



CMSD

LONG-TERM
FACILITIES
PLANNING

Building **Brighter** FUTURES

.....➔
PATHWAY TO SUSTAINABLE STUDENT SUCCESS



This moment demands action

- Declining enrollment
- Increasing expenses
- Serious funding cuts at Federal and State level
- Significant academic progress, but not every child has access to a high-quality college, career, and enrichment programs in their school
- Major upgrades to most – but not all – of our buildings and the need to ensure our buildings are well maintained for years to come

We have an opportunity and responsibility to act

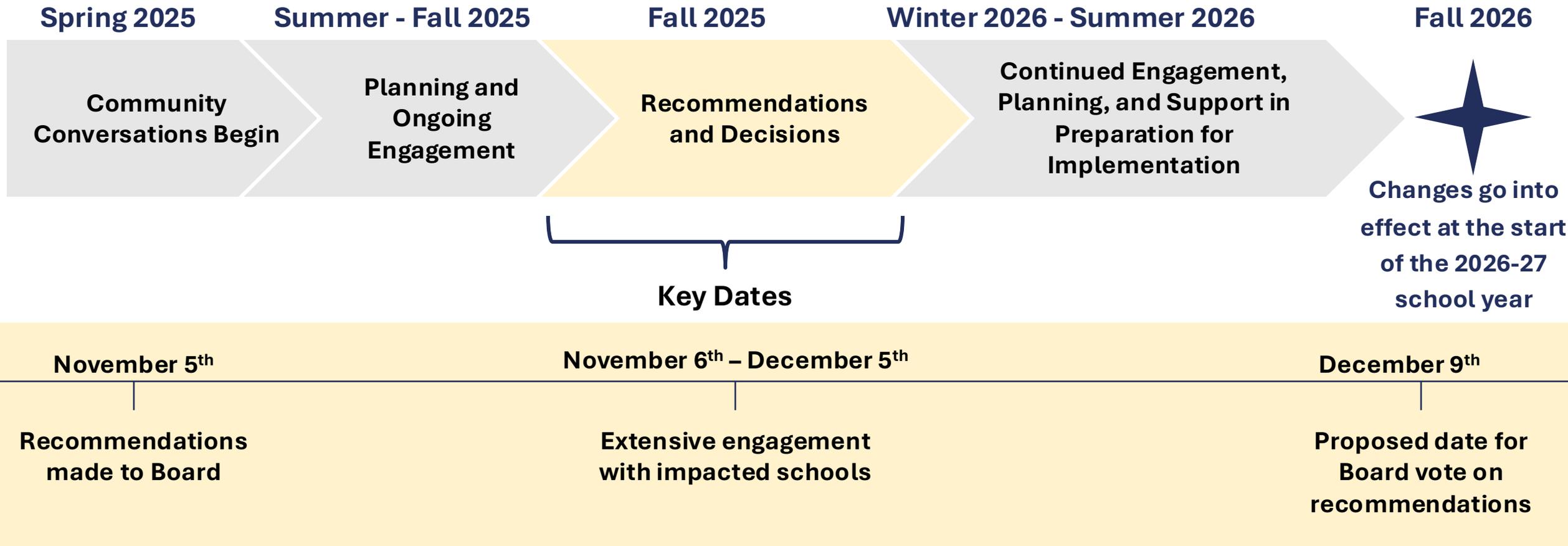


- Building Brighter Futures is about making **responsible decisions** so **all of our students can level up** to better experiences and more opportunities
- Given our finances, the hard reality is that **we decide our fate or the state of Ohio will**



**Engagement,
feedback, and
changes to
Recommendations**

Building Brighter Futures Timeline



Our focus in since recommendations has been on deep engagement with impacted school communities



Phase 1 (Spring - Fall 2025)

Phase 2 (Fall 2025)

Spring-Summer

Fall

- ✓ Community meetings round #1 held in 100% of regions
- ✓ Virtual meetings to accommodate those who could not attend in-person
- ✓ Staff meetings at 100% of schools
- ✓ Discussions with Student Advisory Committee & District Parent Advisory
- ✓ Board meetings
- ✓ Numerous presentations to civic, service, faith-based, and CDC standing meetings
- ✓ Small group and one-on-one briefings

- ✓ Community meetings round #2 held in 100% of regions
- ✓ Virtual meetings to accommodate those who could not attend in-person
- ✓ Open House BBF presentation and school-level data shared at 100% of schools
- ✓ Staff meetings at 100% of schools
- ✓ Discussions with Student Advisory Committee & District Parent Advisory
- ✓ Expanded on-demand website resources
- ✓ State of the Schools
- ✓ Additional presentations to civic, service, faith-based, and CDC standing meetings
- ✓ Small group and one-on-one briefings
- ✓ Board meetings
- ✓ Media briefings

- ✓ In-person staff meetings at 100% of transitioning, welcoming, and moving school
- ✓ In-person family meetings at 100% of transitioning, welcoming, and moving school
- ✓ Student support at impacted schools
- ✓ Meetings with principals, assistant principals, CTU Chapter Chairs, and other school-based staffing groups
- ✓ Expanded on-demand resources on website
- ✓ Board engagement
- ✓ Small group and one-on-one briefings
- ✓ Media Briefings

We have studied every piece of input shared since BBF Recommendations were shared on Nov. 5th



Family meetings at impacted schools

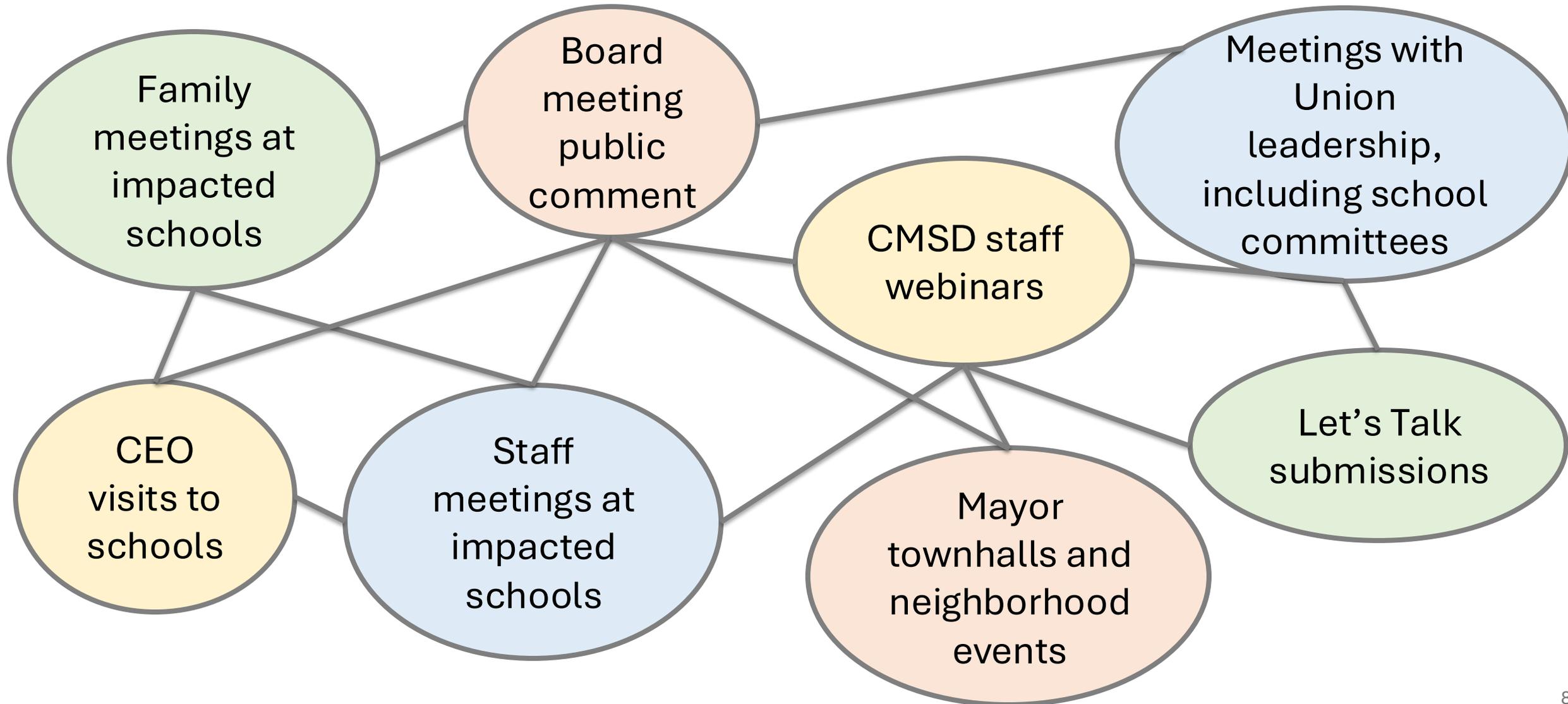
Family meetings at every transitioning, welcoming, and moving school from November 12 to December 4

Staff meetings at impacted schools

Staff meetings at every transitioning, welcoming, and moving school on November 12, 18, & 19

Over 100 meetings at impacted schools over the past month

Our focus since sharing recommendations has been on listening



Summary of feedback: Cross-cutting



Themes	Illustrative questions	Feedback frequency
<i>Logistics & Building Assignments</i>	<ul style="list-style-type: none"> How will classroom space, resources, materials, parking, etc be managed? How will students make school choices and how will classrooms be capped? When will we know about packing, moving days, and support for staff (movers, paid time)? 	●
<i>Staffing & Job Security</i>	<ul style="list-style-type: none"> When and how will staffing decisions be made? Will staff be laid off or relocated? When will we know school principals? 	●
<i>Program Continuity & Quality</i>	<ul style="list-style-type: none"> Will specialized programs (Montessori, PreK, special needs, career pathways, IB, STEM) continue? Will academic standards and traditions be maintained? 	●
<i>Special Education, PreK & Student Supports</i>	<ul style="list-style-type: none"> How will special education supports be handled? When will families know where their services will be offered next year? Will siblings be able to stay together with shifting placements? 	●
<i>Timing & Transportation</i>	<ul style="list-style-type: none"> When will we know about school start times and transportation? What are the actual dates for moves? 	●
<i>Student Experience & Safety</i>	<ul style="list-style-type: none"> Will students be safe and supported in new/merged schools, especially with larger enrollment? How will class sizes, teacher ratios, and discipline be managed? 	●
<i>Questioning Rationale & Expressing Grief</i>	<ul style="list-style-type: none"> Why are certain schools being closed or merged? What data supports these decisions? How will cost savings be used to benefit students? 	●
<i>Community & Cultural Impact</i>	<ul style="list-style-type: none"> How will mergers affect neighborhood dynamics, safety, and family routines? What about losing neighborhood schools and community identity? 	●

The input we heard has informed and improved BBF recommendations and our approach



Key ways input shaped Nov 5th BBF recommendations and approach

- Timeline and process
- Data we gathered, analyzed, and shared
- Recommendations – Mergers over closures
- Support for students, staff, parents, and community

Key ways input shaped Dec 9th final BBF recommendations and approach

- Reaffirmed the **deep affinity and dedication families and staff have for their CMSD schools**
- Prompted **recommendation adjustments in a small number of cases**
- Helped improve our **implementation planning process and focus**

Requests to change recommendations were rigorously evaluated



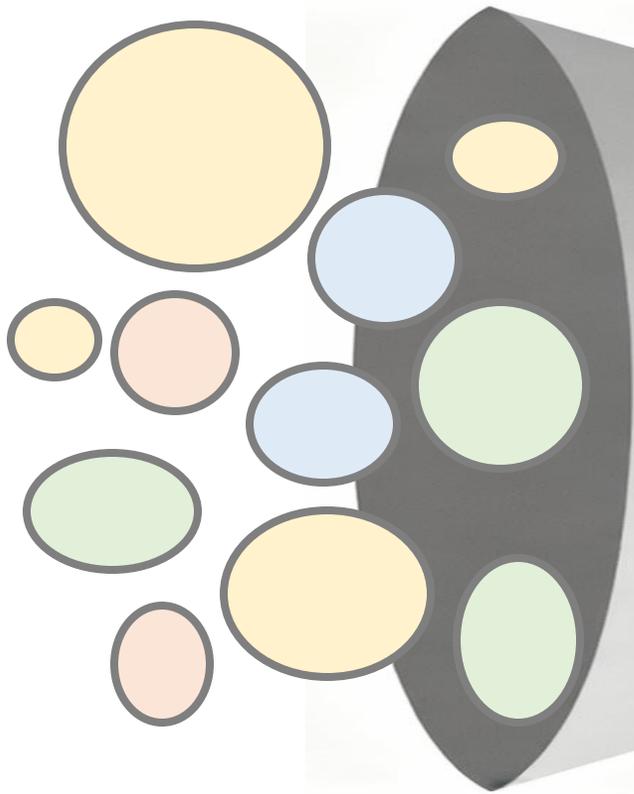
Is the concern **cited more than once?**

Is there a **strong and validated data case?**

Are **maximum benefits to directly impacted students and the system** achieved?

Can this change be applied **consistently** and account for **interdependencies?**

Are **school choice options and other implementation details** unable to address this concern?



For recommendation changes, **all** questions must be answered “**YES**”

Our recommendations are grounded in data points shaped by community input



Primary Data

- Student enrollment
- Enrollment trends
- Building condition
- Building size and use



School and Neighborhood Factors

- Student outcomes (Report Card Star Rating)
- Special programming or unique models offered at a school
- Student demographics at each school (income, race, students with special needs)
- Student retention rates
- Regional historic and forecast enrollment trends
- Distance students travel to school (choice patterns)
- Number of school options nearby
- Physical barriers impacting walker safety
- Building details (green space, gym, auditorium, etc.)
- Cost to upgrade and maintain buildings
- Other neighborhood and historical factors

Summary of improved experience for students in impacted schools



Better schools for all students

Of students in schools directly impacted by changes...



100%

will have equal or expanded **academic and extracurricular opportunities and student supports**



96%

will attend a welcoming school with an **equal or higher star rating**



95%

will attend a welcoming school with an **equal or better condition building**

Changes will save an estimated \$30 million every year

Requests to change recommendations were rigorously evaluated



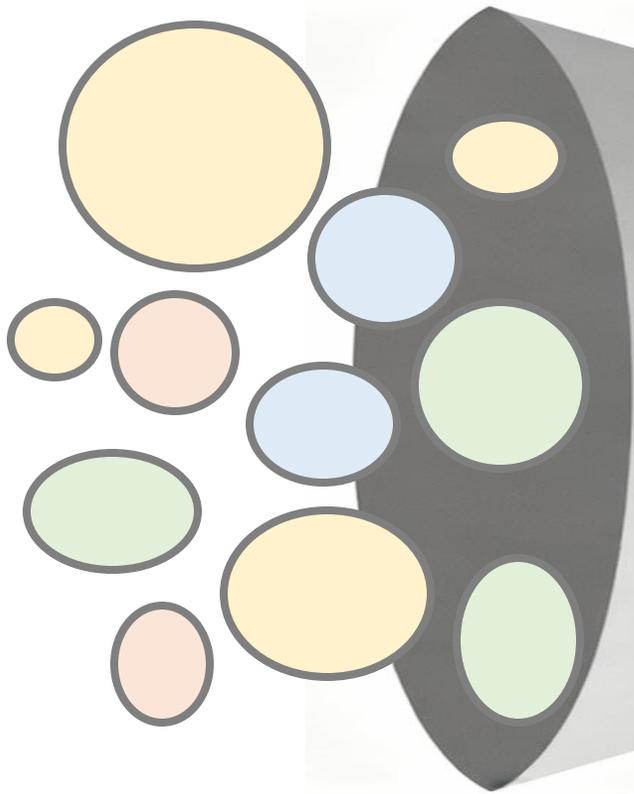
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Can this change be applied **consistently** and account for **interdependencies?**

Are **school choice options and other implementation details** unable to address this concern?



For recommendation changes, all questions must be answered **“YES”**



Mergers



16 K-8s to merge with a paired welcoming school in the welcoming school's building

Moves



4 K-8 specialty schools to move from their current location to an improved building

There is **one proposed change** to the original K-8 merger and move recommendations

K-8 Recommendations: Proposed Change



Mergers



Moves



Original Recommendation

Merge Mound with A.B. Hart

and

Move Dike School of the Arts into the Mound Building

Adjusted Recommendation

Merge Dike School of the Arts with Mound (to be named Mound School of the Arts)

Continue to promote A.B. Hart as a high quality neighborhood school

K-8 Recommendations: Proposed Change for Dike and Mound Merger



- ✓ **Multiple submissions** brought up this idea
- ✓ The use of the Mound building to host the East Side arts specialty school is the **only instance where the specialty school model that is moving has no barriers to full enrollment of current students in the destination building** (Montessori and Boys' Leadership are other examples where barriers do exist)
- ✓ Dike and Mound projected enrollment **can be accommodated** in the space available in the Mound building
- ✓ Merging Dike School of the Arts into Mound represents an opportunity to **increase stability for students at both of those schools**
- ✓ This adjustment **does not change:**
 - Our commitment to an East Side arts school
 - Buildings slated to close/remain open (Dike will still close; Mound and A.B. Hart will remain open)
 - Number and types of schools that will operate next year (45 total K-8s, including an East Side arts specialty school)
 - Benefits to impacted students
 - System-wide benefits and savings



K-8 Mergers



K-8 mergers

Transitioning School		Welcoming School and Name
1. Hannah Gibbons	→	Memorial
2. Euclid Park	→	East Clark
3. Stephanie Tubbs Jones*	→	Franklin D. Roosevelt (<i>renamed Stephanie Tubbs Jones</i>)
4. Mary M. Bethune*	→	Daniel E. Morgan
5. Mary B. Martin	→	Wade Park
6. Alfred A. Benesch	→	George Washington Carver
7. Bolton	→	Harvey Rice
8. Charles Dickens	→	Andrew J. Rickoff
9. Adlai E. Stevenson	→	Whitney M. Young Leadership
10. Miles	→	Robert H. Jamison
11. Dike School of the Arts		Mound (<i>renamed Mound School of the Arts</i>)
12. Mound*	→	Albert Bushnell Hart
12. Mary Church Terrell	→	Wilbur Wright (<i>renamed Wilbur Wright School of the Arts</i>)
13. Waverly*	→	Joseph M. Gallagher
14. Louisa May Alcott		
15. Charles A. Mooney	→	Denison
16. Valley View Boys' Leadership Academy	→	Kenneth Clement Boys' Leadership Academy

*Indicates a building that will stay in operation as the new location for a district-wide specialty school



K-8 Moves



K-8 specialty school moves

Current Location	Future Location and Name
1. Kenneth Clement Boys' Leadership Academy (merged with Valley View Boys' Leadership Academy)	→ Mary M. Bethune building <i>(renamed Kenneth W. Clement Boys' Leadership Academy)</i>
2. Stonebrook-White Montessori	→ Stephanie Tubbs Jones building <i>(renamed Michael R. White Montessori)</i>
3. Dike School of the Arts	→ Mound building <i>(renamed Mound School of Arts as part of merger with Mound)</i> <i>(renamed Dike School of the Arts)</i>
4. Tremont Montessori	→ Waverly building <i>(renamed Waverly Montessori)</i>

Recommendation for school name adjustments are limited



- Board of Education owns the school naming process and wanted to focus on the **constrained set of name updates or transfers** prompted by BBF mergers or moves
- Name changes originally recommended to the Board were **limited to circumstances where mergers or moves required a name update**
- Input received pointed to strong interest in **preserving historically significant building names** that would no longer be in use after building closures, where possible

Have you thought about...

You should...

Why didn't you...

The Board has instructed to preserve two school names of historical significance



Original recommendations on names

- Mary B. Martin would cease to be a school name given merger of that school with Wade Park
- Mary McLeod Bethune would cease to be a school name given merger of that school with Daniel E. Morgan

Adjusted recommendations on names

- **Mary B. Martin will transfer from its current building to become the new name for Warner Girls' Leadership Academy**
- **Mary McLeod Bethune will transfer from its current building to become the new name for the Douglas MacArthur Girls' Leadership Academy**

There are no mergers or moves recommended for these two schools – only name changes

Most of the feedback was focused on implementation, and we are poised for action immediately following the vote



Emphasized in feedback since Nov. 5

School leadership

School leaders for all schools notified on 12/10, with communications to staff and families in 2 days that follow

PreK access

Ongoing work to preserve access, including exploring options to offer PreK at every neighborhood school across CMUSD, including Whitney Young

Start/end times and calendar

Shifting more schools to 8:35 am start times while preserving options across regions; all details shared with families in December letters

Special education single classrooms

Personalized outreach and support to all impacted families with students currently enrolled in single SPED classrooms to launch in December

Teachers and other school staff

Active and ongoing work to staff merging schools, in line with school choices made by families and as outlined by our contractual obligations

Transportation

Ongoing work to deliver on our commitment of extending transportation availability for students impacted by BBF

Most of the feedback was focused on implementation, and we are poised for action immediately following the vote



Emphasized in feedback since Nov. 5

School choice

Supports (e.g., School Finder, Navigators) launch in December, with ramped up support during Choice Process running Jan. 5-Feb. 27

Support for upper class high school students

Planning to ensure student questions and concerns around topics like class rank and continuity of experiences are addressed

Building investments

Progress on planned or in-progress investments in every welcoming school that is not currently in a building rated “good”, among other ongoing projects

Detailed space and move planning

Iterative planning to ensure alignment of space available, enrollment, student needs, and staffing and support staff in moving within or across buildings

Safety, safe passage, and culture building

Community building between merging schools can begin immediately, with ongoing work to ensure fully staffed safety officer positions and strengthened safety plans at every school

Building reuse

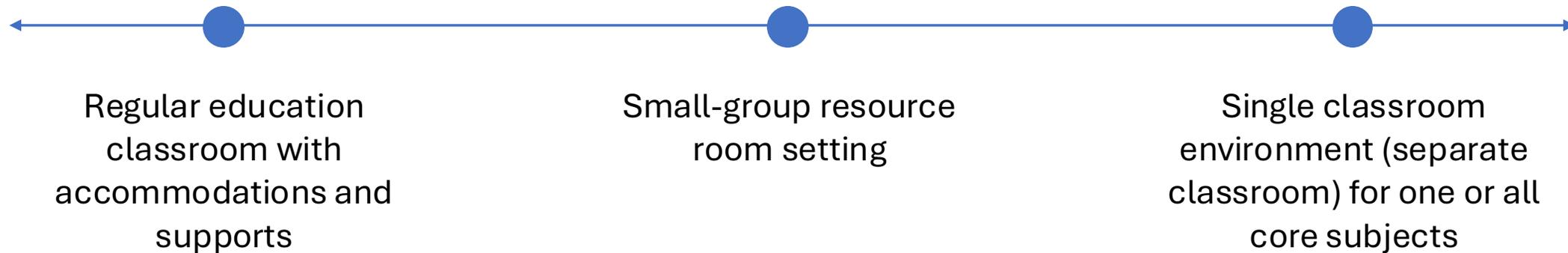
Active partnership with the City to ensure plans for buildings that will be vacated benefit our system and the community as a whole



Special education



Students with special education designations are served in a variety of settings:



A student's IEP team determines the settings in which the child will receive services, with a focus on the Least Restrictive Environment - educated with non-disabled peers to the greatest extent possible.

Our Commitment to Students with Special Education Needs



Enduring Commitments

For **all students with Special Education needs**

CMSD will continue to provide **inclusive, learner-centered services** and supports at **all CMSD schools** in the least restrictive environment



Building Brighter Futures will mean...

More robust support and more opportunities, like additional extracurriculars and sports, for all students due to healthier enrollment levels at the schools they attend

For **students served in single (self-contained) special education classrooms**

All single classroom types will continue to be offered in **multiple locations and across all regions**



More stability for many students as they progress through grades K to 8th within their specific single classroom setting due to an increased number of schools hosting continuums of classrooms by support type

Plans for Single (Self-Contained) Special Education Classrooms



District Commitments

- Moving classrooms from transitioning schools to welcoming schools when space allows (which is most cases)
- Creating continuums by single special education classroom type where possible, limiting the number of transitions a student would have to make across their K-8 career
- Proactively communicating with impacted families about any changes. Should the board vote on this plan, communications and meetings with families and staff will start in December

Placement and Enrollment Support

- Placement for students in single special education classrooms will follow typical procedures
- Navigation support will be provided to ensure all impacted families, and especially those with students served in self-contained single classrooms, understand their options
- Siblings of students in single classrooms impacted by BBF-related changes who are also currently enrolled in the same school will have a reserved seat at a school that can accommodate siblings together

Timeline of Events for Special Education Single Classrooms



Event	Planned Date
Conversations with every principal	December 11 th
Individual letters notification of single classroom placements	December 12 th
Teacher informational session	December 16 th
Special education parent/guardian webinar	December 17 th
Single classroom special education parent phone calls	Week of January 12 th
Single classroom staff webinar	Week of January 12 th
Special education & multilingual family informational sessions (in person)	January 28 th and 29 th
Special education & multilingual family informational sessions (virtual)	April 15 th



PreK

PreK access will always be a priority and will be in 98% of our schools



CMUSD remains committed to **offering high-quality Pre-K options across the city** for both general education and special education students.

Based on our initial space planning, **all but one (98%) of K-8 schools were set to offer Pre-K** (Whitney Young and Campus International).

That is up from four current schools (93%) that do not offer PreK this year.



After careful review of space planning and projected enrollment for next school year, we are **now recommending that PreK be offered at Whitney Young.**

This will mean 98% of our schools are PreK-8 schools (all but one).

This can be done without compromising space for special education classrooms and will ensure PreK can continue to be offered in this region of the Southeast.



School Start/End Times



As we implement the proposed Building Brighter Future changes in CMSD, we are recommending the continuation of a 3-tier system.

Improves convenience for students and families by increasing efficiencies through streamlined logistics while also lowering district expenses.

Start and End Times | Pre-K to 8 Schools



13 Pre-K to 8 schools (~28%) have adjusted start times due to mergers or other operational changes.

These changes primarily align merged schools to a common start time, ensuring minimal disruption primarily (30–60 minutes shifts), and maintaining continuity for families and staff.*

Bus Tier	Range of Start Times	Range of End Times	Number of Schools Post-BBF Recommendation
Tier 1	7:35 to 8:05 am	2:05 to 2:35 pm	11
Tier 2	8:35 or 8:40 am	3:05 to 3:10 pm	22
Tier 3	9:35 am	4:05 pm	13

*Harvey Rice is the only Pre-K to 8 school that will shift by 120 mins (from 7:35 am to the new 9:35 am start time).

Start and End Times | High Schools



5 high schools (~36%) have adjusted start times due to mergers or other operational changes.

These changes primarily align merged schools to a common start time, ensuring minimal disruption (30-60 minutes shifts) and maintaining continuity for families and staff.

Bus Tier	Range of Start Times	Range of End Times	Number of Schools Post-BBF Recommendation
Tier 1	8:00 to 8:25 am	2:30 to 2:55 pm	5
Tier 2	8:35 am	3:05 pm	8
Tier 3	9:00 am	3:30 pm	1

Start and End Times | Alternative Schools



There will be no start and end time changes for Alternative Schools.*

Range of Start Times	End Time	Number of Schools Post-BBF Recommendation
8:00 or 8:30 am	2:30 pm	6
9:00 am	3:30 pm	1

*The School of One@ CMSD HS sites (5) will follow the respective high school start and end times.

There is no change to the start and end times for High Tech Academy; yellow buses accommodate high school students who leave their school for a few hours to attend classes at Cuyahoga Community College.



Academic Calendar

Overview of calendar changes



- Changes made to support Building Brighter Futures Implementation
 - Start date moved back a week
 - Additional PD Day at the beginning of the year
- Changes made to decrease the impact on student attendance
 - Open House and Parent Teacher Conference Days decreased from two days to one day

Summary of Changes: 2026-2027 Traditional Calendar



	2025-2026	2026-2027	Rationale
1st Day for Staff	Aug. 12, 2025	Aug. 17, 2026	<ul style="list-style-type: none"> Moved start date back a week for BBF moves Added a PD day for staff for merging staff collaboration
1st Day for Students	Aug. 18, 2025	Aug. 24, 2026	<ul style="list-style-type: none"> Moved start date back a week for BBF moves
Open House	Sept. 10-11, 2025	Sept. 9, 2026	<ul style="list-style-type: none"> One day to decrease impact on student attendance
1st Parent Conferences	Oct. 28-29, 2025	Nov. 2, 2026	<ul style="list-style-type: none"> One day to decrease impact on student attendance
Election Day	Nov. 4, 2025 (PD Day)	Nov. 3, 2026	<ul style="list-style-type: none"> No School for students and staff; added PD day in Aug.
End of 1st Semester	Dec. 19, 2025	Jan. 15, 2027	<ul style="list-style-type: none"> Semester ends later due to later start date
2nd Parent Conferences	Feb. 4-5, 2026	Feb. 11, 2027	<ul style="list-style-type: none"> One day to decrease impact on student attendance
Spring Break	Mar. 23-27, 2026	Mar. 29-Apr. 2, 2027	<ul style="list-style-type: none"> Moved back a week; Good Friday starts SB in 2027
3rd Parent Conferences	Apr. 15-16, 2026	Apr. 14, 2027	<ul style="list-style-type: none"> One day to decrease impact on student attendance
Last Day for Students	May 28, 2026	June 3, 2027	<ul style="list-style-type: none"> Moved back a week due to later start date
Last Day for Staff	May 29, 2026	June 4, 2027	<ul style="list-style-type: none"> Moved back a week due to later start date

Summary of Changes: 2027-2028 Traditional Calendar

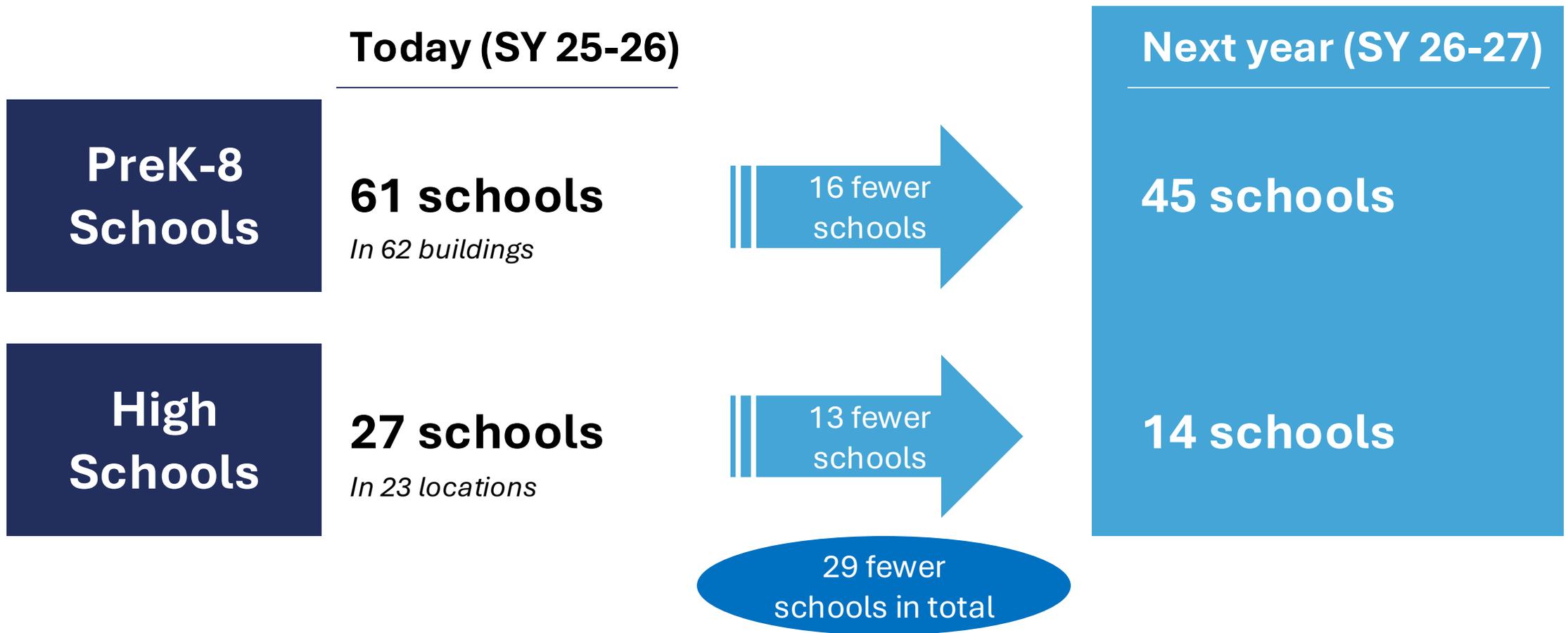


	2027-2028	Rationale
1st Day for Staff	August 17, 2027	• Teacher start date remains the third week of August
1st Day for Students	August 23, 2027	• Student start date remains the fourth week of August
Open House	Sept. 8, 2027	• One day to decrease impact on student attendance
1st Parent Conferences	Nov. 1, 2027	• One day to decrease impact on student attendance
Election Day	Nov. 2, 2027	• Added PD day back to November
End of 1st Semester	Jan. 14, 2028	• Semester ends later due to later start date
2nd Parent Conferences	Feb. 10, 2028	• One day to decrease impact on student attendance
Spring Break	Mar. 27-31, 2028	• Spring Break remains the last week of March
3rd Parent Conferences	April 13, 2028	• One day to decrease impact on student attendance
Last Day for Students	June 1, 2028	• Moved back a week due to later start date
Last Day for Staff	June 2, 2028	• Moved back a week due to later start date



**Building Brighter
Futures Final
Recommendations**

In fall 2026, CMSD will operate 59 schools and continue non-traditional options



Non-traditional school options will remain as program offerings for SY 26-27, specifically Natividad Pagan International Newcomers Academy (K-12), School of One, Remote K-8 School, Remote High School, Virtual Academy, High Tech High, and educational programs offered to students in Cuyahoga County Juvenile Detention Center and residential settings.



Mergers



14 high schools currently on co-located campuses to merge within their 6 respective campuses

5 high schools to merge with a paired welcoming school in the welcoming school's building



High School Mergers – Co-located schools merging at current location



14 high schools currently on co-located campuses to merge within their 6 respective campuses

Current High Schools (14 on 6 campuses)			Future High Schools (and Names)
1. John Hay Campus	<ul style="list-style-type: none"> • Cleveland School of Science and Medicine • Cleveland School of Architecture and Design • Cleveland Early College High School 	→	John Hay High School
2. Lakeside Campus	<ul style="list-style-type: none"> • Davis Aerospace and Maritime High School • Cleveland High School for Digital Arts 	→	Benjamin O. Davis, Jr. High School
3. John Marshall Campus	<ul style="list-style-type: none"> • John Marshall School of Civic and Business Leadership • John Marshall School of Engineering • John Marshall School of Information Technology 	→	John Marshall High School
4. Lincoln-West Campus	<ul style="list-style-type: none"> • Lincoln-West School of Global Studies • Lincoln-West School of Science and Health 	→	Lincoln-West High School
5. James Ford Rhodes Campus	<ul style="list-style-type: none"> • James Ford Rhodes College and Career Academy • James Ford Rhodes School of Environmental Studies 	→	James Ford Rhodes High School
6. Garrett Morgan Campus	<ul style="list-style-type: none"> • Garrett Morgan School of Engineering & Innovation • Garrett Morgan School of Leadership & Innovation 	→	Garrett Morgan High School



High School Mergers – Merging to new location



5

HS mergers
requiring
change in
location

Transitioning School

Welcoming School

1. Collinwood High School



Glenville High School

2. Campus International High School



John Hay High School

3. MC²STEM High School



East Technical High School

4. New Tech West High School



James Ford Rhodes High School

5. Facing History New Tech High School



K-8 Mergers



16
K-8 mergers

Transitioning School		Welcoming School and Name
1. Hannah Gibbons	→	Memorial
2. Euclid Park	→	East Clark
3. Stephanie Tubbs Jones*	→	Franklin D. Roosevelt (<i>renamed Stephanie Tubbs Jones</i>)
4. Mary M. Bethune*	→	Daniel E. Morgan
5. Mary B. Martin	→	Wade Park
6. Alfred A. Benesch	→	George Washington Carver
7. Bolton	→	Harvey Rice
8. Charles Dickens	→	Andrew J. Rickoff
9. Adlai E. Stevenson	→	Whitney M. Young Leadership
10. Miles	→	Robert H. Jamison
11. Dike School of the Arts		Mound (<i>renamed Mound School of the Arts</i>)
12. Mound*	→	Albert Bushnell Hart
12. Mary Church Terrell	→	Wilbur Wright (<i>renamed Wilbur Wright School of the Arts</i>)
13. Waverly*	→	Joseph M. Gallagher
14. Louisa May Alcott		
15. Charles A. Mooney	→	Denison
16. Valley View Boys' Leadership Academy	→	Kenneth Clement Boys' Leadership Academy

*Indicates a building that will stay in operation as the new location for a district-wide specialty school



K-8 Moves



4 moves
of K-8 specialty
schools

Current Location	Future Location and Name
1. Kenneth Clement Boys' Leadership Academy (merged with Valley View Boys' Leadership Academy)	→ Mary M. Bethune building <i>(renamed Kenneth W. Clement Boys' Leadership Academy)</i>
2. Stonebrook-White Montessori	→ Stephanie Tubbs Jones building <i>(renamed Michael R. White Montessori)</i>
3. Dike School of the Arts	→ Mound building <i>(renamed Mound School of Arts as part of merger with Mound)</i> <i>(renamed Dike School of the Arts)</i>
4. Tremont Montessori	→ Waverly building <i>(renamed Waverly Montessori)</i>



K-8 Name Updates or Transfers



8 name changes of K-8 schools

	Current Name	→	Future Name
1.	Franklin D. Roosevelt (now home to merged FDR and Stephanie Tubbs Jones)	→	Stephanie Tubbs Jones
2.	Stephanie Tubbs Jones building (now home to Stonebrook-White Montessori)	→	Michael R. White Montessori
3.	Mary McLeod Bethune building (now home to Kenneth Clement BLA)	→	Kenneth Clement BLA
4.	Waverly building (now home to Tremont Montessori)	→	Waverly Montessori
5.	Wilbur Wright (now home to West Side arts specialty school)	→	Wilbur Wright School of the Arts
6.	Mound (now home to merged Mound and Dike School of the Arts)	→	Mound School of the Arts
7.	Warner Girls' Leadership Academy	→	Mary B. Martin Girls' Leadership Academy
8.	Douglas MacArthur Girls' Leadership Academy	→	Mary McLeod Bethune Girls' Leadership Academy



Building Brighter Futures System- wide Benefits

We are planning for a *Brighter Future*



100% of
High Schools offer
**COLLEGE
CREDIT**

100% of
High Schools offer
**CAREER
PATHWAYS**

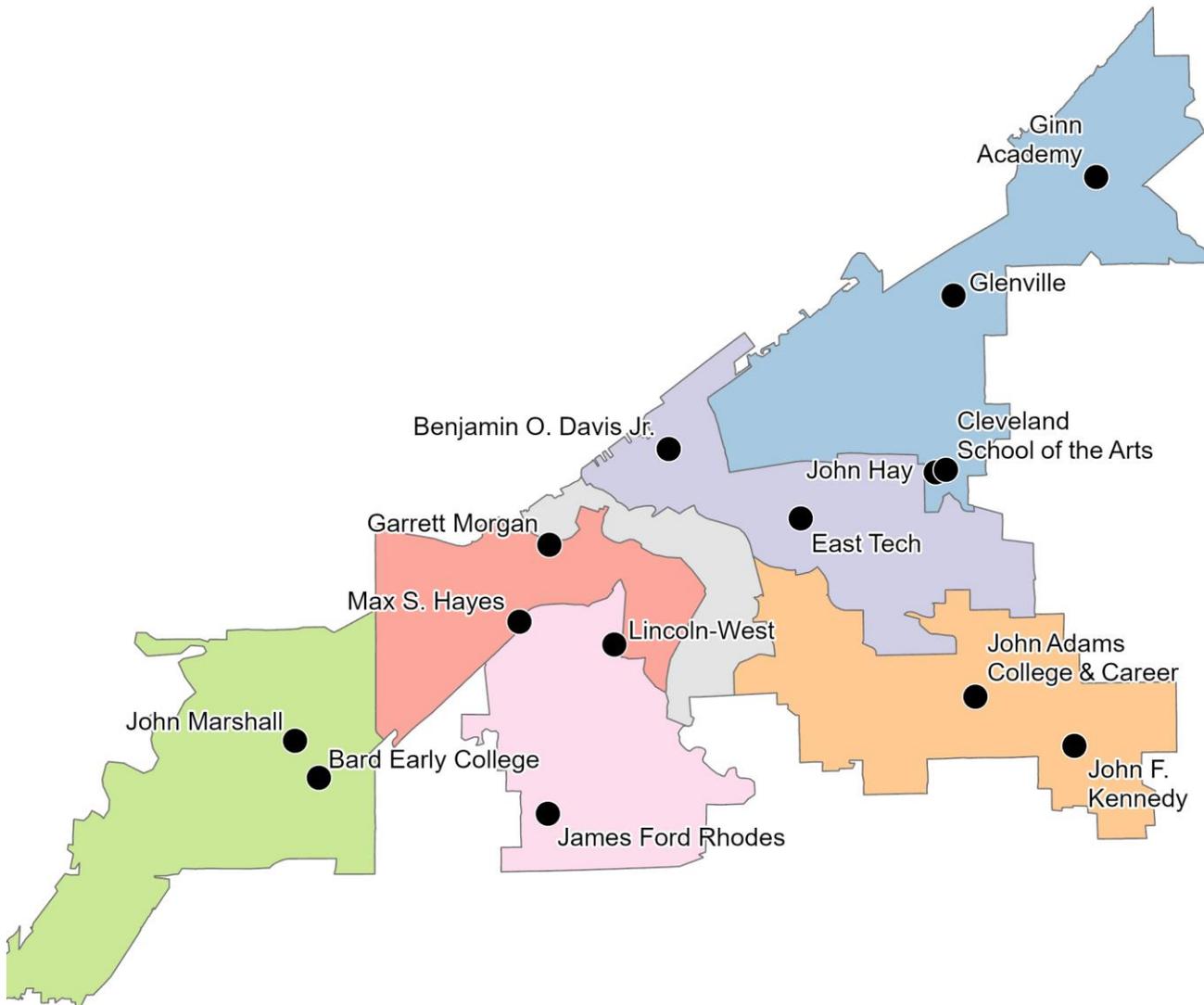
**HEALTHY
ENROLLMENT**

Improve teacher &
student experiences

100%
of students in
**UPGRADED
BUILDINGS**

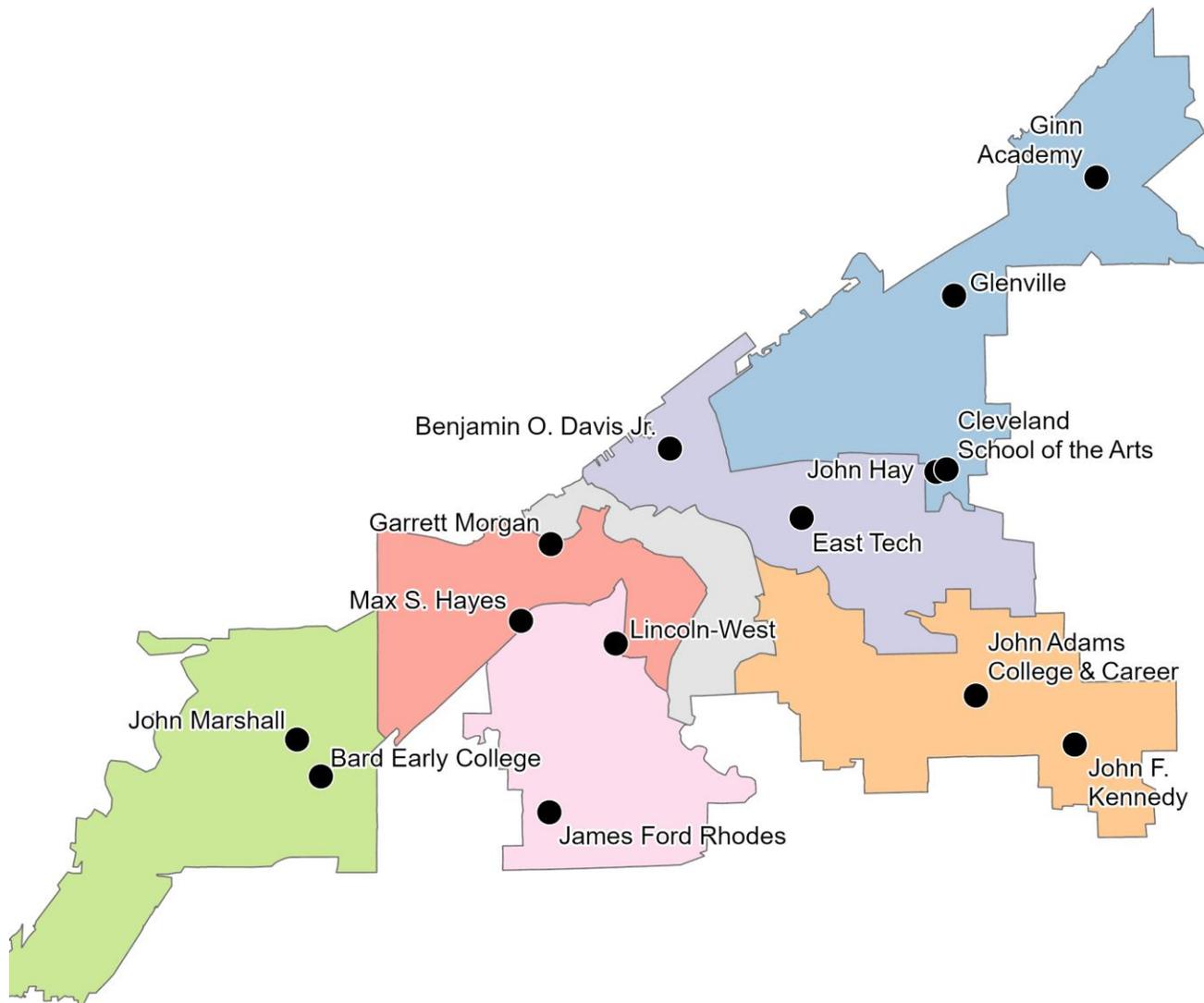
100%
of K-8s offer options
**BEYOND
ART, MUSIC & PE**

100% of High Schools offer CAREER PATHWAYS



- ✓ Career pathway(s) at **EVERY** high school
- ✓ Courses and experiences that result in credentials of value for students and build on existing high school specialization areas

100% of High Schools offer COLLEGE CREDIT



- ✓ On-campus college credit courses at **EVERY** high school through AP, IB, or dual enrollment
- ✓ Option to pursue honors diploma at **EVERY** high school
- ✓ Continued options via College Credit Plus and High Tech High

100% of students in UPGRADED BUILDINGS



- **Taking buildings offline allows us to reduce capital costs and maximize our bond dollars***, moving us much closer to the goal of 100% of students in upgraded buildings
- Due to construction and ongoing maintenance timelines, **this goal will take time to accomplish**, with work stretching beyond SY26-27

- ✓ **Planned or in-progress investments in every welcoming school that is not currently in a building rated “good”**
- ✓ **Ongoing maintenance for every school building remaining in operation**, including ensuring ALL schools will have A/C
- ✓ **Immediate access to upgraded buildings for K-8 specialty schools moving locations**
- ✓ **Early discussions on plans for renovations and/or rebuilds** for remaining legacy buildings
- ✓ **Three new buildings** (Marion Seltzer, Lincoln-West High School, and a new East Side High School)

We are planning for a *Brighter Future*



100% of
High Schools offer
**COLLEGE
CREDIT**

100% of
High Schools offer
**CAREER
PATHWAYS**

**HEALTHY
ENROLLMENT**

Improve teacher &
student experiences

100%
of students in
**UPGRADED
BUILDINGS**

100%
of K-8s offer options
**BEYOND
ART, MUSIC & PE**

Looking ahead



This plan is about
our students...

Victorious Blackman



...How we come
together to deliver
on this vision of a
Brighter Future is
about us



Questions?