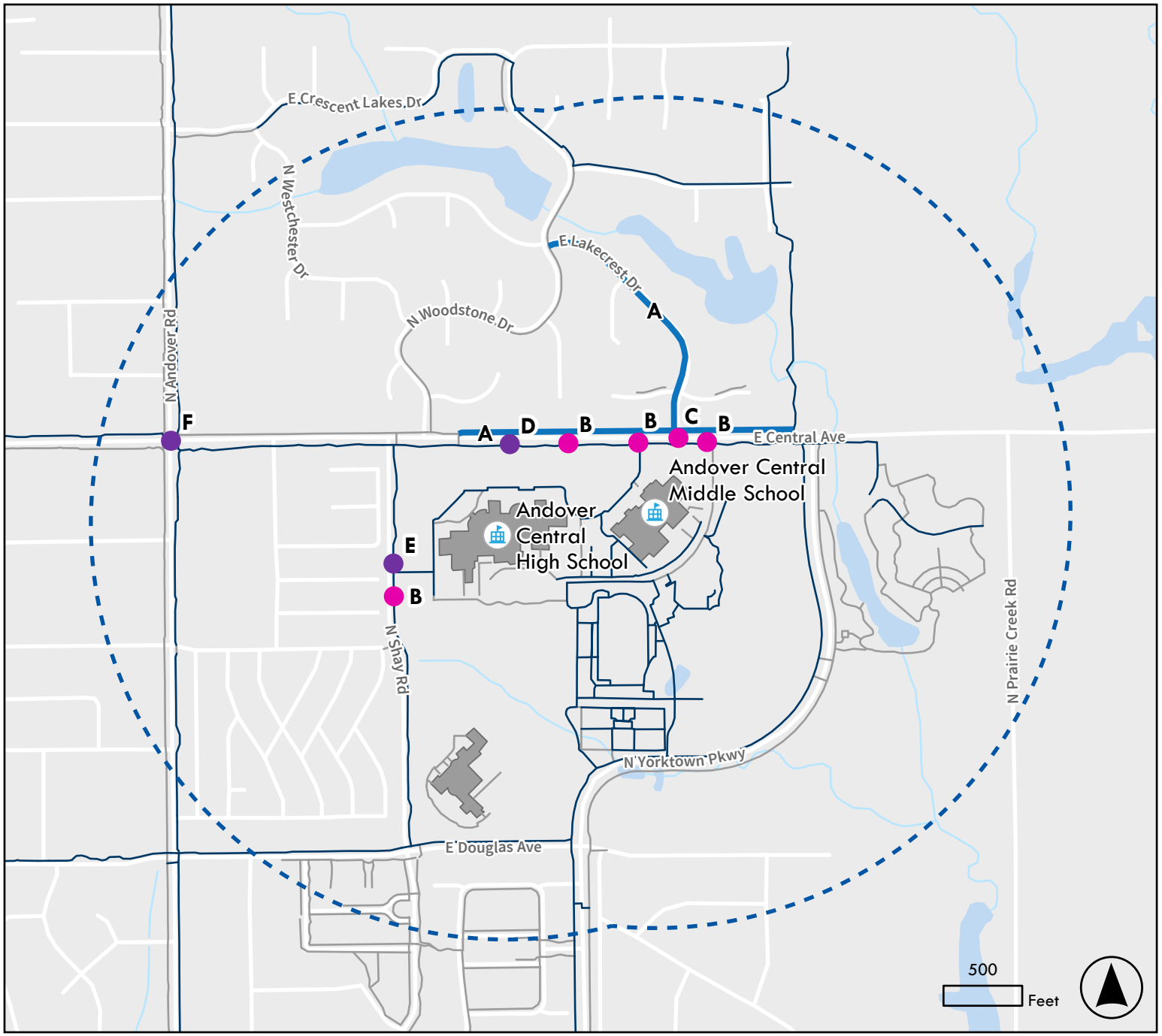
INFRASTRUCTURE RECOMMENDATIONS

Table 3. Andover Central Middle School and High School: Recommendations

ID	Type	Recommended Intervention	Priority	Cost	Quick-Build
A		Install a walking/rolling/biking connection along identified "medium priority" corridors.	Medium	$$	
B		Add crosswalk markings at identified unmarked crosswalks.	Low/Medium	$	✓
C		Add new marked crosswalk across Central Street at Lakecrest Drive.	Medium	$	
D		Extend existing median in driveway to the edge of Central Avenue to provide a pedestrian refuge island.	Medium	$$	✓
E		Install a pedestrian refuge island at the intersection of Shay Road and western school entrance.	Medium	$	✓
F		Conduct a detailed corridor traffic study of Andover Road to identify possible intersection improvements focused on walking, rolling, and biking.	Medium	N/A	

Figure 7. Recommendations

Andover Central Middle School and High School



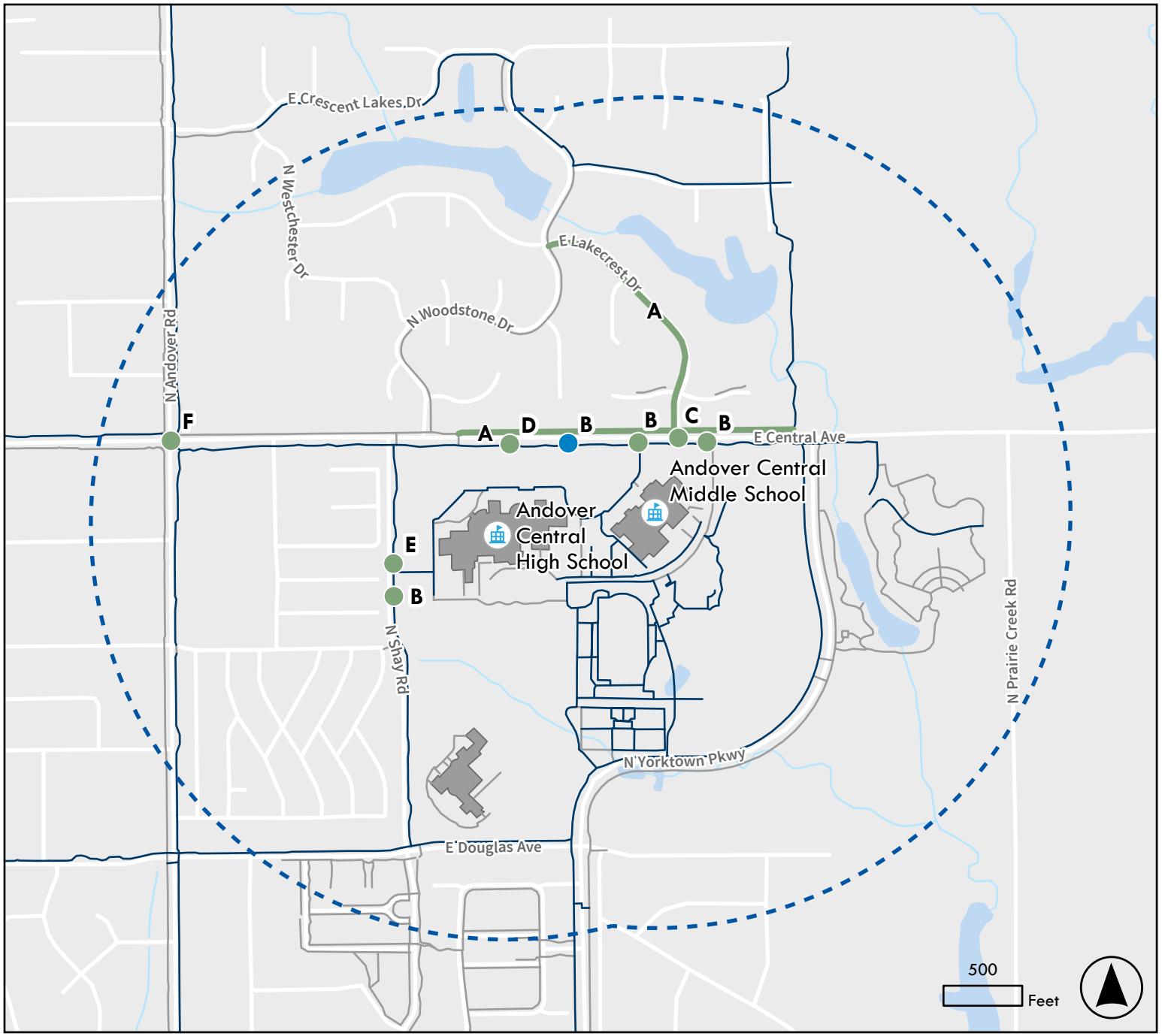
- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Recommendation Theme

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

Figure 8. Project Prioritization

Andover Central Middle School and 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)

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 Andover Central Middle and High School, recommended programs provide leadership opportunities for students who are currently walking and biking to school while encouraging more students to try walking and biking. For the students who live farther away from school, Walk and Bike to School Day events could include activities at school or an opportunity to participate in planning efforts.

Table 4. Andover Central Middle School and Andover Central 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 empowering students to take an active role, ambassador programs help build leadership	Recruit students to serve as Active Transportation Ambassadors. Invite interested students to join the SRTS team and assist with program planning and outreach efforts.

	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.
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/





PRAIRIE CREEK ELEMENTARY SCHOOL

Andover Public Schools (USD 385)

Appendix A-B





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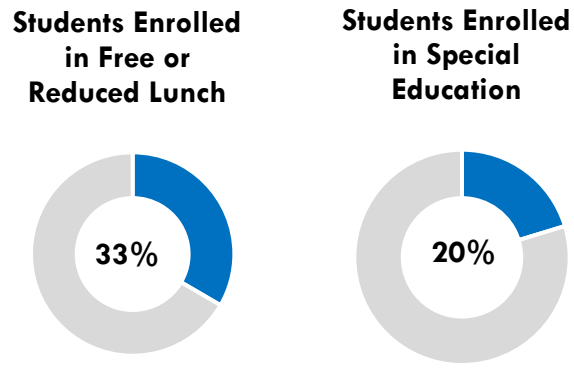
PRAIRIE CREEK ELEMENTARY

Prairie Creek Elementary is located south of US-54 along Yorktown Road. The school is bordered by YMCA Drive to the north, Yorktown Road to the west, and a private drive bordered to the south and east by YMCA sports facilities (see Figure 1). There is low-density residential to the east and west, and an apartment community to the northeast.

Enrollment	401
Grades Served	PK – 5
School Day	8:45 AM – 3:45 PM



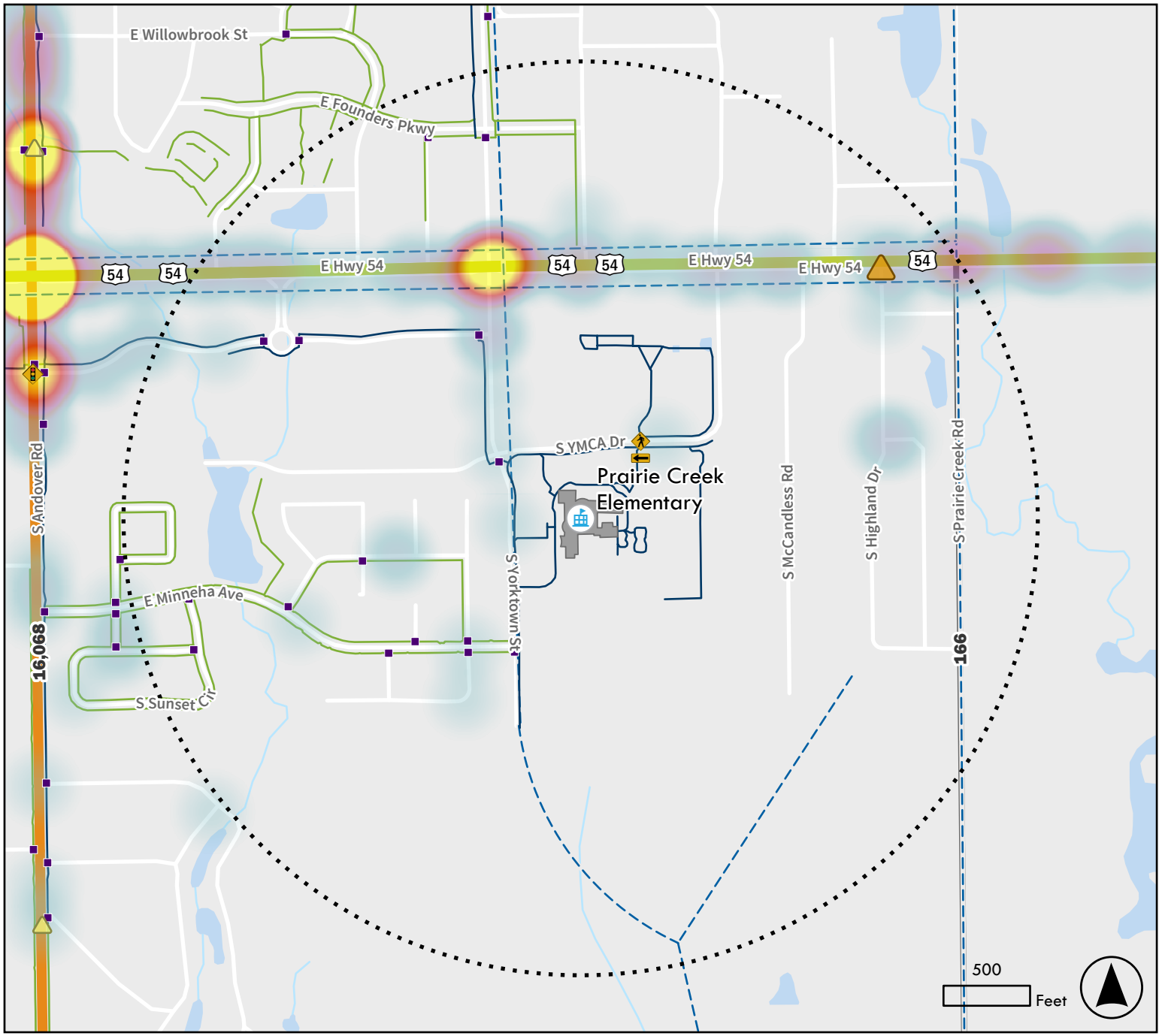
Source: Kansas Department of Education; datacentral.ksde.gov/

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

Prairie Creek Elementary



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

Minor Arterial

Major Collector

Local Road

Traffic Signal

Pedestrian Stoplight

##,### AADT

Bike and Ped Crashes, 2015-2024

Suspected Serious 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 surrounding area by sidewalks and shared-use paths, most of which are located only along one side of the roadway. Several shared-use paths are present on adjacent roadways within a half-mile radius of the school campus, including along Cloud Avenue/ Minneha Avenue, YMCA Drive, and Yorktown Road. US-54 has no crossings or walking, rolling, and bicycling facilities within a half-mile of the school. Prairie Creek Elementary is in a rapidly developing area. Newer neighborhood developments to the west generally include pedestrian infrastructure including sidewalk and shared-use path. While older rural areas to the east as well as undeveloped land to the north and south lack pedestrian infrastructure. To access the school entrance, there are sidewalk connections along YMCA Drive and Yorktown Road.

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.
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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 Prairie Creek Elementary

Roadway	Functional Classification	Number of Lanes	Posted Speed	Crossing Distance
US-54	Freeway/ Expressway	*6*	55 mph	120 feet

Major Intersections & Marked Crosswalks

Within a half-mile boundary of the school campus, the largest intersection is Yorktown Road and US-54, which is a signalized intersection with no devoted pedestrian infrastructure. Other intersections are Yorktown Road and YMCA Drive with a dedicated right-turn lane and no required stop.

Access from the north and west involves local streets including YMCA Drive and Yorktown Road, which have lower speeds and limited crossing enhancements. There are four (4) marked crosswalks along the corridors.

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, all crashes within a half-mile radius occurred on US-54 at several different points with an increase in crashes at the US-54 and Yorktown Road intersection.

Pedestrian and Bicycle Crashes

During 2015-2024, there were two (2) reported severe pedestrian-involved crashes, both along K-54.

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.

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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:

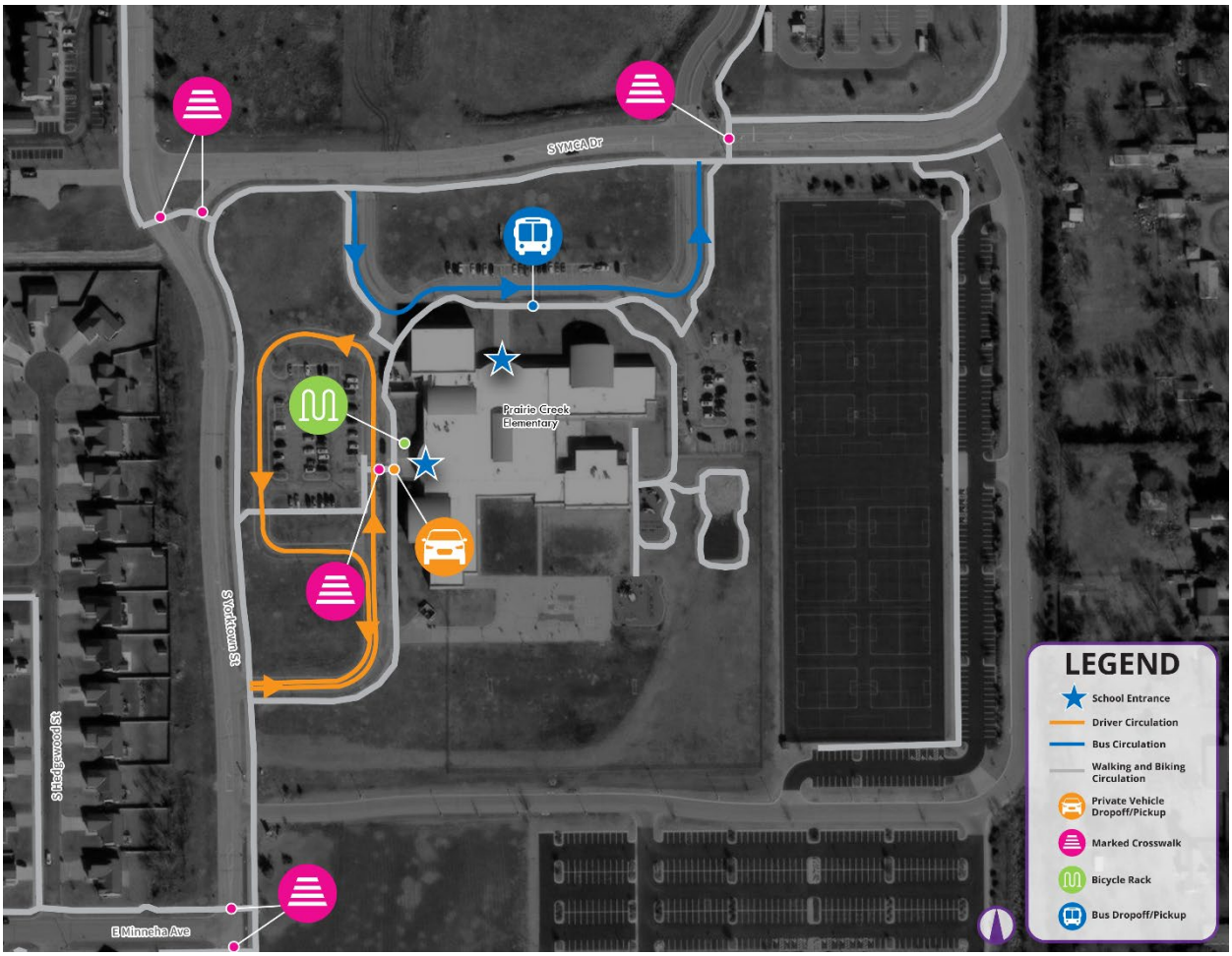
- **US-54**: Priority 2

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

SCHOOL CAMPUS SITE CIRCULATION

Vehicle drop-off occurs along Yorktown Road on the west side of campus, while school bus operations occur along YMCA Drive on the north side of campus. Vehicle drop-off and bus operations share an entrance and exit point along YMCA Drive, which can lead to vehicle backup and potential conflicts with pedestrians crossing. Students walking, rolling, or bicycling from residential neighborhoods west of the school campus face challenges such as limited crossings and no advanced safety features on YMCA Drive and Yorktown Road. There are significant gaps in nonmotorized infrastructure connectivity to the east of campus. These conditions can lead to indirect routes of student travel and increased exposure to traffic (see Figure 2).

Figure 2. Prairie Creek Elementary Site Circulation Map



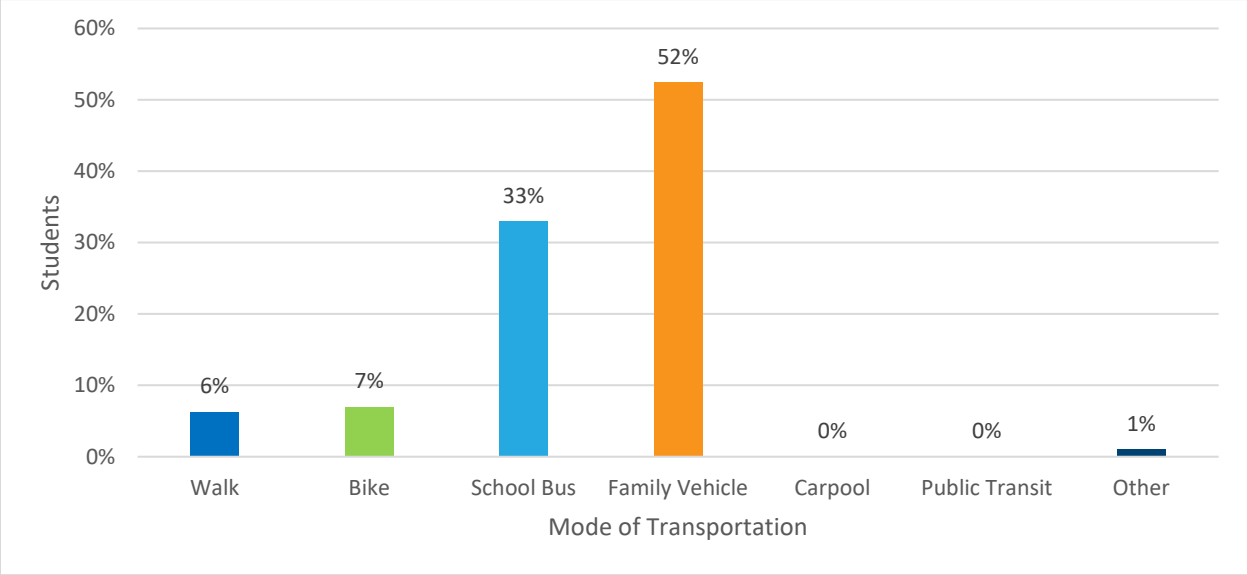
STUDENT TRAVEL PATTERNS

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 communities 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

The following data summarizes how students at Prairie Creek Elementary School traveled to and from school during a three-day period on the week of September 8, 2025 (see Figure 3).

Figure 3. Prairie Creek Elementary School Student Travel Tally



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 Prairie Creek Elementary School.

Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 7, 2025	3:00 PM	Sunny	No	Yes

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

- No crossing guards are present during the student pick up and student drop off.
- Two large bicycle racks are located at the entrance of the school, which were occupied by student bicycles and scooters at the time of the walk audit. The school has recently added two additional bicycle racks due to the high number of students who commute by bicycle and/or scooter.
- Several children were observed walking, rolling, and bicycling to the housing developments west of the school and to the after-school programs nearby at the neighborhood YMCA Drive.
- No access to the east housing development for students commuting to and from school.
- Minimal signing and striping at the intersection of Yorktown Road & Minneha Avenue crossing.



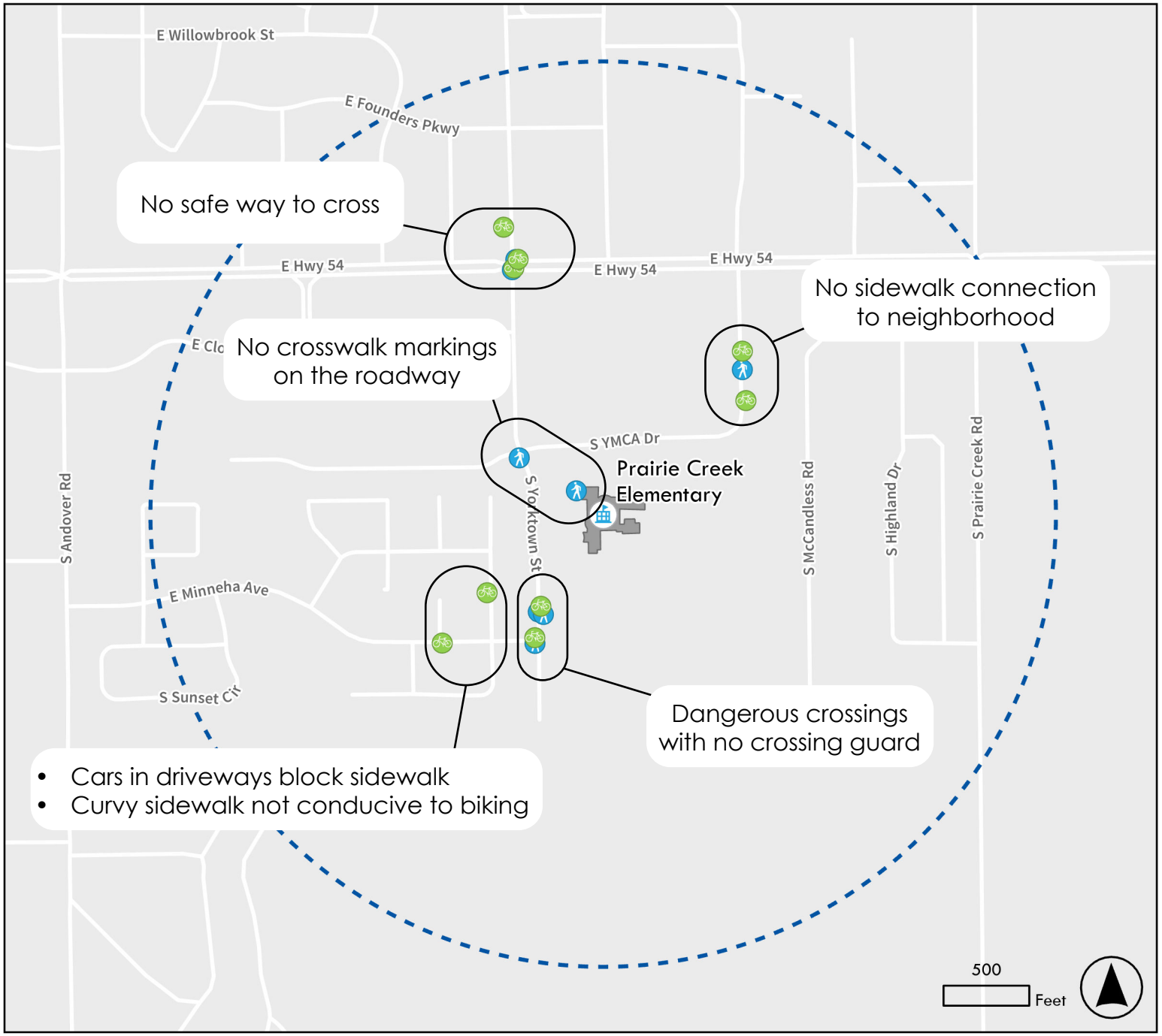
Bicycle racks at Prairie Creek Elementary School

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 five key issues: no safe crossing of US-54, lack of sidewalk connections to neighborhoods east of the campus, faded or missing crosswalk markings at the school entrance, and safety challenges at the Yorktown Road and Minneha Avenue intersection, where curved sidewalks make bicycling difficult. Webmap comments have been categorized for clarity and conciseness (see Figure 4). For a full comprehensive list of all public comments received, contact WAMPO staff at wampo@wampo.org.

Prairie Creek Elementary

Public Comments



1/2 Mile School Radius

Walking Concern

Other Concern

Biking Concern

WAMPO Wichita Area Metropolitan Planning Organization

ISSUES IDENTIFICATION

Infrastructure-related issues surrounding the Prairie Creek Elementary 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.

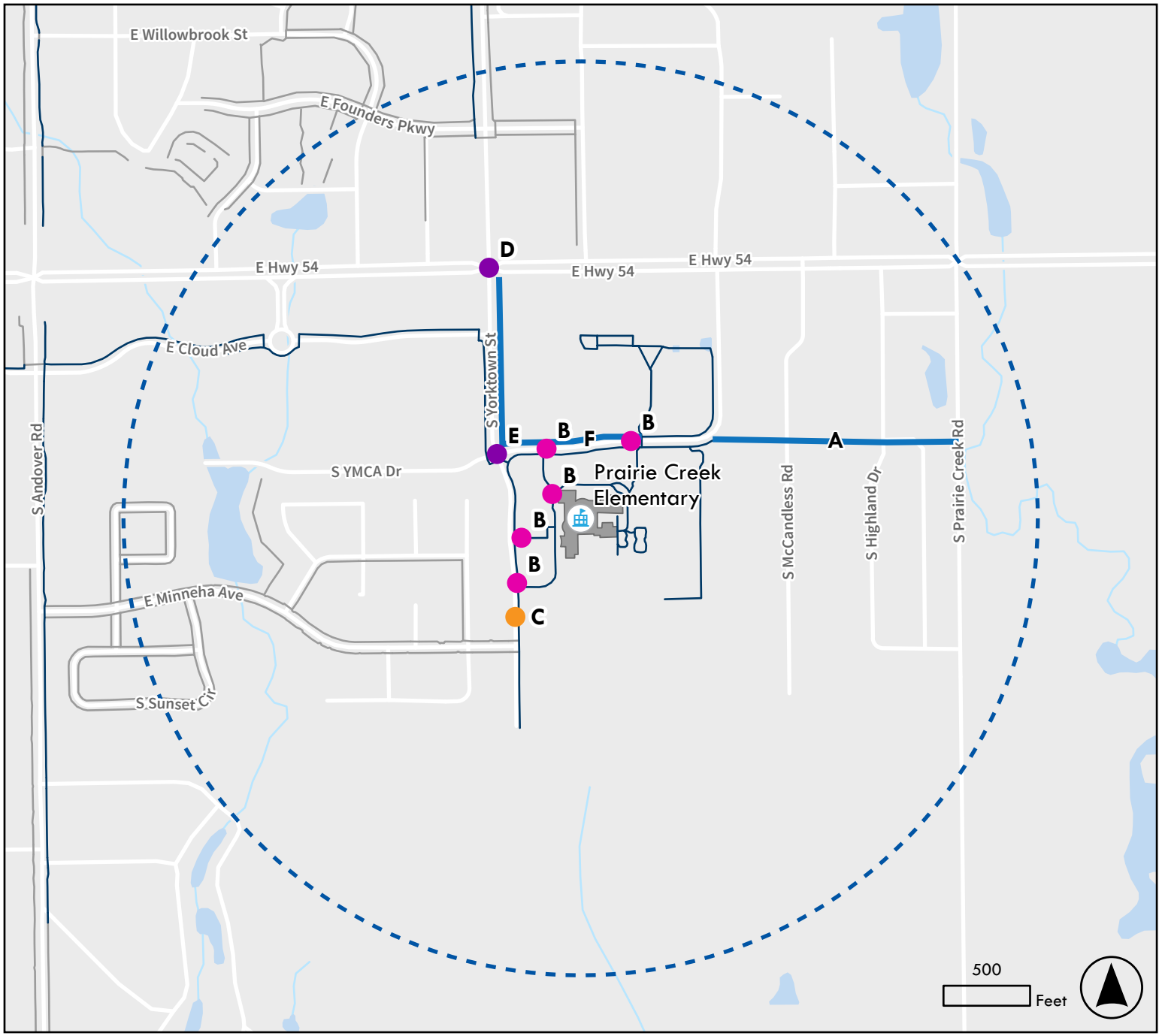
Figure 5 and Table 2 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel Tallies, parent/caregiver surveys, and public comments. Each letter corresponds with a location near the school campus.

Table 2. Prairie Creek Elementary School: Identified Issues

Location	Issue
A	Missing connection to neighborhood east of the school campus.
B	Crosswalks are not marked at identified locations.
C	Congestion surrounding school campus with queued vehicles that potentially block crosswalks and create conflict points for pedestrians and bicyclists.
D	High-volume intersection with no crossing infrastructure or pedestrian/bicycle connections. US-54/400 is a barrier to neighborhoods to the north.
E	Channelized right-turn lanes encourage higher turning speeds and potentially unsafe crossing conditions.
F	Missing walking, rolling, and biking connections at identified locations, including the following corridors closest to the school campus: • East side of Yorktown St from YMCA Dr to US-54/400. • North side of YMCA Dr from Yorktown St to YMCA driveway.

Figure 5. Identified Issues

Prairie Creek Elementary



- 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.

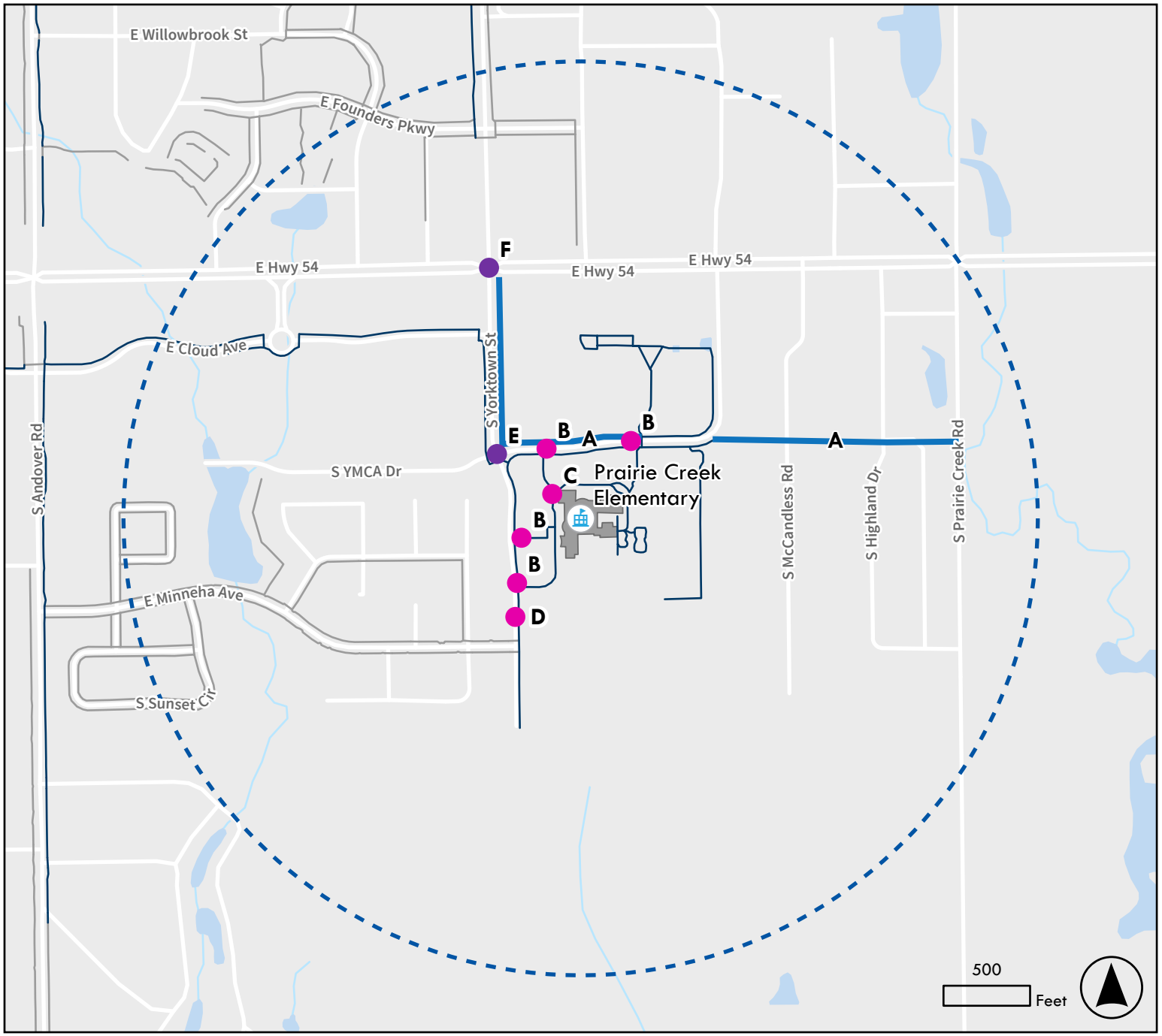
INFRASTRUCTURE RECOMMENDATIONS

Table 3. Prairie Creek Elementary School: Recommendations

ID	Type	Recommended Intervention	Priority	Cost	Quick-Build
A		Install a walking/rolling/biking connection along identified "low priority" corridors.	Low	$$	
B		Add crosswalk markings at identified unmarked crosswalks.	Low/Medium	$	✓
C		Add crosswalk markings across the school access road between the two main parking lots. Consider installing a raised crosswalk.	Medium	$$	
D		Install a raised crosswalk across YMCA Drive at the intersection of Yorktown Street and YMCA Drive south of the school campus.	Low	$$	
E		Remove the northbound channelized right-turn lane and shorten the crossing distance of YMCA Drive when a future sidewalk connection is added.	Medium	$$	
F		Consider crossing enhancements in conjunction with potential future US-54 corridor improvements.	Medium	$$$	

Figure 6. Recommendations

Prairie Creek Elementary



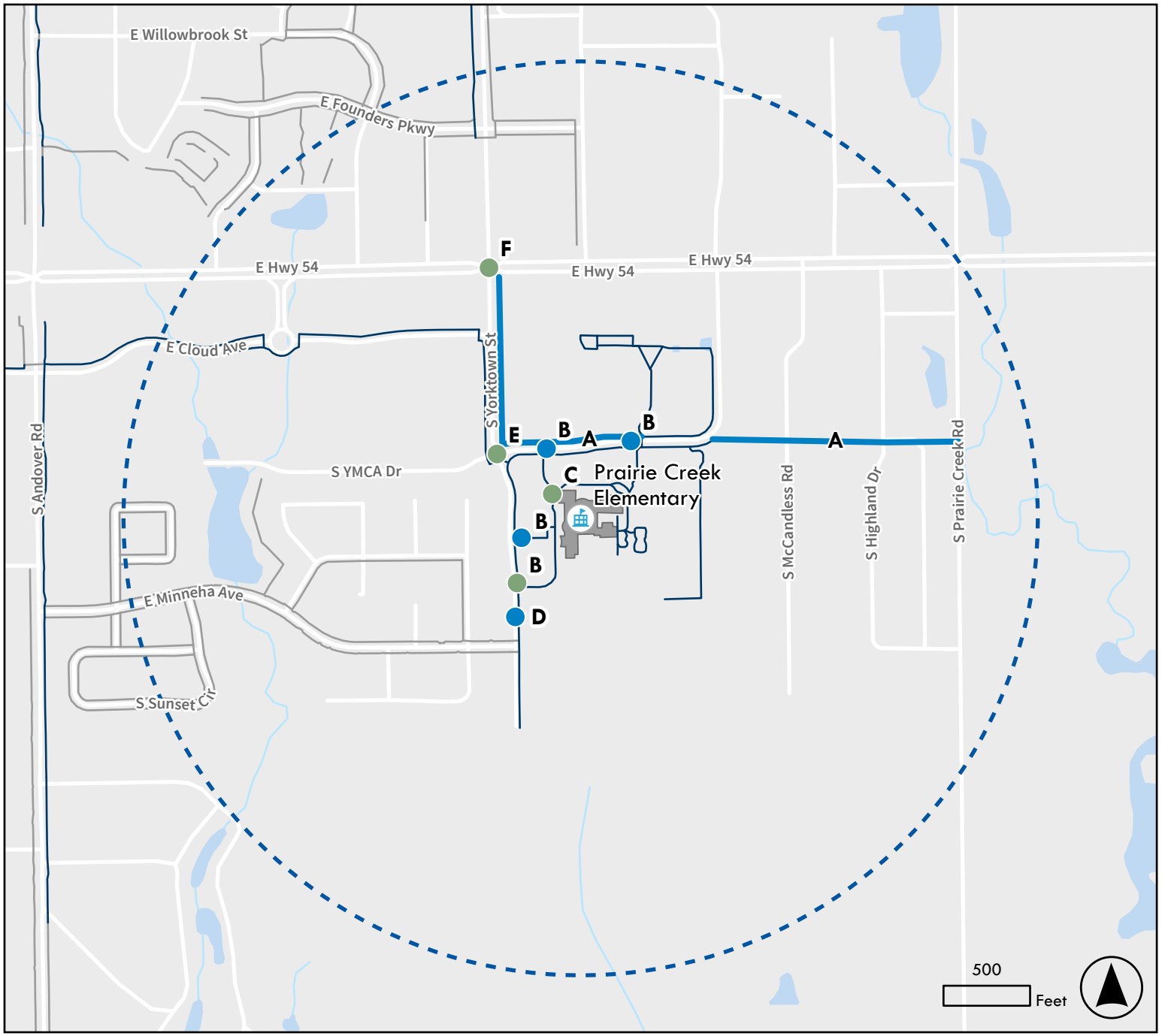
- Priority School
- 1/2 Mile School Radius
- Sidewalk
- Shared-Use Path

Recommendation Theme

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

Figure 7. Project Prioritization

Prairie Creek Elementary



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)

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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 Prairie Creek Elementary School, programs recommendations aim to support more students walking and biking to school by providing adult supervision along routes and crossings. 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. Prairie Creek 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.
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. Student safety patrol programs can	Identify high-priority crossing locations through walk audits and on-site observations. Purchase high-visibility vests and hand-held stop signs for crossing guards. Coordinate with local jurisdictions, such as city staff or police departments for staffing,

	complement adult crossing guards and assist with directing peers at arrival and dismissal, modeling safe crossing practices, and reminding younger students of traffic rules.	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.
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/





ROBERT MARTIN ELEMENTARY SCHOOL

Andover Public Schools (USD 385)

Appendix A-C





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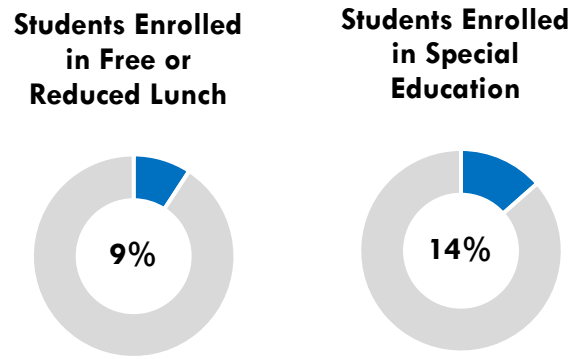
ROBERT MARTIN ELEMENTARY SCHOOL

Robert Martin Elementary School is located in northern Andover. The school campus is bound by 159th Street on the east side of campus and Keystone Parkway on the south side of campus (see Figure 1). Land use surrounding the school campus is predominantly low-density residential and agricultural.

Enrollment	480
Grades Served	PK – 5
School Day	8:45 AM – 3:45 PM



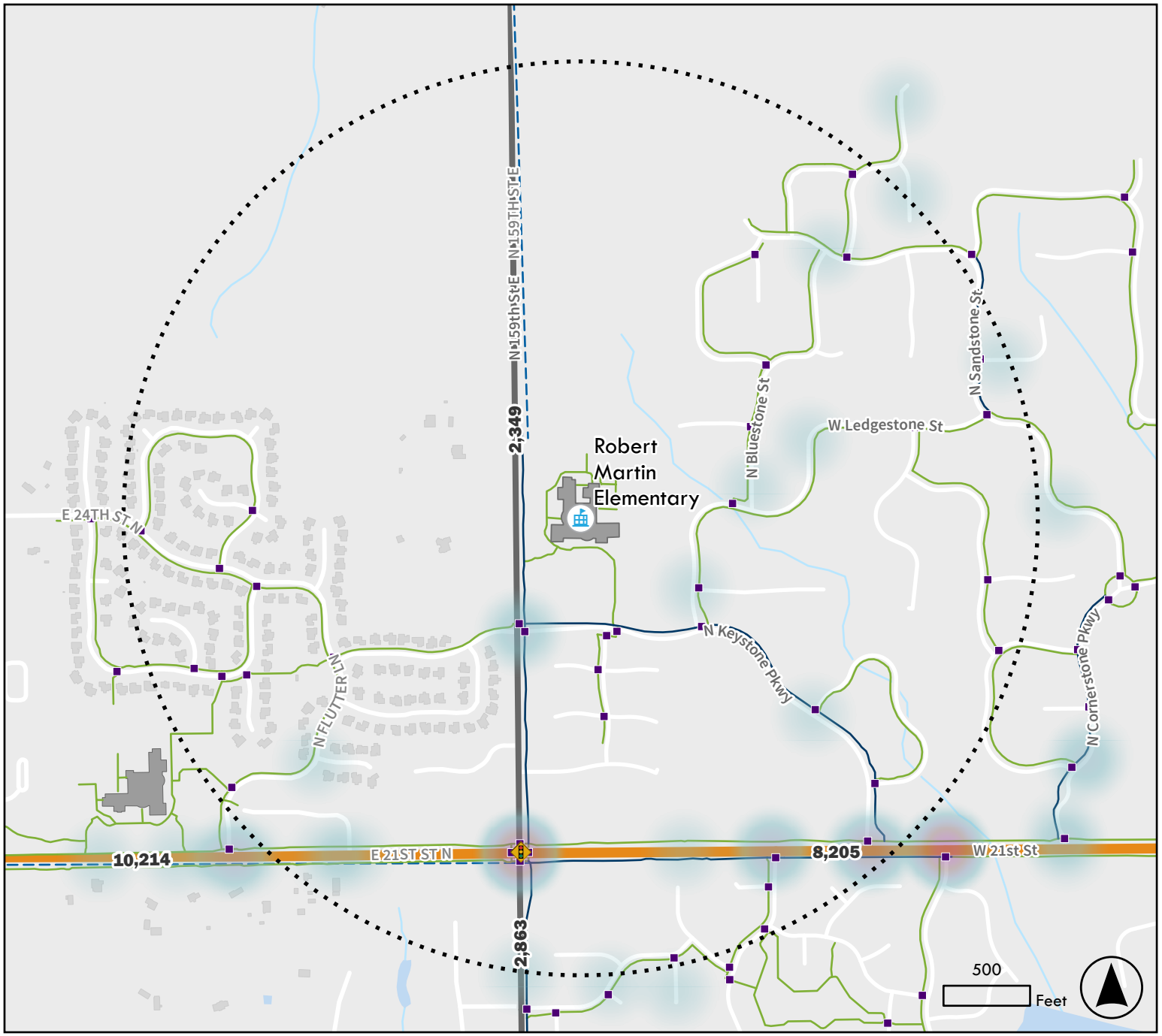
Source: Kansas Department of Education; datacentral.ksde.gov/

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

Robert Martin Elementary



Priority School

1/2 Mile School Radius

Sidewalks and Paths

Sidewalk

Shared-Use Path

Planned Shared-Use Path

Crosswalk

Roadway Functional Class

Minor Arterial

Major Collector

Local Road

Traffic Signal

##,### AADT

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 arterial thoroughfares and residential roads. However, adjacent neighborhood developments with cul-de-sac and dead-end streets do not have pedestrian infrastructure. To access the school campus, there are shared-use path and sidewalk connections along 159th Street and Keystone Parkway.

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 Robert Martin Elementary

Roadway	Functional Classification	Number of Lanes	Posted Speed	Crossing Distance
West 21st Street	Minor Arterial	5	40 mph	90 feet
North 159th Street	Collector	4	40 mph, 20 mph school zone	40 feet

Major Intersections & Marked Crosswalks

Within a half-mile radius of the school campus, there is one major signalized intersection with marked crosswalks, which is the intersection of 159th Street East and 21st Street North south of the school campus. Other notable intersections near the school campus are the 159th Street East and North Keystone Parkway intersection. There are three ADA (Americans with Disabilities Act) accessible crosswalk ramps and no crosswalk striping present.

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

No crashes were reported.

Pedestrian and Bicycle Crashes

No pedestrian bicycle crashes were reported.

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

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

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.

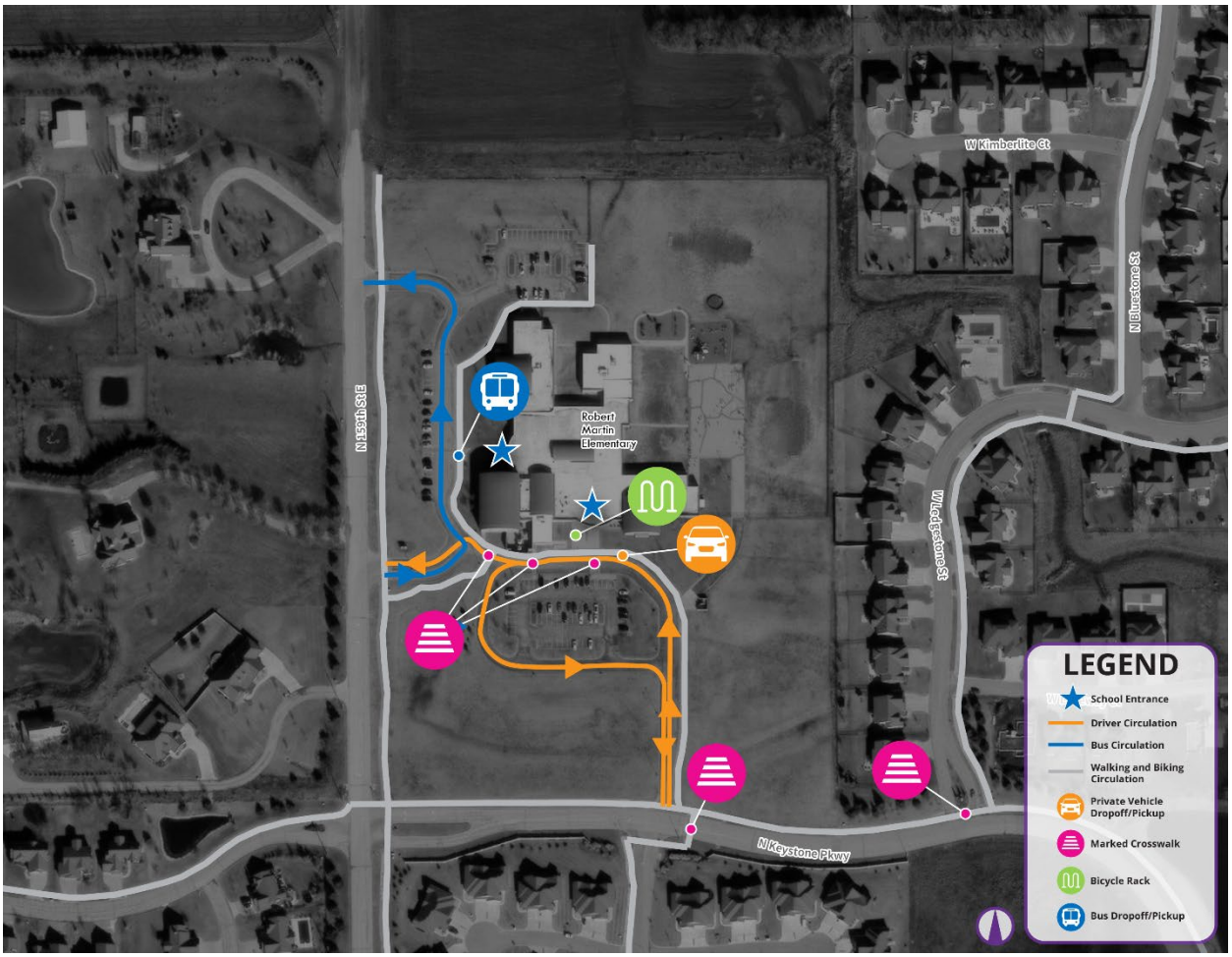
VRU Priority Corridors within a half-mile of the school include:

- **21st Street**: Priority 2
- **Monarch Landing Housing Development:** Priority 3

SCHOOL CAMPUS SITE CIRCULATION

Vehicle drop-off occurs along Keystone Parkway on the south side of campus, while school bus operations occur along 159th Street East on the west side of campus. Vehicle drop-off and bus operations share an entrance and exit point along 159th Street, which can lead to vehicle backup and potential conflicts with pedestrians crossing. Students walking, rolling, or bicycling travel from residential neighborhoods to the west, south, and east, but face challenges such as limited crossing at the 159th Street and Keystone Parkway intersection and gaps in pedestrian connectivity, particularly on 159th Street. These conditions can lead to indirect routes of student travel and increased exposure to traffic (see Figure 2).

Figure 2. Robert Martin Elementary Site Circulation Map



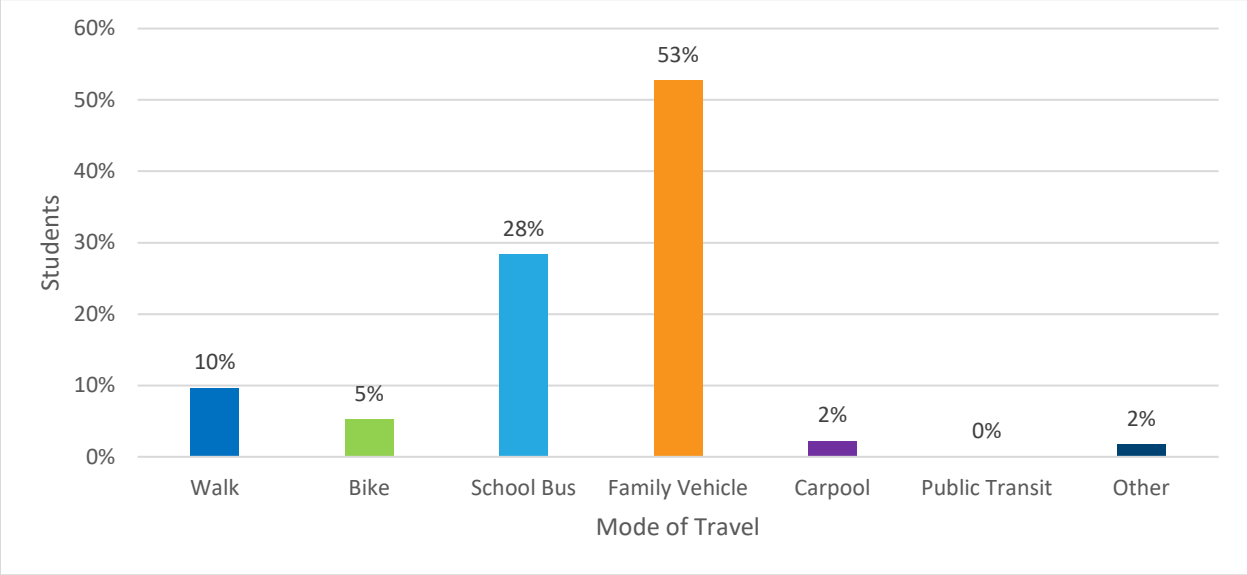
STUDENT TRAVEL PATTERNS

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 communities 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

The following data summarizes how students at Robert Martin Elementary School traveled to and from school during a three-day period the week of September 8, 2025 (see Figure 3).

Figure 3. Robert Martin Elementary School Student Travel Tally



WALK AUDITS

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

Date	Time	Weather	Crossing Guard(s)	Bicycle Rack(s)
October 8, 2025	3:00 PM	Sunny	Yes	Yes

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

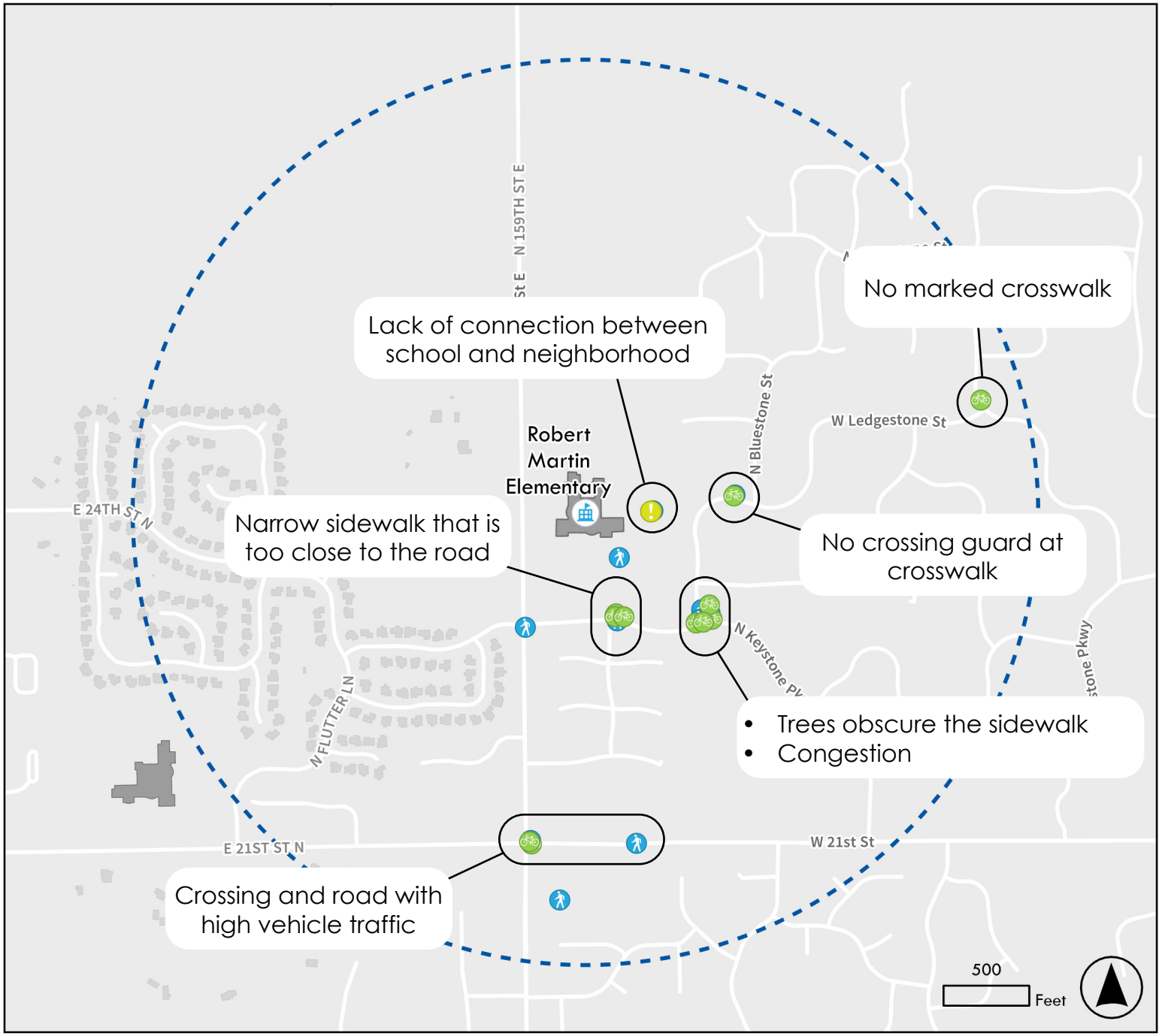
- There are crossing guards present during the student pick up and drop off.
- There are bicycle racks on the school campus.
- Students are sent out of the school eleven at a time after being matched to their vehicles. It was noted that this system works well.
- Sidewalks are used by pedestrians, bicycle riders, and golf carts on Keystone Parkway. Parents use modified golf carts to pick up students in the field east of the school.
- There is no light on the school zone sign on North Keystone Parkway.
- Students cross the field to the school campus from east neighborhoods.
- Cars back up all the way to 21st Street but the line flows well once it begins moving.
- Cars park and wait where kids should be crossing on North Keystone Parkway.

PUBLIC COMMENTS

An online interactive map allowed community members to identify specific locations with walking, rolling, bicycling, or other safety concerns. Respondents highlighted six locations near Robert Martin Elementary, including missing sidewalk connections to neighborhoods east and northeast of the campus, unmarked or unguarded crossings on Ledgestone Street, visibility concerns at the Ledgestone Street/Keystone Parkway intersection, narrow sidewalks adjacent to traffic on Keystone Parkway, and high-volume traffic at the North 159th Street and 21st Street intersection. Webmap comments have been categorized for clarity and conciseness (see Figure 4). For a full comprehensive list of all public comments received, contact WAMPO staff at wampo@wampo.org.

Robert Martin Elementary

Public Comments



ISSUES IDENTIFICATION

Infrastructure-related issues surrounding the Robert Martin Elementary School campus relate primarily to intersection design and crossing safety. These issues can result in increasing potential conflicts between students and motor vehicle traffic.

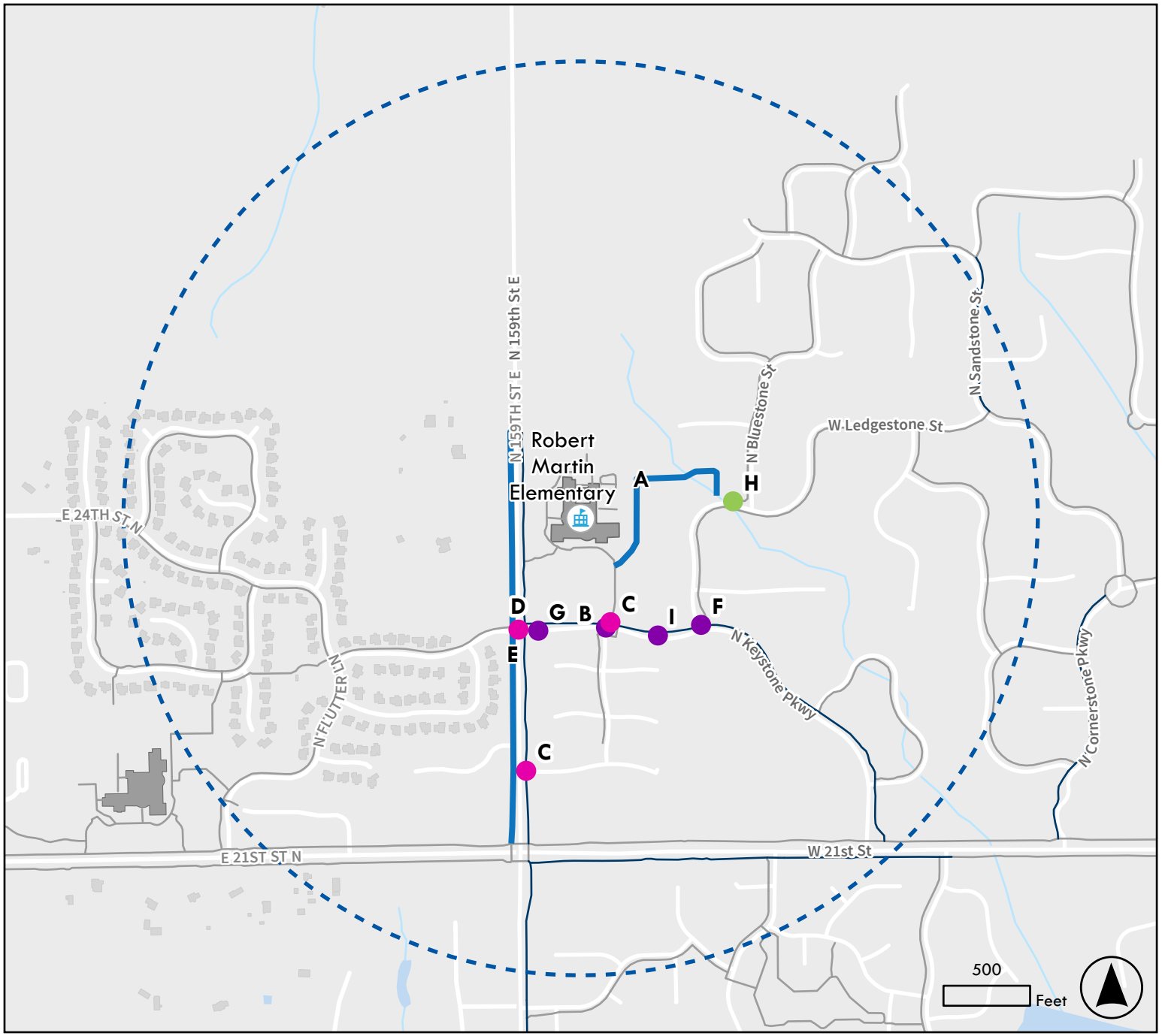
Figure 5 and Table 2 were developed to provide staff and the public with a summary of challenges that students may face when walking, biking, and rolling to school. Issues reflected on the map were identified through an analysis of existing conditions as documented through walk audits, Student Travel Tallies, parent/caregiver surveys, and public comments. Each letter corresponds with a location near the school campus.

Table 2. Robert Martin Elementary School: Identified Issues

Location	Issue
A	Missing connection to neighborhood east of the school campus.
B	Skewed intersection creates abnormal vehicle turning movements and pedestrian/bicyclist crossing patterns.
C	Crosswalks are not marked at identified locations.
D	Intersection is missing curb cut and ADA ramp to cross 159th Street and existing crosswalks are not marked.
E	Missing walking, rolling, and biking connections at identified locations, including the following corridors closest to the school campus: • West side of 159th Street from school campus to 21st Street.t
F	Long crossing distances at intersection, including several blind spots due to boulevard.
G	Existing median creates confusion for drivers and long crossing distances for people walking/biking/rolling.
H	Speeding along Ledgestone Street.
I	Drivers frequently jump into oncoming traffic along Keystone to get out of the queue.

Figure 5. Identified Issues

Robert Martin Elementary



- 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.

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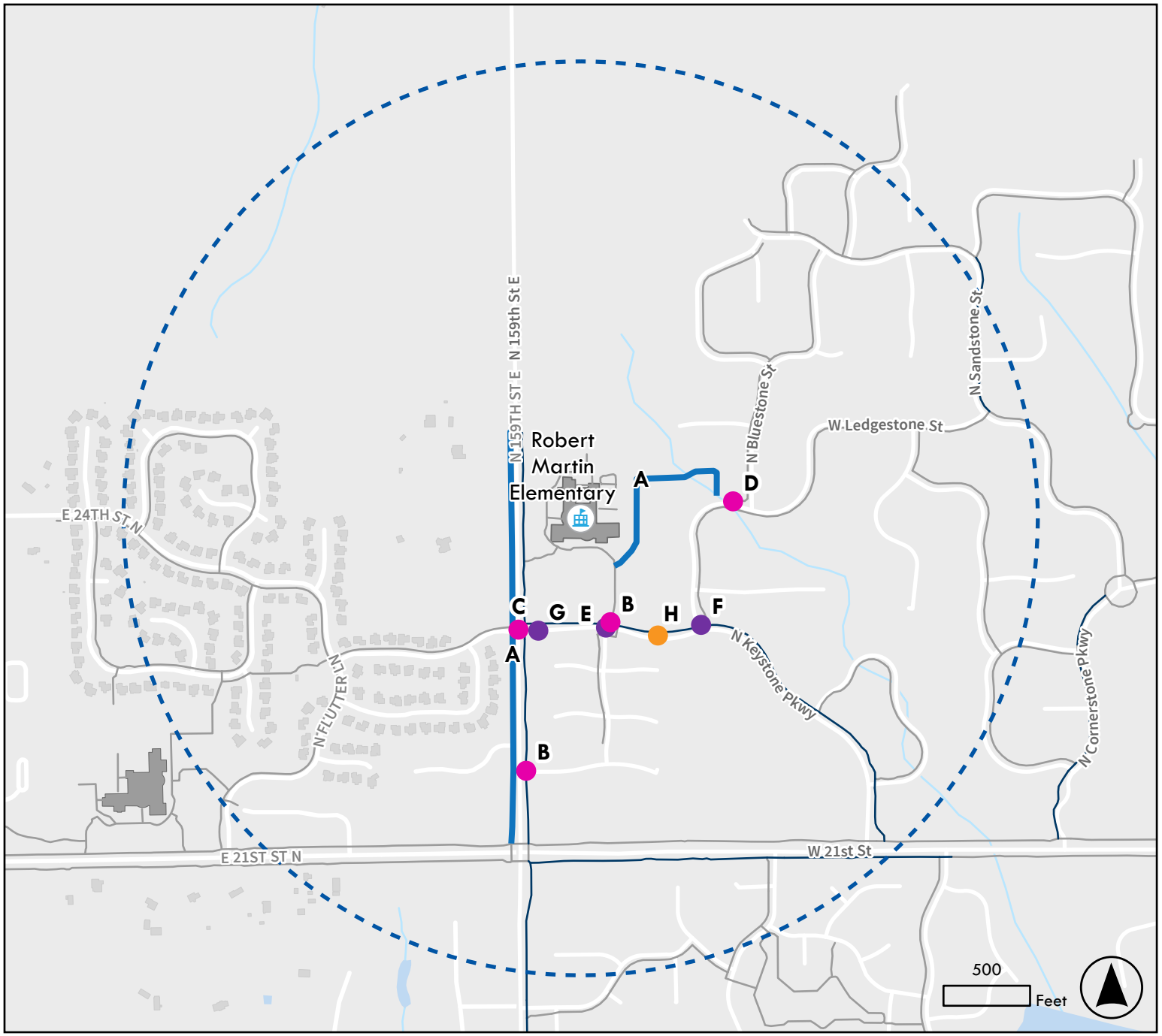
INFRASTRUCTURE RECOMMENDATIONS

Table 3. Robert Martin Elementary School: Recommendations

ID	Type	Recommended Intervention	Priority	Cost	Quick-Build
A		Install a walking/rolling/biking connection along identified "medium priority" corridors.	Medium	$$	
B		Add crosswalk markings at identified unmarked crosswalks.	Low/Medium	$	✓
C		Add ADA-compliant curb ramps and a marked crosswalk across 159th Street as well as mark existing intersection crossings.	Medium	$	
D		Install a speed table/raised crosswalk at existing crosswalk.	Medium	$$	
E		Realign the school access to the Cobblestone Street intersection.	Medium	$$$	
F		Extend existing median on Ledgestone Street to the edge of Keystone Parkway to provide a pedestrian refuge island.	Medium	$$	
G		Extend existing median on Keystone Parkway to the edge of 159th Street to provide a pedestrian refuge island.	Medium	$$	
H		Add a striped drop-off/pick-up lane along Keystone Parkway the appropriate queue distance following further study.	Medium	$	✓

Figure 6. Recommendations

Robert Martin Elementary



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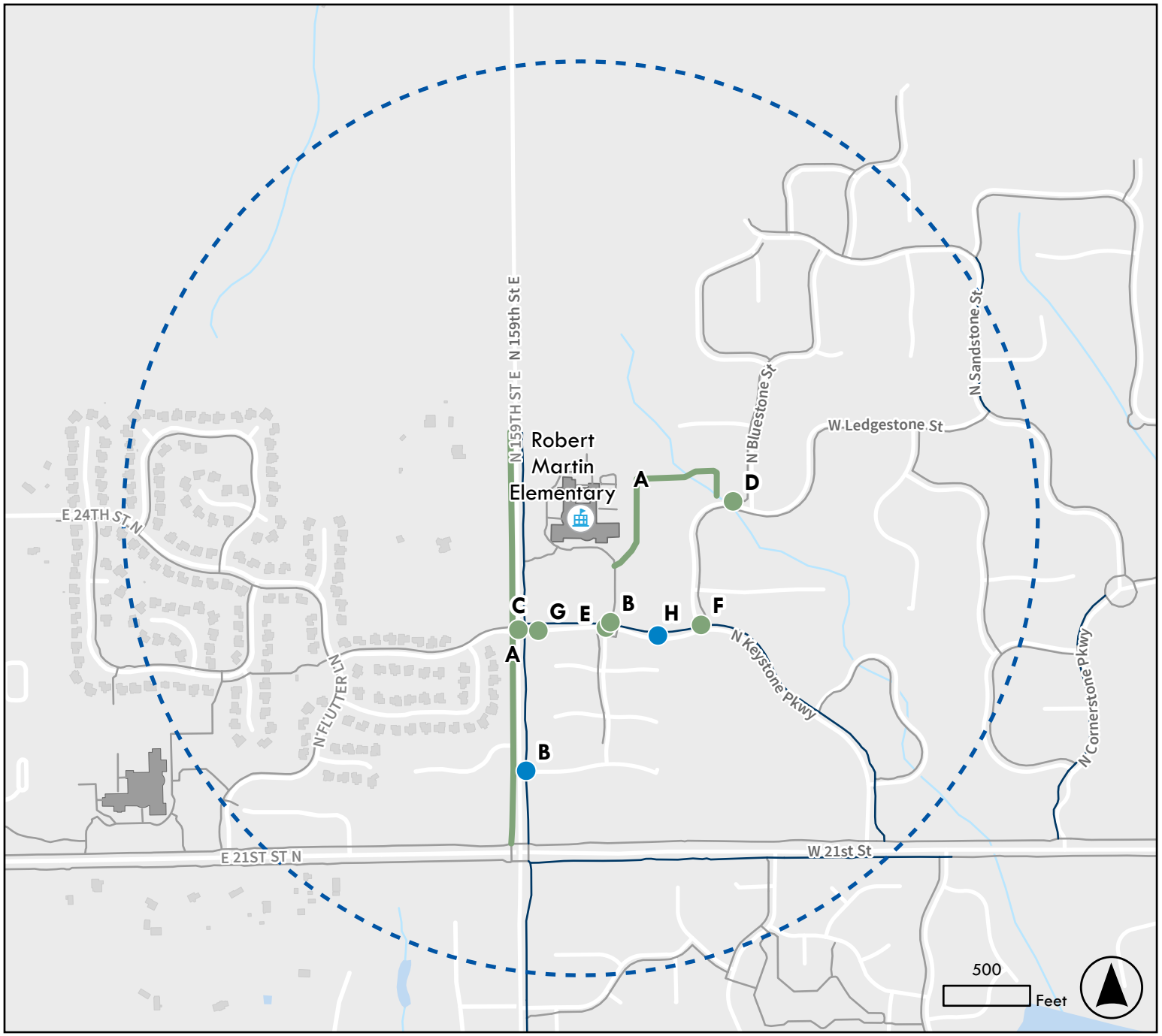
Robert Martin Elementary



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WAMPO Wichita Area Metropolitan Planning Organization

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Table 4. Robert Martin Elementary School: Programmatic Recommendations

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	arrival and dismissal, modeling safe crossing practices, and reminding younger students of traffic rules.	Establish reliable schedules aligned with school arrival and dismissal times. Recruit and train interested students and supervise with adult crossing guards.
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