

AMBITION

READ



Facilities Roadmap

SY 2025-2026



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INTRODUCTION

The Memphis-Shelby County Schools Facility Master Plan provides a long-range roadmap for how the District will invest in, modernize, and right-size its school buildings to best serve students and families. Grounded in data, guided by community priorities, and aligned with long-term educational goals, the plan outlines strategies for capital improvements, maintenance investments, and – when necessary – school consolidations or closures. Its purpose is to ensure that every student learns in a safe, high-quality environment while the district uses resources responsibly and sustainably.

This Plan is a living document, meaning it is continually reviewed, updated, and refined as circumstances change. Instead of remaining static, it evolves with new data, shifting enrollment patterns, community priorities, facility conditions, and financial realities. By treating the plan as a living document, the District commits to transparency, ongoing assessment, and responsive decision-making – ensuring that the plan stays relevant, responsible, and aligned with the needs of students, families, and the broader community.

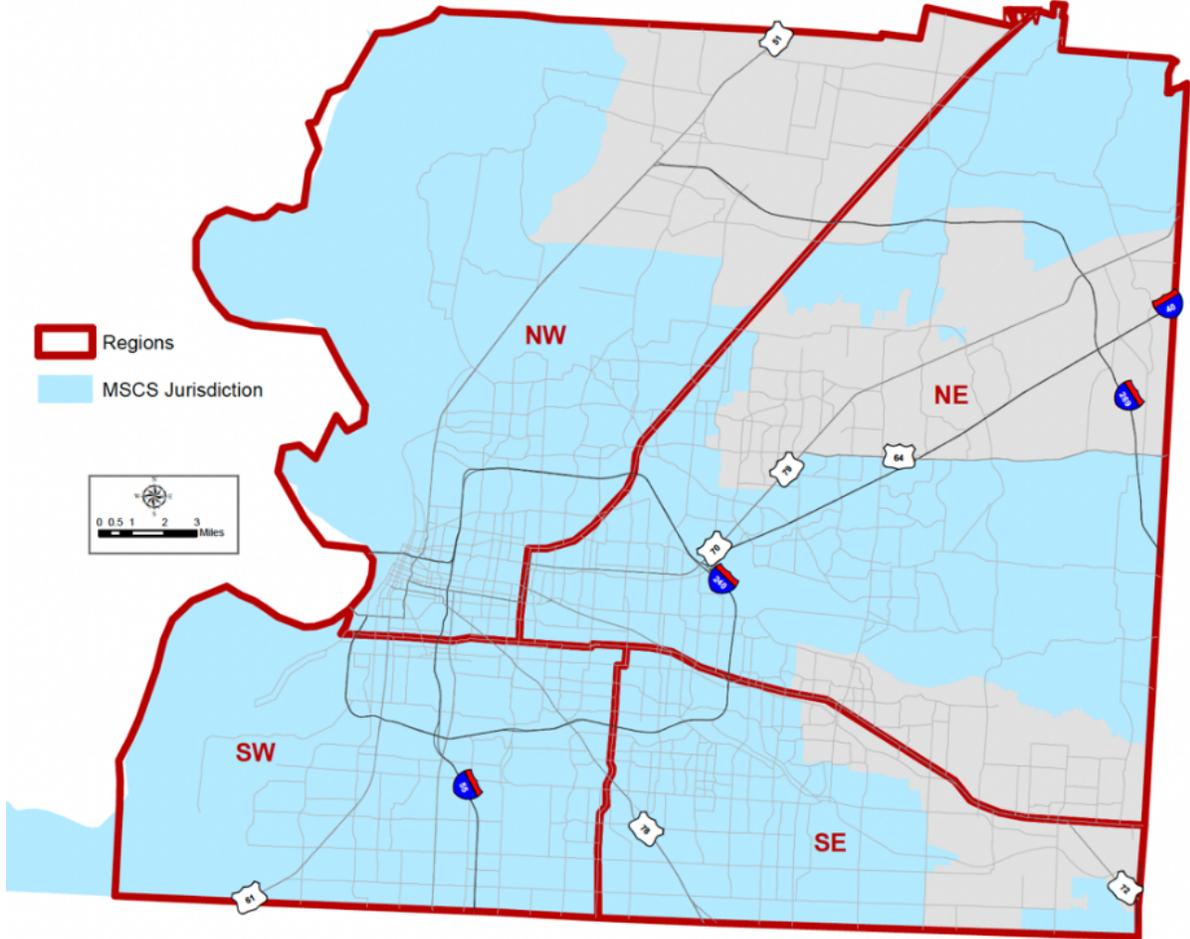
HISTORY

Memphis City Schools (MCS) was founded in 1867, shortly after the Civil War, becoming one of Tennessee’s first public school systems. Shelby County Schools (SCS) was founded in 1871 and operated separately from MCS, serving the suburban and unincorporated areas outside Memphis city limits.

Following *Brown v. Board of Education* (1954), Memphis schools began a slow process of desegregation. In 1961, 13 African American students – known as the “Memphis 13 – integrated four formerly all-white Memphis schools. Suburban school and private school growth accelerated in the 1970s, as white residents and economically mobile households relocated from the urban core. This deepened educational and demographic divides.

In 2011, Memphis residents voted to dissolve the Memphis City Schools charter, triggering a merger with Shelby County Schools. The consolidation took effect in 2013, creating the largest school district in Tennessee. In 2014, the six Shelby County suburban municipalities opted to form their own municipal districts, which effectively reversed the merger and created seven school districts in one county. Schools in the unincorporated portion of the county and in the City of Memphis remained with Shelby County Schools.

In 2021, the District was renamed Memphis-Shelby County Schools (MSCS) to better reflect its geographic location and that most of the student body reside in the City of Memphis. Today, MSCS serves more than 100,000 students across a diverse urban population.



Operationally, Memphis-Shelby County Schools is divided into four geographic regions: Northwest, Southwest, Northeast, Southeast. There is a fifth district region, called the iZone, that is comprised of schools from all regions that are identified by the state as Comprehensive Support and Improvement (CSI) Schools, or Priority Schools. This plan focuses on the four geographic regions.

Since the City of Memphis was founded on the banks of the Mississippi River and developed eastward, the western regions of the District are the oldest and have the oldest facilities. Over the years, developers continued to build more housing, sprawling to the east, and residents and school building construction followed. In addition to the geographic population shifts due to the City growing eastward, the nationwide initiative to eliminate public housing further dispersed the population of the City’s core as the public housing projects in Memphis were demolished and residents relocated.

The population density continued to decline in the NW and SW regions of the District, leaving excess capacity in many MSCS school buildings. Also contributing to the declining enrollment and excess capacity in school buildings, particularly in the NW and SW regions, was the beginning of the charter school movement in Memphis in 2003 and the entry of the State of Tennessee's Achievement School District (ASD) in 2012.

District-authorized charter schools have grown from two schools in 2003 to 54 schools in 2025. The ASD's goal was to improve academic performance of the state's lowest performing schools by removing school operations from local control. The ASD takeovers began with six schools in the District's NW Region in 2012. After those initial six takeovers, the ASD changed its model from operating takeover schools itself. The ASD began removing schools from MSCS and giving them to charter operators to administer. The ASD is now largely recognized as a failed initiative, and 14 years after its inception, the ASD-era will finally come to a close in 2026.

In response to the eastward population migration, disinvestment in the inner-city, and its infrastructure, and oversaturation of school operators, MSCS has closed or repurposed 35 schools in the NW and SW regions since 2010. The analyses and recommendations that follow are grounded in the understanding of past conditions and influences that have led to the District's current landscape, but they are aimed at creating a stronger, more vibrant future for our students. By reducing excess capacity, eliminating projected facility maintenance costs where possible, combining talent and resources from underutilized facilities, and making wise infrastructure investments in targeted areas of the District, MSCS aims to become operationally sustainable.

Together, the District's academic plan and this facility master plan create the roadmap to Memphis-Shelby County Schools becoming the leading urban school district in the nation.

DISTRICT OVERVIEW

Memphis-Shelby County Schools (MSCS) operates 157 schools in 151 facilities. There are an additional three schools (Hollis F. Price Middle College High, Medical District High, and Hope Academy) in buildings the District does not own. One middle school, Maxine Smith STEAM Academy, co-locates in a facility with another (East High); Newcomers Academy co-locates with Wooddale High, and Shrine School co-locates with Sheffield Elementary. In addition to schools, the District has 13 stadiums and 20 administrative locations (seven administrative locations are co-located with schools). The chart below shows the breakdown of District buildings by type. In addition to District-operated facilities, the table details the number of schools operated by charter operators.

District School Types	
Type of Facility	Count
Early Childhood	1
Elementary	77
K8	12
Middle*	24
High**	29
Special Education*	2
Career Tech Centers	4
Alternative**	8
DISTRICT-OPERATED SCHOOLS	157

Charter School Types	
Type of Facility	Count
Achievement School District (ASD)	2
District Charters	54
TN Charter Comm. Charters	9
CHARTER-OPERATED SCHOOLS	63

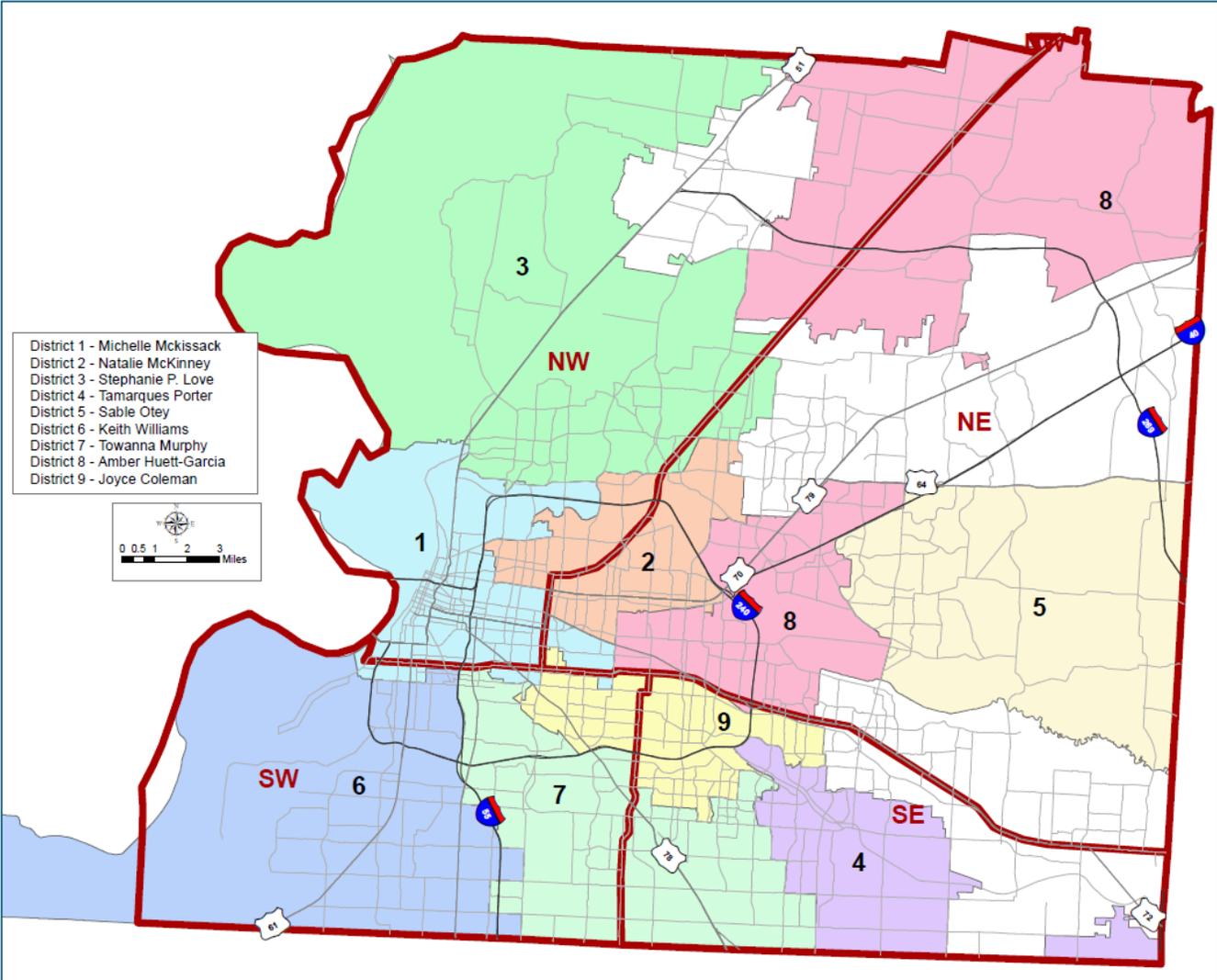
Type of Facility	Count
Stadium	13
Administration***	20
DISTRICT-OPERATED NON-SCHOOL	33

*1 middle school, 1 alternative school, and 1 special education school are co-located inside other schools.

**2 high schools and 1 alternative school are operated in facilities not owned by MSCS.

***7 administration locations are co-located inside schools.

In addition to being divided into geographic regions, the school district is divided into nine political districts with each district represented by one elected school board member. Current board members, board member districts, and geographic regions are detailed in the map below.

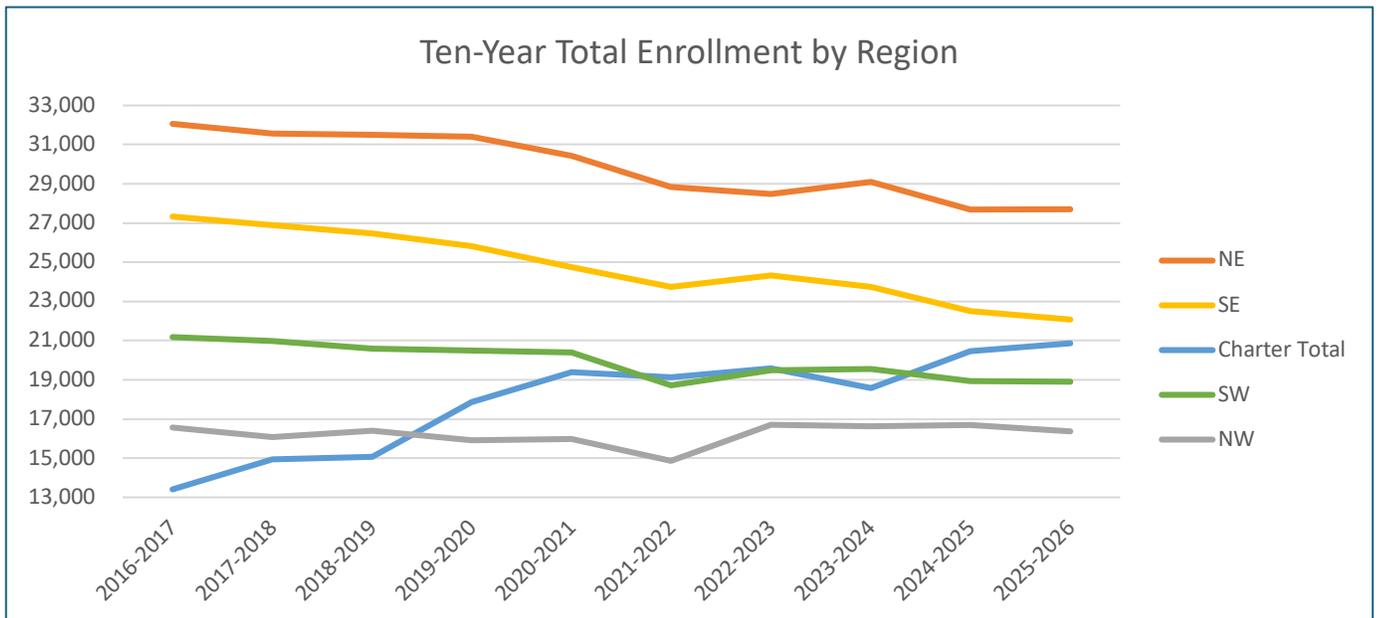


Enrollment

As of the 20th day of enrollment in the 2025-26 school year, there were 105,908 students in Memphis-Shelby County Schools (not including virtual learners). Of those students, 85,046 (80%) are enrolled in District direct-run schools while 20,862 (20%) are enrolled in charter schools.

The graph below shows the increase in charter school enrollment (36% increase) and the decrease in enrollment in district direct run schools in each region over the same 10-year period. In 2021-22, all regions experienced a decline due to COVID but rebounded in 2022-23. The Northwest and Southwest regions experienced slight growth and stabilization during the past three school years (2022-23, 2023-24, and 2024-25) as

ASD schools began returning to district operation. Three returned in the SW, and six returned in the NW.



Factors Contributing to Enrollment Changes

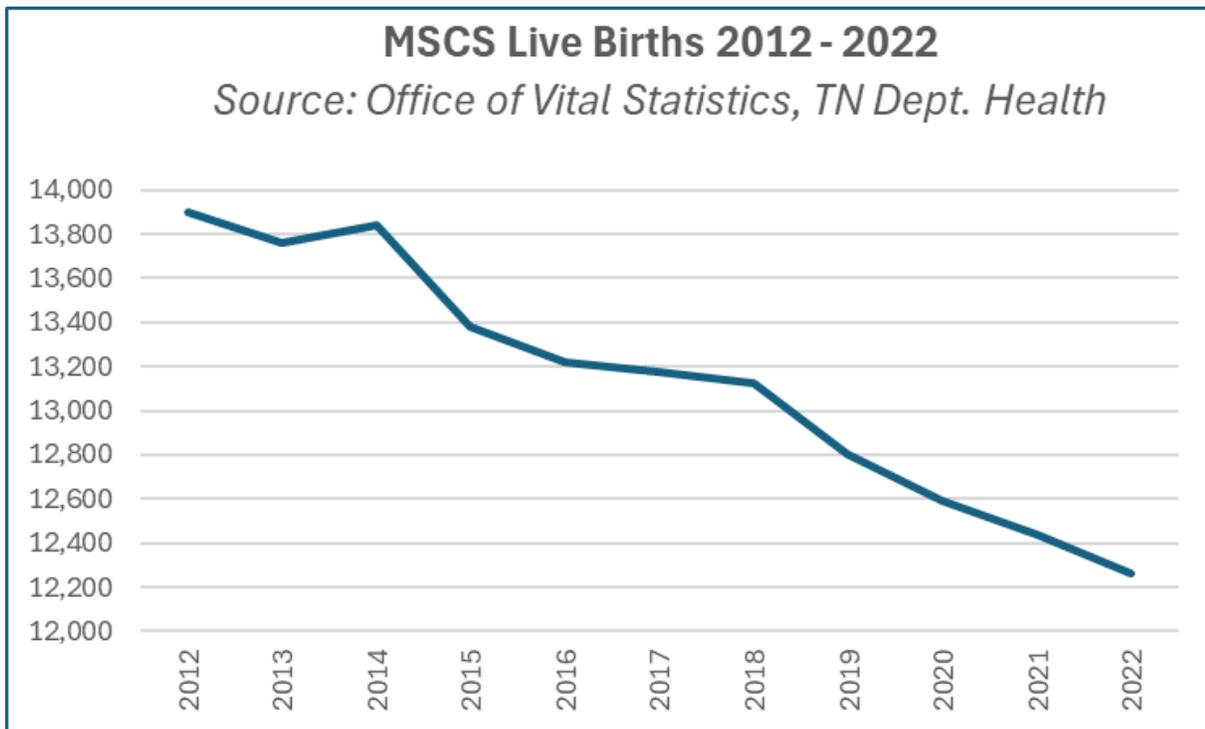
There are multiple factors contributing to the decline in MSCS total enrollment and/or the enrollment in regional enrollment. Population decline in Shelby County accompanied by a reduction in births has led to a decrease in school aged children. Further reduction in enrollment has resulted from the changing landscape of school offerings in the State and district. Finally, although new residential developments mean new families in certain neighborhoods, oftentimes families are simply relocating from another area in the district.

Population, Births, and School Aged Children

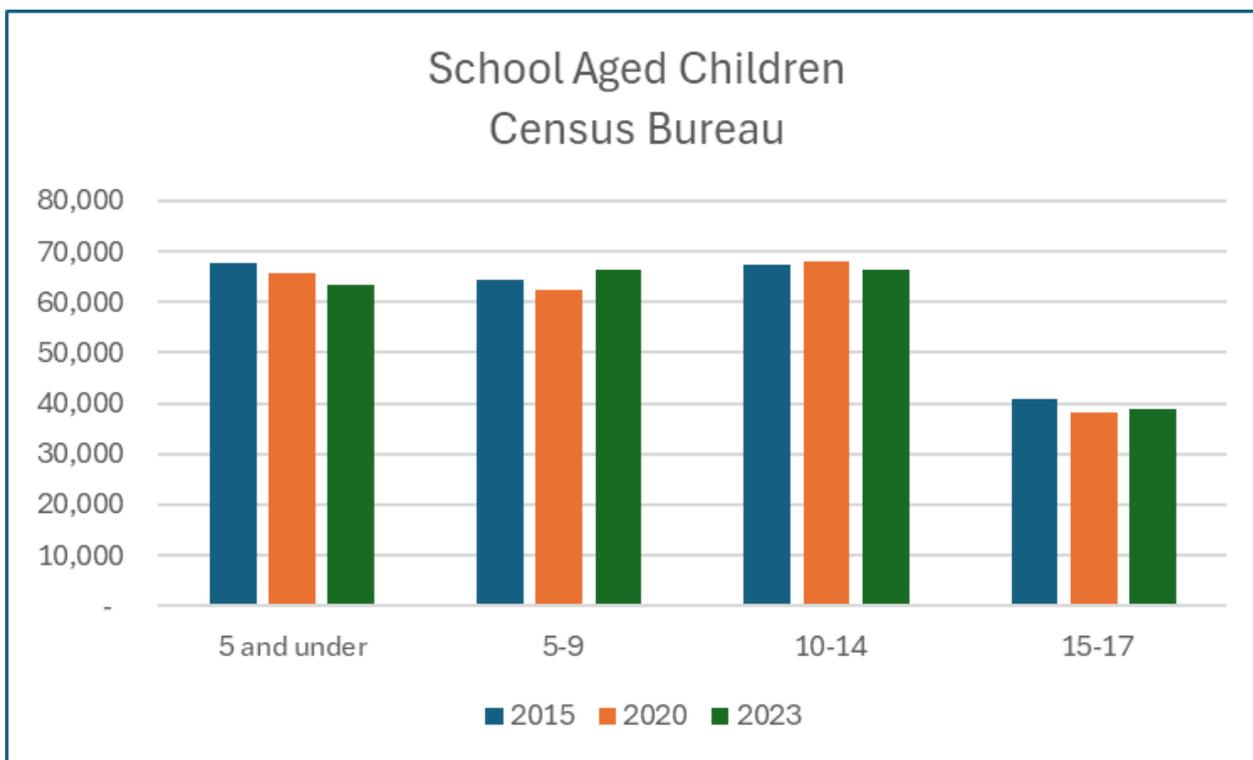
Factors contributing to decreased MSCS enrollment:

- Population decline
 - The Census Bureau estimates a population loss in Shelby County of approximately 20,000 residents between 2020 and 2024. Between 2023-2024 Shelby County had the largest population decline in the United States (decrease of 3,379).
- Declining birth rates

Per the TN Department of Health, Office of Vital Statistics, Shelby County live births have dropped from a high of 13,898 in 2012 to a low of 12,265 in 2022 (current 3-year-olds).



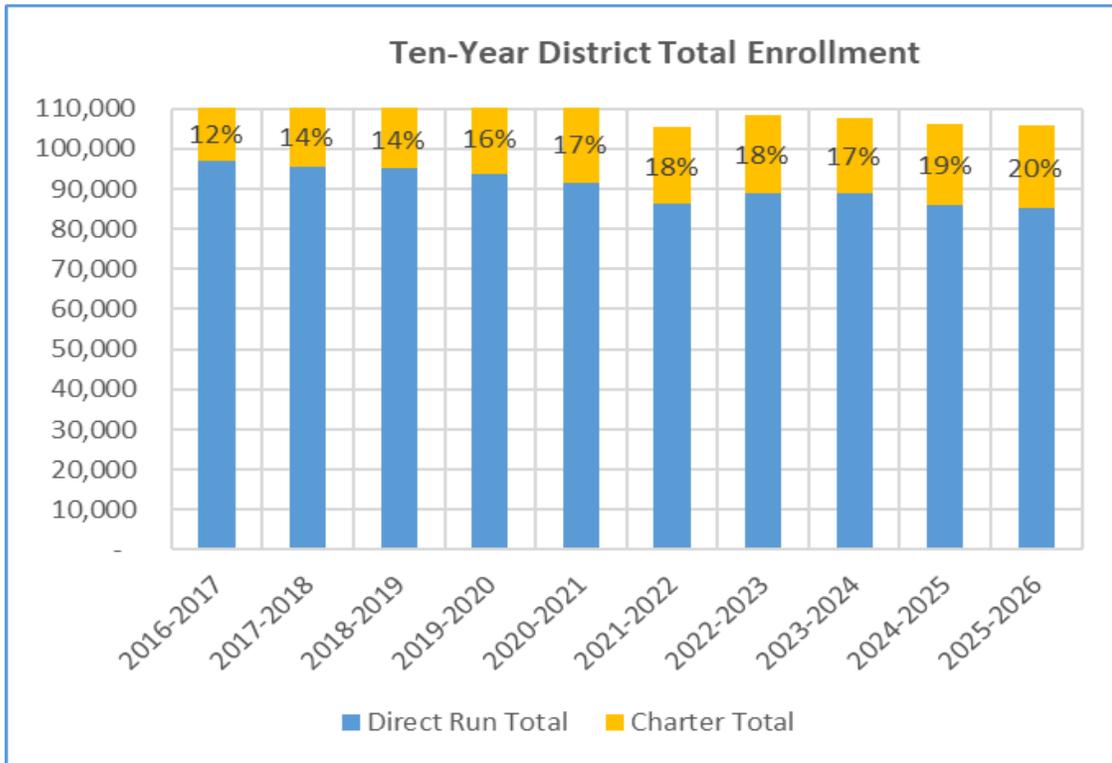
Declining birth rates lead to declining numbers of school-aged children. The Census Bureau estimates 5,744 fewer school-aged children in 2023 than in 2015.



School Option Landscape Shifts

- Increasing District-authorized charter school enrollment
 - MSCS-authorized charter school enrollment has increased by 7,456 students (36% increase) in 10 years.

- Current approved MSCS-authorized charter capacity is 25,678. Current enrollment is 20,862. Charter enrollment accounts for 20% of the District's total enrollment.



- Increasing TN Charter Commission-authorized charter school enrollment
 - There are currently nine state-authorized charter schools. Six of those were ASD charter schools that converted to Charter Commission and contributed to MSCS enrollment declines when they first entered the ASD.
 - Three of these state-authorized charters were new schools, rather than ASD conversions, and recruit from the same student pool as MSCS.
 - 2025-26 enrollment data is not available for TN Charter Commission schools but is estimated at 3,040. The approved capacity of the nine current schools is 4,966.
- Increasing enrollment in municipal school districts
 - Chalkbeat noted in a September 2025 article that four municipal districts (Bartlett, Collierville, Germantown, and Lakeland) gained a total of 3,000 students in the decade since they “de-merged” from Shelby County Schools.
- Potentially increasing private school enrollment
 - Enrollment data for Shelby County private schools is not available, but the expansion of the state private school voucher program is a probable contributor to declining MSCS enrollment.

Residential Developments

Understanding where residential development is occurring and will occur in the future is essential to school capacity planning. When the District considers building additional capacity (new classroom additions or new schools) or eliminating capacity (school closures), approved residential development data is one factor considered. The table below details the number of housing units approved in each region over the next nine years. Approved developments in the NE Region account for nearly half (45%) of all new planned housing in the District. The SE follows with 27% of the approved units; the NW Region accounts for 20% of the approved developments, and the SW Region accounts for 8% of the planned new housing.

Note: These numbers are tentative and should be used as such. These developments, particularly those in the out years, are still in the planning phase and may not come to fruition. Additionally, new housing does not directly correlate to new district residents/students as oftentimes families move from other areas of the district.

Region	2026	2027	2028	2029	2030	2031	2032	2033	2034	Ten Year Total
NE	307	195	201	333	118	77	230	33	32	1,526
NW	127	25	-	31	120	187	147	58	-	695
SE	26	24	70	297	250	-	250	-	-	917
SW	-	-	22	140	-	62	24	21	-	269

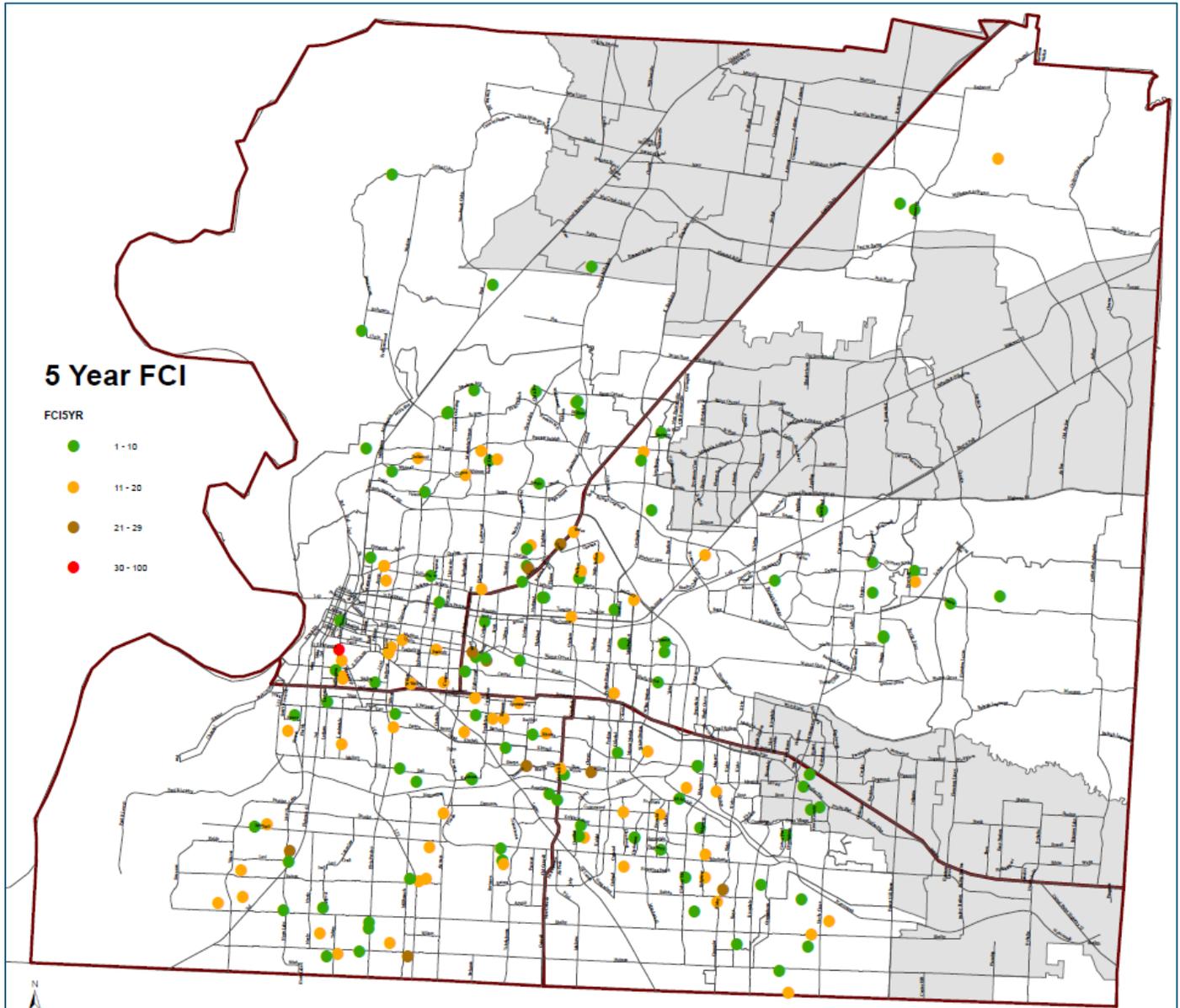
School Building Condition

The condition of school buildings directly affects student learning, health, and engagement. Safe, well-maintained, and modern facilities support better attendance, concentration, and morale, creating an environment where students and educators can focus on teaching and learning rather than facility-related challenges.

Facility Condition Index

The measure commonly used to measure a building’s physical health is the facility condition index (FCI). This ratio is the cost of repairing a facility divided by the cost to replace the facility. The lower the FCI, the healthier the facility.

When an FCI reaches 30%, critical thought must be put into whether to continue to invest in a facility. The map below displays the distribution of building FCIs across the District. The sole FCI over 30% belongs to Booker T. Washington Stadium.



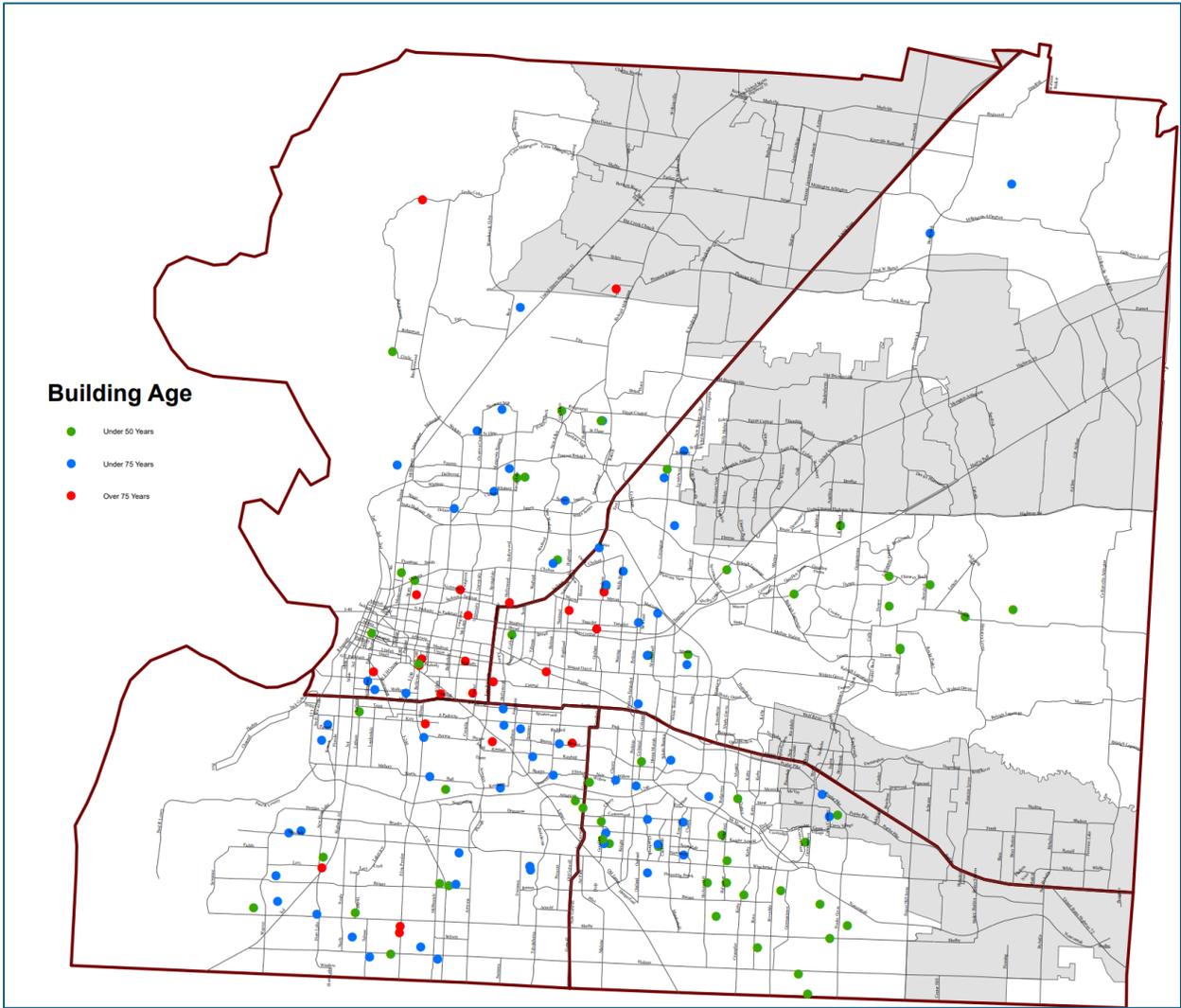
The following table details the FCI map’s data by building type. Of the District’s buildings, 58% are in the “good” range of 10% or less. An additional 37% are in the “fair” (11%-20%) range. Nine buildings, four of them administration locations, are in the category that is approaching 30% (needs improvement), and one stadium (BTW Stadium) is over the 30% score. Minor renovations are underway at BTW Stadium.

Facility Condition Index <i>(Does not include schools not in District-owned facilities. Co-located schools/admin. reflected in main facility.)</i>				
Building Type	≤ 10%	11-20%	21-29%	≥ 30%
Early Childhood	1	-	-	-
Elementary	47	27	3	-
K8	8	4	-	-
Middle	14	9	-	-
High	15	11	1	-
Special Education	1	-	-	-
CTC	1	2	1	-
Alternative	3	3	-	-
Stadium	8	4	-	1
Administration	5	5	4	-
Total	103	65	9	1
Percentage	58%	37%	5%	1%

District Building Age

From the American Society of Civil Engineers (ASCE):
“At an average age of 49 years, many public-school buildings are hitting their 50-year design life ... essential facility systems need comprehensive upgrades or replacements.”

Just like most large, urban school districts, MSCS has aging infrastructure. Sixty-two percent of District facilities have met their 50-year design life referenced above. Older buildings and building systems are harder and more expensive to maintain. The map below details the building ages in three categories with the green being the youngest buildings and the red being the oldest. The largest concentration of older buildings is in the city’s core with the NW and SW regions containing most buildings over 75 years old.



Building ages range from 122 years old (Idlewild Elementary, built in 1903) to five years old (Alcy Elementary, built in 2020). Sixty-two percent of District buildings are at least 50 years old; 29 of those are 75 years or older.

Facility Utilization and Enrollment Levels

Building Type	Year Built		
	≤ 50 Years	50-74 Years	75+ Years
Early Childhood	-	1	-
Elementary	31	34	12
K8	3	6	3
Middle	13	8	2
High	5	16	6
Special Education	1	1	-
CTC	4	-	-
Alternative	1	5	1
Stadium	7	5	1
Administration	1	7	5
Total	67	82	29
Percentage	38%	46%	16%

WHY SCHOOL BUILDING UTILIZATION MATTERS



1. Aligns Space With Student Needs

Maximizes learning environments and ensures equitable access to programs



2. Maximizes Funding and Resources

Ensures money isn't wasted maintaining space that isn't needed



3. Supports Equity Across the District

Balances opportunities, facilities, and staff across all schools



4. Informs Long-Term Planning and Capital Projects

Guides decisions on renovations, rezoning, and new schools

School building utilization is the measure of a school's enrollment against the building's capacity. School buildings are one of the district's largest investments and ensuring buildings are well-utilized helps direct more resources to teaching, student supports, and programming, rather than maintaining empty classrooms. The goal is for every student to learn in a high-quality environment.

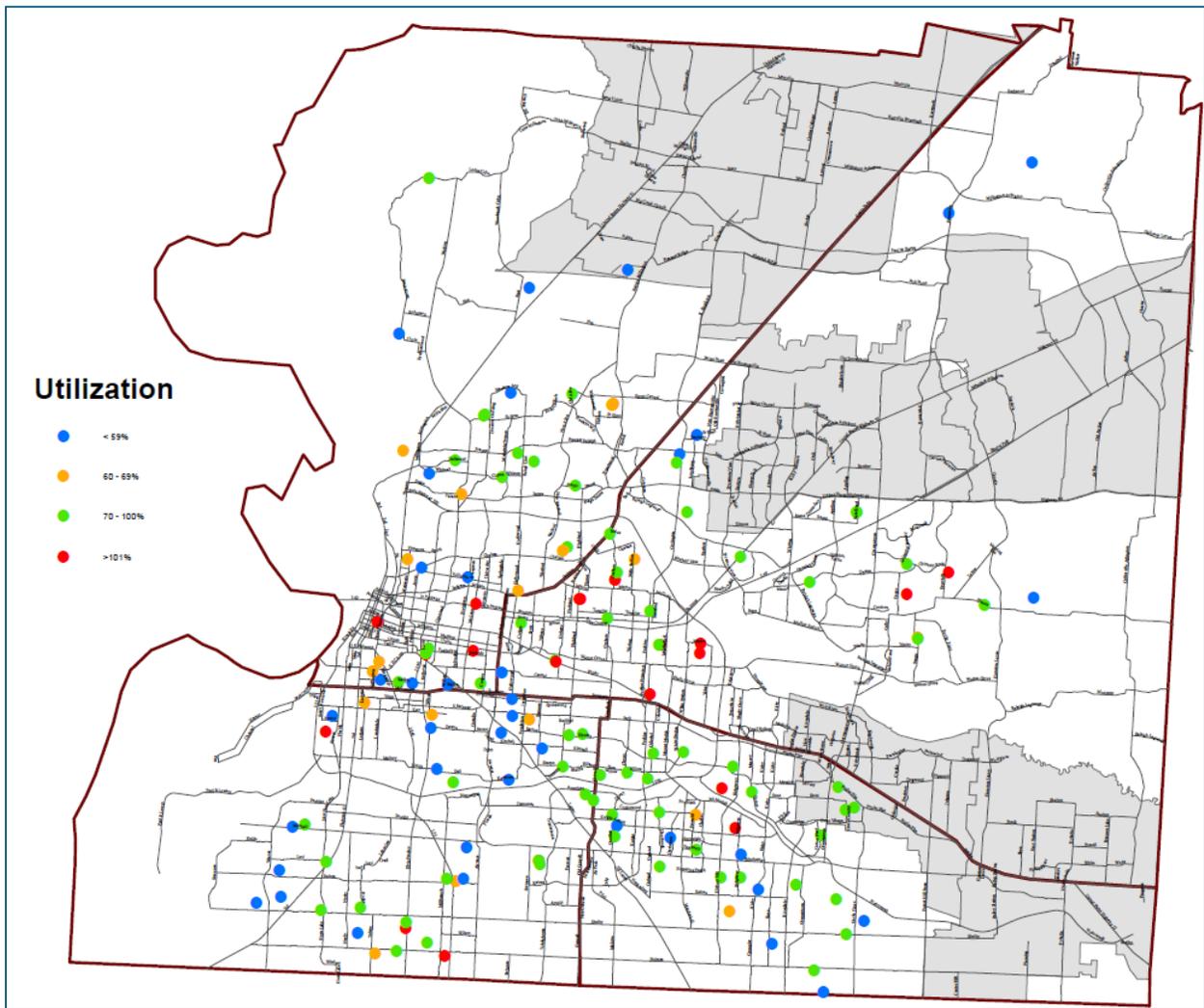
Right-sizing space reduces the number of buildings to maintain, which means limited district resources flow to fewer facilities, ensuring those resources support the most students. Utilization and enrollment levels are dependent data points.

The higher the enrollment, the higher the utilization. Enrollment also determines the number of course, extra-curricular, and diversified opportunities a school can offer

School Utilization

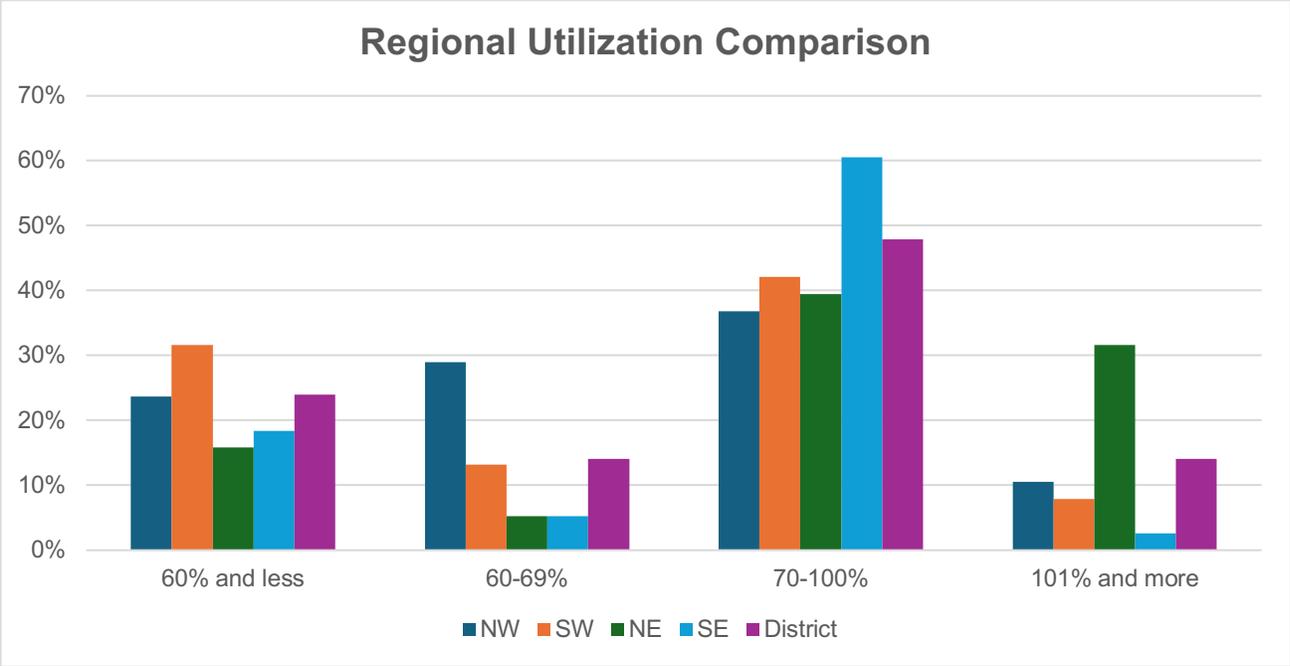
Optimal utilization is generally considered 85% - 95%. This range allows for flexibility of programs while ensuring full classroom and space utilization. With the increase in the number of classrooms needed for special education and the goal of expanding early childhood education, this analysis uses a range of 70% - 100% allowing space to accommodate those programs as well as the increased number of health and social services related uses (mental health, OT/PT, speech, food pantries, uniform closets, etc.). The provision of these types of services has become essential in urban school districts across the country.

The map and data tables below detail the school utilization rates across the District and by school type.



School Utilization				
Building Type	60% and less	60-69%	70-100%	101% and more
Elementary	17	9	42	9
K8	3	3	5	1
Middle	5	3	11	5
High	10	5	9	5
Total	35	20	67	20
Percentage	25%	14%	47%	14%

Twenty-five percent (25%) of District schools (35 schools) are less than 60% utilized. Another 14% (20 schools) are in the 60%-69% “watch” category. Most schools have utilizations falling in the optimal range. The overcrowding in the 20 schools that are over 100% utilized is due to school choice, with principals and teachers in those schools using creative methods for absorbing more students from outside of their attendance zone.



The regional utilization comparison chart above demonstrates that most District schools are either optimally utilized (70%-100%) or overcrowded. Of the four regions, the Northwest and Southwest have the most schools in the under-70% utilization categories. The Southeast leads in the optimal utilization categories, while the Northeast has the highest percentage of overcrowded schools. At a high level, this means that most of the school consolidation work will be in the District’s two western regions.

School Enrollment Levels

Total enrollment at each school is important to consider in this analysis as school programming and student opportunities increase as enrollment increases. At the same time, it is essential for administrators to be able to balance safety, student behavior, and school culture, all of which can become harder to manage as school enrollment increases. Conversely, as enrollments decline below 300 students, the high per-student cost becomes inefficient.

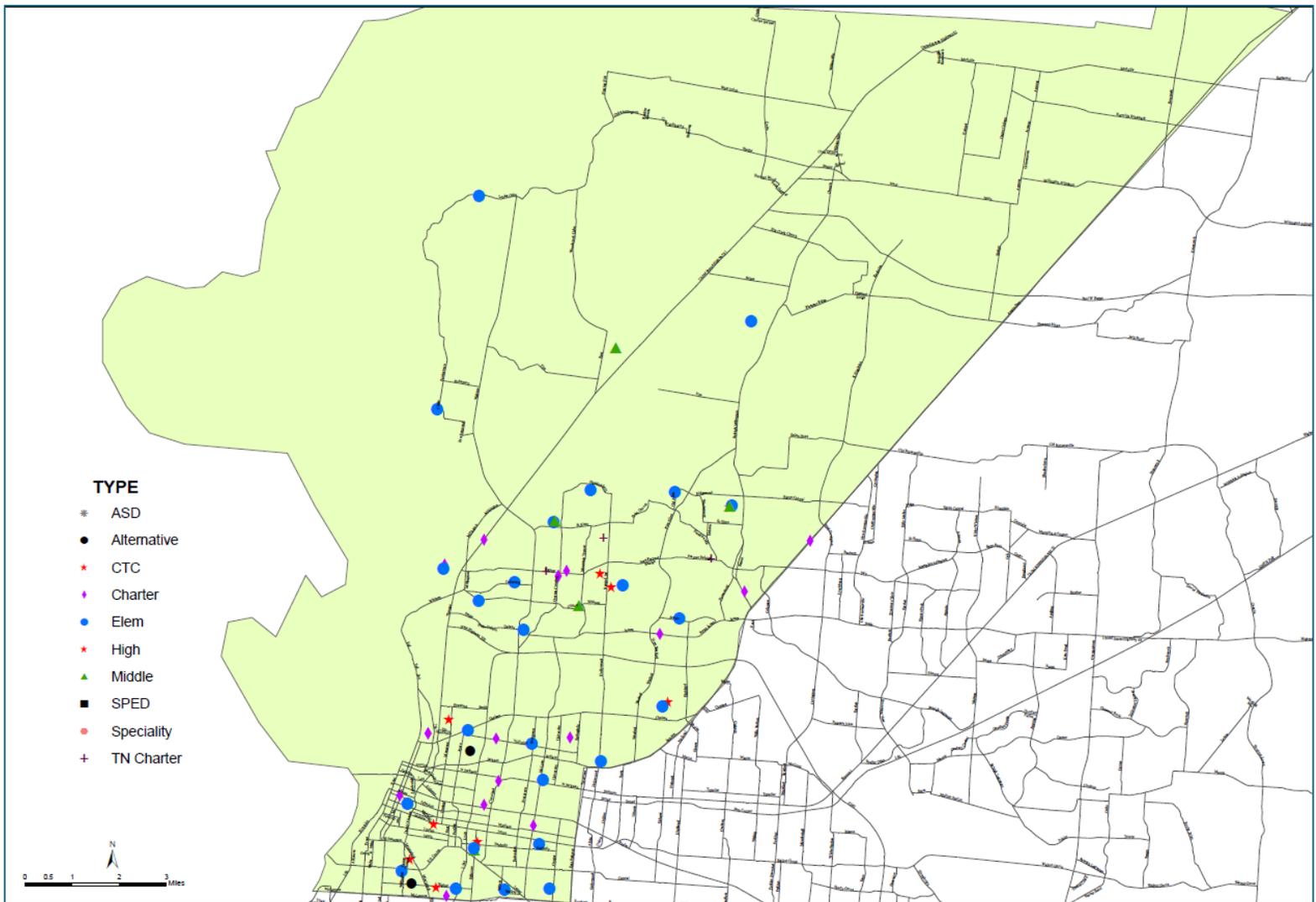
There is no “optimal” school size that fits all districts. There is no optimal school size that fits all Memphis and Shelby County neighborhoods either. Some neighborhoods have experienced an extreme level of disinvestment, and families who were able have moved out, leaving an exceedingly small school-aged population.

Understanding that those families lack private transportation and access to public transit may be sparring, may dictate that a small school remains in a high-poverty area. Student school bus ride times may be a factor for having a small school in a rural area. Specialized programming or dual enrollment goals may justify small enrollments as well. Each case is unique, but an overview of enrollment size is still necessary.

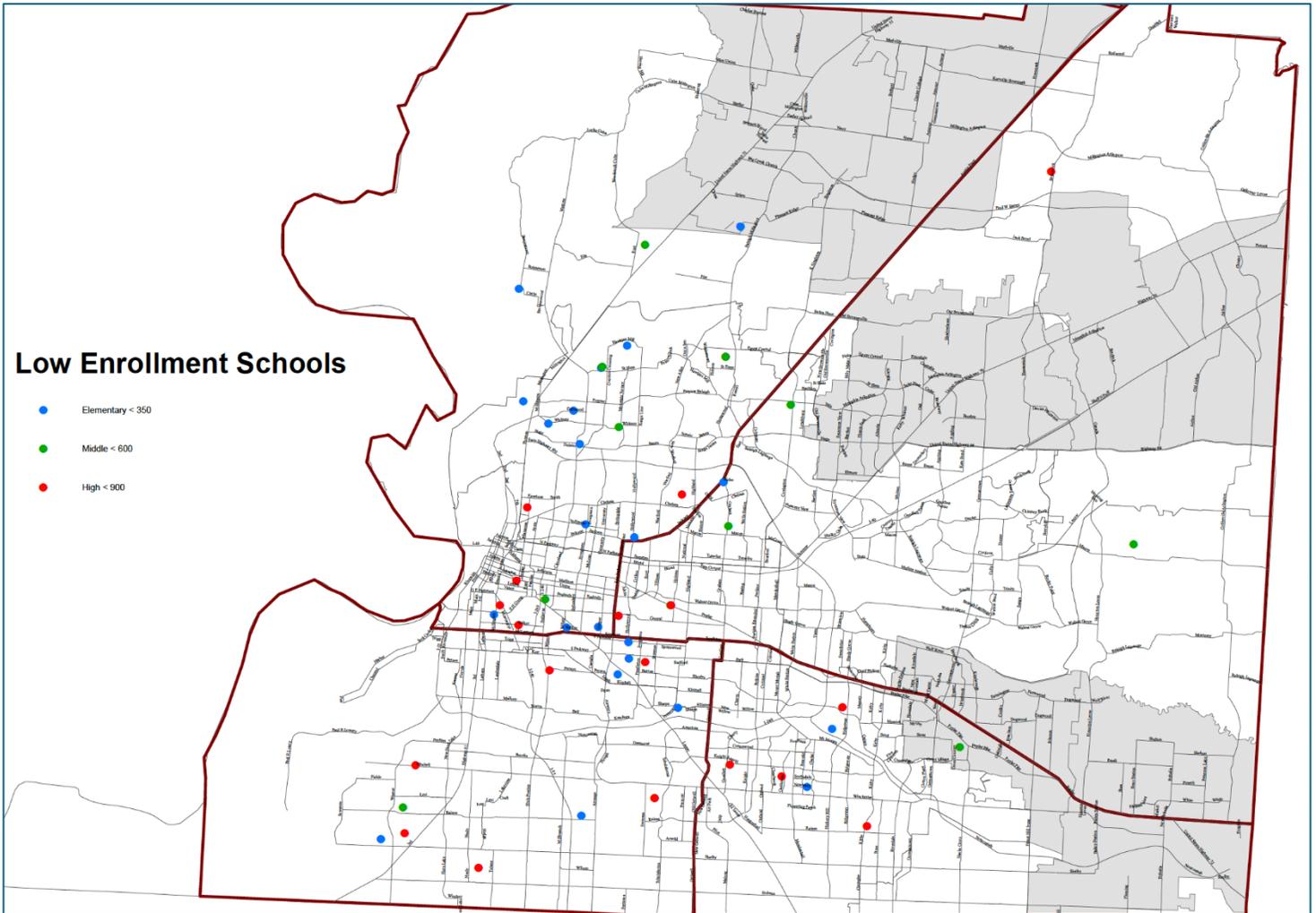
The following ranges come from reviews of other urban districts’ average school sizes and master plans, the National Clearinghouse for Educational Facilities, and the Educational Resource Information Clearinghouse (ERIC). In the elementary range, schools are fully staffed with art, music, PE, and clubs. In the middle and high school enrollment ranges, schools experience more robust elective, CCTE, Advanced Placement/Dual Enrollment, and athletic offerings.

School Level	Enrollment Range	District Schools < Range
Elementary Schools	350-650	22
Middle Schools	600-900	13
High Schools	900-1,600	19

MSCS BY REGION: NORTHWEST



NW Region Facility Types	
Type of Facility	Count
Elementary	20
K8	5
Middle	5
High	8
CTC	1
Alternative	2
Stadium	3
Administration	4
Vacant	4
DISTRICT-OPERATED	52
District Charters	17
State Charters	3
CHARTER-OPERATED	20



The Northwest Region includes the neighborhoods of Downtown, Midtown, Uptown, North Memphis, Frayser, Raleigh, and the unincorporated northwest portion of the county. It is bordered by Tipton County on the north, Austin Peay/Jackson Ave./East Parkway on the east, Southern Ave./McLemore Ave. on the south, and the Mississippi River on the west. There are 52 MSCS-operated facilities and 20 charter-operated facilities in this region. In addition to typical K-12 educational programs, there are two alternative schools, one career and technology center, three stadiums, and four administrative locations. There are four vacant properties in the NW Region.

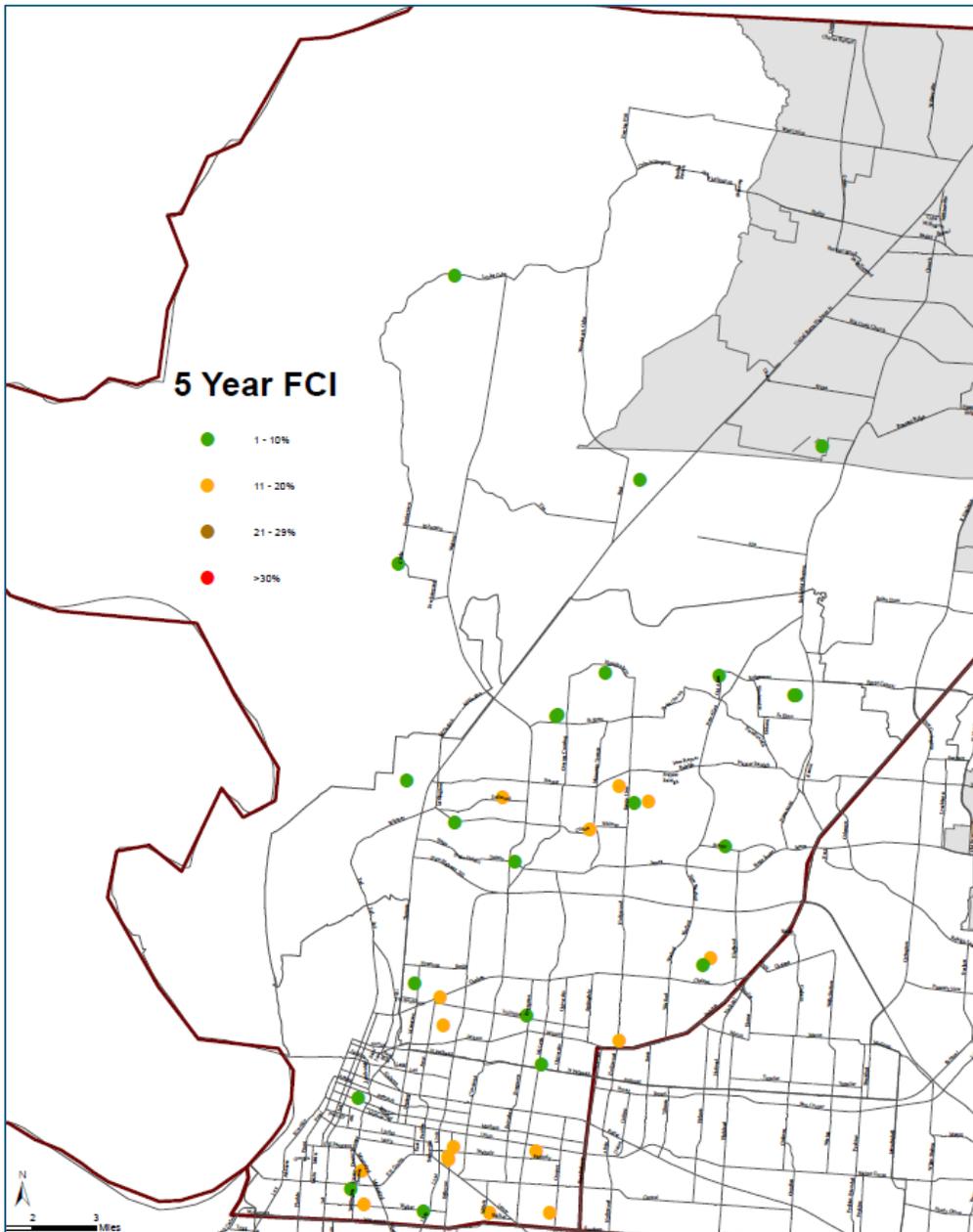
Of the four regions, the NW Region has experienced the most disruption over the last decade as it was the location of the most Achievement School District (ASD) school takeovers. The NW Region had 16 schools taken over by the state. After 10 years of ASD operation, eleven (11) of those returned to MSCS for direct operation, and only six remain open today. Two of the original 16 NW Region ASD schools returned as district-authorized charters, and the remaining three are operating as TN Charter Commission-authorized charters schools.

The average age of the District-owned facilities in the NW Region is 67. There are 5,615,715 square feet and 512 acres in the region. The average facility condition index is 11%, and there are \$386,090,127 in projected maintenance needs over the next 10

years. There are currently 16,364 students in the NW Region and the buildings are 67% utilized when examined as a whole.

Northwest Region Building Condition

Northwest Region Summary Data (N = 52)						
Average age	Total Square Feet	Total Acres	Total 10-Year Maintenance Cost	Average FCI	Region Enrollment	Region Utilization
67	5,615,715	512	\$386,090,127	11%	16,364	67%



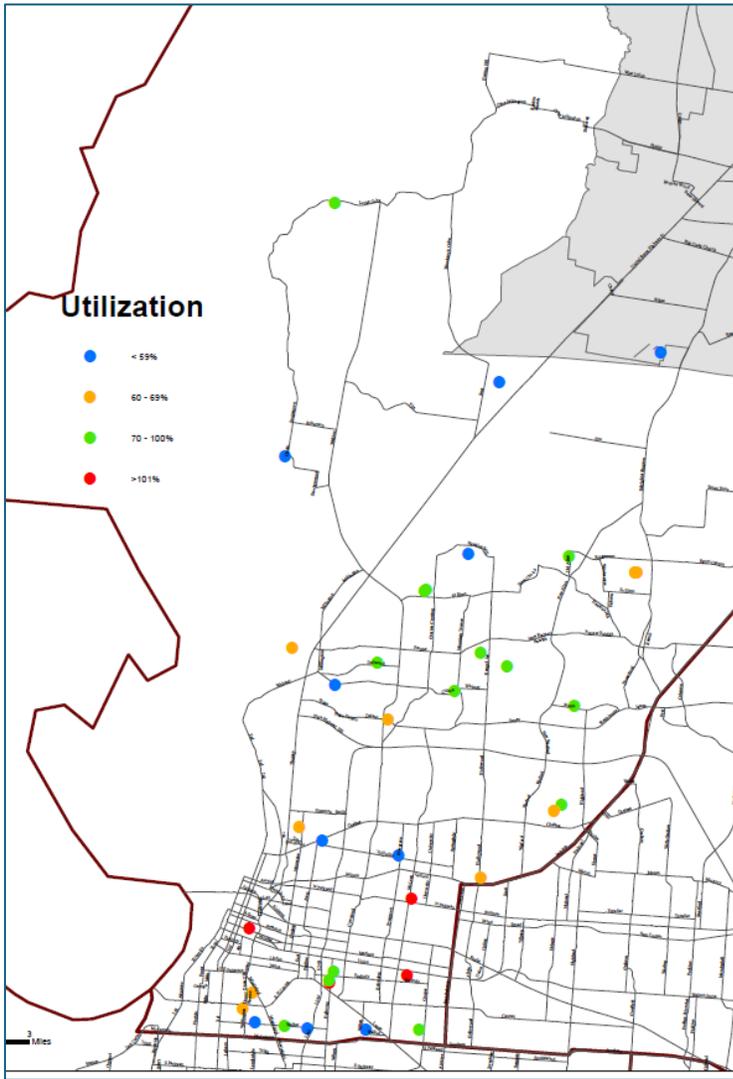
The facility condition indexes (FCI) range from 20% to 1% in the NW Region schools with the average FCI being 11%. There is one stadium (41%) and one administrative building (21%) in this region with an FCI over 20%. When an FCI reaches 30%, critical thought must be put into whether to continue investing in a facility.

Facility Condition Index				
Building Type	≤ 10%	11-20%	21-29%	≥ 30%
Elementary	13	7	-	-
K8	4	1	-	-
Middle	3	2	-	-
High	1	5	-	-
Total	21	15	-	-
Percentage	58%	42%	0%	0%

Northwest Region School Utilization and Enrollment

There are nine schools in the NW Region that are considered underutilized; six of those are elementary schools, two are middle schools, and one is a K8. There are an additional five elementary schools in the “watch” category (60%-69%).

School Utilization				
Building Type	60% and less	60-69%	70-100%	101% and more
Elementary	6	5	7	2
K8	2	1	1	1
Middle	1	1	2	1
High	-	4	4	-
Total	9	11	14	4
Percentage	24%	29%	37%	11%



The utilization data can also be understood by examining the enrollment and seats available numbers. Again, the lowest utilization is at the elementary level with 3,043 seats available.

Enrollment-Utilization-Seats Available by School Type			
School Type	Enroll	Utilization	Seats Available
Elementary	7,103	68%	3,043
K8	2,778	80%	667
Middle	1,942	72%	734
High	4,453	76%	1,384

Northwest Region School Data Profiles

The tables that follow detail NW Region schools that are underutilized, have below average enrollment, are over 75 years old, and/or have a five-year facility condition index of 15% or higher. As a reminder, when an FCI reaches 30%, critical thought must be put into whether to continue to invest in a facility. Schools on these lists are not necessarily identified for consolidation but are documented for planning purposes.

NW Region Underutilized Schools

Lucy Elementary	30%
Woodstock Middle	33%
Caldwell-Guthrie School	38%
Vollentine Elementary	48%
Hawkins Mill Elementary	48%
Rozelle Elementary	49%
Northaven Elementary	50%
Whitney Elementary	52%
Cummings School	58%
LaRose Elementary	60%

NW Region FCI ≥ 15

Idlewild Elementary	20%
Lucie E. Campbell Elementary	19%
Raleigh-Egypt High	18%
Westside Middle - Leased	18%
Peabody Elementary	18%
Bellevue Middle	17%
Frayser-Corning Elementary	16%
Ida B. Wells Academy	16%

**NW Region Enrollment
Below National Average
(ES = 350, MS = 600, HS = 900)**

Rozelle Elementary	204	LaRose Elementary	343
Springdale Elementary	212	Woodstock Middle	215
Peabody Elementary	255	Georgian Hills Middle	236
Hawkins Mill Elementary	261	Raleigh-Egypt Middle	409
Georgian Hills Elementary	261	Grandview Heights Middle	520
Lucy Elementary	268	Bellevue Middle	562
Whitney Elementary	281	Hollis F. Price High	96
Northaven Elementary	293	Medical District High	103
Vollentine Elementary	298	Manassas High	375
Delano Elementary	303	B.T. Washington High	383
Westside Elementary	308	Douglass High	499
Frayser-Corning Elementary	312	Raleigh-Egypt High	738

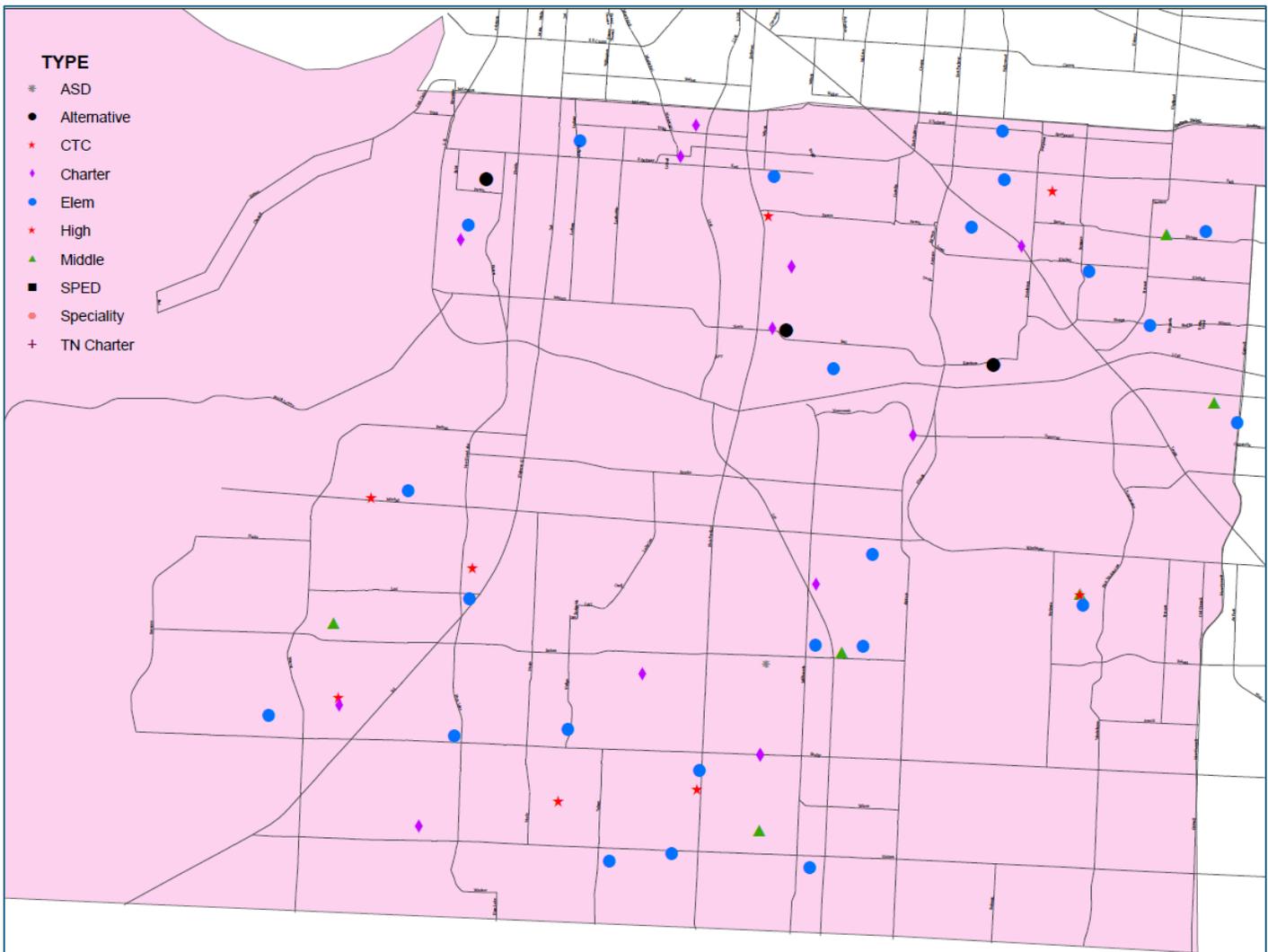
NW Region Schools Over 75 Years Old

Idlewild Elementary	1903
Peabody Elementary	1909
Snowden School	1909
Central High	1911
Rozelle Elementary	1914
Lucy Elementary	1921
Bellevue Middle	1928
Vollentine Elementary	1930
Gordon Elementary Achievement	1939
Springdale Elementary	1940
B.T. Washington High	1949
E.E. Jeter School	1949

Northwest Region Priorities and Strategies

- Analyze all attendance zones and feeder patterns to
 - ensure students are assigned to schools close to their homes to increase attendance and familial involvement.
 - identify opportunities to balance building utilizations to maximize resources.
- Where possible, consolidate older buildings and those with higher facility condition indexes into those with better FCIs.
- Elementary schools in this region are the most underutilized school type and will be the primary focus of consolidation efforts in FY26.
- The NW Region is home to the new high school that is under construction in the Frayser neighborhood. The opening of this school and the closure of Trezevant High School will eliminate some of the excess seats at the high school level. It is scheduled to open in August 2027.

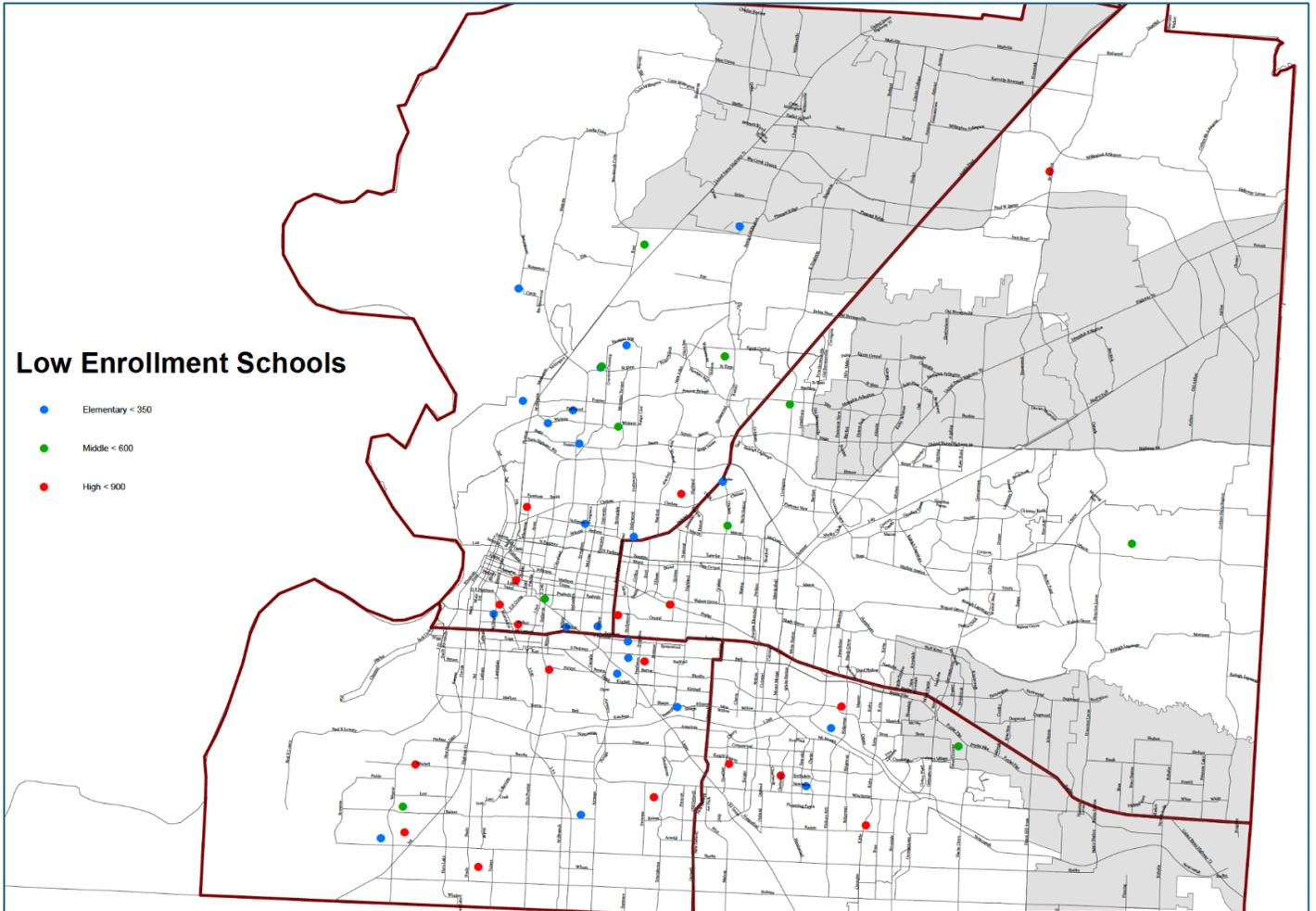
MSCS BY REGION: SOUTHWEST



The Southwest Region includes the neighborhoods of South Memphis, Orange Mound, Westwood, Whitehaven, and Oakhaven. It is bordered by Southern Ave./McLemore Ave. on the north, Getwell Rd. on the east, DeSoto County, Miss., on the south, and the Mississippi River on the west. There are 54 MSCS-operated facilities and 17 charter-operated facilities, including one ASD school, in this region. In addition to typical K-12 educational programs, there are four alternative schools, one career and technology center, four stadiums, and four administrative locations. There are five vacant properties in the SW Region.

Southwest Region Summary Data (N = 54)

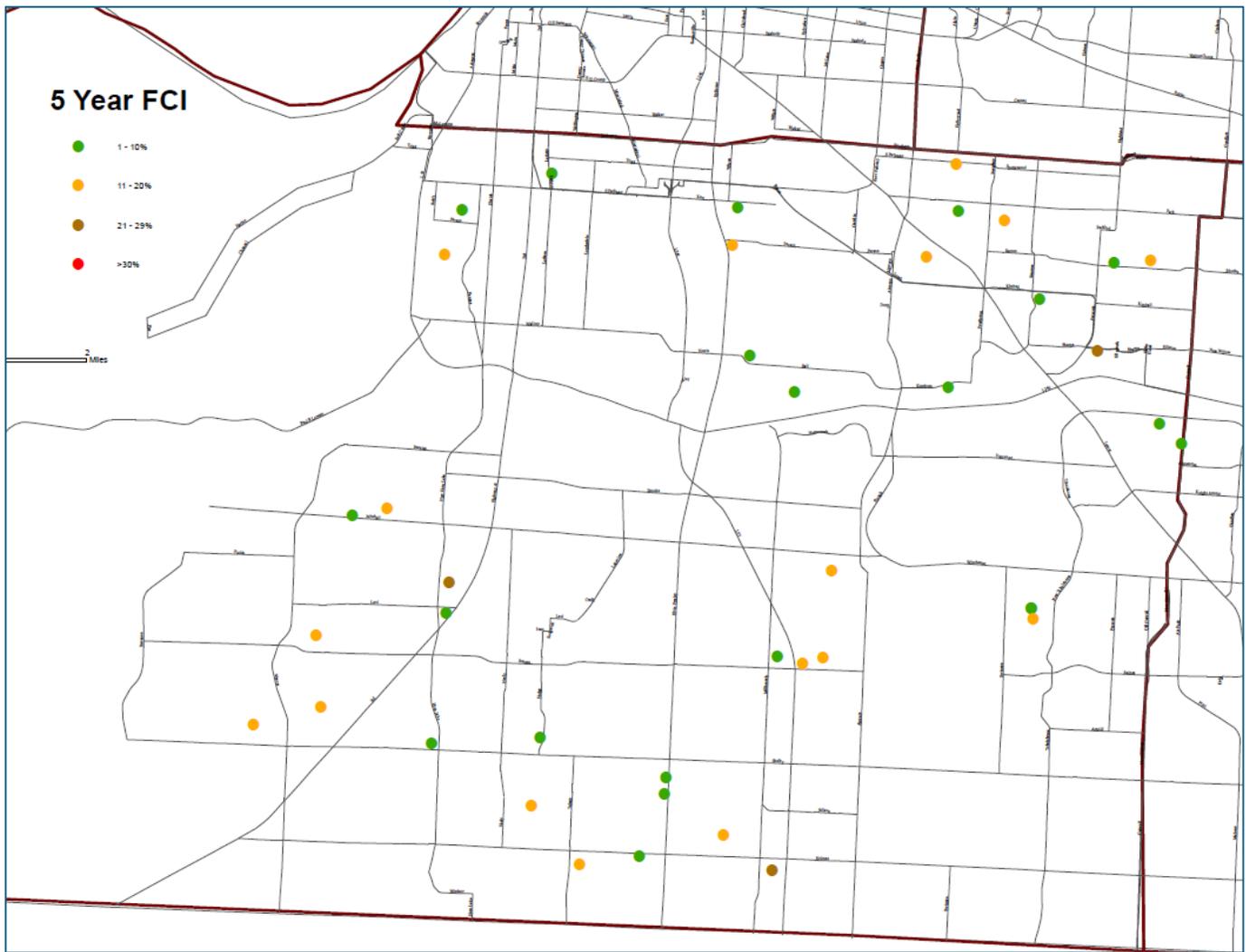
Average age	Total Square Feet	Total Acres	Total 10-Year Maintenance Cost	Average FCI	Region Enrollment	Region Utilization
58	5,020,170	587	\$304,490,249	10%	19,235	65%



The average age of the District-owned facilities in the SW Region is 58. There are 5,020,170 square feet and 587 acres in the region. The average facility condition index is 10%, and there are \$304,490,249 in projected maintenance needs over the next 10 years. There are currently 19,235 students in the SW Region, and the buildings are 65% utilized when examined as a whole.

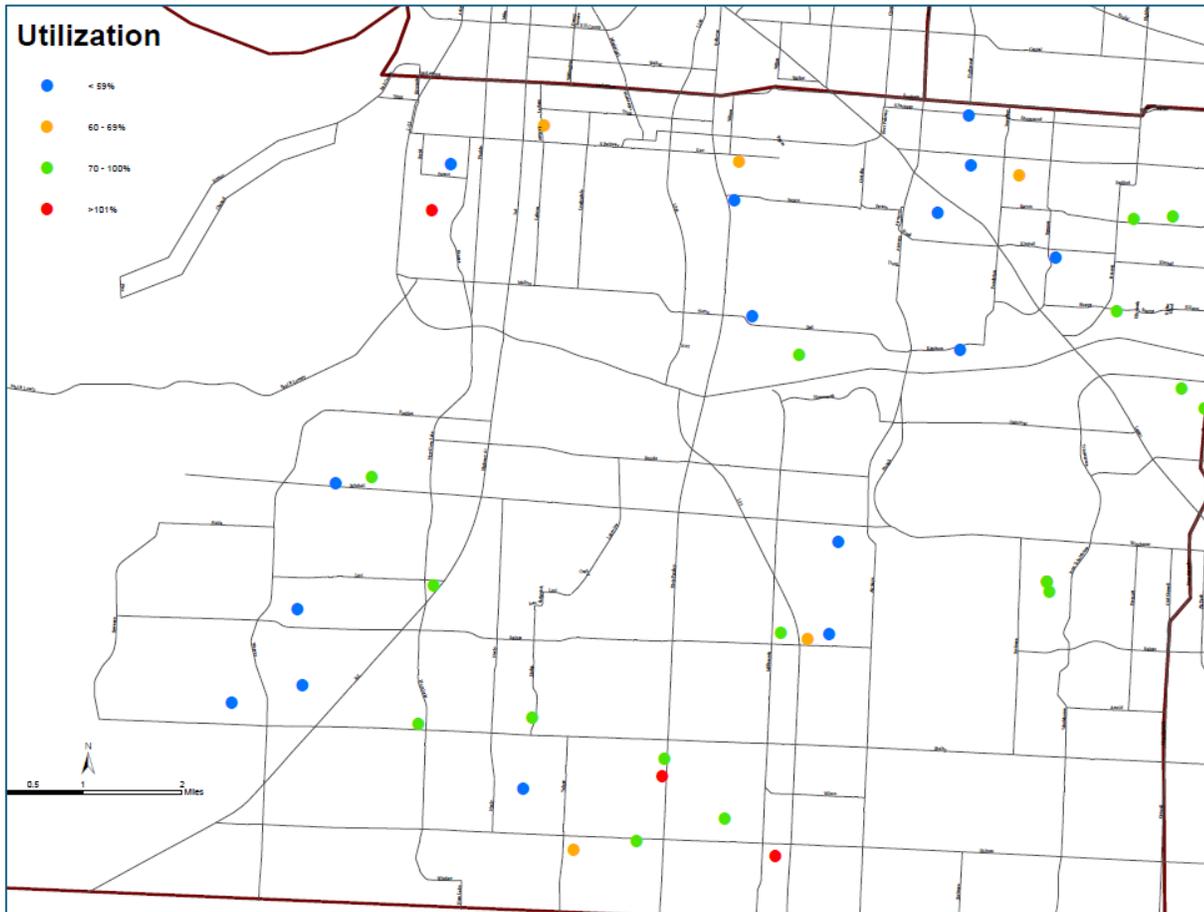
Southwest Region Building Condition

The facility condition indexes (FCI) range from 2%4 to 0.5% in the SW Region schools with the average FCI being 10%. There are two elementary schools and one career and technology center in this region with an FCI over 20% (needs improvement). When an FCI reaches 30%, critical thought must be put into whether to continue to invest in a facility.



Facility Condition Index				
Building Type	≤ 10%	11-20%	21-29%	≥ 30%
Elementary	9	9	2	-
K8	2	2	-	-
Middle	3	3	-	-
High	3	3	-	-
Total	17	17	2	0
Percentage	47%	47%	6%	0%

Southwest Region School Utilization and Enrollment



There are 12 schools in the SW Region that are considered underutilized; seven of those are elementary schools, one is a middle school, and four are high schools. There are an additional five schools in the “watch” category (60%-69%).

School Utilization				
Building Type	60% and less	60-69%	70-100%	101% and more
Elementary	7	1	10	1
K8	-	2	2	-
Middle	1	1	3	1
High	4	1	1	1
Total	12	5	16	3
Percentage	33%	14%	44%	8%

The utilization data can also be understood by examining the enrollment and seats available numbers. At both the middle and high school levels, there are over 1,000 seats available.

Enrollment-Utilization-Seats Available by School Type			
School Type	Enroll	Utilization	Seats Avail
Elementary	7,902	97%	332
K8	2,156	84%	456
Middle	3,339	76%	1,036
High	5,663	65%	2,434

Southwest Region School Data Profiles

The tables that follow detail SW Region schools that are underutilized, have below average enrollment, are over 75 years old, and/or have a five-year facility condition index of 15% or higher. As a reminder, when an FCI reaches 30%, critical thought must be put into whether to continue to invest in a facility. Schools on these lists are not necessarily identified for consolidation but are documented for planning purposes.

SW Region Underutilized Schools

Hanley Elementary	32%
Gardenview Elementary	35%
Westwood High	41%
Mitchell High	42%
Hamilton High	45%
Fairley High	48%
Dunbar Elementary	50%
Bethel Grove Elementary	50%
Winchester Elementary	52%
Chickasaw Middle	54%
Double Tree Elementary	55%
Cherokee Elementary	57%

**SW Region Enrollment
Below National Average
(ES = 350, MS = 600, HS = 900)**

Dunbar Elementary	177
Gardenview Elementary	185
Double Tree Elementary	244
Bethel Grove Elementary	261
Hanley Elementary	281
Sharpe Elementary	301
Oakhaven Middle	272
Chickasaw Middle	329
Westwood High	357
Oakhaven High	364
Mitchell High	379
Fairley High	553
Hamilton High	646
Melrose High	684

SW Region Schools Over 75 Years Old

Levi Elementary	1928
Whitehaven High	1931
Bethel Grove Elementary	1932
Hamilton School	1942
Melrose Stadium	1948
Whitehaven Elementary	1949
Sherwood Elementary	1950

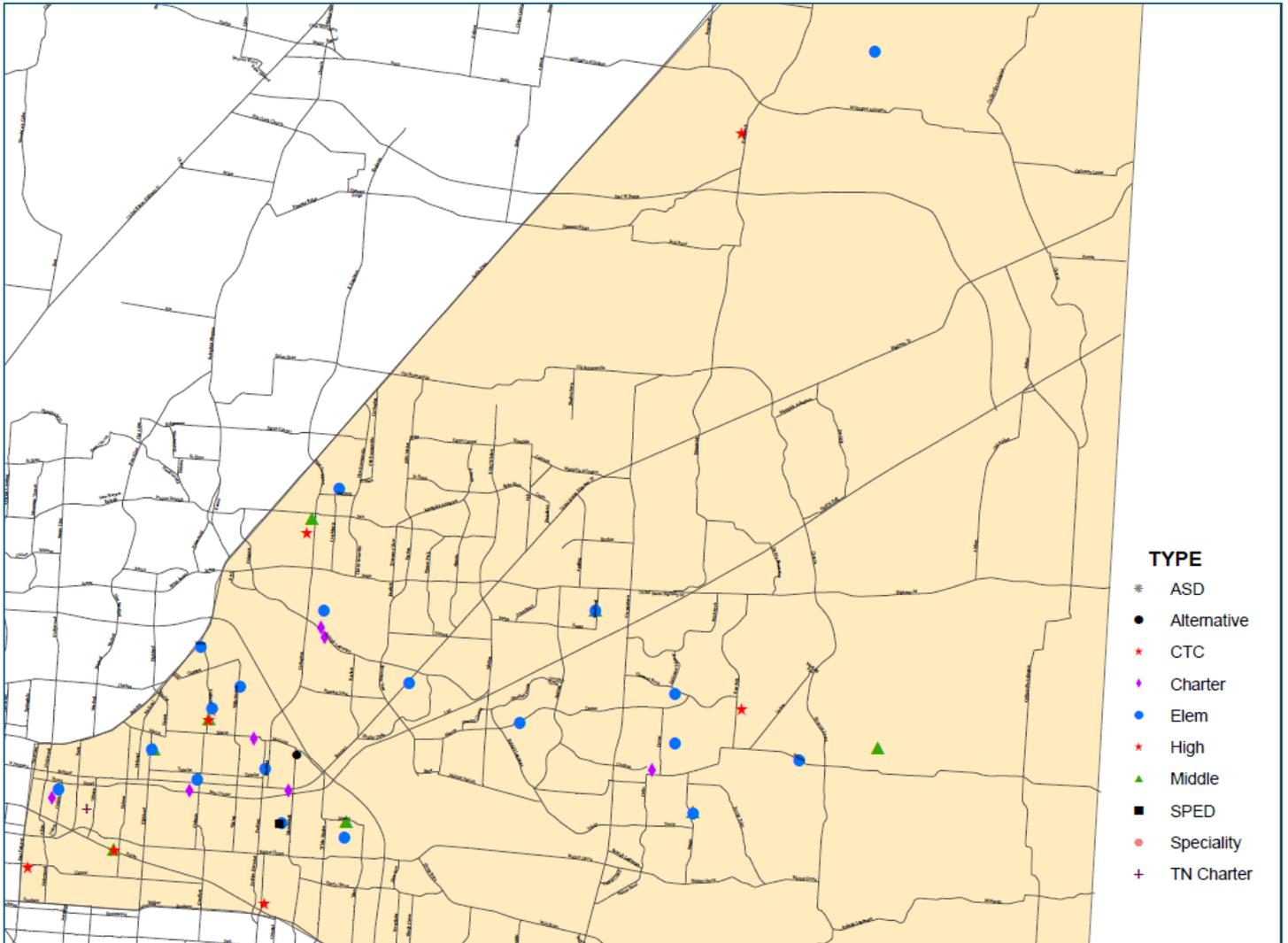
SW Region FCI ≥ 15

Sharpe Elementary	24%
Oakshire Elementary	23%
Southwest CTC	21%
Westwood High	20%
Winchester Elementary	18%
Ford Road Elementary	18%
John P. Freeman School	17%
Melrose High	15%
Double Tree Elementary	15%

Southwest Region Priorities and Strategies

1. Analyze all attendance zones and feeder patterns to
 - a. ensure students are assigned to schools close to their homes to increase attendance and familial involvement.
 - b. identify opportunities to balance building utilizations to maximize resources.
2. Where possible, consolidate older buildings and those with higher facility condition indexes into those with better FCIs.
3. The middle and high schools in this region have the most available seats and will be the primary focus of consolidation efforts in FY26.
4. The SW Region is home to one of the last two remaining ASD schools (Hillcrest High), which will be returning to the District for FY27 (school year 2026-27). Absorbing those students into SW Region available seats will address some of the under-utilization at the high school level.
5. Identify solutions for the multiple elementary schools in the SW Region that are underutilized.
6. Facilities in the SW Region are undergoing renovations made possible through private donations and will greatly improve facility conditions in this region.

MSCS BY REGION: NORTHEAST



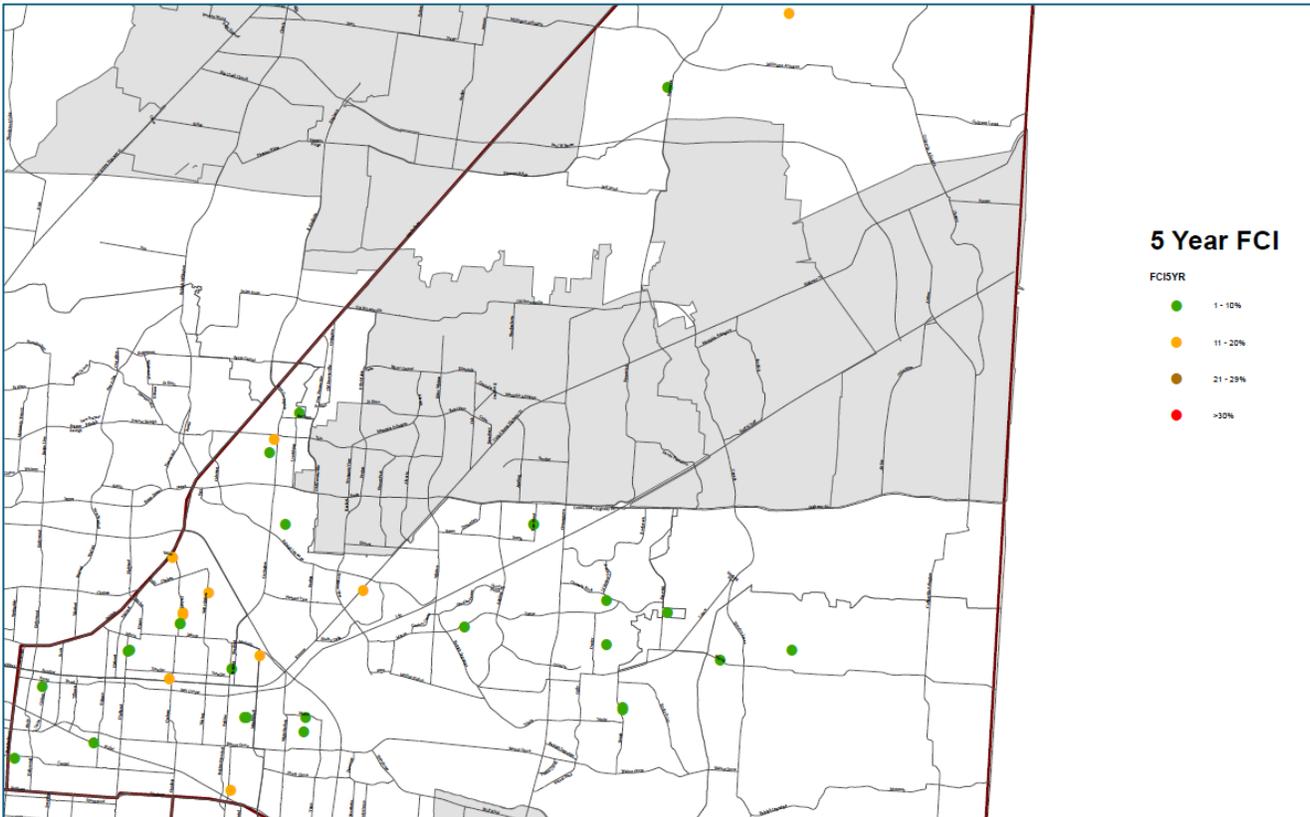
NE Region Facility Types		
Type of Facility	Count	
Early Childhood Center		1
Elementary		18
K8		2
Middle		8
High		7
Special Education		1
CTC		1
Alternative		1
Stadium		2
Administration		6
Vacant		1
DISTRICT-OPERATED		47
District Charters		8
State Charters		2
CHARTER-OPERATED		10

The Northeast Region includes the neighborhoods of East Memphis, Jackson/Treadwell, Cordova, Gray’s Creek, and the unincorporated NE portion of the county. It is bordered by Tipton County on the north, Fayette County on the east, Southern Ave./Poplar Ave. on the south, and Austin Peay/Jackson Ave./East Parkway on the west. There are 47 MSCS-operated facilities and 10 charter-operated facilities in this region. In addition to typical K-12 educational programs, there is one alternative school, one career and technology center, two stadiums, and six administrative locations. There is one vacant property in the NE Region that is under contract to be sold.

Northeast Region Summary Data (N = 47)						
Average age	Total Square Feet	Total Acres	Total 10-Year Maintenance Cost	Average FCI	Region Enrollment	Region Utilization
52	5,043,818	713	\$290,766,567	10%	27,815	84%

The average age of the District-owned facilities in the NE Region is 52. There are 5,043,818 square feet and 713 acres in the region. The average facility condition index is 10%, and there are \$290,766,567 in projected maintenance needs over the next 10 years. There are currently 27,815 students in the NE Region, and the buildings are 84% utilized when examined as a whole.

Northeast Region Building Condition



The facility condition indexes (FCI) range from 25% to 2% in the NE Region schools with the average FCI being 10%. There are three administrative buildings in this region with an FCI over 20% (needs improvement). When an FCI reaches 30%, critical thought must be put into whether to continue to invest in a facility.

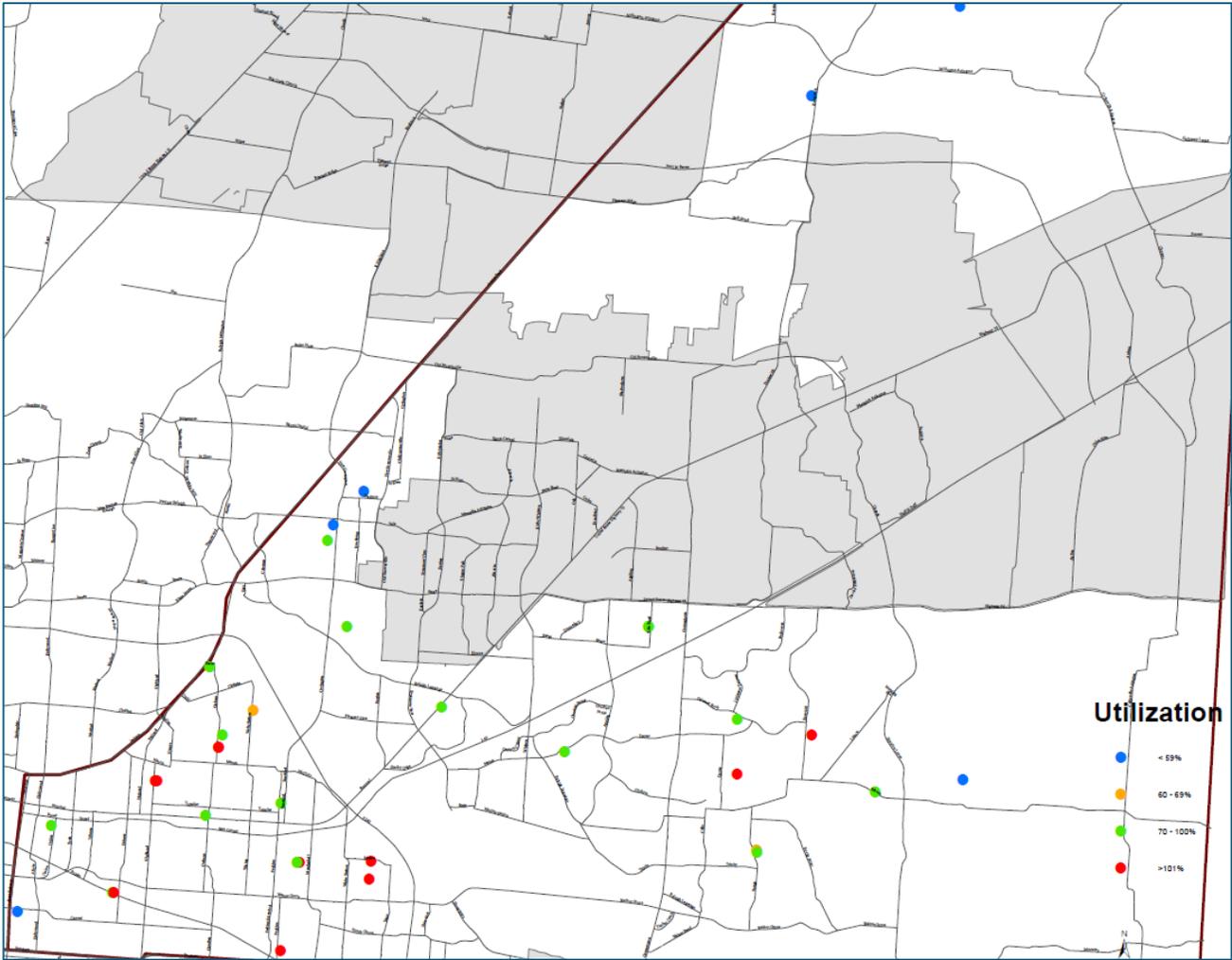
FCI TABLE

Facility Condition Index				
Building Type	≤ 10%	11-20%	21-29%	≥ 30%
Early Childhood	1	-	-	-
Elementary	12	6	-	-
K8	1	1	-	-
Middle	6	1	-	-
High	6	1	-	-
Total	26	9	-	-
Percentage	74%	26%	0%	0%

Northeast Region Utilization and Enrollment

There are six schools in the NE Region that are considered underutilized; one of those is an elementary school, one is a K-8, two are middle schools, and two are high schools. There are an additional two schools in the “watch” category (60%-69%). The NE Region has the most schools that are overcrowded, with a total of 12 schools.

School Utilization				
Building Type	60% and less	60-69%	70-100%	101% and more
Elementary	1	1	11	5
K8	1	-	1	-
Middle	2	1	2	3
High	2	-	1	4
Total	6	2	15	12
Percentage	17%	6%	43%	34%



The utilization data can also be understood by examining the enrollment and seats available numbers. Elementary, middle, and high schools each have over 1,000 seats available, but those seats are concentrated in only 17% of the region’s total schools.

Enrollment-Utilization-Seats Available by School Type			
School Type	Enroll	Utilization	Seats Avail
Elementary	12,204	91%	1,062
K8	1,878	71%	689
Middle	5,411	80%	1,304
High	8,015	87%	1,144

Northeast Region School Data Profiles

The tables that follow detail NE Region schools that are underutilized, have below-average enrollment, are over 75 years old, and/or have a five-year facility condition index of 15% or higher. As a reminder, when an FCI reaches 30%, critical thought must be put into whether to continue to invest in a facility. Schools on these lists are not necessarily identified for consolidation but are documented for planning purposes.

NE Region Underutilized Schools

Bolton High	36%
Middle College High	43%
Barret's Chapel School	45%
Mt. Pisgah Middle	45%
Craigmont Middle	55%
Brownsville Road Elementary	59%

NE Region Schools Over 75 Years Old

Middle College High	1930
Treadwell Elementary	1938
Treadwell Middle	1943
East High	1948
Grahamwood Elementary	1950
Kingsbury High	1950

NE Region FCI ≥ 15

Grahamwood Elementary	17%
Wells Station Elementary	17%
Kingsbury CTC	15%
Northeast Prep Academy	15%

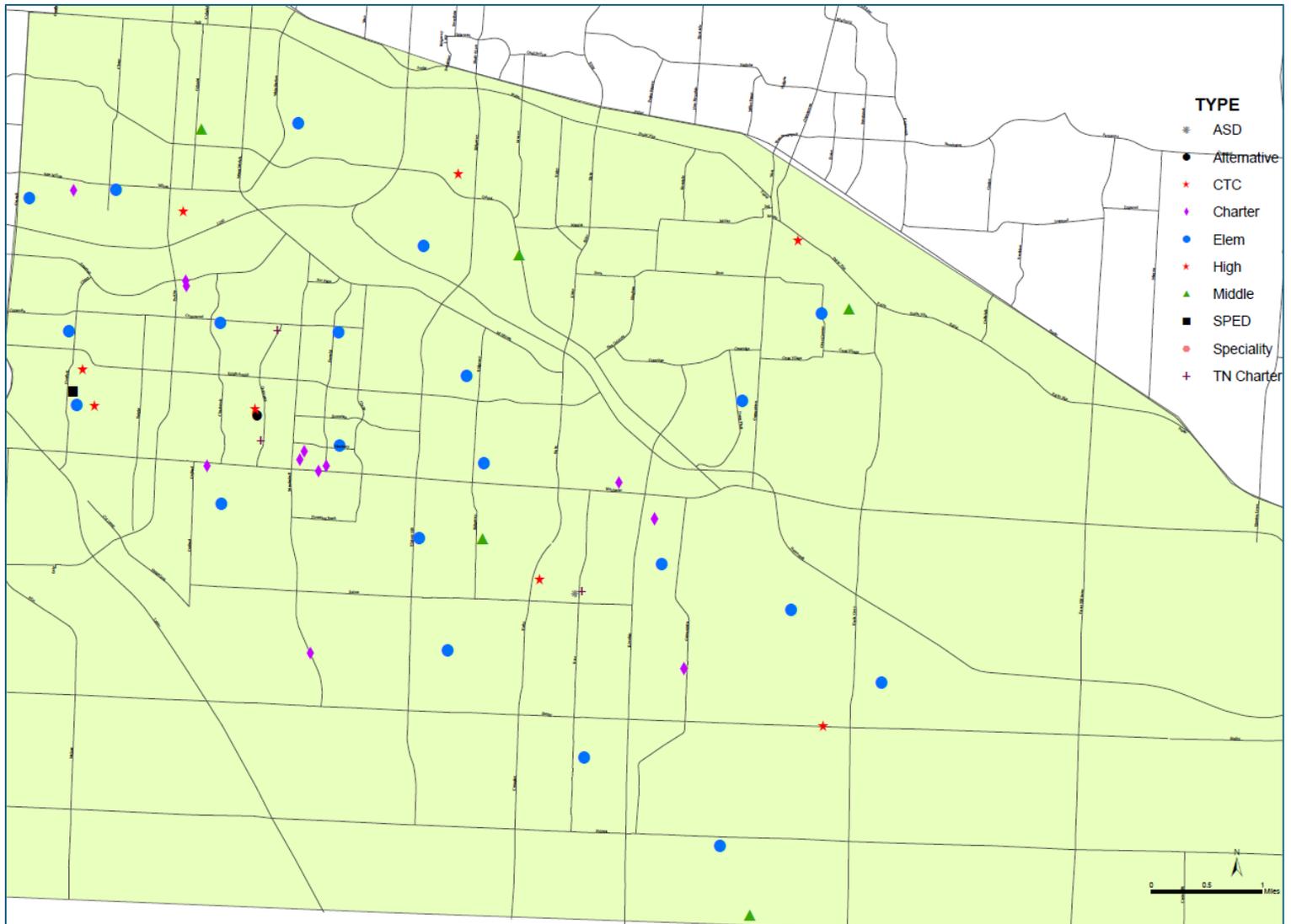
NE Region Enrollment Below National Average (ES = 350, MS = 600, HS = 900)

Balmoral Elementary	303
Jackson Elementary	305
Maxine Smith Middle	470
Craigmont Middle	502
Mt. Pisgah Middle	511
Kingsbury Middle	511
Middle College High	330
Bolton High	584
East High	588

Northeast Region Priorities

1. Analyze all attendance zones and feeder patterns to
 - a. ensure students are assigned to schools close to their homes to increase attendance and familial involvement.
 - b. identify opportunities to balance building utilizations to maximize resources.
2. Where possible, consolidate older buildings and those with higher facility condition indexes into those with better FCIs.
3. A new high school is planned for the NE Region in response to the state law requiring the District to relinquish ownership of Germantown Elementary, Middle, and High Schools after the 2031-2032 school year. In addition to providing necessary seats to accommodate those students, the new school will relieve overcrowding at Cordova High and provide seats for the students generated from the NE Region residential developments identified earlier in this document.
4. Develop a capacity solution for Treadwell Elementary and Middle Schools. These two schools are the most overcrowded schools in the District and the population in the neighborhood continues to grow.

MSCS BY REGION: SOUTHEAST



The Southeast Region includes the neighborhoods of Sea Isle, Parkway Village, Ridgeway, Hickory Hill, Southwind/Windyke, and the unincorporated SE portion of the county. It is bordered by Southern Ave./Poplar Ave. on the north, Fayette County on the east, DeSoto County, Miss., on the south, and Getwell Rd. on the west. There are 41 MSCS-operated facilities and 19 charter-operated facilities in this region. In addition to typical K-12 educational programs, there is one alternative school, one career and technology center, four stadiums, and one administrative location. There are no vacant District-owned properties in the SE Region.

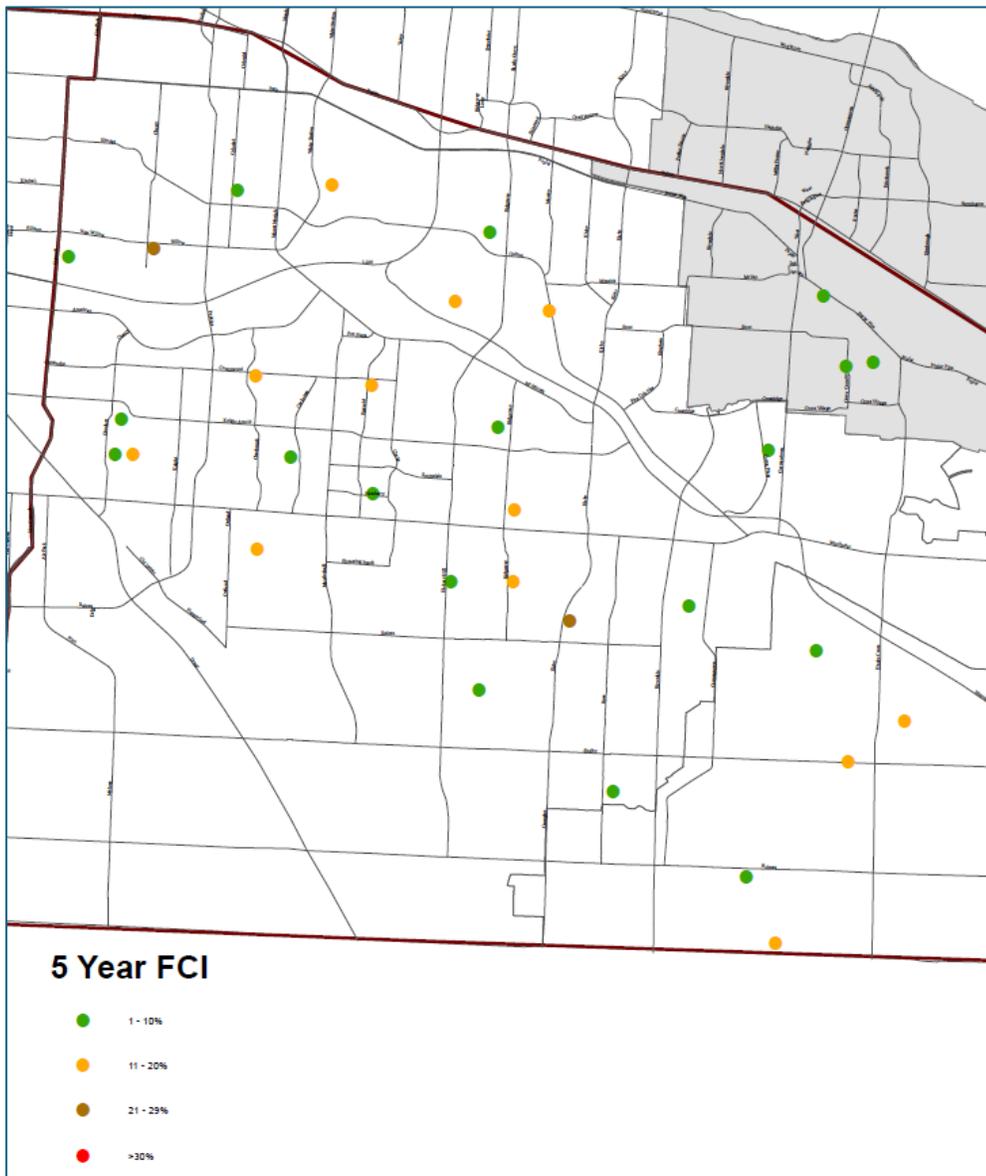
Southeast Region Summary Data (N = 41)						
Average age	Total Square Feet	Total Acres	Total 10-Year Maintenance Cost	Average FCI	Region Enrollment	Region Utilization
40	4,451,710	639	\$232,029,157	9%	22,743	73%

SE Region Facility Types	
Type of Facility	Count
Elementary	20
K8	1
Middle	5
High	7
Special Education	1
CTC	1
Alternative	1
Stadium	4
Administration	1
Vacant	0
DISTRICT-OPERATED	41
District Charters (Incl. 1 ASD)	14
State Charters	5
CHARTER-OPERATED	19

The average age of the District-owned facilities in the SE Region is 40. There are 4,451,710 square feet and 639 acres in the region. The average facility condition index is 9%, and there are \$232,029,157 in projected maintenance needs over the next 10 years. There are currently 22,743 students in the SE Region, and the buildings are 73% utilized when examined as a whole.

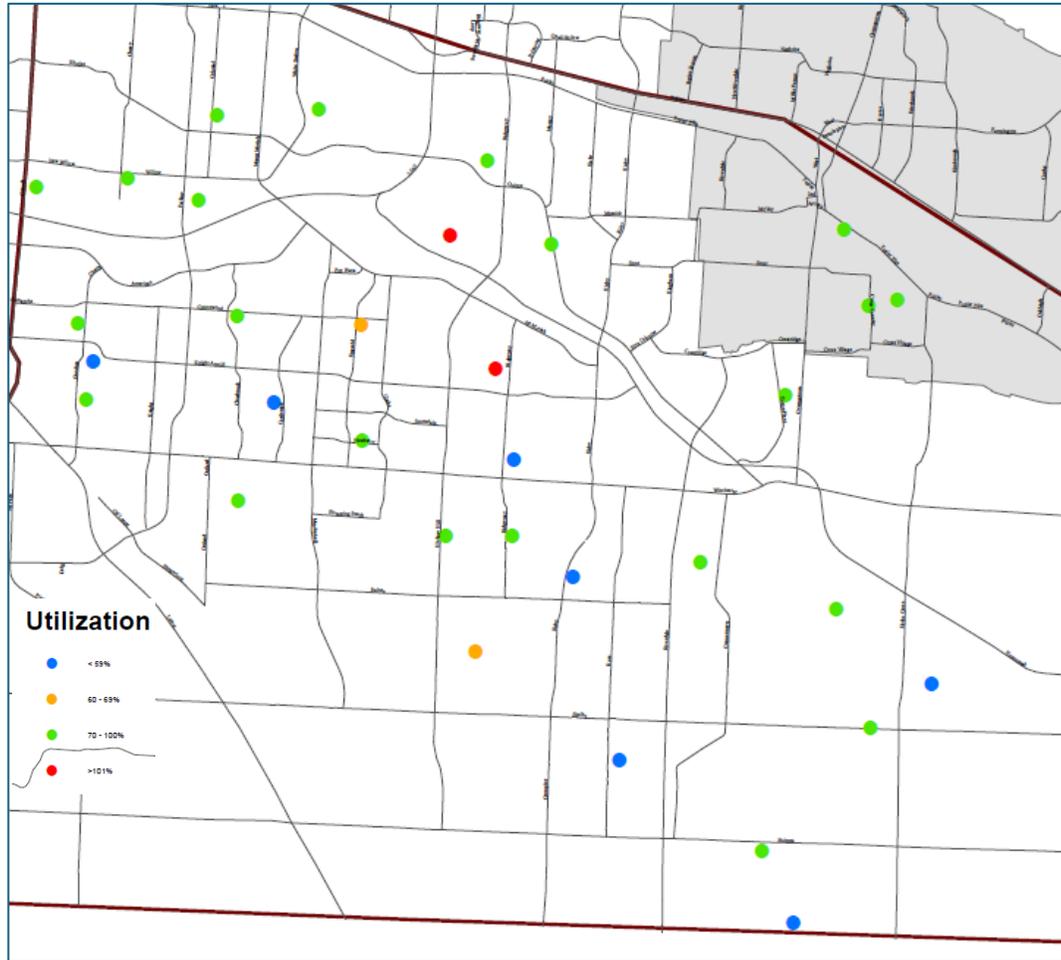
Southeast Region Building Condition

The facility condition indexes (FCI) range from 23% to 0.5% in the SE Region schools with the average FCI being 9%. There is one elementary school (23%) and one high school (21%) in this region with an FCI over 20%. When an FCI reaches 30%, critical thought must be put into whether to continue to invest in a facility.



Facility Condition Index				
Building Type	≤ 10%	11-20%	21-29%	≥ 30%
Elementary	13	6	1	-
K8	1	-	-	-
Middle	2	3	-	-
High	5	1	1	-
Total	21	10	2	0
Percentage	64%	30%	6%	0%

Southeast Region Utilization and Enrollment



There are seven schools in the SE Region are considered underutilized; three of those are elementary schools, one is a middle school, and three are high schools. There are two additional elementary schools in the “watch” category (60%-69%).

School Utilization				
Building Type	60% and less	60-69%	70-100%	101% and more
Elementary	3	2	14	1
K8	-	-	1	-
Middle	1	-	4	-
High	3	-	4	-
Total	7	2	23	1
Percentage	21%	6%	70%	3%

The utilization data can also be understood by examining the enrollment and seats available numbers. Again, the lowest utilizations are at the elementary (3,759 seats available) and high school levels (2,325 seats available).

Enrollment-Utilization-Seats Available by School Type			
School Type	Enroll	Utilization	Seats Avail
SE Region Facility Types	10,007	3%	3,759
Type of Facility	719	81%	150
Elementary	3,411	73%	1,211
K8	7,274	75%	2,325

Southeast Region School Data Profiles

The tables that follow detail SE Region schools that are underutilized, have below average enrollment, and/or have a five-year facility condition index of 15% or higher. As a reminder, when an FCI reaches 30%, critical thought must be put into whether to continue to invest in a facility. Unlike the other three regions, the SE Region has no schools over 75 years old. Schools on these lists are not necessarily identified for consolidation but are documented for planning purposes.

SE Region Underutilized Schools

Highland Oaks Middle	51%
Ross Elementary	51%
Sheffield High	53%
Wooddale High	53%
Kirby High	55%
Winridge Elementary	57%
Southwind Elementary	58%

SE Region FCI ≥ 15

Willow Oaks Elementary	23%
Kirby High	21%
Sheffield CTC	19%

**SE Region Enrollment
Below National Average
(ES = 350, MS = 600, HS = 900)**

Newberry Elementary	342
Highland Oaks Middle	528
Germantown Middle	563
Sheffield High	513
Wooddale High	633
Ridgeway High	663
Kirby High	665

Southeast Region Priorities and Strategies

1. Analyze all attendance zones and feeder patterns to
 - a. ensure students are assigned to schools close to their homes to increase attendance and familial involvement.
 - b. identify opportunities to balance building utilizations to maximize resources.
2. Where possible, consolidate older buildings and those with higher facility condition indexes into those with better FCIs.
3. Many of the available seats in the SE Region will be utilized by the students residing in this region who are currently assigned to and attending the Germantown schools. When those three schools are deeded to the Germantown Municipal School District, per the 2023 state law, students will be reassigned to the closest school to their residence in this part of the District. The schools must be transferred by the end of FY32.

ATHLETICS

Participation in sports offers powerful and lasting benefits for students. Beyond physical fitness, school athletics support whole-child development, contributing to academic performance, emotional wellbeing, social growth, and lifelong healthy habits. MSCS offers a variety of indoor and outdoor sports for middle and high school students and is planning to expand the newly formed elementary level basketball league.

Improving K-12 athletic facilities is essential for supporting students’ health, safety, and overall development. Modern, well-maintained fields, courts, and gymnasiums encourage higher participation in physical activity, which is strongly linked to better academic performance, reduced absenteeism, and improved mental well-being. Updated facilities also ensure safer play environments, reducing injuries and allowing schools to host games, practices, and community events with confidence. Investing in athletics infrastructure sends a clear message that student wellness matters and strengthens school pride, teamwork, and community engagement.

Athletic Facility Overview

All middle and high schools on MSCS campuses have gymnasiums. There are two District K8 schools with middle school enrollments of fewer than 150 total students (Caldwell-Guthrie School and Douglass School) without gyms. The two high schools on college campuses, Hollis F. Price and Medical District, also lack gymnasiums.

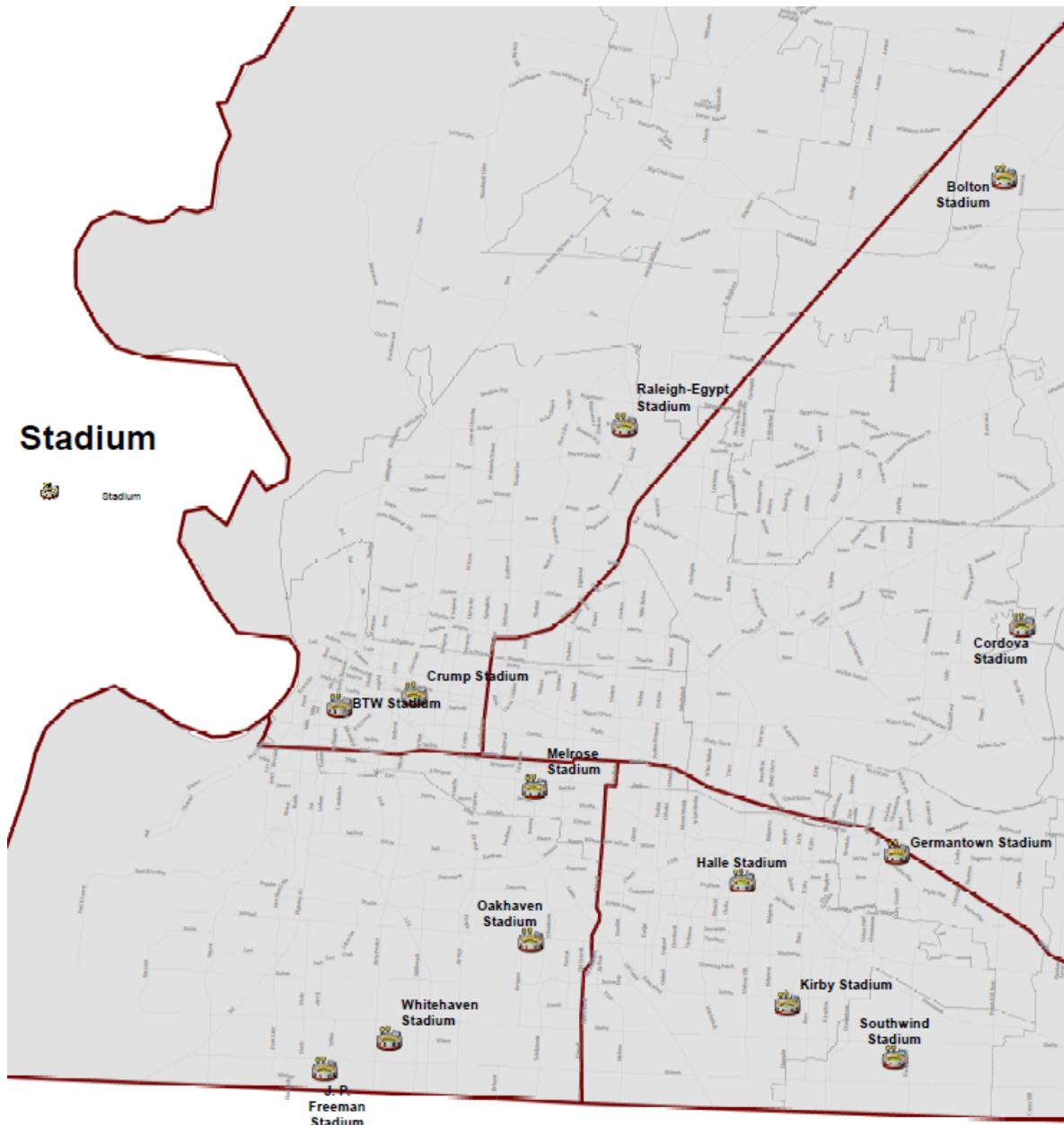
All middle and high school outdoor sports teams have space to practice; however, a detailed inventory of practice fields and their conditions is needed. In addition to practice fields, the District has many competition-level athletic fields. Competition fields must be registered as such with the Memphis Shelby County Interscholastic Athletic Association (MSCIAA) and must meet requirements per the Tennessee Secondary School Athletic Association (TSSAA). Below is a table summarizing the types of competition fields. There is also a map of the current District stadiums that will be analyzed as part of the athletic facility upgrade plan that is proposed later in this section.

MSCS Sports

Baseball	Soccer
Basketball	Softball
Bowling	Swimming
Cheer	Tennis
Cross Country	Track and Field
Football	Volleyball
Golf	Wrestling

MSCS Outdoor Athletic Competition Fields

School Level	Football Stadium - Turf	Football Stadium - Grass	Football Field - Grass	Soccer	Baseball	Softball
High School	6	6	0	5	7	7
Middle School	0	1	4	12	5	4
Total	6	7	4	17	12	11



FY25-26 Athletic Facility Projects

Athletic facility upgrades that have been recently completed or are in progress include:

- Five outdoor athletic lighting replacements/upgrades (Bolton Stadium, Cordova Stadium, Crump Stadium, Kingsbury MS/HS, Southwind HS Stadium)
- 10 gym lighting LED upgrades
- BTW Stadium minor renovations
- Crump Stadium track replacement
- Halle Stadium full renovation
- Melrose Stadium renovation
- Whitehaven Stadium renovation
- Southwind Stadium grass field conversion to turf (scope development)
- Cordova Stadium turf repair or replacement (scope development)
- John P. Freeman Stadium renovations (scope development)
- Athletic field investments at Fairley High, Mitchell High, and Westwood High (scope development)

MSCS Athletic Facility Priorities and Strategies

- Begin the field upgrade work of the competition athletic field prep contract that was recently approved by the Board. This contract ensures District competition fields are safe, attractive, and meet TSSAA regulations for competition.
- Develop a full athletic facility upgrade plan to be included in the FY27 facility master plan update; facility upgrades to include scoreboards and public address systems.
- Explore branding and advertising funding mechanisms as funding avenues for athletic facility renovations.
- Identify elementary school athletic and/or recreational facility upgrade opportunities.

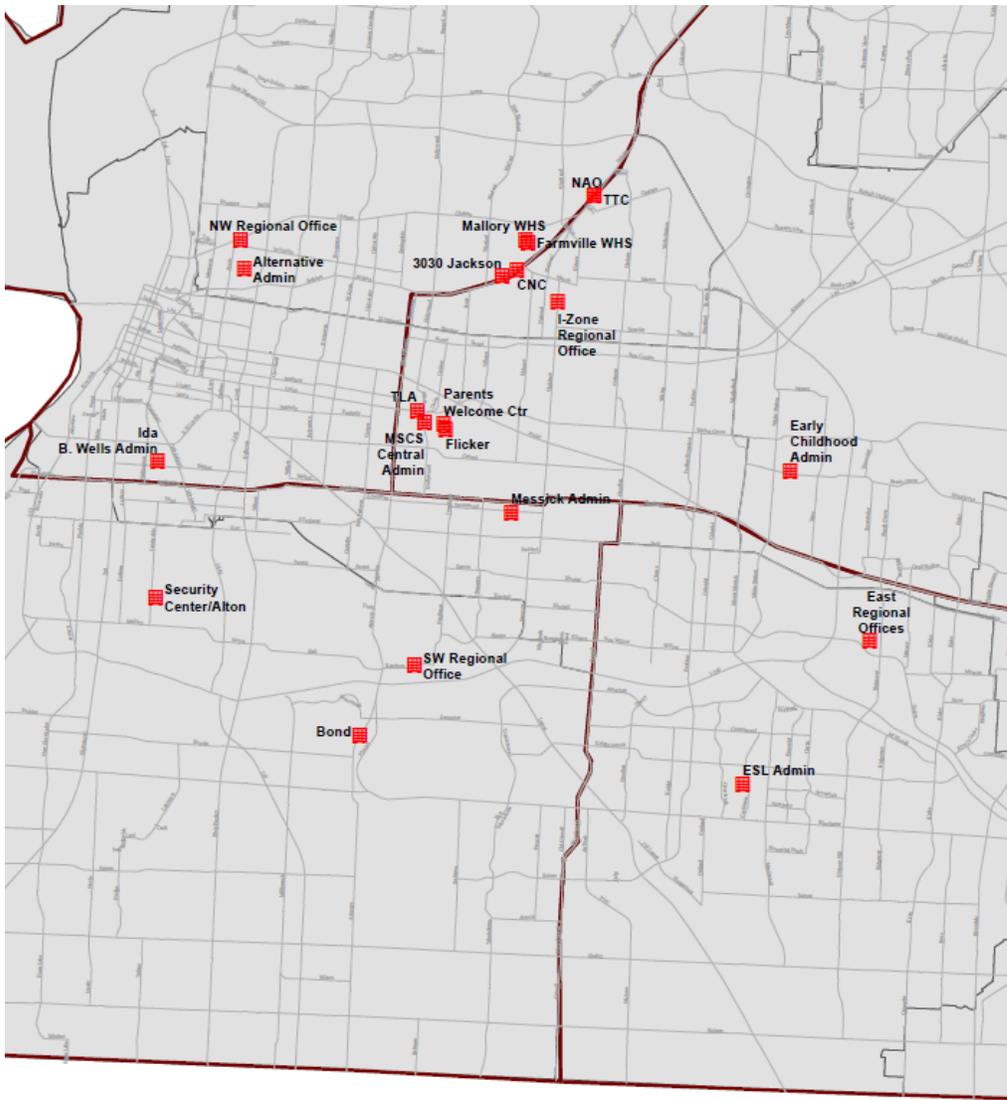
ADMINISTRATION

MSCS Central Office administrative staff location consolidation and updates are ongoing. Most staff are in three general, centralized areas:

- Buildings located in and around the Central Admin. Building, or the “Board,” located at 160 Glenn Rogers Sr. St. (Central Administrative Building, TLA, Parent Welcome Center, Flicker, Messick)
- Buildings located off Jackson Avenue (3030 Jackson “Bayer,” Central Nutrition Center, Farmville Warehouse, Mallory Warehouse, North Area Office, Technology Training Center)
- Bond Building

In addition to those centralized locations, there are five regional offices on four school campuses, and five other departments (Early Childhood, Security, Alternative Education, ESL, and Extended Learning) located strategically across the District.

Map of MSCS Administrative Locations



Administrative Building Priorities and Strategies

- Continue relocating staff from 3030 Jackson as the Board-approved pending sale moves to closing.
- Develop master file of staff reporting locations for safety and communication purposes and implement process controls on administrative staff moves and relocations.
- Update administrative building systems to comply with current codes and create inviting work environments.

RECOMMENDATION SUMMARY

The recommendations that follow are divided into three sections. The first section identifies four additional analyses / plans that will function as added building blocks to the investments section that follows in the second group of recommendations. The third section details the three-year consolidation strategy that will result in the consolidation of up to 15 schools over the three years.

Analyses/Studies/Plans

This facility master plan is intended to function as a high-level roadmap to facility improvements. As such, it will be updated annually to include new ideas and investments that will be grounded in thorough analyses of current conditions, state-of-the-art modernizations, and feedback from staff and students. District priorities are included below.

1. Conduct a district-wide attendance zone analysis to identify opportunities to balance utilizations and ensure students are assigned to schools close to their homes (to increase attendance and familial involvement).
2. Develop a full athletic facility upgrade plan to be included in the FY27 facility master plan update.
3. Update the Memphis-Shelby County Schools' Asbestos Management Plan for each building operated by the District, as required by the Environmental Protection Agency.
4. Update the District inventory of portable classrooms and initiate a strategy to demolish those that are unused and those in poor condition.
5. Create a major renovation planning program through the District's Construction Department. The products will be high-level renovation plans for the largest enrolled high schools and their main middle and elementary feeder schools. The absence of large parcels of available acreage in the city dictates that renovation, rather than new school construction, is the best option. These renovation plans will center around innovative, state-of-the-art, and aesthetic upgrades that are distinct from essential building system improvements such as HVAC and roof replacements. Including the feeder schools ensures students have excellent facilities throughout their K-12 careers.

Five-Year Investments

Currently, funding for all facility investments and capital projects comes from the Shelby County Commission, with the amount determined annually during the Shelby County Government budget process. With 10-year regular maintenance amounts estimated at greater than \$1 billion, new construction and/or innovative, state of the art learning space creation has had to take a back seat to the primary responsibility of ensuring safe, comfortable, functional buildings.

The Facility Ad-Hoc Committee's Finance, Funding, and Partnership Workgroup identified additional funding mechanisms for the District to explore. Those include collaborating with Shelby County Government to explore a \$750 million bond issuance over 7–10 years, assessing the creation of a joint construction authority with the County, launching a capital campaign, and using grants and special funds where available. With more funding available, the following investments are proposed:

1. New high school construction underway in the Frayser neighborhood.
2. Proposed new high school in the Northeast Region to provide an “equal or better learning environment” per the inner-governmental agreement approved by the Shelby County Board of Education December 2022.
3. Five years of scheduled capital maintenance systems upgrades (See Appendix B). These are systems replacements for the “bones” of the buildings like HVAC, roofs, windows, plumbing, and structural work.
4. Upgrades to schools proposed as consolidation receiver schools.
5. Address repurposing of buildings vacated through consolidation plans.
6. Athletic facility upgrades resulting from the full athletic facility plan recommended in the previous section of this plan. Renovations to include locker rooms, playing surfaces, PA systems, scoreboards, and bleachers, as identified by the proposed athletic facility upgrade plan (Item 2. in the “Analyses/Studies/Plans” section above).
7. Upgrade the Southeast Region schools that will receive a portion of the students from the transfer of the three Germantown schools.
8. One large high school and feeder schools’ renovation project based on the results of (Item 4. in the “Analyses/Studies/Plans” section above).

Three-Year Consolidation Plan

A three-year consolidation strategy, with recommendations involving 3-5 schools annually, is recommended to ensure careful planning, transparent family and community engagement, and necessary student supports are in place when schools must be consolidated. This thoughtful, intentional timing strategy allows staff to work through each consolidation and equip receiving schools (schools that receive students from a consolidation proposal) with the programming, staffing, and facility upgrades that will create a successful merger.

Purpose

- Accelerate addressing aging infrastructure and maintenance backlog.
- Consolidate underutilized or high-cost buildings to free funds for modernization and enlarging capacity at fewer, stronger sites.
- Align with Board Policy 7002 and MSCS Facilities Ad-Hoc Committee Framework.
- Ensure student transitions are managed equitably, with community engagement, minimal disruption, and repurposing opportunities.

Guiding Criteria for Prioritization

- Enrollment & Utilization (low enrollment / underutilization makes operations cost-inefficient)
- Geographic equity / impact on students and families / availability of receiver school in proximity
- Age of building / improvements get exponentially harder / costlier in older structures
- Deferred maintenance / capital backlog (HVAC, roofs, lighting, plumbing, technology, etc.)
- Facility Condition Indices (cost to replace infrastructure vs cost to remediate)
- School consolidation metrics resulting from Facility Ad-Hoc Committee process

School Consolidation Metrics (Ad-Hoc Recommendations)

Current Enrollment	School Aged Children Estimates
Historic Enrollment Trends	Approved Residential Developments
Building Utilization Rate	Disinvestments / Closures
Facility Condition Index (FCI)	Grade Configuration
Major Systems Age	Distance to Receiving School
Recent Facility Investments	Operational Cost per Pupil
Live Birth Data	Estimated Savings / Investment

Strategies

- Consolidate older buildings and those with higher facility condition indexes (FCIs) into newer buildings that are in better condition.
- Close schools with smaller enrollments into neighboring schools with excess capacity.
- Build new facilities and consolidate older, higher FCI schools into new buildings.
- Consider alternate grade structures when consolidating (K-2, K-8, 6-12, K-12, etc.).

Timeline

Year 1 Phase I: (Aug 2025 – Jan 2026)

- Identify Year I school consolidation candidates from data profiles identified previously in this plan.
- Conduct data analysis using metrics recommended by the Facility Ad-Hoc Committee’s Data and Asset Strategy Workgroup (See Appendix A).
- Present the candidate schools and closure impact reports, per Policy 7002, to the Board.
- Conduct meetings with staff and families; host two public hearings per recommended consolidation.

FY26 (Year 1) Consolidation Recommendations

Consolidate	Considerations
Frayser Corning ES	Extreme excess of seats in area, FCI, structural issues, small enrollment
Georgian Hills ES	Extreme excess of seats in area, small enrollment, full floor replacement needed
Lucy ES	State law dictates transfer of building
Ida B. Wells Academy	FCI, low enrollment, very low utilization, full ceiling replacement necessary
Chickasaw MS	Low enrollment, low utilization, many major systems (fire, HVAC, plumbing, electric) must be replaced in next five years

Year 1 Phase II: (February 2026 – July 2026)

- Present the Year 1 closure recommendations along with information gathered at the public meetings, to the Board at the February Board meeting.
- Plan for transportation, enhanced programming, and staff transitions for Board-approved consolidations.
- Complete facility modifications at receiver schools.
- Evaluate repurposing proposals and finalize plans for closed facilities.

Year 2: (August 2026 – July 2027)

- Evaluate outcomes from Year 1 closures – attendance impact, student achievement, cost savings, community feedback.
- Revise and update consolidation portion of the Facility Master Plan based on lessons learned.
- Year 2 decision period to follow Phase I and II steps outlined above.
- *Year 2 consolidation recommendations will be produced primarily from the school profiles data sections in this document and the facility condition assessments. This does not preclude consideration of other schools, as this plan is designed to be fluid and adaptable ensuring the District can adjust responsibly as community needs, enrollment trends, and future conditions evolve.*

FY27 (Year 2) Consolidation Candidates

Consolidation Candidate	Considerations
School A	Small enrollment, low utilization, plumbing system and HVAC package units' replacement necessary
School B	Extreme excess of seats in area, small enrollment, roof replacement necessary
School C	Extreme excess of seats in area, small enrollment, low utilization, over 75 years old, roof and HVAC replacement necessary
School D	FCI approaching 30%, small enrollment, multiple building systems require replacement (HVAC, plumbing, ceiling, paving)
School E	Excess of available seats in area, small enrollment, low utilization, over 75 years old, new roof needed

Year 3: (August 2027 – July 2028)

- Evaluate outcomes from Year 2 closures – attendance impact, student achievement, cost savings, community feedback.
- Revise and update consolidation portion of the Facility Master Plan based on lessons learned.
- Year 3 decision period to follow Phase I and II steps outlined above.
- *Year 3 consolidation recommendations will be produced primarily from the school profiles data sections in this document and the facility condition assessments. This does not preclude consideration of other schools, as this plan is designed to be fluid and adaptable ensuring the District can adjust responsibly as community needs, enrollment trends, and future conditions evolve.*

FY28 (Year 3) Consolidation Candidates

Consolidation Candidate	Considerations
School A	Very low enrollment
School B	Very low utilization, over 75 years old, high cost of systems replacements (roof, fire system, HVAC controls)
School C	Low enrollment, transportation distance and cost, low density of housing and families in area
School D	Low enrollment and utilization
School E	Declining enrollment/utilization, excess seats available in area, plumbing and electrical systems require replacement

Implementation Safeguards

- Ensure compliance with Policy 7002: School Closing Impact Reports, two public hearings, equity analysis, reversionary clauses where needed.
- Maintain transparency: publish data, engage communities early, provide measurable criteria.
- Staff support: HR transition plans, potential retraining / reassignment.
- Financial modeling: understand savings from deferred maintenance avoided vs cost to relocate / retrofit.

Anticipated Outcomes

- Reduction in deferred and regular maintenance cost burden across the District.
- Greater energy efficiency and lower utility costs.
- Improved learning environments in fewer, higher-quality school buildings.
- Financial savings that can be reinvested in technology, arts, STEM, etc.
- More equitable deployment of resources.

CONCLUSION

The Memphis-Shelby County Schools Facility Master Plan sets forth a clear vision for how the District will invest in, modernize, and right-size its school buildings to better serve students and families. By grounding decisions in data, honoring community priorities, and aligning with long-term educational goals, the plan supports responsible investments in capital improvements, maintenance, and – when necessary – school consolidations or closures.

As a living document, the Plan will continue to evolve in response to new data, shifting enrollment, facility needs, and financial circumstances. This commitment to continuous review, transparency, and responsiveness ensures that the District’s facilities strategy remains relevant, sustainable, and centered on student success. Through this dynamic approach, Memphis-Shelby County Schools reaffirms its dedication to providing safe, high-quality learning environments while being a responsible steward of public resources.

APPENDIX A: FACILITY AD HOC COMMITTEE RECOMMENDATION
SUMMARY AND RESOLUTION

I. Executive Summary

Over a 60-day engagement period, the **Facility Ad Hoc Committee (FAHC)**, through its *Community Engagement & Equity Workgroup, Implementation & Partnerships Workgroup, and Finance, Funding & Partnership Workgroup*, developed a comprehensive strategy to address the district's critical facility needs, deferred maintenance backlog, and opportunities for community-centered reuse. The committee's recommendations focus on building trust through transparent engagement, aligning facility investments with student and community outcomes, and leveraging public and private funding to support long-term, equitable capital solutions.

II. Community Engagement & Equity Workgroup: 60-Day Public Engagement Plan

Purpose

To design an inclusive outreach program in partnership with the MSCS Board and administration, ensuring broad community input into facility planning.

Key Strategies / Activities

1. Foundational Phase (Days 1–7)

- Appoint a public point of contact (email, phone, office hours)
- Build a **master contact directory** across stakeholders (parents, residents, teachers, trade unions, HOAs, nonprofits, businesses, faith groups, youth, seniors, advocacy organizations, government officials)
- Provide translation / interpretation (Spanish, Arabic, French, Vietnamese, English, ASL)
- Deploy a multilingual baseline survey in multiple formats (digital, print, phone)
- Publish a community-engagement “hub” (webpage) containing a historical timeline, verified data, calendar of sessions, comment forms, and commitment to upload recordings within 48 hours
- Establish “rules of engagement” and a plan to manage disruption

2. Active Engagement (Days 8–53)

- **Anchor Neighborhood Meetings** (14 across priority geographies): ensure accessibility (transportation, childcare, food, ADA, translation), use trusted messengers, provide visual and audio tools, explain how feedback will be used, and host seven-day online comment windows after each meeting

- **Student & Youth Sessions** (6): focus groups for middle, high school, and young adult students; use storytelling (video booths, art, journals), coordinate with youth councils, provide transportation and flexible scheduling
- **Stakeholder Roundtables** (8): target unions, higher ed, vocational/trade leaders, business, philanthropy, advocacy; hybrid format; meetings during lunch/evenings
- **Community Pop-Ups** (15): informal, interactive booths at faith services, parks, grocery lots, libraries, CDC meetings; multilingual materials; prompt-based engagement (“What do you think about your school closing?”)

3. Telecom & Media Strategy

- Telephone town hall
- Robocalls / text alerts for meeting reminders
- Multimedia campaign: radio, TV, print, social media (short videos, infographics, multilingual)
- Live polling during the 60-day period
- Email blasts, op-eds (from parents, youth, alumni, tax-payers, educators)

4. Synthesis & Reporting (Days 54–60)

- Publish neighborhood-level summaries (attendance, themes, quotes, concerns)
- Release draft recommendations, with a **change log** mapping feedback to proposed revisions
- Host 7-day final public comment window
- Present a county-wide roll-up report to the MSCS Board

Engagement Design Principles

- Meetings should be highly accessible (plain-language, no jargon, visual/audio tools)
- Virtual sessions with interpreters, captioning, and recorded archive
- Transparency: summaries in 5 languages within 72 hours, participation demographics, issue log, change log, public commitment to next steps

Metrics for Success

- Complete 14 anchor meetings, 6 youth sessions, 8 roundtables, 15 pop-ups
- Earn 1,000+ survey responses, with at least 10% participation from each neighborhood
- Publish all public summaries and respond to public comments in a timely, documented way

III. Implementation & Partnerships Workgroup

Facilities Trades Workforce Pipeline Strategy

- **Rationale:** Leverage deferred maintenance needs as a workforce development opportunity.
- **Components:**
 1. **Student Pre-Apprenticeship (Grades 9–12):** On-campus training labs, OSHA-10 safety, NCCER curriculum, summer & after-school hands-on work.
 2. **Community Apprenticeship On-Ramps:** Evening/weekend training in district facilities for community members.
 3. **Vendor Participation:** Prioritize contractors who host apprentices, hire locally.
 4. **Facilities as Training Sites:** Use renovation / modernization projects to serve as hands-on learning labs.
- **Expected Outcomes:**
 - Reduced maintenance backlog via supervised training
 - Creation of high-wage trades pathways for students and community
 - Strengthened neighborhood identity through long-term employment anchored in schools

Housing Stability Framework

- **Purpose:** Connect housing stability with student success — stable housing supports attendance, retention, academic outcomes.

- **Strategy Areas:**
 1. Affordable homeownership near schools (down-payment assistance, land banking)
 2. Rental preservation and anti-displacement strategies
 3. Mixed-income developments near schools, education-centered design
 4. Workforce housing for educators / staff to retain talent and increase school-community ties
 5. Use data to target interventions (housing + student)
 6. Embed housing services (counseling, legal aid) in school-based resource centers, link school CTE to homebuilding / real estate careers
- **Financial Framework (5-Year):**
 - \$20–30M for development & preservation (LIHTC, philanthropy, tax credit)
 - \$10M educator housing trust fund
 - \$3–5M for service infrastructure (district + philanthropy)
 - \$2–5M for emergency assistance / flexible philanthropic dollars
- **Key Takeaway:** Housing stability is foundational to student success; integrating housing into facility planning strengthens both schools and neighborhoods

IV. Finance, Funding & Partnership Workgroup

Assessment & Strategy

- Conduct a full audit of MSCS facilities: deferred maintenance, utilization, investment needs
- Make multiyear projections for repair, closures, demolition, reuse
- Identify underutilized properties for repurposing, ensuring reuse for educational or community-serving functions

Funding Mechanisms

1. **Public Financing:** Explore a \$750 million bond through Shelby County over 7–10 years. (Note: recent reporting supports this potential bond ask.) [Chalkbeat](#)

2. **Revenue Generation:** Sell or lease surplus facilities; use disposition proceeds for reinvestment.
3. **Private / Philanthropic Capital:** Launch a capital campaign with foundations, corporate partners, donors.
4. **Grants & Special Funds:** Leverage state / federal grants (especially where reuse supports community revitalization, education, housing).

Accountability & Governance

- Explore creation of a **Public Education Building Authority (PEBA)** — a joint district-government body to oversee long-term capital strategy, funding, and transparency.
- Provide ongoing oversight, pooled funds, and continuity beyond election cycles.

Asset Stewardship & Reuse

- Prioritize reuse of closed or underused buildings for educational purposes (CTE, early childhood), community nonprofits, workforce training, or mixed-use.
- Integrate demolition cost planning into the closure budget.
- Reinvest any proceeds from repurposing into capital improvements and equitable investments.

Messaging & Narrative

- Clear, inspiring communications strategy: frame facility investments as community revitalization, not just school closures.
- Use visuals (renderings, data dashboards, maps) and stories (student, community) to illustrate the transformation.
- Emphasize accountability, transparency, and community trust.

V. Key Recommendations (Executive Summary)

Based on the work of the FAHC and its subcommittees, the following are the core recommendations:

1. Adopt the 60-Day Public Engagement Plan

- Commit to broad, equitable, multilingual outreach
- Use data, neighborhood meetings, youth input, and robust follow-through

2. Establish a Facilities Trades Workforce Pipeline

- Use renovation projects as training opportunities
- Create pre-apprenticeships, community on-ramps, vendor partnerships

3. Implement the Housing Stability Framework

- Link school facility planning to affordable housing, anti-displacement, and teacher housing
- Embed resources in schools for counseling, development, and community engagement

4. Pursue a Comprehensive Funding Strategy

- Support a \$750M county bond (or similar public financing) [Chalkbeat](#)
- Launch a capital campaign partnering with philanthropy & corporate donors
- Use grants and special fund opportunities for reuse projects

5. Create a Public Education Building Authority (PEBA)

- Joint district-county body for governance, accountability, and oversight of investment
- Ensure long-term continuity, transparency, and alignment with community priorities

6. Leverage Asset Reuse Strategically

- Identify underutilized buildings for educational or community reuse
- Prioritize highest and best use, reinvesting proceeds into equitable capital improvements

7. Strengthen Communications & Accountability

- Develop a narrative that ties facilities to student success and neighborhood vitality
- Use visual tools, public dashboards, and stories to maintain trust
- Publish change logs, issue logs, participation data, and post-engagement summaries

VI. Risks, Challenges & Mitigation

Risks / Challenges

- Insufficient public buy-in or fatigue
- Equity gaps in engagement (language, accessibility)
- Funding shortfalls or political resistance (for bond, authority)
- Capacity constraints in implementing workforce pipeline
- Real estate / redevelopment risk for reuse sites

Mitigation Strategies

- Use trusted messengers, faith-based and neighborhood organizations in engagement
- Ensure multilingual, ADA-accessible formats for all outreach
- Build advocacy coalition (business, civic, philanthropic) for public financing
- Partner with experienced trade organizations and contractors to run apprenticeship programs
- Conduct feasibility studies and robust due diligence for property reuse

VII. Next Steps

1. Present this report and recommendations to the MSCS Board for feedback and endorsement.
2. Formalize the **Community Engagement Workgroup** to begin implementing the 60-day plan.
3. Launch a **Capital Campaign Advisory Committee** to start private fundraising.
4. Begin the design and charter process for a **Public Education Building Authority (PEBA)**.
5. Identify pilot sites for the workforce pipeline (select facilities in need of renovation) and begin vendor outreach.
6. Build a communications / storytelling plan (visuals, community stories, data dashboards).

7. Track and report on key metrics: engagement participation, financial commitments, project pipeline, apprenticeships.

VIII. Conclusion

The work of the Facility Ad Hoc Committee represents a bold, inclusive, and strategic opportunity for MSCS to transform its facilities portfolio, not only to address critical maintenance needs, but to align its physical assets with student success, workforce development, and community revitalization. By centering public engagement, workforce pipelines, housing stability, and rigorous funding strategies — all under transparent governance — this plan sets a foundation for long-term, equitable impact.



**SHELBY COUNTY BOARD OF EDUCATION
A RESOLUTION TO ACCEPT THE RECOMMENDATIONS OF THE FACILITIES AD
HOC COMMITTEE**

WHEREAS, the Shelby County Board of Education (Board) established a Facilities Ad Hoc Committee (Committee) in May 2025; and

WHEREAS, the primary purpose of the Committee is to assist the Board in the development of a comprehensive facilities plan that is aligned with District and community needs; and

WHEREAS, the Committee, comprised of all members of the Board, staff, and external stakeholders, has presented recommendations for developing a clear, data-driven strategy with a focus on the following:

- **Data & Asset Strategy:** Adopting a **metrics-based framework** for facility planning.
- **Community & Equity:** Implementing a Public Engagement Plan with broad, inclusive outreach.
- **Facilities, Funding Partnership Workgroup:** Collaborating with the local funding body for full facilities funding over 7-10 years, developing capital campaign strategies, identifying asset reuse for surplus facilities, exploring a joint construction authority, and creating a clear narrative for investments.
- **Implementation & Partnerships:** Developing a framework for facilities partnerships, establishing processes for district-community partnerships, and supporting the Housing Stability Framework and the Facilities Trades Workforce Pipeline Strategy.

WHEREAS, the Board recognizes the need for a forward-looking framework for capital planning and resource allocation that reflects the diverse needs and priorities of the District and community.

BE IT THEREFORE RESOLVED, that the Board accepts the recommendations of the Committee as a foundational guidepost for the development of the District's long-range facilities master plan and asset management strategy.

On this 18 day of November, 2025.

Sponsored by:

Natalie J. McKinney, Board Chair



Natalie J. McKinney, Board Chair
Shelby County Board of Education



Roderick Richmond, Ed. D.
Interim Superintendent
Memphis-Shelby County Schools