COMPREHENSIVE REVIEW 2023
A STUDENT-CENTERED REVIEW OF PROGRAMS, BOUNDARIES, & FACILITIES
ENSURING EQUITABLE LEARNING ENVIRONMENTS

ENGAGEMENT PHASE I SUMMARY
30 November 2022
CMS is currently crafting a Comprehensive Plan for Programs, Boundaries, and Facilities in service of continuous improvement efforts.

The Comprehensive Plan is being developed through the Comprehensive Review Process, currently underway.

The Comprehensive Plan incorporates the Capital Needs Assessment; Student Assignment Review; and Magnet Program Update.
Adoption of the Comprehensive Plan does not necessarily mean a wholesale redrawing of attendance boundaries.

Fully implementing the ultimate slate of programmatic and boundary changes is wholly dependent on securing funding for the Capital Investment Plan through a successful 2023 general obligation bond referendum; and may necessitate changes to policy and procedures.
This plan is necessarily student-centered, and encompasses applicable Charlotte-Mecklenburg Board of Education (CMBE) policy; CMS goals and guardrails; data points; community feedback; and other inputs.

The initial engagement sessions were intended as one of those key inputs.
OVERARCHING TIMELINE

EARLY 2022
COMPREHENSIVE REVIEW LAUNCH

AUG & NOV
EARLY ACTIONS TAKEN WITHIN CONTEXT OF LARGER PLAN

FALL/WINTER 2022
COMMUNITY ENGAGEMENT FOR COMPREHENSIVE PLAN, TO INCLUDE SOUTH CHARLOTTE RELIEF HS AND CAPITAL NEEDS ASSESSMENT

JANUARY 2023
COMPREHENSIVE PLAN REVISION SHARED FOR FEEDBACK AND REFINEMENT

FEBRUARY 2023
CMBE VOTE ON COMPREHENSIVE PLAN

SUMMER/FALL 2023
PRESENT CIP TO MECKLENBURG COUNTY BOARD OF COMMISSIONERS AND LOCAL GOVERNMENT COMMISSION

NOVEMBER 2023
GENERAL OBLIGATION BOND REFERENDUM
The kickoff and initial engagement sessions were intended to provide background information; discuss each of the topics; and share the overall schedule and calendar of events.

There were five in-person meetings, with an overview and breakout sessions. Another series of virtual meetings was held, at two different times of the day, to expand reach and remove barriers to participation.

Several civic groups, schools, and neighborhood associations also hosted engagement opportunities.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Thursday, October 6</td>
<td>12pm</td>
<td>Neighborhood K-8s</td>
<td>Virtual</td>
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<tr>
<td>Wednesday, October 12</td>
<td>12pm</td>
<td>Language Magnet Programs</td>
<td>Virtual</td>
</tr>
<tr>
<td>Thursday, October 13</td>
<td>12pm</td>
<td>Regional Athletic Facilities</td>
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</tr>
<tr>
<td>Thursday, October 13</td>
<td>6pm</td>
<td>All Topics (different classrooms)</td>
<td>Garinger</td>
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<td>Wednesday, October 19</td>
<td>6pm</td>
<td>Recapturing Market Share</td>
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<td>Thursday, October 20</td>
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<td>STE/AM Magnet Programs</td>
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<td>Wednesday, October 26</td>
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<td>All Topics (different classrooms)</td>
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<td>Thursday, October 27</td>
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<td>Boundary Development Process</td>
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<td>6pm</td>
<td>All Topics (different classrooms)</td>
<td>Chambers</td>
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<td>Thursday, November 10</td>
<td>6pm</td>
<td>All Topics (different classrooms)</td>
<td>Hopewell</td>
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<td>Wednesday, November 16</td>
<td>6pm</td>
<td>All Topics (different classrooms)</td>
<td>Providence</td>
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<td>Wednesday, November 30</td>
<td>6pm</td>
<td>Wrap-up</td>
<td>Virtual</td>
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COMMUNITY ENGAGEMENT
PHASE I

In addition to the virtual and in-person meetings, a survey instrument is being shared to solicit general and specific feedback; survey responses are expected by the close of business on 9 December 22.

Individuals are able to email questions and comments to CMSreview23@cms.k12.nc.us throughout this entire process.
TOPICS FOR INITIAL FEEDBACK

E.E. Waddell HS
Montessori Magnet Programs
LI/TD and Gifted Magnet Programs
STE/AM Magnet Programs
International Baccalaureate Magnet Programs
Language Magnet Programs
Neighborhood K-8 Schools
Regional Athletic Facilities
Retaining & Recapturing Students & Families
Student Assignment Boundary Process
Student Assignment Boundary Changes
WHAT WE HEARD
MAGNET PROGRAMS

Need for clear K-12 pathways/articulation and continuation options

Need popular programs throughout County

Strong desire for academically gifted programs allowing access to more rigorous content

Lack of variety available in middle school magnet programs

Consideration for revamping transportation zones
No "one size" answer: "The model works better for some schools than others"

Value seen in magnet/choice program offerings with K-8 spans

Pros include continuity, stability, convenience; longer-term connections/relationships between schools, students, and families; smaller class sizes in grades 6-8 than traditional middle schools; student mentors

Cons noted include difficulty with transition to comprehensive high schools; inequities tied to limited extracurriculars and athletics; lack of access to breadth of Career and Technical Education offerings

Considerations for continuing/expanding the model include additional academic and behavioral supports tailored to P/K-8 schools
REGIONAL ATHLETIC COMPLEXES

Wide-spread support if a "both/and" with competition facilities at comprehensive high schools

Recognition that real estate challenges will only grow over time

Desire to host wider ranges of events and sports

Approval of additional access to water, including for basic swimming instruction

Excitement around potential for graduation ceremonies to be held
STUDENT AND FAMILY CHOICE

Desire for stability in assignment

Concerns over school composition and/or performance
STUDENT ASSIGNMENT PROCESS

Overall support for the four priorities of The Charlotte-Mecklenburg Board of Education in boundary development

Challenges in valuing/weighting each of the individual priorities (home-to-school distance; intact feeders; SES diversity; and building utilization) equally

Need for increased communication and transparency throughout the boundary development process

General desire to remain in current assigned school as long as possible
WHAT ELSE?
COMMUNITY ENGAGEMENT
PHASE II

The next phase of the engagement effort will begin in January 2023, once the draft Comprehensive Plan has been revised.

The second phase will have a specific focus on the schools and neighborhoods who may be impacted by the prioritized projects within the Plan.

Finally, team members will continue to attend community events and other functions.
IMPLICATIONS FOR THE WORK

It is essential that the CMS capital needs are expressed clearly; that the community understands why the Comprehensive Review matters; and that each of us embrace and engage with this work, in whichever ways feel most appropriate. If this work is done well, Charlotte-Mecklenburg will understand the needs; endorse this shared path; and approve the bond referendum in 2023.

Success will lead to improved student outcomes through improved classrooms and buildings; enhanced supports for staff; and greater opportunity for all.

Failing means failing the students who are now, and will be, enrolled in the schools and facilities identified for investment, and will set CMS back another decade in rectifying these inequitable circumstances.
This is about our community.
It is about our students.
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THANK YOU!