

Proposed A 2015-2016 Collierville Schools Instructional Calendar^{1.16.15}

Before School Begins

July 31, 2015	New Teacher Induction
August 3, 2015	(AM) PD (PM) Administrative Day*
August 4, 2015	Administrative Day & Student Registration Day
August 5, 2015	(AM) PD (PM) Administrative Day*
August 6, 2015	Professional Development Day*
August 7, 2015	Professional Development Day*

First Semester				84 Days
Date	Day	Event	Students	Teachers
August 10	Monday	1 st day for Students	In	In
September 7	Monday	Labor Day	Out	Out
September 17	Thursday	Parent Conferences (3-6 p.m. & 4-7 p.m.)	In	In
September 18	Friday	Professional Dev. Day	Out	In
October 9	Friday	End of 1 st Quarter	In	In
October 12-16	Monday-Friday	Fall Break	Out	Out
November 11	Wednesday	Veterans Day Holiday	Out	Out
November 25-27	Wednesday-Friday	Thanksgiving Break	Out	Out
December 16-18	Wednesday-Friday	Semester Exams	In	In
December 18	Friday	End of 2 nd Quarter	In (1/2 Day)	In (Full Day)
December 18	Friday	½ Administrative Day	Out (1/2 Day)	In (Full Day)
December 21- January 1	Monday-Friday	Winter Break	Out	Out
Second Semester				96 Days
Date	Day	Event	Students	Teachers
January 4	Monday	Administrative Day	Out	In
January 5	Tuesday	Students Return	In	In
January 18	Monday	MLK Jr. Day	Out	Out
February 11	Thursday	Parent Conferences (3-6 p.m. & 4-7 p.m.)	In	In
February 12	Friday	Professional Dev. Day	Out	In
February 15	Monday	President's Day	Out	Out
March 11	Friday	End of 3 rd Quarter	In	In
March 21-25	Monday-Friday	Spring Break/Good Friday	Out	Out
May 25-27	Wednesday-Friday	Semester Exams	In	In
May 27	Friday	End of 4 th Quarter	In (1/2 Day)	In (Full Day)
May 27	Friday	½ Administrative Day	Out (1/2 Day)	In (Full Day)

180 school days

Q 1=43 days
Q 2=41 days
(S 1=84 days)

Q 3=46 days
Q 4=50 days
(S 2=96 days)

PD

August 3 (.5)
August 5 (.5)
August 6 (1)
August 7 (1)
September 18 (1)
February 12 (1)

=====

5 Days

Admin

August 3 (.5)
August 4 (1)
August 5 (.5)
December 18 (.5)
January 4 (1)
May 27 (.5)

=====

4 Days

Conference

September 17 (.5)
February 11 (.5)

=====

1 Day

Proposed 2016-2017 Collierville Schools Instructional Calendar^{1.13.15}

Before School Begins

July 28-29, 2016	New Teacher Induction
August 1, 2016	(AM) PD (PM) Administrative Day*
August 2, 2016	Administrative Day & Student Registration Day
August 3, 2016	(AM) PD (PM) Administrative Day*
August 4, 2016	Professional Development Day*
August 5, 2016	Professional Development Day*

First Semester				84 Days
Date	Day	Event	Students	Teachers
August 8	Monday	1 st day for Students	In	In
September 5	Monday	Labor Day	Out	Out
September 15	Thursday	Parent Conferences (3-6 p.m. & 4-7 p.m.)	In	In
September 16	Friday	Professional Dev. Day	Out	In
October 7	Friday	End of 1 st Quarter	In	In
October 10-14	Monday-Friday	Fall Break	Out	Out
November 11	Friday	Veterans Day Holiday	Out	Out
November 23-25	Wednesday-Friday	Thanksgiving Break	Out	Out
December 14-16	Wednesday-Friday	Semester Exams	In	In
December 16	Friday	End of 2 nd Quarter	In (1/2 Day)	In (Full Day)
December 16	Friday	½ Administrative Day	Out (1/2 Day)	In (Full Day)
December 19- December 30	Monday-Friday	Winter Break	Out	Out
Second Semester				96 Days
Date	Day	Event	Students	Teachers
January 2	Monday	Administrative Day	Out	In
January 3	Tuesday	Students Return	In	In
January 16	Monday	MLK Jr. Day	Out	Out
February 9	Thursday	Parent Conferences (3-6 p.m. & 4-7 p.m.)	In	In
February 10	Friday	Professional Dev. Day	Out	In
March 10	Friday	End of 3 rd Quarter	In	In
March 13-17	Monday-Friday	Spring Break	Out	Out
April 14	Friday	Good Friday	Out	Out
May 24-26	Wednesday-Friday	Semester Exams	In	In
May 26	Friday	End of 4 th Quarter	In (1/2 Day)	In (Full Day)
May 26	Friday	½ Administrative Day	Out (1/2 Day)	In (Full Day)

180 school days

Q 1=43 Days
 Q 2=41 Days
 (S 1=84 Days)

Q 3=47 Days
 Q 4=49 Days
 (S2=96 Days)

PD

August 1 (.5)
 August 3 (.5)
 August 4 (1)
 August 5 (1)
 September 16 (1)
 February 10 (1)

=====

5 Days

Admin

August 1 (.5)
 August 2 (1)
 August 3 (.5)
 December 16 (.5)
 January 2 (1)
 May 26 (.5)

=====

4 Days

Conference

September 15 (.5)
 February 9 (.5)

=====

1 Day



Five Year Capital Plan

Presented to
Collierville Schools
Board of Education Work Session
January 27, 2015

ACKNOWLEDGEMENTS

Collierville Facilities Master Planning Committee:

John S. Aitken, Superintendent
Mike Simpson, Chief of Operations
Louise Clancy, Director, Curriculum and Accountability
Herchel Burton, Director, Student Services
Russell Dyer, Chief of Staff
Anita Hays, Chief Financial Officer
Nedra Jones, Planner, Shared Services
Maureen Fraser, Vice Mayor, Town of Collierville Board of Mayor and Aldermen
Kevin Vaughan, Collierville School Board
Heath Hudspeth, Collierville Schools PTA
Jason Gambone, Town of Collierville, Department of Development
Sean Isham, Town of Collierville, Department of Development

Special Thanks To:

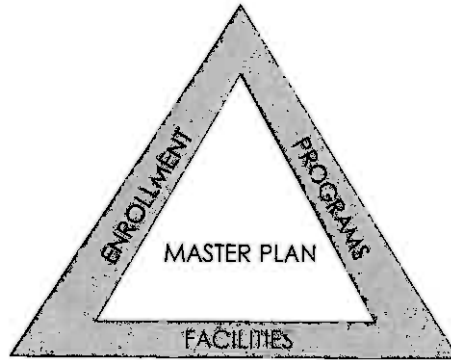
Lisa Higgins, Collierville Schools, Instructional Technology Supervisor
Jaime Groce, Town of Collierville, Department of Development

Collierville Schools:

Collierville High, Chip Blanchard, Principal
Collierville Middle, Roger Jones II, Principal
Schilling Farms Middle, Jeff Jones, Principal
Bailey Station, Cynthia Tesreau, Principal
Collierville Elementary, Melissa McConnell, Principal
Crosswind Elementary, Patricia Lampkins, Principal
Sycamore Elementary, Jennifer Ragland, Principal
Tara Oaks Elementary, Tricia Marshall, Principal



PLANNING PILLARS



CURRENT ENROLLMENT

Collierville = 7,332

Non-residents = 524

Total Enrollment = 7,856

Note: An inter-local agreement between Collierville Schools and Germantown Municipal Schools District allows 679 Collierville students to attend Houston High or Houston Middle.

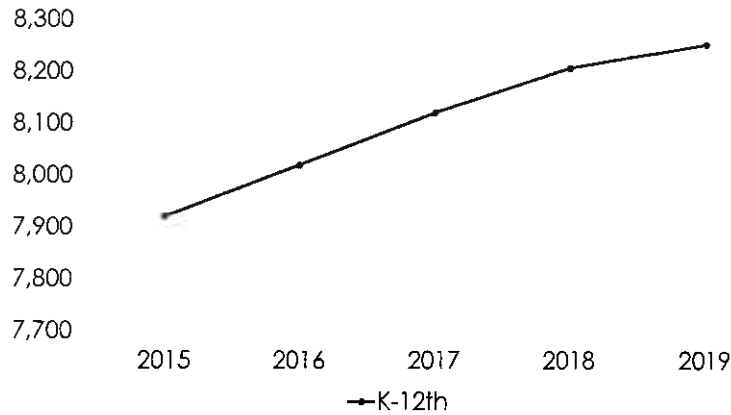


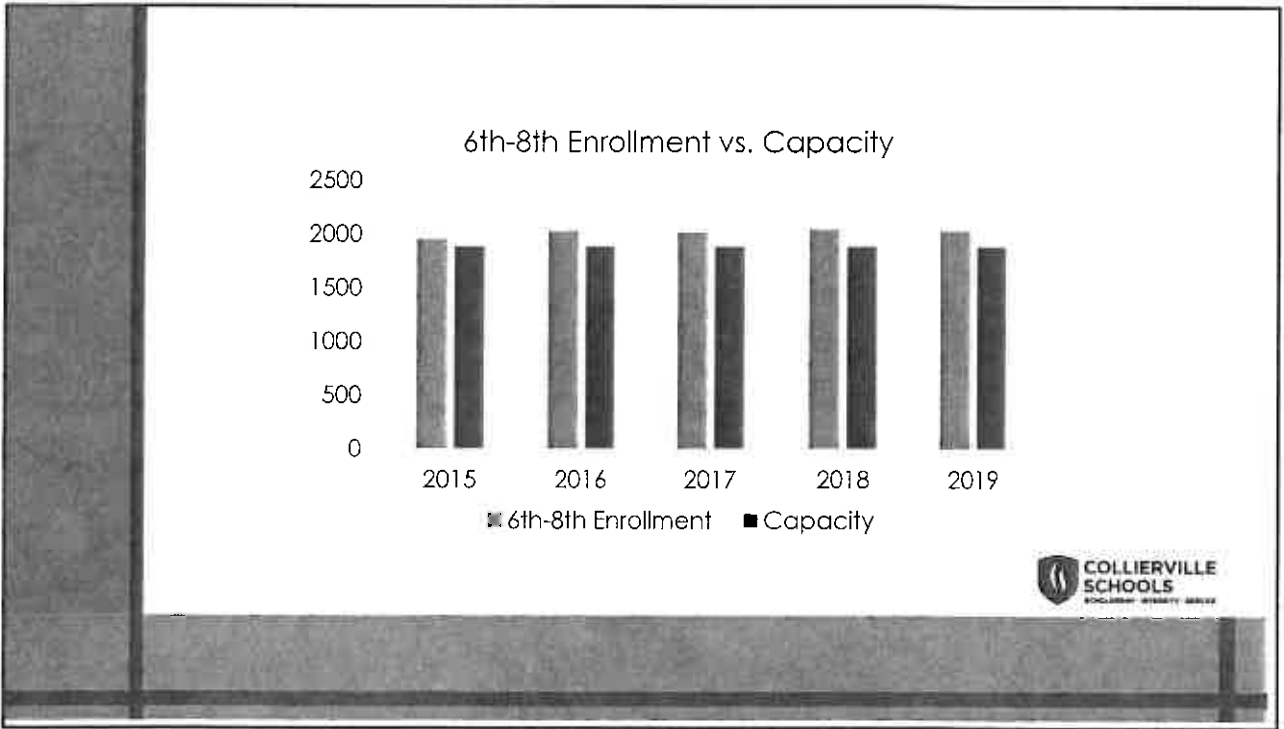
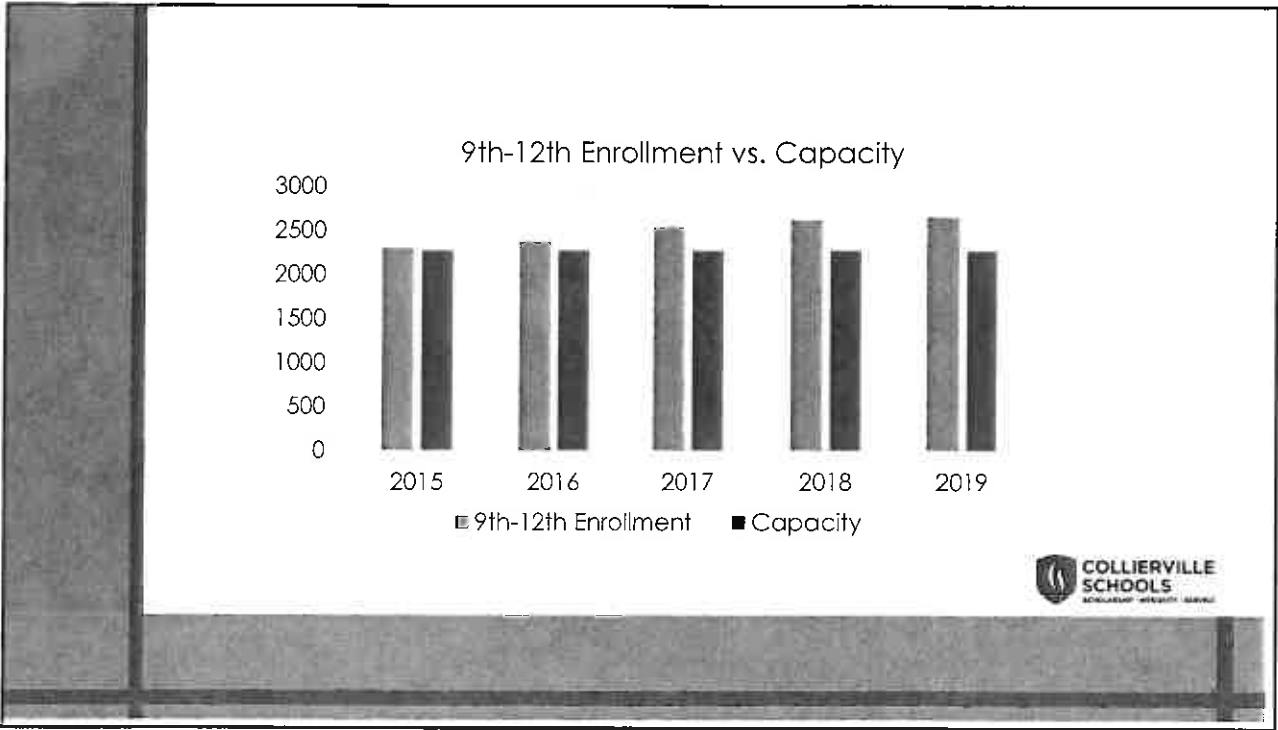
CURRENT ENROLLMENT

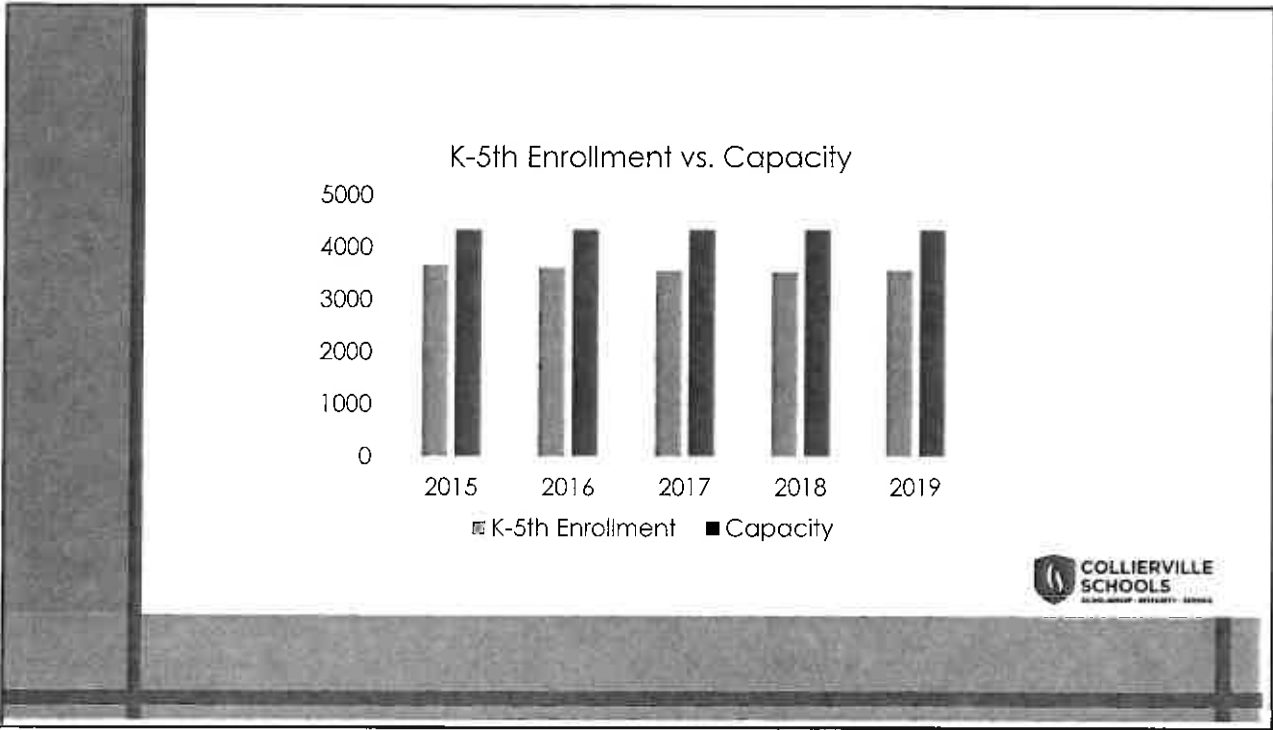
Students	Bailey Station	Collierville ES	Collierville Crosswind	Collierville Sycamore	Collierville Tara Oaks	Collierville MS	Collierville Schilling Farms	Collierville HS	Total
Collierville	710	721	734	666	578	801	1,020	2,102	7,332
Non-resident	97	44	24	69	106	77	33	74	524
Total	807	765	758	735	684	878	1,053	2,176	7,856



PROJECTED ENROLLMENT







GROWTH OPTIONS – HIGH SCHOOL

- Construct New High School
- Expand Existing Facility With Classroom Addition
- Installation of Portable Classrooms



GROWTH OPTIONS – MIDDLE SCHOOLS

- Rezone Middle Schools
- Limit Non-Resident Student Population
- Eliminate Portable Classrooms and Expand Existing Facility With Classroom Addition



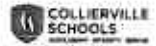
PROGRAMS

- Special Education Pre-School
- STEM (Science, Technology, Engineering and Math)
- Technology
- Partnerships (Public and Private)



FACILITIES CONDITIONS

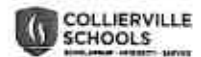
School Building	Year Built	Additions or Renovations	Total Deferred Maintenance Costs	Facility Rating	FCI
CHS	1975	1995	\$3,959,196	Good to Fair	.10
CMS	2012	None	\$113,579	Good	.01
SFMS	1999	None	\$2,107,617	Good to Fair	.17
BSES	2005	None	\$456,505	Good to Fair	.03
CES	1968	1972, 2005	\$2,426,432	Good to Fair	.17
CWES	1993	None	\$665,536	Good to Fair	.05
SES	2000	None	\$428,644	Good to Fair	.03
TES	1995	2000	\$570,236	Good to Fair	.04



CAPITAL IMPROVEMENTS BUDGET

CAPITAL IMPROVEMENT PROGRAM	
FY 15	\$2,490,000
FY 16	\$2,223,000
FY 17	\$2,235,000
FY 18	\$2,365,000
FY 19	\$2,365,000
GRAND TOTAL	\$11,678,000

Note: Estimated budgets are stated in 2015 dollars and are subject to inflation.



QUESTIONS OR COMMENTS



Collierville School Board
Mark Hansen, Board Chairman
Kevin Vaughan
Wanda Chism
Cathy Messerly
Wright Cox

Presented by Shared Service Planning in cooperation with Collierville Schools



January 15, 2015

Mr. John S. Aitken
Superintendent
Collierville School District
146 College St.
Collierville, TN 38017

**Re: Feasibility Study
Collierville High School
Collierville, TN**

Dear Mr. Aitken -

I am pleased to present this proposal to provide the services you will need for the above referenced project. We are excited about the possibility of working closely with you to assess the existing Collierville High School and provide good, objective information with which the Collierville School District Board of Education can make wise decisions.

A. SCOPE

Our services will include the following:

1. Assess the current condition of the campus buildings and site. This includes site, MPE/structural building systems and architectural components.
2. Develop an analysis to determine the feasibility of expansion from the current 2,154 student enrollment (2,000 capacity) that includes two portables, to a 3,000 student campus with no portables.
3. We will use the "Guide for School Facility Appraisal" form issued by The Council of Educational Facility Planners International ("CEFPI") as a tool to objectively score the assessment. The scoring will give you the evaluation of the campus condition ranging from "excellent" to "very inadequate". Categories to score include The School Site, Structural, Mechanical, Plant Maintainability, Safety and Security, Educational Adequacy and Environment.
4. We will include a conceptual site plan analysis showing how to expand the facilities on the current campus for a 3,000 student high school. The conceptual site plan will identify the adequacy and/or the short-comings of the current site.
5. HNA will provide MPE engineering analysis. CSA will provide structural engineering analysis.

B. DELIVERABLES

1. Written report including:
 - A. Executive Summary
 - B. CEFPI scoring
 - C. Photographs
 - D. Conceptual Site Plan
 - E. Narrative
 - F. Building Program for 3,000 students (Draft)
2. PowerPoint for public presentation.

C. EXCLUDED

1. In depth planning.
2. Design of high school expansion.
3. Cost estimating for conversion to middle school or for upgrades/expansion to accommodate a 3,000 student high school.

D. TERMS AND CONDITIONS

1. See attached.

F. FFF

1. Lump Sum: \$21,500.
2. See attached for reimbursables.
3. Any additional services shall be pre-approved and billed according to the hourly rates attached.

Thank you again for allowing us to be a part of this exciting project. We look forward to serving Collierville School District. Please sign below and the Terms and Conditions document and return to me for our records. Please call if I can be of any service to you.

Very Truly Yours,

FLEMING/ASSOCIATES/ARCHITECTS, PC


E. Scott Fleming, President

Attachments: Terms and Conditions

TERMS ACCEPTED:

John S. Aitken, Superintendent
Collierville School District

Date

ATTACHMENT 'A'

Terms and Conditions

1. **Authorization to Proceed and Standard of Care:** Execution of this agreement by Owner hereby authorizes Fleming Associates/Architects P.C. ("Fleming"), hereinafter referred to as "Architect," to proceed with the work, unless otherwise provided for in this agreement. Architect shall exercise that degree of care, skill and diligence in rendering all of its services under this Agreement in accordance with that prevailing among the architectural firms when performing services for projects similar to the Project in the jurisdiction where the Project is located (the "Professional Standard"). The Architect makes no warranty in this Agreement, express or implied, other than to comply with the Professional Standard in providing services pursuant to this Agreement.
2. **Payment to Architect:** Architect will bill monthly for fees and reimbursable expenses. Payment is due upon receipt. Outstanding balances of 30 days or more will accrue interest at 12% per annum. If full or satisfactory payment is not made within 30 days from the date of the invoice, work on this Project may be stopped at the discretion of Architect without any penalty from the Owner. If legal action is required in order to collect monies due to Architect, the Owner shall be liable for any attorneys' fees and costs incurred in such action in addition to the fees and termination expenses.
3. **Reimbursable Expenses:** Reimbursable expenses are in addition to compensation for the Architect's services and include expenses incurred by the Architect and Architect's Consultants directly related to the Project, including but not limited to: (1) transportation in connection with the Project, authorized out-of-town travel and subsistence, electronic communications, reproductions, plots, postage, handling, delivery of instruments of service to the extent not included in Basic Services, renderings, models and mock-ups requested by the Owner; and, (2) the expense of additional insurance coverage or limits requested by the Owner in excess of that normally carried by the Architect and Architect's Consultants. In addition to the direct costs of the Reimbursable Expenses, 10% will be added for cost of funds, handling and overhead (multiple for reimbursable expenses: 1.1).
4. **Architect's Consultants:** For changes in the services and/or additional services of Architect's Consultants, compensation shall be computed as a multiple of 1.10 times the amounts billed to the Architect for such services.
5. **Termination:** Either party may terminate this agreement without cause upon 30 days written notice to the other party. Additionally, if the Owner does not make timely payments to the Architect or otherwise perform in accordance with this Agreement, such failure shall be considered cause for termination or, at the Architect's option, cause for suspension of performance of services under this Agreement. In the event of termination of the Agreement, the Architect shall be compensated for services performed prior to termination, together with Reimbursable Expenses then due.

6. **Dispute Resolution:** The Owners and Architect shall endeavor to resolve claims, disputes and other matters in question between them by mediation in accordance with the Construction Industry Mediation Rules of the American Arbitration Association. The parties shall share the mediator's fee and any filing fees equally. Mediation shall be a condition precedent to arbitration, legal or equitable proceedings.
7. **Limitation of Liability:** In order for the Owner to receive the benefits of a fee which includes a lesser allowance for risk funding, Owner agrees to limit Architect's liability for any cause or combination of causes arising from Architect's or Architect's Consultants' professional acts, errors or omissions, such that the total aggregate liability of Architect shall not exceed Architect's fee for the services rendered on this Project, not including Reimbursable Expenses. The limitation of liabilities and the indemnification provisions contained herein will survive the termination of this Agreement. Each party specifically acknowledges they have received consideration for the limitations granted herein.
8. **Waiver of Consequential Damages:** A breach of this Agreement may cause both parties to experience damages that are indirectly related to the breach or that were not foreseeable by either party at the time this Agreement was entered into. Such damages are called consequential damages and may include, but are not limited to, loss of use and loss of profit. Neither party shall be liable to the other for any consequential damages incurred by either party due to the fault of the other, regardless of the nature of this fault.
9. **Interpretation:** This Agreement shall be governed by the law of Tennessee. As used herein, the term "Architect" includes or refers to interior designer when applicable. The term "Architect's Consultant" refers to those consultants that contract directly with Architect.
10. **No Third Party Beneficiaries:** Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of a third party against either the Owner or Architect and there are no third party beneficiaries to this Agreement.

COLLIERVILLE SCHOOL DISTRICT

Date: _____

John S. Aitken, Superintendent

FLEMING ASSOCIATES/ARCHITECTS P.C.

Date: JUN 15, 2015

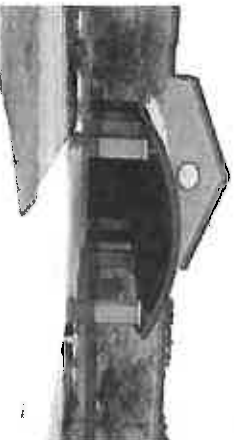
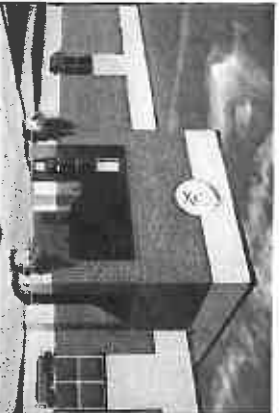
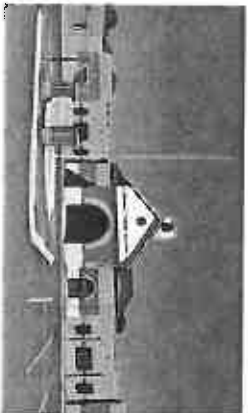
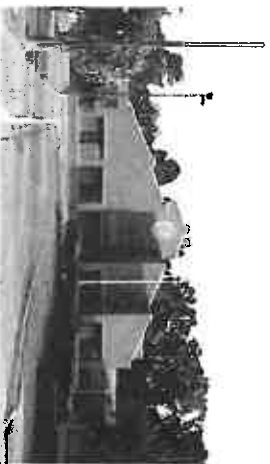
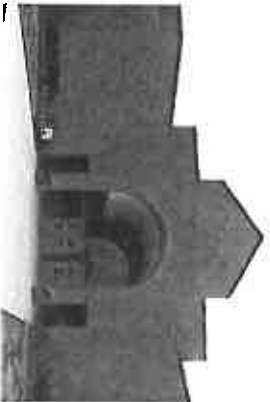
SCOTT FLEMING
E. Scott Fleming, President



COLLIERVILLE SCHOOLS

PENDING BOARD APPROVAL
Collierville Schools Board of Education
Work Session
January 27, 2015

FIVE-YEAR CAPITAL PLAN



ACKNOWLEDGEMENTS

Collierville School Board:

Mark Hansen, Board Chairman
Kevin Vaughan
Wanda Chism
Cathy Messerly
Wright Cox

Special Thanks To:

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Jaime Groce, Town of Collierville, Department of Development

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Executive Summary

The Collerville community voted through a referendum to create a municipal school district in July 2013. Less than one year later, the Tennessee Department of Education approved a local education agency for the Collerville Board of Education in May 2014. With State approval, Collerville Schools was officially formed and assumed responsibility for the management, administration and operation of all eight schools within its borders—firmly positioning itself as the second largest municipal school district in Shelby County.

With the formation of Collerville Schools, the district set the creation of a facilities plan as a priority. The Facilities Master Plan is a five year comprehensive planning document that focuses on the facility improvement needs of the school district. The plan is built upon a framework of information and data on enrollment, programs and facilities¹. These three pillars of the plan work interdependently, as changes in one area often will impact the other. As such, the district has committed to the on-going process of evaluating the physical condition of the district's school buildings and how well they support current and future student populations and educational initiatives.

Collerville Schools is comprised of five elementary schools, two middle schools and one high school with programs ranging from special education pre-school to general education college and vocational career classes. The district began the 2014-2015 school year with an enrollment of 7,856 students—including 524 non-resident students. As a municipal school district, Collerville's first priority is to educate students who reside within its municipal limits. Students residing outside of its boundaries, however, have also been afforded an opportunity to attend Collerville Schools under the school board's non-resident admissions policy, adding to the district's overall enrollment.

Over the next five years, Collerville Schools' enrollment is projected to reach close to 8,300 students. The most significant increase will be among high school students, in which the population is expected to increase from 2,100 to over 2,600 students. This plan identifies several options which include, new construction, building expansion and the installation of portable classrooms to address future growth needs. The demand for classroom space is not only an issue within the high school population, but also among middle school students. Presently, there are more students attending Schilling Farms Middle than Collerville Middle. The district has plans to balance enrollment between the two schools through rezoning and boundary changes.

As changes occur within enrollment, academic programs are also adjusted to meet the needs of the student population. Several educational initiatives are identified in this plan to advance the academic rigor and achievement among Collerville students. The district has plans to expand pre-kindergarten instruction within elementary schools as well as the science, technology, engineering and math (STEM) program within the middle and high schools. Efforts are being made also to create partnerships with private business and industry for internship opportunities and school-to-work programs. Many of these initiatives and projected student population growth will have direct implications on building facilities and the demand for classroom space.

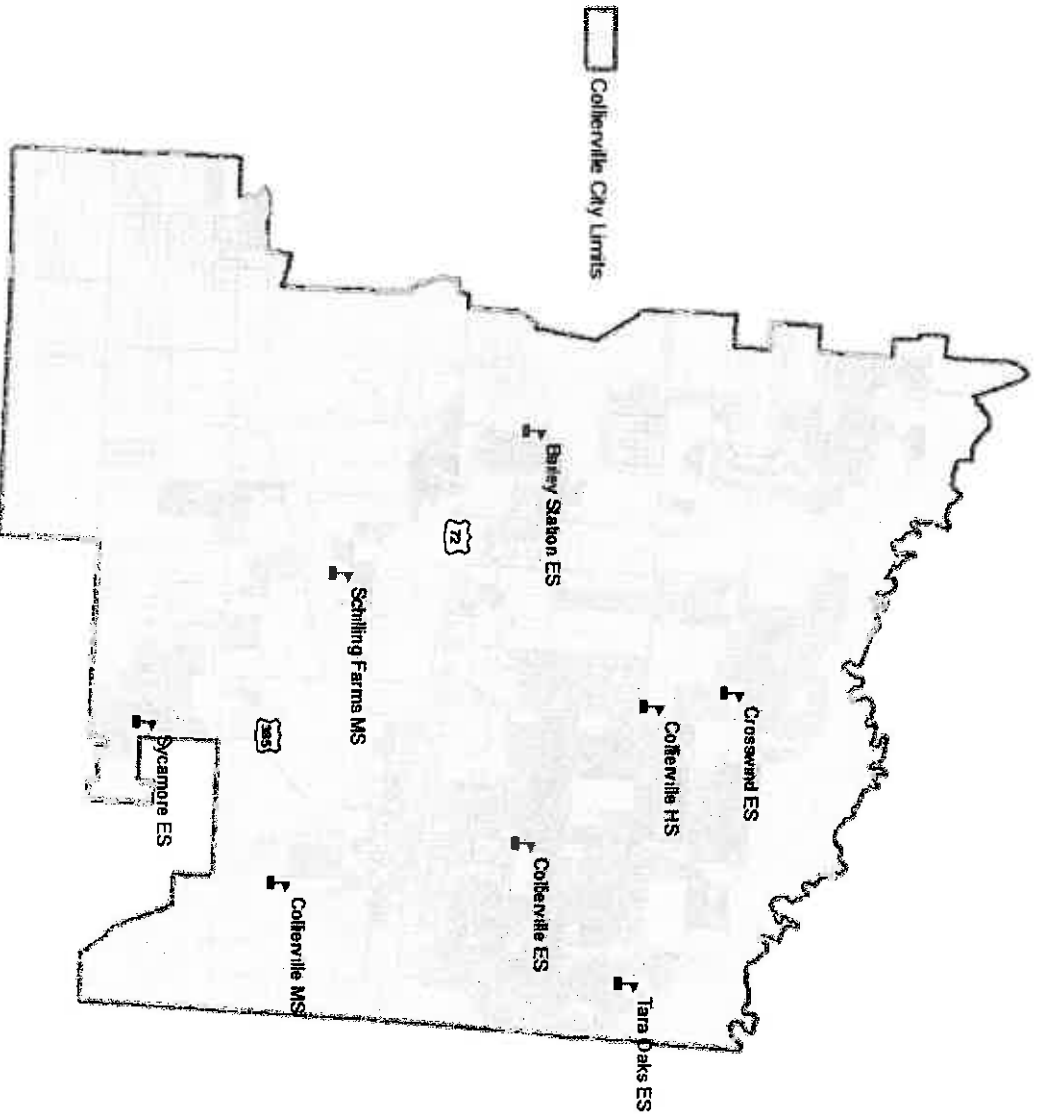
Executive Summary (Continued)

In planning for the future physical space needs of students and programs, the district assesses the physical condition of each school building on an annual basis. The annual inspection evaluates the structural and mechanical components of each building, the general maintenance and repair needs, as well as site improvement needs. The district received its first allotment of \$1 million dollars in capital improvement funds for the 2013-14 school year from the Shelby County Commission. Over the next five years, the district anticipates receiving an average of \$2.3 million dollars each year over the next five years to fund future capital projects. The five year capital improvements budget totals nearly \$12 million dollars.

Collierville Schools is committed to an educational system that caters to the uniqueness of every student and provides a balanced educational experience that develops the whole child; academically, artistically and athletically. It is with the support of parents, teachers, school administrators and the community at-large that the district's philosophy of scholarship, integrity and service becomes the life-long principles of every Collierville student.

¹ School District Master Planning, Carey, Kelly D. 2011

Map 1. Collerville Schools



Planning Process

The process of developing the facilities master plan began with the formation of a planning committee prior to the start of the 2014-15 school year. A planning committee was formed, representing the school administration, board of education, Town personnel, and parents. In a series of meetings over several months, the committee provided its expertise and knowledge to critique information about the school community and established specific goals to ensure the successful implementation of the plan.

Plan Goals

The following goals were developed through the planning process and serve to guide the recommendations of the plan:

- Provide safe, secure and sufficient school facilities to support the educational and instructional space needs of students and teachers
- Maximize the efficient use of school facilities and provide building capacity to accommodate current and future enrollment throughout the district
- Promote fiscal responsibility in the allocation of facility resources and investments to support educational initiatives
- Construct, operate and maintain school facilities in a manner that is cost efficient and cost effective
- Utilize school facilities to meet the diverse educational paths of all students and to achieve consistency among program offerings across the district
- Locate school facilities in proximity to areas of concentrated or projected growth and with supporting infrastructure
- Build and enhance community relationships where opportunities exist to form cooperative joint use agreements of school facilities through public and private partnerships
- Maintain institutions of exceptional learning that promote the harmonization and unification of the community at large

Enrollment: Historical and Current

Enrollment and demographics provide an accurate picture of the number of students attending Collierville schools and the instructional needs they bring with them. Changes in enrollment and student demographics over time can have major implications on the physical space provided and how it is used. Enrollment can reveal patterns of growth, decline or stability that are often good indicators of future trends. Beyond the physical characteristics of gender, age and ethnicity, student demographics also assesses languages spoken, disabilities, and other academic, social and economic characteristics of the student population. This section of the plan provides an analysis of historical and current enrollment demographics for Collierville schools.

Prior to the formation of Collierville Schools, school attendance zones extended beyond the municipal limits of Collierville and included areas of unincorporated Shelby County. To perform an accurate analysis of historical student counts, the data has been modified to reflect patterns of enrollment among students residing within the municipal limits of Collierville. Therefore, the patterns of historical student counts do not include students who would have lived in areas of unincorporated Shelby County but were zoned to a Collierville school prior to the formation of the new school district. The historical patterns are indicative of changes that occurred within the general population through net migration and changes within the housing market and the economy.

A review of historical patterns shows the student population was its highest during the 2009-10 school year when enrollment totaled nearly 8,500 students. During the five year period between 2009-10 and 2014-15, enrollment decreased by 485 or 5.7 percent. The current student population totals 8,011 students. The majority of these students attend a Collierville school, however, approximately 679 students are currently attending a school in the neighboring jurisdiction of Germantown, Tennessee. Under the previous administration of Shelby County Schools, these students were zoned to a school located in the City of Germantown, and opted to continue their enrollment through an inter-local agreement between the newly formed Collierville Schools and Germantown Municipal Schools District. A comparison of the 2014-15 and 2013-14 school years suggests enrollment has begun to stabilize - enrollment has been just above 8,000 students for the last two years.

Table 1. Collierville Students

Year	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2009-10	603	606	597	644	642	684	718	702	654	709	679	613	645	8,496
2010-11	597	607	589	645	649	681	716	704	653	704	678	616	645	8,484
2011-12	548	547	593	649	617	649	645	660	722	742	662	633	642	8,309
2012-13	545	556	571	593	649	622	633	652	678	721	726	639	655	8,240
2013-14	522	556	562	574	593	639	622	628	663	691	701	693	600	8,044
2014-15	523	522	579	557	603	625	652	611	652	626	699	689	673	8,011

*The 2014-15 totals includes SPED students and 679 students who live in Collierville and are attending a school in Germantown through an inter-local agreement.

Enrollment: Historical and Current

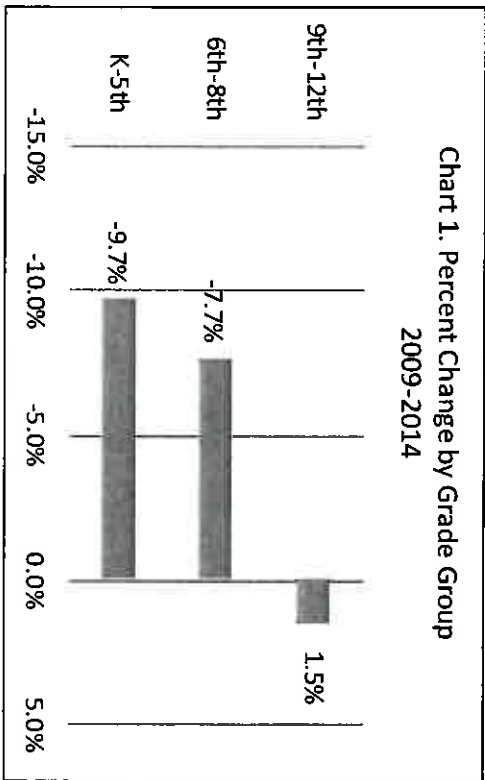
Table 2 illustrates the number of students enrolled by grade group. The number of students in grades 9 through 12 has been stable over the last five years. Grade group enrollment among high school students averaged 2,680 students between the 2009-10 and 2014-15 school year. The largest count was in the 2012-13 school year with a total of 2,741 students. Since then, enrollment has returned to levels slightly under 2,700 students.

As shown in Chart 2, student population among the elementary grade group (K-5th) and the middle school grade group (6th-8th) decreased between the 2009-10 and 2014-15 period. The most significant change occurred among the kindergarten through 5th grade population, which declined by 9.7 percent over five years. At 3,776 students in 2009-10, the elementary grade group dropped to 3,409 for the 2014-15 school year, losing 367 students.

The middle school grade group experienced a notable downward shift in population for the same period. Middle school totals were highest in the 2009-10 school year at 2,074 students. Since that time, the number of middle school students has declined by 7.7 percent to 1,915 students in 2014-15. The change within the elementary and middle school grade groups is most likely attributable to students migrating out of Collerville or opting for other forms of education through private schools or home schools.

Year	K-5th	6th-8th	9th-12th	Total
2009-10	3,776	2,074	2,646	8,496
2010-11	3,768	2,073	2,643	8,484
2011-12	3,603	2,027	2,679	8,309
2012-13	3,536	1,963	2,741	8,240
2013-14	3,446	1,913	2,685	8,044
2014-15	3,409	1,915	2,687	8,011

*Grade group enrollment for 2014-15 includes 679 students who reside in Collerville but attend Germantown schools through an inter-local agreement.



Enrollment: Historical and Current

Students	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Collerville	523	522	579	557	603	625	652	563	606	626	506	490	480	7,332
Collerville ILA	0	0	0	0	0	0	0	48	46	0	193	199	193	679
Non-resident	56	51	59	74	47	53	36	32	42	17	26	15	16	524
Total	579	573	638	631	650	678	688	643	694	643	725	704	689	8,535

The overall majority of students attending Collerville schools are residents of Collerville. The district has a total of 7,332 resident students enrolled for the 2014-15 school year –this includes students in the general education as well as the special education population. There is also a total of 524 students who attend a Collerville school on transfer through the district’s non-resident enrollment policy. Another 679 students are residents of Collerville, but attend the Germantown Municipal Schools District through an inter-local agreement (ILA). The ILA allows students who were enrolled in a Germantown school under the previous administration of Shelby County Schools to continue their education at a Germantown school and matriculate out of the GMSD system. A total of 94 middle school students are enrolled at Houston Middle and 585 high school students are enrolled at Houston High. The district anticipates the majority of the high school students will complete their education through the Germantown school system and that the middle school students will return to attend high school in Collerville.

Students	Bailey Station	Collerville ES	Crosswind	Sycamore	Tara Oaks	Collerville MS	Schilling Farms	Collerville HS	Total
Collerville	710	721	734	666	578	801	1,020	2,102	7,332
Non-resident	97	44	24	69	106	77	33	74	524
Total	807	765	758	735	684	878	1,053	2,176	7,856

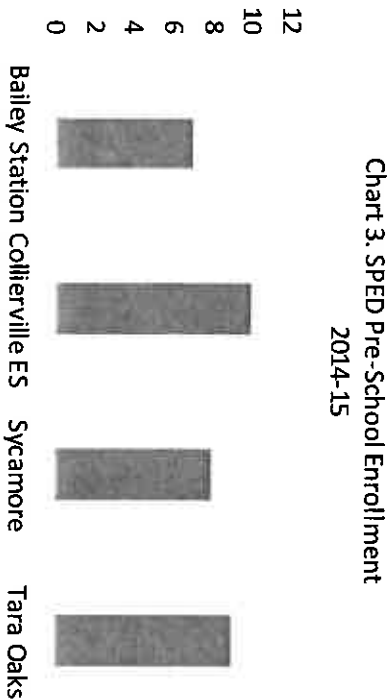
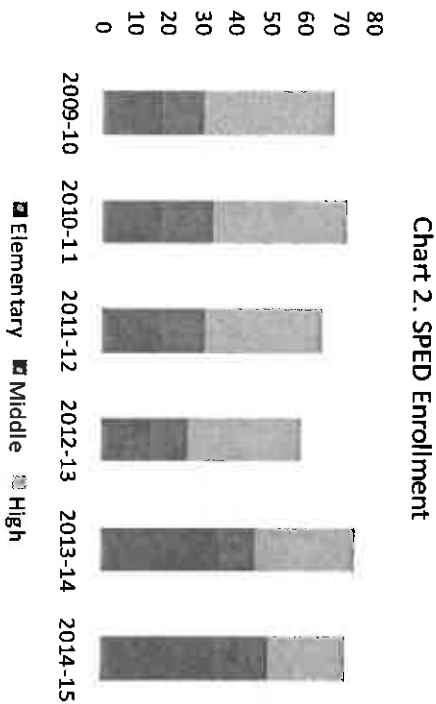
Table 4 above shows the number of resident and non-resident students enrolled by school. Tara Oaks Elementary has the largest number (106) of non-resident students enrolled. This is most likely due to its proximity to the Collerville reserve area which is still a part of un-incorporated Shelby County. Many students in the reserve area were zoned to Tara Oaks prior to the formation of Collerville Schools, but must now apply for a transfer to enroll into the district. Bailey Station has the second largest non-resident population at 97 students. The previous attendance zone for Bailey Station also extended into areas of un-incorporated Shelby County. Students in this area account for most of the transfers into Bailey Station.

Enrollment: Historical and Current

Collierville Schools recognizes the importance of providing a learning environment that supports the varying cognitive and learning capabilities of all students. The district is committed to providing an educational experience that supports the academic achievement and success of both general education and special education students (SPED). Although the special education student population accounts for a small percentage of total enrollment, the district provides a self contained classroom experience for students who require enhanced academic support at all grade levels. Classroom space is designed specifically for students who are categorized as functional skills and adaptive functional skills. These students require some form of occupational or physical therapy. Instruction is provided in a classroom designed with adjoining restroom facilities, storage and an open-floor plan without desks. Other special education instruction requiring a self contained classroom include speech, resource and Advanced Placement in an Exceptional Environment (APEX).

The district currently has a total of 72 students classified as functional skills or adaptive functional skills; 34 elementary, 16 middle and 22 high school students. This student population averaged 56 students between the 2009-10 and 2014-15 school year.

Special education pre-school is provided for children ages 3 and 4 who have a disability, including developmental delays. There are a total of 34 special education (SPED) pre-school students being served in all but one elementary school. Both Collierville Elementary and Tara Oaks provide two classrooms for special education (SPED) pre-school and Bailey Station and Sycamore each provide one classroom. These rooms typically require a sink and a carpeted area.



Enrollment: Projected

Future enrollment is forecasted on a five year projection horizon using the cohort survival ratio (CSR) method. CSR is one of the most commonly used and accepted methods among districts experiencing relatively stable increases and decreases in enrollment. The CSR method relies on historical enrollment and birth data to capture the effects of in and out migration, housing changes, and natural trends in the population.² Enrollment projections are also supplemented with estimates on student growth resulting from new residential development and annexations. Projections are based on the K12 enrollment of general education students and excludes pre-school and special education enrollment.

Collerville’s K12 enrollment is projected to increase over the next five years. The current K12 general education population totals close to 7,800 students and is expected to reach over 8,300 students by the 2019-20 school year. The change in enrollment would result in an estimated 500 additional students or 100 student per year between the 2014-15 and 2019-20 school year. It is anticipated that the growth will be the result of students moving into the area, and I/LA students returning to their assigned school.

The change in grade group enrollment is projected to be highest among high school students over the next five years. The 2014-15 enrollment is close to 2,200 students for grades 9 through 12. High school enrollment is projected to be near 2,700 students by the 2019-20 school year. Middle school enrollment is also projected to increase over time, reaching over 2,000 students by the 2016-17 school year. Unlike middle and high school enrollment, elementary enrollment is expected to decrease over the next five years. Current elementary enrollment totals over 3,700 stu-

dents. Elementary enrollment is projected to drop by 4 percent or 150 students by the 2019-20 school year. The change within the K5 grade group is driven by a decrease in the number of live births which is an indicator of the number of kindergarten students expected to enroll. Net migration could also influence kindergarten enrollment by stabilizing or increasing the number of students.

Chart 4. Districtwide Projected Enrollment

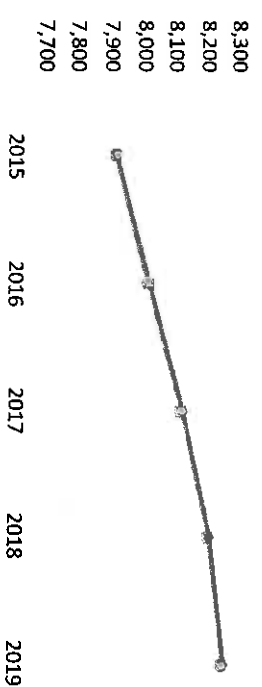
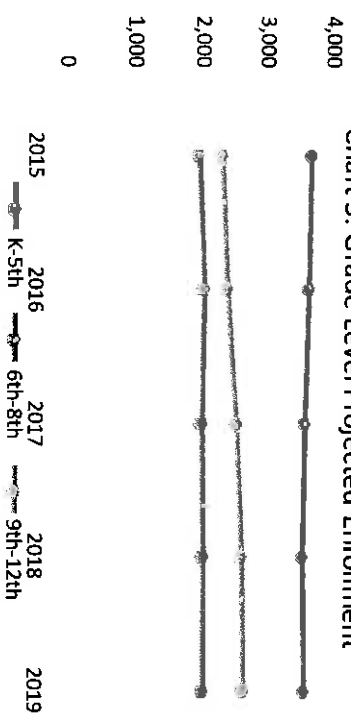


Chart 5. Grade Level Projected Enrollment



² Grip, R. S. (2009). The Cohort Survival Ration Method. Retrieved from www.statforecast.com/csr.

Enrollment: Future Development

A build-out scenario illustrates the potential student impact on schools if all vacant land zoned for residential use is developed. The Town of Collierville has a total of 2,331 acres of vacant land zoned for residential use. With densities ranging from .5 units per acre to 15 units per acre, the maximum number of units could potentially be over 13,000 (10,000 single family and 3,000 multifamily units). The potential student yield from this new development could be over 5,400. However, when this development could occur and how quickly the market could absorb these units is unknown.

New home construction is occurring throughout the Town, primarily in the form of single family homes. The number of permits issued for single family construction totaled 142 for 2014, a 82 percent increase compared to 2008, during the recession.

Multi-family housing is also under construction in the Schilling Farms community south of Poplar. Most recently, construction was completed on 363 units within two apartment complexes with a potential student yield of 95 students. Another 112 unit apartment complex is slated for completion in early 2016.

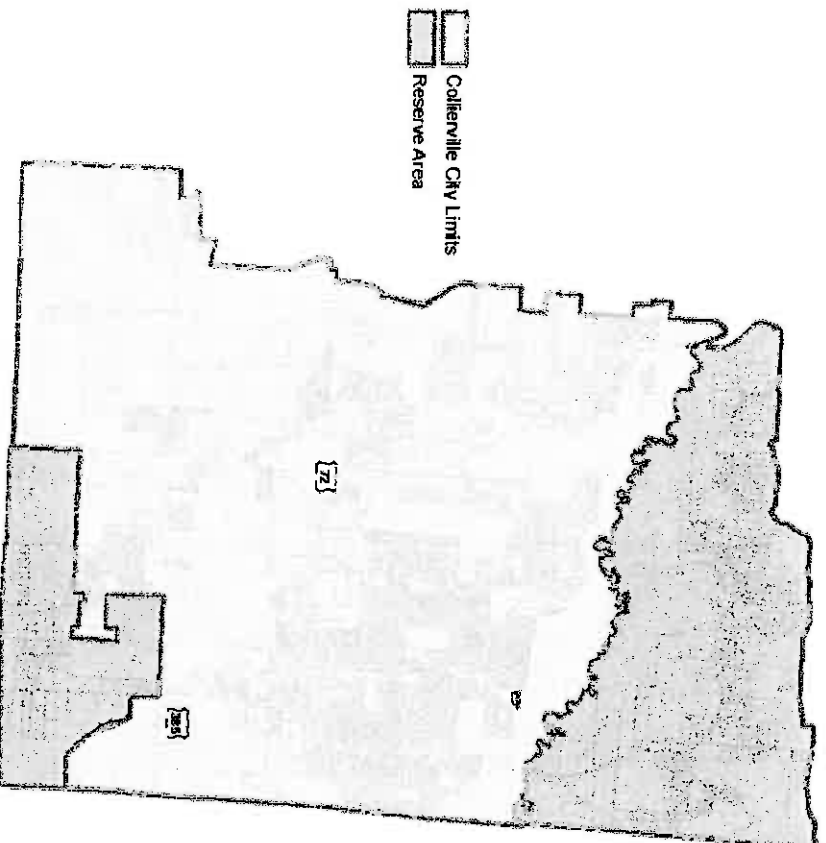
Collierville’s annexation reserve area extends both north and south of its municipal boundaries. Each area is primarily undeveloped with large tracts of agricultural and farm land. Currently, there are 129 students living in Collierville’s reserve area; 129 student live in the north area and 8 students reside in the south area. The town’s most recent annexation occurred by ordinance in 2011 with the acquisition of 4,330 acres in the south reserve area. Any future annexations, however, will require a referendum as recent changes to State law no longer allows cites to initiate annexations by ordinance.

Table 5. Residential Build-Out

Residential Build Out	Potential Maximum Units	Potential Student Yield
Single Family	10,112	4,652
Multi Family	3,023	786
Total	13,135	5,438

*Potential maximum units are based on vacant land zoned for residential use.

Map 2. Town of Collierville and Annexation Reserve Area



Enrollment: Demand Capacity

The demand for instructional and core facility space depends greatly upon the number of students enrolled and the programs offered from year to year. In order to meet demand, classroom capacity is adjusted on an annual basis. Although the overall square footage of a school building does not change, the capacity can fluctuate as it is influenced by several variables such as class size, class scheduling, and classroom design or use. At the start of each school year, district administrators monitor enrollment to determine the number of students enrolled per classroom and perform site visits to determine how classroom space is used. This assessment allows the district to determine the programmatic capacity of each school building.

Programmatic capacity is defined as the number of students that can be accommodated within classrooms designed for general education purposes. Classrooms designed for purposes other than general education such as art, music, computer and science labs, and special programs such as pre-school and special education are not included when determining programmatic capacity. Capacity numbers are calculated by multiplying the number of general education classrooms by the average class size or student-teacher ratio as determined by the school district. The capacity is determined for general education classrooms that accommodate full size classes throughout the school day.

The utilization rate determines how efficiently the student population and programs operate within the available classroom space. A comparison of enrollment to programmatic capacity results in the utilization rate. As indicated in Table 6, utilization rates range from 77 percent at Tara Oaks Elementary to well over 107.5 percent at Schilling Farms Middle. The district prefers to operate elementary schools at a utilization rate of 95 percent and the middle and high schools at 90 percent. Elementary schools have a higher threshold since students are assigned to a single classroom and change rooms very seldom throughout the school day for instruction. The threshold rate is lower among middle and high schools to allow a scattered schedule where students change classes 6 out of 7 periods and teachers are afforded a planning period. Each elementary school is operating within the desired 95 percent threshold.

Table 6. School Enrollment and Capacity Utilization

SCHOOL	Enrollment	Capacity	Percent Utilization	Capacity w/Portables	Percent Utilization w/ Portables
Bailey Station	803	950	84.5%	NA	NA
Collerville ES	748	820	91.2%	NA	NA
Crosswind	757	800	94.6%	NA	NA
Sycamore	737	900	81.9%	NA	NA
Tara Oaks	678	880	77.0%	NA	NA
Collerville MS	871	914	95.3%	NA	NA
Schilling Farms	1,049	976	107.5%	1,176	89.2%
Collerville HS	2,152	2,273	94.7%	2,313	93.0%

Note: Enrollment does not include SPED or pre-school students.

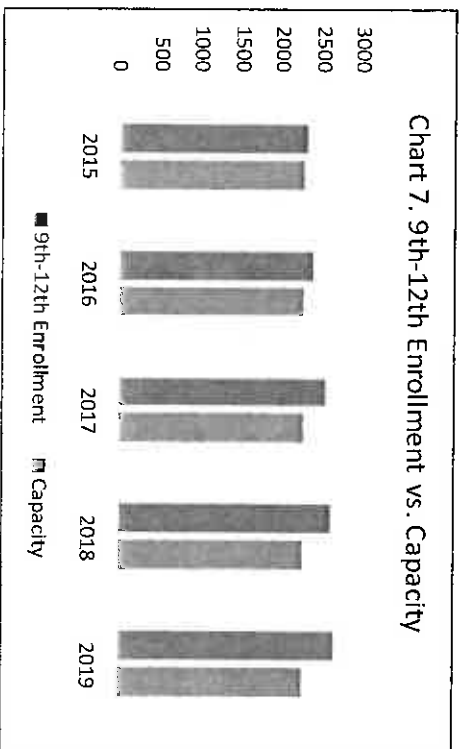
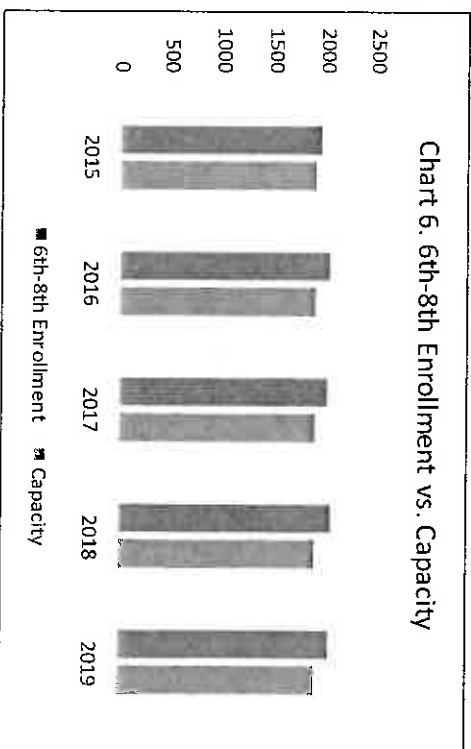
Enrollment: Demand Capacity

old. The middle schools and the high school, however, have exceeded the 90 percent utilization rate. Collerville Middle is operating at 95.3 percent and Schilling Farms Middle utilizes 107.5 percent of classroom capacity within the permanent building space. Although Collerville Middle has exceeded the desired threshold, the enrollment is able to function efficiently within the permanent building space. Schilling Farms requires additional capacity to accommodate the demand for space and has eight portable classrooms to support general education and orchestra. With portable classrooms factored into capacity, Schilling Farms is able to operate at 89.2 percent. Utilization rates are at 94.7 percent at Collerville High for the 2014-15 school year. The school also uses two portable classrooms to provide additional capacity, which when combined with permanent building capacity, reduces the utilization rate to 93 percent.

A comparison of projected enrollment to current capacity shows middle school enrollment has exceeded capacity levels for the 2014-15 school year. Programmatic capacity totals 1,890 between Collerville Middle and Schilling Farms for the 2014-15 school year. The 2014-15 6th through 8th general education population totals 1,920 students. Middle school enrollment is expected to increase over the next five years to slightly more than 2,000 students. With adjustments to class sizes and repurposing of classroom use, each school should be able to accommodate close to 1,000 students. The school district will look to balance enrollment between the two middle schools through rezoning in anticipation of future growth levels.

Enrollment at the high school has also exceeded capacity. High school enrollment among general education students totals 2,152 students for the 2014-15 school year. Collerville High can accommodate about

2,200 students for the current school year. Projected enrollment will exceed current capacity by the 2015-16 school year and is projected to reach more than 2,500 students within the next three years.



PROGRAMS

There is no doubt that Collerville Schools are high performing schools. The challenge over the next five years is to continue high academic standards while meeting the needs of our diverse student population. Collerville Schools are committed to delivering a guaranteed and viable curriculum to all students, therefore it is important to offer programs at each location that mirror common expectations for all students.

Each elementary school serves students in kindergarten through fifth grade; in addition to this, four of these schools serve students ages 3 and 4, who have special needs and by state law require early intervention. Collerville Middle and Schilling Farms Middle serve students in sixth through eighth grade. Collerville High School serves students in ninth, tenth, eleventh, and twelfth grade as well as special needs students up to their 22nd birthday.

It should be noted that the demographics of Collerville Schools has changed over the past several years. The Special Needs and English Language Learners (ELL) population continues to grow as well as the Economically Disadvantaged Students, (EDS).

Elementary School

There are currently five SPED Pre-K classes that serve students from ages 3 to 6 in four of the schools - Collerville Elementary houses two classrooms, while all other elementary schools support one classroom, with the exception of Crosswind Elementary, which does not have a class at this time. Ideally, each class should serve nine to twelve students, however several of these classes are currently serving fifteen students. Locating at least one classroom per school will allow students to attend their zoned school from Pre-K through 5th grade. This will require additional SPED teachers and para-professionals. In addition to this, establishing a typical pre-school to include children who are hearing impaired or deaf will eliminate the need for the contract the district currently has with the Memphis

Oral School for the Deaf. This classroom could be placed in one of the Targeted Title Schools (Bailey Station Elementary, Collerville Elementary and Sycamore Elementary) and would require a teacher who holds a certification for Hearing Impaired/Deaf as well as additional para-professionals.

For the 2014-15 school year, Bailey Station Elementary School, Collerville Elementary School and Sycamore Elementary School have been identified as Targeted Title Schools. These three schools have each received an intervention teacher and para-professional to assist with specific academic student needs. Additional interventionists and para-professionals will be a required as schools qualify for services.

Establishing pre-kindergarten classes at three elementary schools to serve students who do not have an opportunity to attend a pre-school program prior to entering kindergarten is a priority moving forward. The schools to be included are the Targeted Title Schools - Bailey Station, Collerville, and Sycamore Elementary Schools.

Currently there are five Resource "A" classes in the elementary schools - Collerville Elementary houses two classes and Crosswind Elementary does not have a class at this time. The Resource "A" class serves students with severe disabilities, many of these students are also medically fragile. The need to establish a Resource "A" class at each school is necessary. Each additional class will require one teacher and three para-professionals.

Moving forward, a combination of learning will be required to have students prepared for the 21st century workplace. This will include a combination of digital learning, blended learning, and community-based learning to include STEM (Science, Technology, Engineering and Math), enrichment, and fine arts initiatives.

The state requirement of the Response to Instruction or Intervention (RTI²), which is a multi-tier approach to early identification and sup-

PROGRAMS

port for students with learning and behavior needs, will increase the need for additional teaching and para-professional personnel in all schools to fill positions such as, interventionists, Professional Learning Coaches (PLCs), and data specialists.

Middle School

Each school currently provides Special Education Services that include co-teaching, Resource “A”, Resource “S” (short pull out during day), and Learning Lab. In future years, the district anticipates adding SPED teachers in all areas to meet the needs of the special student population as they progress from elementary school.

A continuation of honors and enriched courses will ensure that students are prepared for the future. A STEM (Science Technology Engineering Math) Scholars Program has been established with incoming 6th grade students for the 2015-16 school year. An identified group of 24 students at each middle school will participate in a three-year program to include a STEM course of study across all academic disciplines. Each year a new STEM Scholars Program will begin as students enter the 6th grade. Additional scholars programs will be developed to address the fine arts programs.

The state requirement of RTI² (Response to Intervention) will increase the need for additional teaching and para-professional personnel in all schools to fill positions such as, interventionists, PLC coaches, and data specialists.

High School

Students attending Collinsville High School have access to a variety of curriculum that includes standard, honors, advanced placement, and dual enrollment courses. Continuing and enhancing the course offer-

ings in these areas will provide students with multiple avenues towards completion of their high school diploma. Expansion of the current STEM Initiative will ensure that our students are ready to meet the challenges of the 21st century. The addition of community-based learning will provide students with “hands-on” opportunities that can be a bridge to work opportunities upon graduation. Collinsville High School currently awards three diplomas upon graduation; Diploma of Specialized Education, Diploma of General Education, and Honors Diploma. The addition of the Occupational Diploma will allow a track that previously was not available for some of students.

It is important that the district continue to develop partnerships with local businesses, colleges, and tech schools to provide optimal learning for a variety of student disciplines. Implementation at the state level of the Tennessee Promise program enables more students to continue post high school education.

English Language Learners (ELL)

The number of ELL students attending Collinsville Schools has increased over the past few years. All schools fall at or above the state average of 4.5 percent, though one of our schools, Sycamore Elementary is significantly higher at 15.7 percent. An increase in the number of students requiring services is occurring primarily at the elementary level. The need will increase for teaching positions, summer programs, a resource center for parents, and interpreting (translation) services to allow for optimal learning of all students.

Technology

Collinsville Schools recognizes the need for digital learning to be imbedded daily in the school environment. It is not a replacement for authentic learning but is simply a tool that children will need to embrace as they

PROGRAMS

prepare for the skills required to be proficient in the 21st century workplace. Collierville Schools is committed to developing more rigorous technology standards across all grade levels, moving toward digital access with all textbooks, and eventually providing an electronic device for every student.

Professional Development

Scientifically based professional development, when implemented properly, is the key to continued learning for all teachers and staff. Collierville Schools has embraced Professional Learning Communities (PLC) and desires to continue this path.

People, not programs, are what enhance teaching and learning. The district is committed to providing Professional Development support through extended release time, peer planning and evaluations around a specific pedagogy, interscholastic PLCs, master teachers and/or learning coaches, and specific training by subject and grade level.

A video platform is also being considered to house video taped lessons by teachers in the Collierville Schools. These lessons would then be made available for viewing by all teachers to improve their teaching methodology.

Partnerships

Collierville Schools has a long history of partnerships within Collierville and the surrounding areas of Shelby County. The current partnership with the Burch Library in Collierville allows for an inter-library loan program with schools through a courier service, shared data bases and eBooks, professional development, use of Britannica

on-line, and an on-line tutoring program available to all children in Collierville.

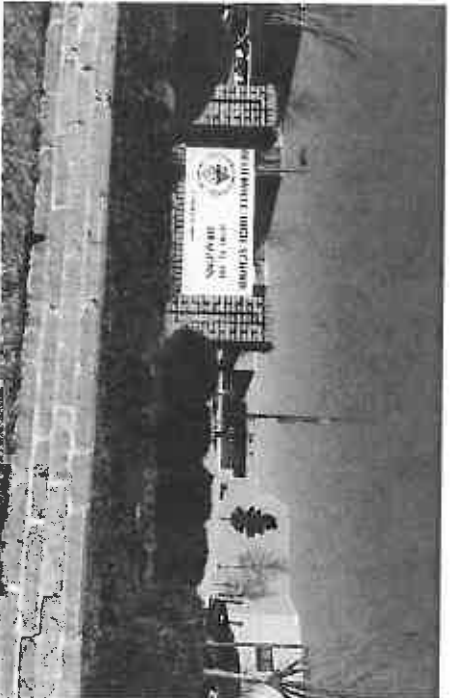
Reciprocal agreements with the Town of Collierville Parks and Recreation allows for the schools to utilize community fields and facilities as well as community teams utilizing schools facilities.

The Collierville Police Department, Collierville Fire Department, Chamber of Commerce, and Town Hall along with local churches and businesses provide meeting places for a variety of events related to students and teachers. Local businesses also support the Work-based Learning Program for Collierville High School students by providing opportunities to practice their skills.

Partnerships with several universities (*University of Memphis, Christian Brothers University, Freed Hardeman University, University of Mississippi, Union University, Grand Canyon University, University of Tennessee, and American College of Education*) provide not only student teachers and interns but also professional development for all teachers and staff. Local grants through Collierville Education Foundation (CEF), 20th Century Club, Walmart, and Target, to name a few, enhance learning for all of our students.

Local businesses (Carrier Corporation, ExxonMobile, International Paper) also provide grants, tutoring, and special programs in schools. Our partnership with Memphis in May allows for teachers and students to enter contests and participate in Student and Teacher Exchange Programs.

Facilities Overview: Collierville High (CHS)

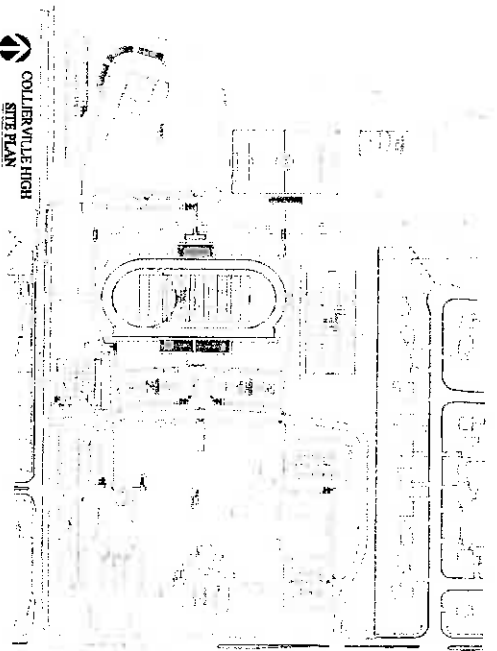


Collierville High School (CHS) was originally housed where the district's administrative offices are currently located at Poplar Avenue and Walnut Street. In 1995, Collierville High traded locations with Collierville Middle and moved to the 58 acre site at Frank Road and Byhalia Road. Enrollment totals 2,176 general education and special education students in grades 9 through 12 for the 2014-15 school year.

Collierville High is designed as a two-story building with all offices and instructional space within one structure that spans 281,172 square feet. There are a total of 107 classrooms including space for computer and science labs, fine arts and vocational instruction. The building also has two gymnasiums, cafeteria space, a library and an auditorium. Two portable classrooms are also used for instructional space. The campus has several athletic and practice fields for baseball, softball, soccer, band and also tennis courts. The original site plan designates an area for a football stadium; however, the facility was never built. Currently, students must travel off campus to use the stadium and athletic facilities located at Collierville Elementary.

The overall condition of the facility is rated as fair. Deferred maintenance costs total nearly \$4 million dollars; major capital expenses include roof replacement and site improvements.

The current classroom capacity can support 2,200 students at CHS. However, enrollment is projected to reach more than 2,500 over the next three years. The district is considering options to accommodate this anticipated growth.



Growth Options: Collierville High

Current enrollment totals 2,176 students and is projected to increase to over 2,500 by the 2017-18 school year and close to 2,700 by the 2019-20 school year. Current capacity levels can not support this growth in the existing facility. The district will consider the following options to meet the demand for space over the next five years.

Option 1: Construct a new high school

Construction of a new high school requires the acquisition of at least 90 acres of land to support a 492,000 square foot facility with space for athletic facilities, practice fields, parking, and vehicle circulation. A new campus be must easily accessible with available utilities and infrastructure to reduce costs. The estimated cost to construct a new high school campus is \$89 million (in 2015 dollars). Funding for construction of a new campus would require a bond referendum since the cost to construct a facility would far exceed any capital improvement funds issued by the Shelby County Commission.

Option 2: Expand existing facility with classroom addition

The existing facility has a total of 107 classrooms to support 2,200 students. An additional 400 to 500 students would require between 20 and 25 classrooms. This increase in enrollment also places more demand for space within common area facilities such as the cafeteria, gymnasium, library, auditorium, restrooms, and hallways; however, the expansion does not include funds to modify common area spaces. The classroom addition is estimated to cost \$10 million dollars, which would exceed capital improvement funds issued by the Shelby County Commission and require funding support from the school district's general fund.

Option 3: Installation of portable classrooms

Presently, there are two portable classrooms on the high school campus. To accommodate future growth of 400 to 500 additional students, an additional 20 to 25 portable classrooms would be required. The additional portable classrooms would also require installing foundation pads and extending utility infrastructure. The estimated cost to add portable classrooms is \$1.5 million dollars or \$60,000 per portable.

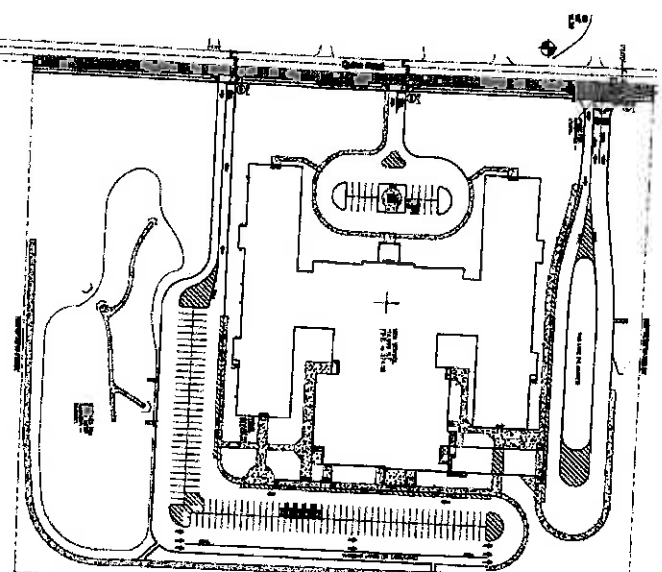
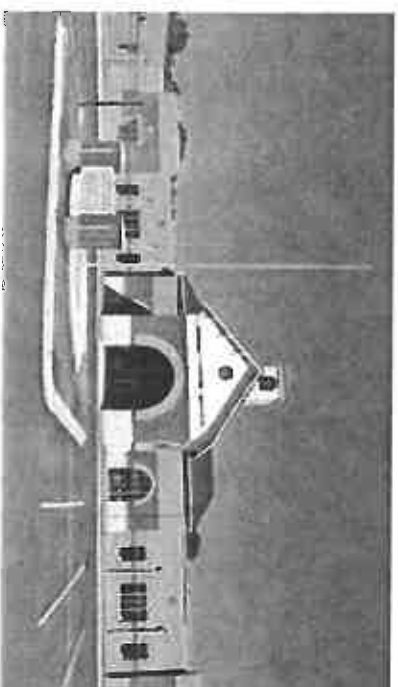
Facilities Overview: Collierville Middle (CMS)

Collierville Middle (CMS) occupied the former high school site at Poplar Avenue and Walnut Street for 17 years. A new facility was constructed in 2012 on 15 acres just one and a half miles south of the previous location. The building consists of 114,855 square feet and was built to support 1,000 students.

The school is designed as a single story structure with classrooms extending along the north and south sides of the building. The school has a total of 54 classrooms that include science and computer labs, art and music rooms and special education space.

Current enrollment totals 878 general education and special education students. The utilization is below the desired threshold of 90 percent, but with the current overcrowding at Schilling Farms and projected growth, the district will need to balance enrollment between the two middle schools.

Given the age of Collierville Middle, the facility is rated in excellent condition. Present facility improvement needs are limited to technology upgrades that total \$113,579 dollars.



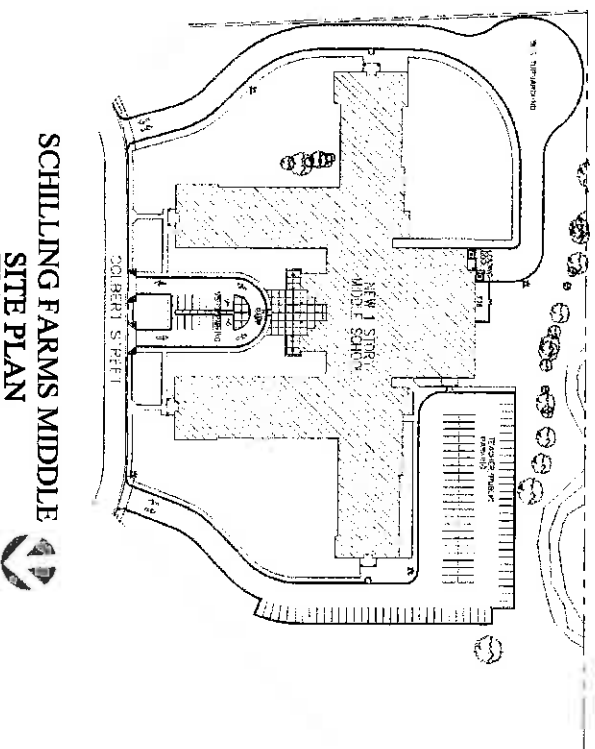
Facilities Overview: Schilling Farms Middle



Schilling Farms Middle was originally constructed in 1999 on 15.90 acres with a 97,250 square foot building. The school is located within a neo-traditional neighborhood consisting of a mix of housing types from single family detached homes to townhomes and apartments. The Schilling Farms community has experienced expansive growth as evidenced by the overcrowding at Schilling Farms Middle. Current enrollment totals 1,053 general and special education students. Enrollment has exceeded capacity within the permanent building space for several years at Schilling Farms; however, portable classrooms have been used to accommodate the overcrowding.

There are a total of 8 portable classrooms to support core curriculum instruction and orchestra. Within the permanent building space, the school is designed to support 52 classrooms, administrative offices, a library, cafeteria and gymnasium. Classroom space is designed for general education, art, music, science and computer. There are four classrooms designed for special education but are currently used for 7th and 8th grade general education.

The overall physical condition of the building is rated as good to fair. The facility has over \$2 million dollars in deferred maintenance of which \$1,250,000 dollars is identified for improvements to the site drainage, parking lots and lighting; another \$500,000 is needed to replace the portable classrooms.



**SCHILLING FARMS MIDDLE
SITE PLAN**

Growth Options: Middle Schools

Middle school enrollment totals 1,931 students and is projected to reach more than 2,000 students by the 2016-17 school year. Collierville Middle and Schilling Farms can each support a maximum of 1,000 students; however, enrollment of 900 students each or 90 percent utilization, would allow each to school to operate within optimal levels.

Enrollment has exceeded capacity within the permanent building space at Schilling Farms Middle. The 2014-15 enrollment totals 1,053 students. There are a total of 36 standard classrooms designed for general education instruction, four classrooms designed specifically for special education, and another 12 classrooms designed for specialized instruction such as music, art, computer and science. To adequately serve the current enrollment and program offerings, two of the four special education classrooms and six portable classrooms are being used for core instruction; two other portable classrooms are used for orchestra and storage. With the expansion of the Science, Technology, Engineering and Math (STEM) program, teachers must utilize experimental carts or reserve time to use the 8th grade science lab.

Collierville Middle has 878 students. The school has a total of 39 standard classrooms designated for general education instruction, four special education classrooms, and 11 classrooms for specialized instruction. Collierville Middle serves a larger special education population and currently uses four general education classrooms to support this program.

The district will consider the following options to meet the demand for space within the middle school population.

Option 1: Rezone middle schools

Rezoning of the middle school population between Collierville Middle and Schilling Farms Middle requires an increase in the number of students enrolled at Collierville Middle and a reduction in enrollment at Schilling Farms. The attendance zone boundaries would need to be adjusted and redrawn to balance enrollment between the two schools. The school board recently adopted an attendance zone policy that outlines the requirements of the rezoning process.

Option 2: Limit non-resident enrollment

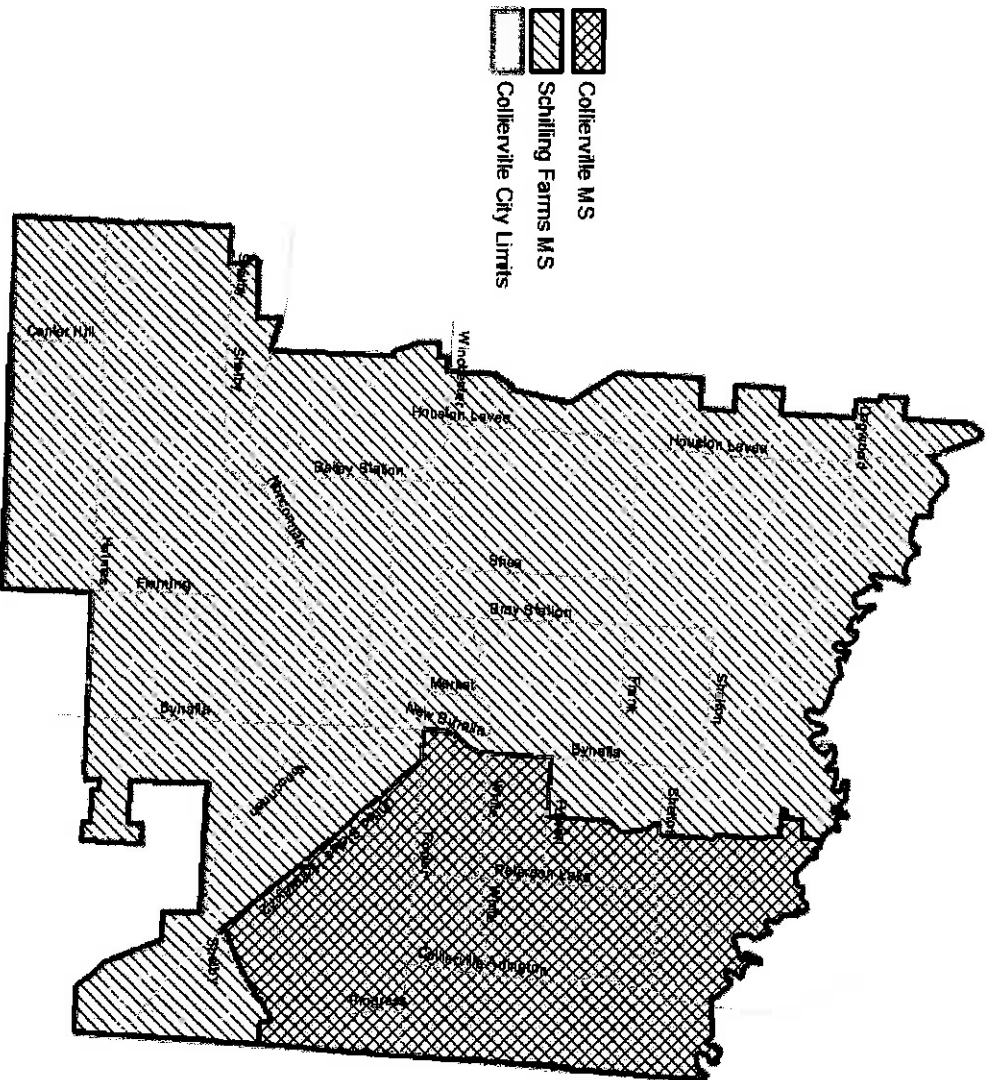
The number of non-resident students attending Collierville Schools totals 524. Approximately 110 are middle school students; 77 are enrolled at Collierville Middle and 33 are enrolled at Schilling Farms Middle. Setting limitations on the number of non-resident students allowed to enroll in middle school would help to relieve overcrowding at Schilling Farms and allow a redistribution of students between the two middle schools.

Option 3: Eliminate portable classrooms and expand existing facility with classroom addition

Schilling Farms Middle has a total of 8 portable classrooms. The portable classrooms support an average of 25 students per classroom. A building addition would require 10 classrooms to support 200 students. The addition would not add capacity to common area facilities such as the cafeteria, gymnasium, library, and auditorium. The classroom addition is estimated to cost \$4 to \$5 million dollars, which would exceed capital improvement funds issued by the Shelby County Commission and require funding support from the school district's general fund.

Facilities Overview: Middle School Attendance Zones

Map 4. Middle School Attendance Zones

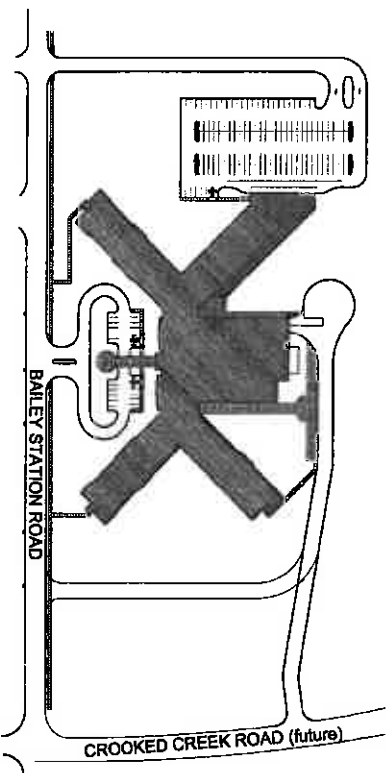
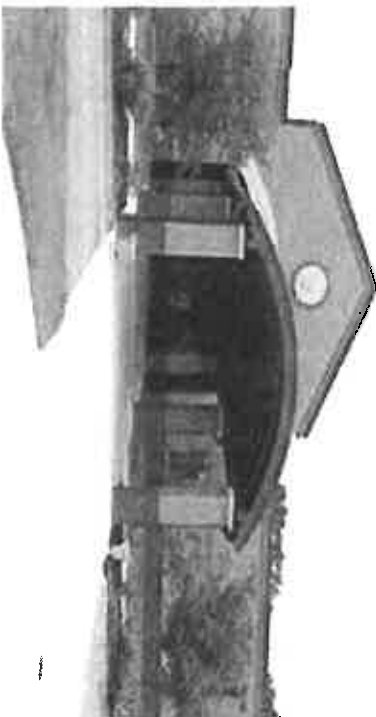


Facilities Overview: Bailey Station Elementary (BSES)

Bailey Station Elementary (BSES) was built in 2005 with a 114,081 square foot building on 20 acres. The school fronts Bailey Station Road, north of Poplar Avenue, within a neighborhood consisting primarily of single family homes.

The school building is designed with a series of classroom wings and a commons area that includes the administrative offices, science and computer labs, a library, cafeteria and gymnasium. There are a total of 64 classrooms; eleven rooms are designated for special education instruction which includes APEX, speech, occupational and physical therapy and resource. Bailey Station does not offer pre-school or pre-K instruction at this time, but the district will consider expanding the program as enrollment dictates.

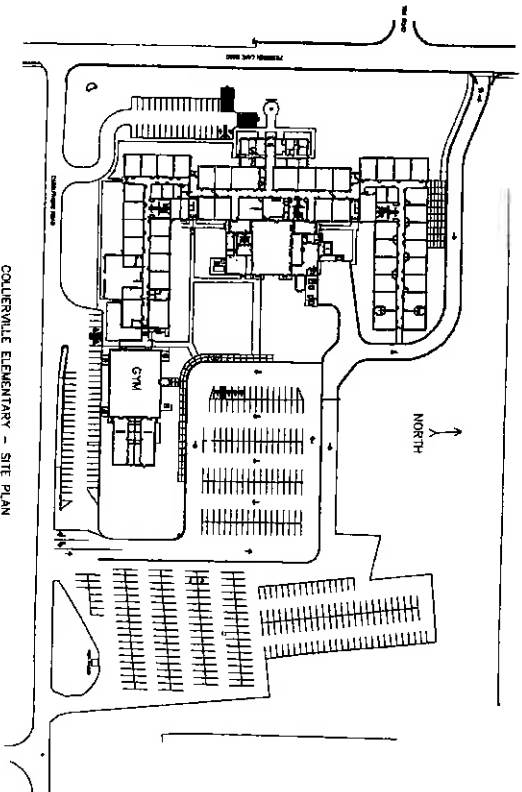
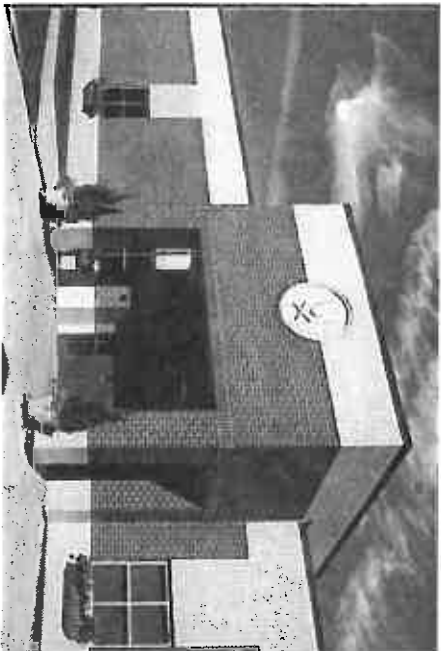
The overall physical condition of the building is rated as good to fair. The deferred maintenance costs total over \$450,000 dollars and include site drainage and playground improvements and technology upgrades.



**BAILEY STATION
ELEMENTARY SCHOOL**

SITE LAYOUT PLAN

Facilities Overview: Collerville Elementary (CES)



Collerville Elementary (CES) was originally constructed in 1968. The school has undergone two renovations; one that resulted in the addition of two new classroom wings and another that involved a remodel of the main building. The existing structure now consists of 114,081 square feet and is situated on 37.5 acres. The campus also includes a stadium and athletic facilities used primarily by the high school.

The original building is a two-story structure with the administrative offices, science and computer labs and an art room located on the main corridor. The building addition was constructed as one level classroom wings to accommodate kindergarten through third grade students. The facility has a total of 66 classrooms with rooms designed for special education, pre-school, art, music, and labs for science and computer instruction. There is also a library, cafeteria and gymnasium.

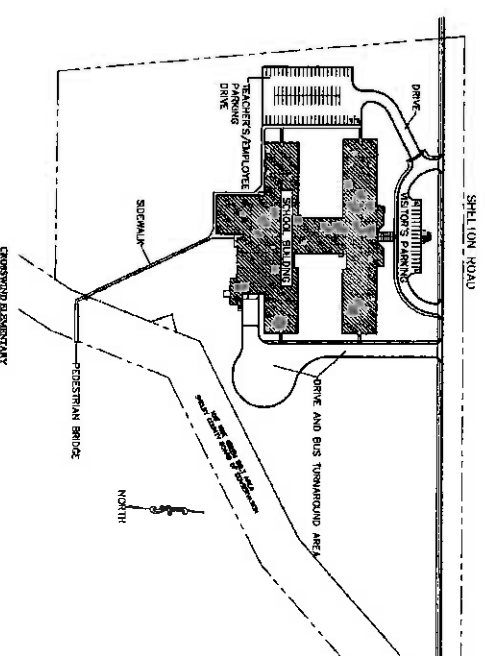
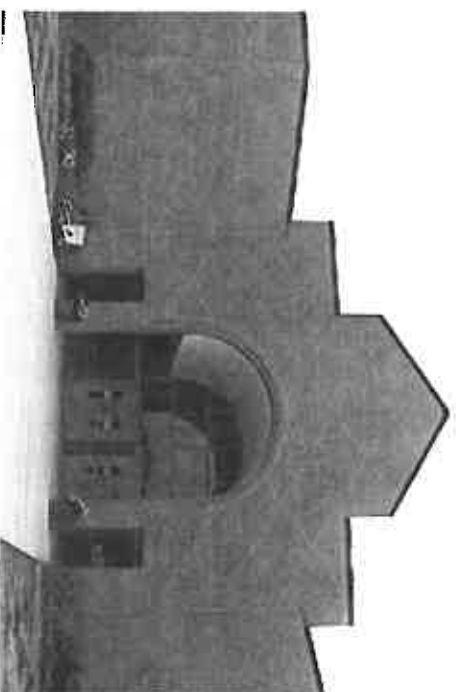
The overall physical condition of the building is rated as good. Deferred maintenance expenses total over \$2.4 million dollars; approximately \$1,250,000 includes site improvements to the parking lots and driveways; structural improvements to the gymnasium roof and sprinkler system and upgrades to the HVAC and technology infrastructure.

Facilities Overview: Crosswind Elementary (CWES)

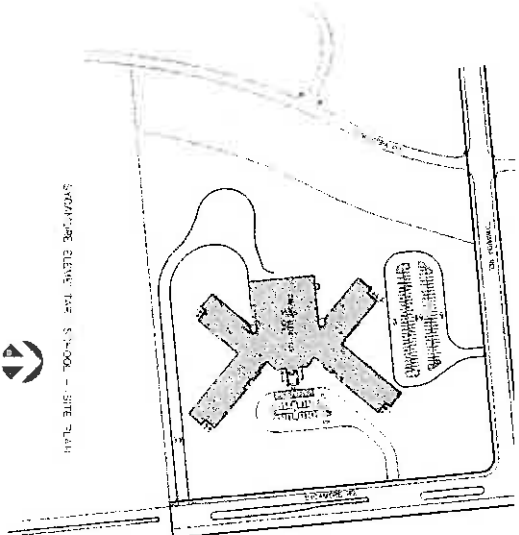
Crosswind Elementary (CWES) was built in 1993 on 19.24 acres. The school is located on Shelton Road, west of north Byhalia Road, in a neighborhood of single family homes. The building is approximately 90,629 square feet in size and has a current classroom capacity for 800 students.

The building is designed with two parallel classroom wings that extend east and west, and intersected by a main corridor that extends north and south. The facility has a total of 52 classrooms with rooms designated for art, music, special education, computer and science. Presently, Crosswind does not offer pre-school instruction, but has been identified as a potential future site to provide relief for Collierville Elementary's pre-school enrollment. The school serves no students classified as functional skills or adaptive functional skills and uses its special education classrooms primarily for APEX and resource populations.

The physical condition of the building is rated as good to fair. Deferred maintenance costs total \$665,536 dollars. Major capital expenses include upgrading the fire alarm system, site improvements to the parking lot and ADA improvements.



Facilities Overview: Sycamore Elementary (SES)



Sycamore Elementary (SES) is a two-story facility constructed in 2000. The building has a total of 127,627 square feet on 18 acres in southwest Collierville. The school is located on Sycamore Road, south of Shelby Drive and east of Byhalla Road, in a mix of single family homes and rural residential housing.

The building has a total of 64 classrooms that extend out across the campus in a series of wings. The facility includes science and computer labs, art and music classrooms as well as several special education classrooms and one pre-school classroom. Also, space is provided for administrative offices, a cafetorium, library and gymnasium.

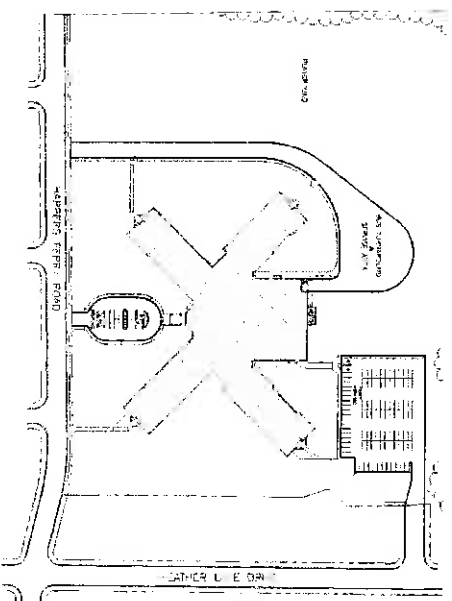
The overall building is rated as in good to fair condition. The deferred maintenance costs total \$428,644 dollars. The major facility improvement needs include resurfacing the parking lot and playground area, and upgrades to the technology infrastructure.

Facilities Overview: Tara Oaks Elementary (TES)

Tara Oaks Elementary (TES) was built in 1995 and occupies 17.9 acres within Tara Oaks Subdivision in northeast Collierville. The facility spans 109,405 square feet across the campus which includes two playground areas.

The building is laid out in a series of classroom wings and includes a common area with administrative offices, a library, cafeteria, and gymnasium. The school has a total of 69 classrooms; two rooms are designed for pre-school, while other rooms include general education, special education, art, music, as well as computer and science labs.

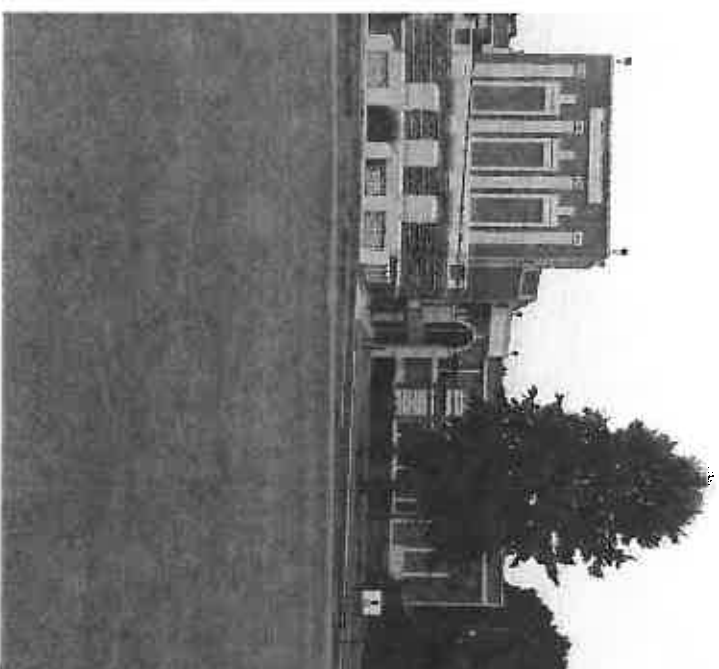
The physical condition of the building is rated as good. Deferred maintenance costs total \$570,236 dollars. The major facility improvement needs include \$200,000 dollars in site improvements to the parking lot and playground areas and \$150,000 dollars in access repairs to meet ADA requirements.



TARA OAKS ELEM.
SITE PLAN

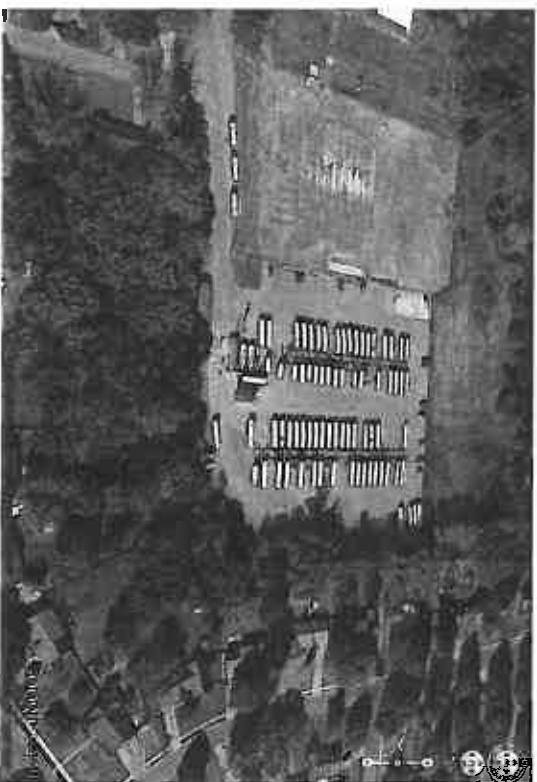
Facilities Overview: Collierville Schools Central Office

The administrative offices for Collierville Schools is located at Poplar Avenue and Walnut Street in the heart of Collierville's downtown historic district. The facility was built for Collierville High in the late 60s and as late as 2011 was home to Collierville Middle. With the formation of the new school system, the administration moved into the facility during the summer of 2014. The Town of Collierville renovated the building to support offices for human resources, curriculum and instruction, finance and accounting, operations and transportation, and student services. Renovations continue on the second floor of the building to eventually provide office space for information technology which is currently located at Collierville Elementary.



Facilities Overview: Collierville Schools Bus Lot

Collierville Schools has one bus lot located behind Collierville Elementary School. The lot accommodates a fleet of 54 school buses and parking for employee vehicles. There are 4,823 students eligible for transportation services.



Facilities Assessment

Collierville Schools is committed to maintaining the structural soundness of all school facilities. Each year, a facilities audit is conducted to assess the physical condition of each building. The audit is a comprehensive report on the current condition of the school site and the structural and mechanical infrastructure of each building. The purpose of the audit is to identify facility deficiencies and hazards that require regular maintenance and corrective action. The facilities audit resulted in a summary of needs based on the following categories:

<u>Site</u>	<u>Structural</u>	<u>Electrical</u>	<u>ADA</u>	<u>Technology</u>	<u>General Maintenance</u>	<u>Other</u>
<ul style="list-style-type: none"> • Parking lots • Driveways • Sidewalks • Drainage • Playgrounds and athletic fields 	<ul style="list-style-type: none"> • Roofs • HVAC • Plumbing • Foundation • Cracks 	<ul style="list-style-type: none"> • Security systems • Fire alarms • Intercoms • Lighting 	<ul style="list-style-type: none"> • Accessibility • Entrances • Hallways • Restrooms • Playgrounds 	<ul style="list-style-type: none"> • Switchers • Controllers • Wiring • Cabling • Access points 	<ul style="list-style-type: none"> • Windows • Painting • Ceiling tiles • Flooring • Food service 	<ul style="list-style-type: none"> • Portables • General repairs not included in the other categories

Facilities Assessment

Table 7. Facility Improvement Needs

School	Year Built	Additions Renovations	Sq. Ft.	Site	Structural	Electrical	ADA	Technology	General	Other	Total
Collerville HS	1975	1995	281,172	\$1,925,000	\$835,000	\$850,000	\$200,000	\$136,696	\$12,500	\$0	\$3,959,196
Collerville	2012	None	114,855	\$0	\$0	\$0	\$0	\$113,579	\$0	\$0	\$113,579
Schilling Farms	1999	None	97,250	\$1,250,000	\$30,000	\$138,000	\$50,000	\$94,617	\$45,000	\$500,000	\$2,107,617
Bailey Station	2005	None	113,691	\$250,000	\$30,000	\$33,000	\$50,000	\$93,505	\$0	\$0	\$456,505
Collerville ES	1968	1972, 2005	114,081	\$660,000	\$1,260,000	\$345,000	\$65,000	\$94,932	\$1,500	\$0	\$2,426,432
Crosswind	1993	None	90,629	\$185,000	\$205,000	\$33,000	\$175,000	\$67,536	\$0	\$0	\$665,536
Sycamore	2000	None	127,627	\$285,000	\$5,000	\$33,000	\$0	\$105,644	\$0	\$0	\$428,644
Tara Oaks	1995	2000	109,405	\$200,000	\$105,000	\$33,000	\$150,000	\$82,236	\$0	\$0	\$570,236
Total				\$4,755,000	\$2,470,000	\$1,465,000	\$690,000	\$788,745	\$59,000	\$500,000	\$10,727,745

Costs are in 2014 dollars.

Table 7 summarizes the costs of facility improvements at each school. The deferred maintenance costs among the district's eight schools totals more than \$10.7 million dollars. The highest costs are associated with site, structural and electrical improvements. Site improvements total \$4,755,000 dollars – expenses at Collerville High and Schilling Farms Middle make up two-thirds of these costs. Deferred costs associated with structural improvements total \$2,470,000 dollars— expenses at Collerville Elementary account for more than half of the structural improvement costs. Facility improvements relative to electrical repairs total \$1,465,000 dollars. Collerville High and Collerville Elementary have the highest amount of electrical repair expenses. Upgrades to the technology infrastructure are also a major capital expense that has been deferred for several years. The cost to upgrade the technology totals \$788,745 dollars. This is due primarily to delayed maintenance and aging equipment. The current wireless infrastructure at each school is well past its replacement age, with most schools over seven years old. Wireless technology advances about every two years, which means the existing infrastructure is at least three generations behind. The district will pursue additional funding sources to help cover the costs of technology infrastructure through the Federal Communications Commission's E-Rate Program. E-Rate is a grant assistance program that allows school districts to apply for funds to help reduce telecommunications costs.

Facilities Assessment

Estimates on repair and replacement costs are also provided to establish a rating or facilities condition index (FCI) on the overall state of the building. The FCI is a ratio of the deferred maintenance costs to the replacement value. A low FCI is indicative a building in good condition. For example, an FCI of .1 indicates a 10 percent deficiency, which is generally considered low and an FCI of 0.7 would indicate the building needs extensive repairs or re-placement³. The district has determined that an FCI of 0.5 or higher would indicate the need to replace a building structure.

Table 7. Facility Condition Index

School	Improvement Costs	Replacement Value ³	FCI
Collierville HS	\$3,959,196	\$41,410,000	.10
Collierville MS	\$113,579	\$13,786,000	.01
Schilling Farms MS	\$2,107,617	\$12,369,000	.17
Bailey Station ES	\$456,505	\$14,904,000	.03
Collierville ES	\$2,426,432	\$14,696,300	.17
Crosswind ES	\$665,536	\$12,112,000	.05
Sycamore ES	\$428,644	\$16,676,000	.03
Tara Oaks ES	\$570,236	\$14,377,000	.04

²VFA Inc. 2012. Facility Condition Index, Retrieved from www.vfa.com.

³Huber & Lamb Appraisal Group, Inc., Member of the Tennessee Municipal League Risk Management Pool. Valuation Report for Town of Collierville, March 2014.

Facility Improvements

In formulating a budget of capital improvement needs, the district developed a set of criteria to prioritize projects. The following categories were used to prioritize facility improvements:

Priority 1

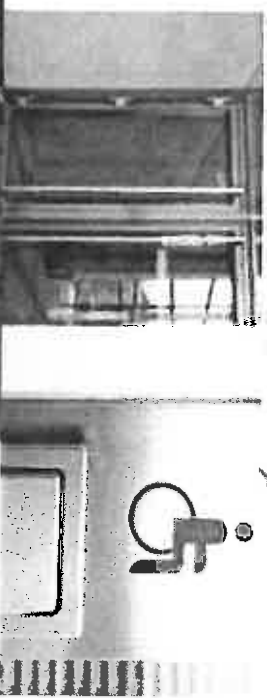
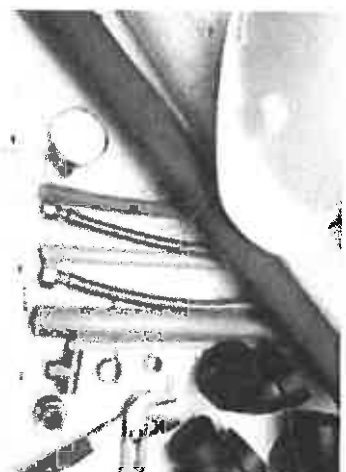
Major Capital Improvements and Critical Deferred Maintenance: projects include but are not limited to new construction, major building additions and renovations, land acquisitions, roof and HVAC replacements or projects that maintain health and safety, prevent potential risk or are mandated by law

Priority 2

Minor Capital Improvements and Non-critical Deferred Maintenance: projects include but are not limited to mechanical and system upgrades (electrical, fire, technology), change in facility use or repurposing, energy conservation

Priority 3

Deferrable and Desirable: projects capable of being deferred up to five years or improve the quality, convenience or bring a facility up to district standards



Facility Improvements

The capital improvement plan (CIP) budget has been developed with the assumption that each municipal school district will receive a percentage of Shelby County government’s education fund based on the average daily attendance. The district anticipates receiving an average of 2.3 million dollars for each fiscal year in the five-year CIP budget. The district will rely on funds from the general fund budget to cover other deferred maintenance costs. The district received \$900,000 dollars in capital funds for the 2014-15 school year from Shelby County government.

Table 7. Collierville Schools Five-Year CIP Estimated Budget

Budget Year	PROJECTS	Estimated Budget*
FY 15	Collierville High School Roof Repair/Replacement	\$ 1,000,000.00
	Crosswind Elementary HVAC Replacement	\$ 300,000.00
	Collierville High School Asphalt Repairs-Parking Lots	\$ 250,000.00
	Tara Oaks Elementary Replace Generator & Switch Gear	\$ 125,000.00
	Crosswind Elementary Replace Vinyl Tiles In Gymnasium	\$ 70,000.00
	Collierville High Architecture & Engineering Feasibility Study	\$ 150,000.00
	Sycamore Elementary Repair/Replace Playground Surface and Equipment	\$ 70,000.00
	Collierville Elementary Replace Chiller, Boiler & Cooling Tower with RTUs	\$ 100,000.00
	Collierville High Track Surface Replacement	\$ 250,000.00
	Collierville High Network Infrastructure Upgrade	\$ 175,000.00
	TOTAL \$ 2,490,000.00	
FY 16	Tara Oaks Roof Repair/Replacement	\$ 1,000,000.00
	Schilling Farms HVAC Replacement	\$ 300,000.00
	Collierville High Asphalt Repair	\$ 200,000.00
	Crosswind Elementary Fire Alarm Upgrade	\$ 100,000.00
	Crosswind Elementary Asphalt Work	\$ 250,000.00
	Schilling Farms Network Infrastructure Upgrade	\$ 120,000.00
	Tara Oaks Network Infrastructure Upgrade	\$ 103,000.00
	Sycamore Asphalt Repair and Overlay	\$ 150,000.00
	TOTAL \$ 2,223,000.00	

Table 7. Collierville Schools Five-Year CIP Estimated Budget (continued)

FY 17	Schilling Farms Roof Repair/Replacement	\$	1,000,000.00
	Collierville Elementary Painting Interior and Exterior	\$	100,000.00
	Bailey Station Painting Interior and Exterior	\$	100,000.00
	Collierville High HVAC Replacement	\$	500,000.00
	Collierville High Painting Interior and Exterior	\$	250,000.00
	Crosswind Elementary Network Infrastructure Upgrade.	\$	85,000.00
	Schilling Farms Asphalt Repair/Overlay	\$	200,000.00
	TOTAL \$		2,235,000.00
FY 18	Sycamore Elementary Roof Repair/Replacement	\$	1,200,000.00
	Tara Oaks HVAC Replacement	\$	250,000.00
	Sycamore Elementary Network Infrastructure	\$	135,000.00
	Bailey Station Fire Alarm Upgrade	\$	120,000.00
	Collierville Elementary Network Infrastructure Upgrade	\$	120,000.00
	Collierville Middle Network Infrastructure Upgrade	\$	145,000.00
	Crosswind Elementary Interior/Exterior Painting	\$	120,000.00
	Bailey Station HVAC Replacement	\$	275,000.00
	TOTAL \$		2,365,000.00
FY19	Bailey Station Roof Repair/Replacement	\$	1,200,000.00
	Sycamore Elementary HVAC Replacement	\$	325,000.00
	Tara Oaks Elementary Interior/Exterior Painting	\$	120,000.00
	Bailey Station Network Infrastructure	\$	120,000.00
	Bailey Station Asphalt Repair/Overlay	\$	200,000.00
	Collierville Elementary Asphalt Repair/Overlay	\$	200,000.00
	Tara Oaks Elementary Asphalt Repair/Overlay	\$	200,000.00
	TOTAL \$		2,365,000.00
	GRAND TOTAL Collierville Schools CIP 2015-2019	\$	11,678,000.00

* Estimated budgets are stated in 2015 dollars and are subject to inflation.



**COLLIERVILLE
SCHOOLS**

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