

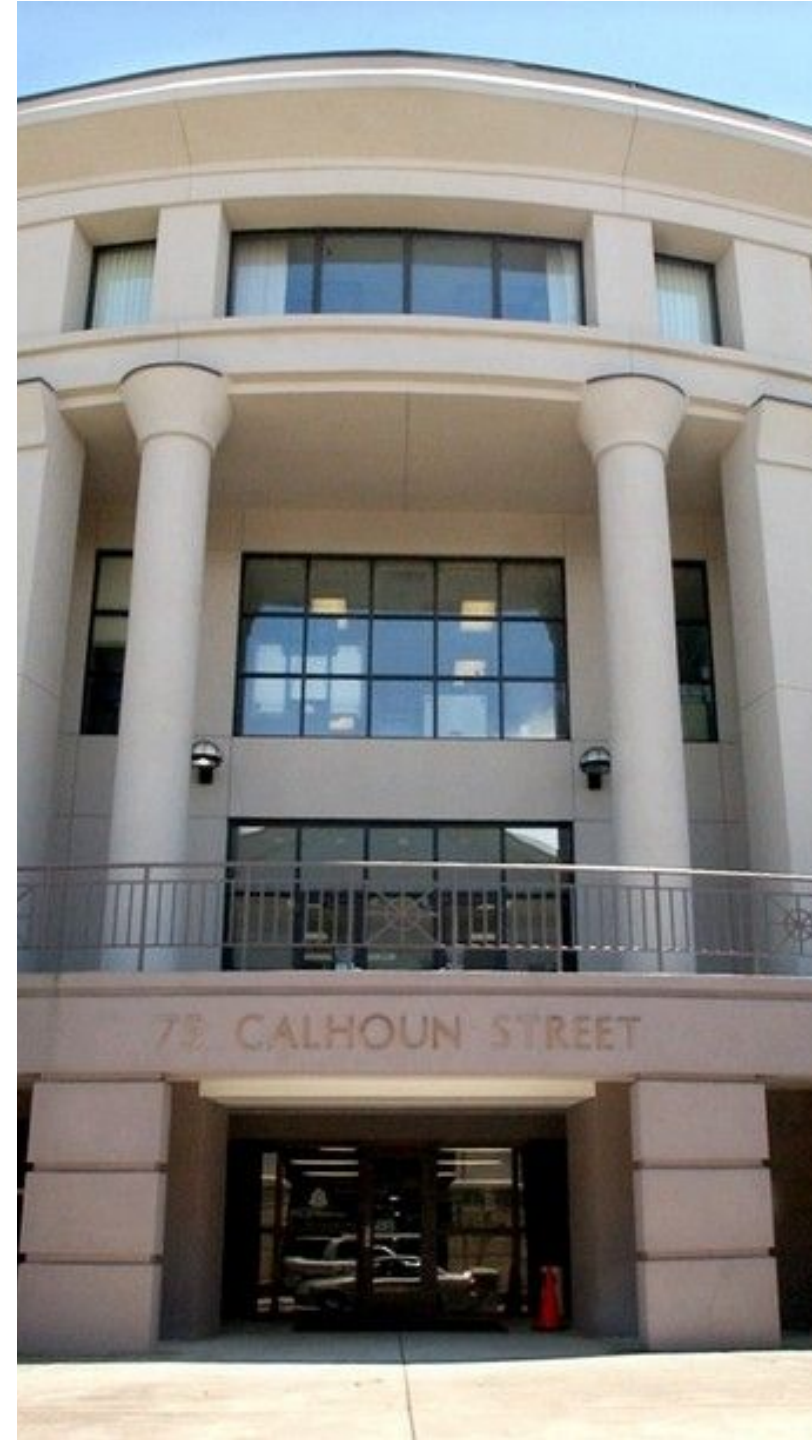


Mission Critical Actions Report

June 24, 2019

Agenda

- Mission Critical Team's Summary Report
- D20 Report (Charleston Peninsula)
- D10 Report (West Ashley)
- D9 Report (John's and Wadmalaw Islands)
- D4 Report (North Charleston)



Mission Critical Summary Report

- Teams:
 - D20 – Darrin and Vee Goss
 - D10 – Anton Gunn and Merridith Crowe
 - D9 – Jamie Copper and Michelle Faust
 - D4 – John Read and Thetyka Robinson

- General Process:
 - MCAG's
 - Community Meetings
 - Principals and Teachers Meetings

Mission Critical Summary Report

- ❑ Distinctive Challenges and Common Goals
- ❑ Short-term actions with a commitment to systems change
- ❑ Common Issues across all four districts
- ❑ Consistent feedback on inequity, racial disparities, and dysfunction
- ❑ Short-term actions will be unsuccessful unless implemented differently

Common Issues/Common Threads

- School Choice
- Social and Emotional learning and support
- Cultural Competence for all administrators and teachers
- Larger Schools offering more options
- Quality Leadership throughout the District including the CCSD Board

Common Issues/Common Threads

- Trust
- Structural Challenges
- Parent and Community Engagement

Questions...



Mission Critical Actions Report

D20 Charleston Peninsula
Darrin and Vee Goss

June 24, 2019

Perspectives and Observations

- ❑ Limitations and challenges of the MCA Process
- ❑ Community Feedback and Perspectives
- ❑ Our Observations
- ❑ MCAG Recommendations

MCAG Recommendations

- ❑ Ends vs. Means (In the end...)
- ✓ All students have access to great school: safe, well resourced, rigor
- ✓ Integrated schools that support the changing demographics
- ✓ “Buist-like” academic options in other schools in D20
- ✓ High quality Middle and High School

Reimagined D20 Schools

- ❑ Options across the spectrum of educational environments
- ❑ Ensures “equity of opportunity” and Integration of schools
- ❑ Provides supports for students and parents
- ❑ Addresses the entire feeder pattern in D20

Elementary Schools: MCA Questions

Addressing MCA question #1 and #5:

- MCA 1: What could be done to significantly increase enrollment at Buist Academy, ensuring access for eligible D20 students? This will require planning related to school location(s), school mission, entrance criteria, and better utilization of space at all schools on the Peninsula.
- MCA 5: How would you organize opportunities PK-12 to ensure students have access to STEM (science, technology, engineering, math), creative and performing arts, and specialized programs such as International Baccalaureate and Montessori?

Elementary Schools: MCAG Recommendations

❑ **Buist Academy and Memminger Elementary School**

- ❑ Merging Buist Academy and Memminger Elementary Schools as both are IB programs. This merge would create extra capacity for D20 to offer an IB experience for more students from K-8th grade.
- ❑ This would require using one of the two campuses for a K-4th grade campus for IB and the other for a 5th – 8th campus. This provides approximately 1000 seats for D20 students to have an IB option.

❑ **James Simons Elementary School**

- ❑ Continue the Montessori program at James Simons Elementary School. Increase enrollment in the K-6th grade program by offering a Montessori option at Simmons-Pinckney and Burke High School. -->which grades? through 6 or include

❑ **Sanders Clyde Elementary School**

- ❑ Apply Meeting Street Schools Model best practices including wrap around supports, required parent engagement, two teachers in the classroom etc... This school provides an Arts Infused Curriculum of study.

❑ **Mitchell Elementary School**

- ❑ Mitchell Elementary will provide a traditional elementary school option for D20 with Meeting Street Schools Model best practices to support student achievement same as above.

❑ **Charleston Progressive Academy**

- ❑ Charleston Progressive Academy (CPA) will close as an elementary school in 3 years. This move provides parents the opportunity to transition students to one of the other elementary school options and provides much needed infrastructure for a District Wide Middle School option on the current CPA campus.

Elementary Schools: Conservative Academic Impact

- ❑ D20 3rd Grade Reading proficiency improves **14%**: from 40% to 45%
- ❑ D20 3rd Grade Math proficiency improves **16%**: from 46% to 53%

SC Ready Scores Spring 2018				
School Name	Grade	# Tested	English	Math
Buist Academy	03	50	96.0%	98.0%
Charleston Progressive	03	42	19.0%	26.2%
James Simons Elem	03	38	44.7%	39.5%
Meeting Street Elem at Brentwo	03	76	40.8%	55.3%
Memminger Elem	03	38	28.9%	28.9%
Mitchell Elem	03	43	30.2%	55.8%
Sanders-Clyde Elem	03	61	16.4%	13.6%
% proficient			39.6%	46.1%



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Mitchell Elem	03	43	40.8%	55.8%
Sanders-Clyde Elem	03	61	40.8%	55.3%
% proficient			45.2%	53.4%

Elementary Schools: Aggressive Academic Impact

- ❑ D20 3rd Grade Reading proficiency improves **24%**: from 40% to 49%
- ❑ D20 3rd Grade Math proficiency improves **33%**: from 46% to 61%

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Memminger Elem	03	38	40.8%	55.3%
Mitchell Elem	03	43	40.8%	67.0%
Sanders-Clyde Elem	03	61	40.8%	55.3%
% proficient			49.2%	61.2%

Middle Schools: MCA Questions

Addressing MCA question #2:

- MCA 1: How could you merge middle schools and programs to provide all students with more choices, electives, and opportunities?

Middle Schools: MCAG Recommendations

In order to accomplish this the MCAG recommends two middle school options:

❑ **Buist Academy and Memminger Elementary School**

- ❑ A continued option for students to pursue the IB diploma at the merged Buist/Memminger 5th-8th campus

❑ **Simmons-Pinckney Middle School**

- ❑ An expanded Simmons-Pinckney Middle School Option at the CPA building.
- ❑ Simmons-Pinckney would move to the current CPA building within 3 years providing it with the physical infrastructure to support multiple programs including Montessori.
- ❑ Both in the short term (next 3 years) and long term Simmons-Pinckney would implement best practices of Meeting Street Schools outlined for Sanders-Clyde and Mitchell (two teachers, wrap around supports, teacher development).

High Schools: MCA Questions

Addressing MCA question 3:

- MCA 3: How do you recommend creating high school options on the Peninsula that will provide the appropriate level of rigor for all students living in D20?

High Schools: MCAG Recommendations

In order to accomplish this the MCAG recommends the following to occur at Burke High School:

- Vertical Articulation of specialized programs (IB and Montessori)
- Creating series of curriculum options that does not require D20 students to leave the Peninsula. Academies of Tracks (patterned after Louisville Central High School) allows for multiple programs of study within the High School context.
- Create an advanced studies track that provides equal rigor and opportunity to the Academic Magnet program. This provides D20 students and CCSD students in general an opportunity to have an experience comparable to those enjoyed by CCSD students that attend Academic Magnet.
- Create tracks that provide for: CTE, Honors/AP, etc...

Additional Recommendations

- Engage a data specialist to “test” assumptions on potential school mergers

- Amend existing zoning and attendance policies:
 - (first right of refusal)
 - Cap attendance at adjoining schools

- Provide Racial Equity Training – (Community and Schools)

- Create a comprehensive marketing plan



Mission Critical Actions Report

D10 West Ashley
Anton Gunn and Meridith Crowe

June 24, 2019



Mission Critical Actions Report

D9 Johns and Wadmalaw Islands
Jamie Cooper and Michelle Faust

June 24, 2019



Mission Critical Actions Report

D9 North Charleston
John Read and Thyteka Robinson

June 24, 2019

The Process

- Community meetings, small group facilitation and surveys
- Teachers and principals
- A guiding team of your nominees and local facilitators
- Transparency

Findings

- Consistent with other Action Groups
- What parents and families need in order for their children to succeed academically
- Open to change and innovation, tired of reports and consultants, wary of district level decision-making

1. Academic Expectations (1-3)

- Principal quality and stability is essential
- A welcoming, safe and receptive school building
- Teachers: aware of Charleston's racial history and trained to teach into the cultural diversity of our children...
 - ...With access to mental health/SEL and other supports
- Equity in resource allocation

2. Strong Leaders (5)

- The Principal: an Instructional Leader
 - a 'pipeline', trained and ready
 - a support team
- The Principal: a Community Partner and Facilitator at the neighborhood level...
 - ...Who has earned the autonomy necessary to innovate...and is accountable
 - for results

3. Redesign Early Childhood (4)

- Strong community support for replicating what works
- Prioritize where the need is greatest – ‘whole child’ focus
- Elementary school-based vs. centralized locations

4. School Choice

- A significant contributor to school segregation and inequity
 - The root cause of low enrollment, underfunded schools
- Failing schools propel parents away, great schools bring them back
- Cap Magnet school growth; hold slots for the most qualified North Charleston students
 - No admission for students who live outside the county

Consolidation and Innovation (7 and 9)

- Open to change if the children are better off.
- Mary Ford/Chicora/North Charleston Elementary are 'neighborhood-level decisions'
 - A principal and her neighborhood families and their leaders weigh the options.
 - District staff support, board monitors for accountability
 - Listening and engagement are required, not necessarily agreement or consensus
- Middle School deficit is urgent and requires immediate action

The Process from here...

- Authentic neighborhood engagement in decisions that affect them.
- Qualified Principals lead the innovation work
- The district staff bound, guide and support the work, with an equity lens
- The Board of Trustees sets targets and supports their achievement

School transformation is neighborhood-lead.

“ The way CCSD’s transformation is done”

Questions...
