DRAFT Board Goals and Directives*

Performance Goal: By June 2022*, ___% of CCSD students will achieve at or above their grade-level readiness expectations in reading and math.

Growth Goal: By June 2022*, ___% of CCSD students will grow academically at least one full year from the prior Spring based on grade-level readiness expectations in reading and math.

Readiness Gap Goal: By June 2024*, ___% of CCSD students will meet college and career readiness expectation levels in reading, math, workplace skills, and on-time graduation as they exit elementary, middle, or high school.

 All goals will have annual interim performance indicators, disaggregated by student subgroups. Goals will be customized per school based on achievement data. Goals to be approved preliminarily, with the understanding that achievement target specifics and public feedback will be completed by August 26.

Board Directives Related to Mission Critical Action Plans– May 15, 2019

BOARD DIRECTIVES – May, 2019

On or before June 24 district leaders are to present an implementation plan to address these items:

1. HOW DOES A SCHOOL TEAM KNOW THEY ARE MEETING EXPECTATIONS? State explicit and measurable expectations that will fit on an index card and ensure ALL employees know and understand:
   a. What percent of students should grow by one grade level this year? What percent by more?
   b. What percent should be reading on grade level, preschool through high school?
   c. What metrics will determine if a student, class, and school progress are satisfactory? Lexile and/or Quantile growth? Indicators of student work ethic and student sense of support?
   d. What are parents' responsibilities – a contract? "If my student attends this school, I agree to . . ."
   e. Disciplinary and SEL approaches that improve teaching and learning conditions.

2. What, specifically, are staff recommendations to make every school one in which all parents would be comfortable enrolling their children? The Board is looking for bold recommendations for at least 10 schools.

3. Redesign Early Childhood Education to target students who need it most and produce better results.

4. Address problems created by magnet, partial magnet and choice schools. For all schools, how can we better integrate and diversify?

5. Address AdvancED District Accreditation requirements and Clemson Equity/Diversity recommendations. Consider Shared Future perspectives.

6. Provide effective professional development experiences for principals and teachers that prepare them to implement effective curricula and instructional strategies *before Day 1*. Ensure all personnel understand the board's expectation that schools direct all human and fiscal resources to produce continuous growth of Lexile, Quantile, work ethic, personal skills to readiness levels for ALL students; AND that every school will be evaluated by this board on these criteria.

7. Ensure schools that need the most help have strong, capable, experienced leaders with track records of success: (1) Put incentives in place to accomplish this; (2) Initiate a powerful leadership talent development effort.

8. Cut programs that are not working, expand those that are, and consolidate schools to achieve optimal size to provide better opportunities for all students. Coordinate use of General Operating Funds, special revenue funds, and designated funds to get more resources to the classrooms.   Illuminate financial challenges over the next three years, looking at all funding (GOF and special revenue).

9. Develop recommendations for the 2020 referendum to continue the penny sales tax that supports CCSD schools.

10. Propose a process through which educators or others can present ideas/proposal for approaches designed to create higher levels of achievement for students who are currently performing below grade levels.

TEACHERS

Work to see that every teacher . . .

- Sees a Board that is catalyzing community support for and appreciation of educators and public education;
- Works for a knowledgeable and caring leader who understands that, while we work to ensure every child has the basic literacy and numeracy tools, our goal is to create a lively and engaging culture, inculcating a love of learning for both students and teachers;
- Has a daily planning period;
- Receives a starting salary of at least $40,000 (with fringe benefits, the investment is approximately $53,000);
- Can access professional learning and coaching opportunities aligned with teacher's needs and school/district expectations;
- Has immediate access to personal health and counseling needs;
- Can access mental health counselors and other supports for students;
- Deepens multi-cultural awareness through excellent cultural competency learning opportunities;
- Is considered for extended employment opportunities based on certification and other relevant criteria;
- Has multiple opportunities to provide feedback regarding school culture, classroom discipline, quality of instructional supports provided;
- Is represented on the Teacher Cabinet. Provide substitutes for Teacher Cabinet representatives from each school to enable meetings with the superintendent at least quarterly to exchange ideas and receive information.

Board Directives

1. State explicit and measurable expectations

School Scorecard for Readiness Pathway
- Implement in Fall 2019 as part of the local accountability system the Pre-K -12 College and Career Readiness Pathway based on grade-level achievement and growth in Reading (Lexiles) and Math (Quantiles).
- Report by school and grade the percentage of students within the readiness pathways for Reading and Math. Set a goal of 10% reduction per year in the number of students scoring below readiness bands.
- Refine the progress report that informs schools and parents of where students are performing related to the College and Career Readiness Pathways.
- Ensure that principals and teachers understand where students are performing at the beginning of the year, the progress needed by the end of the year, and the methods of measurement that will be used.

Regional Accountability System
- Collaborate with tri-county districts to develop tools to measure the key career readiness competencies identified by area employers and aligned with the South Carolina Profile of the Graduate.
- Embed these career readiness competencies and measure student progress.

School Incentive Program
- Establish in Fall 2019 an employee incentive program in which monetary rewards would be given schoolwide to all staff members in schools that meet established criteria related to Board goals.
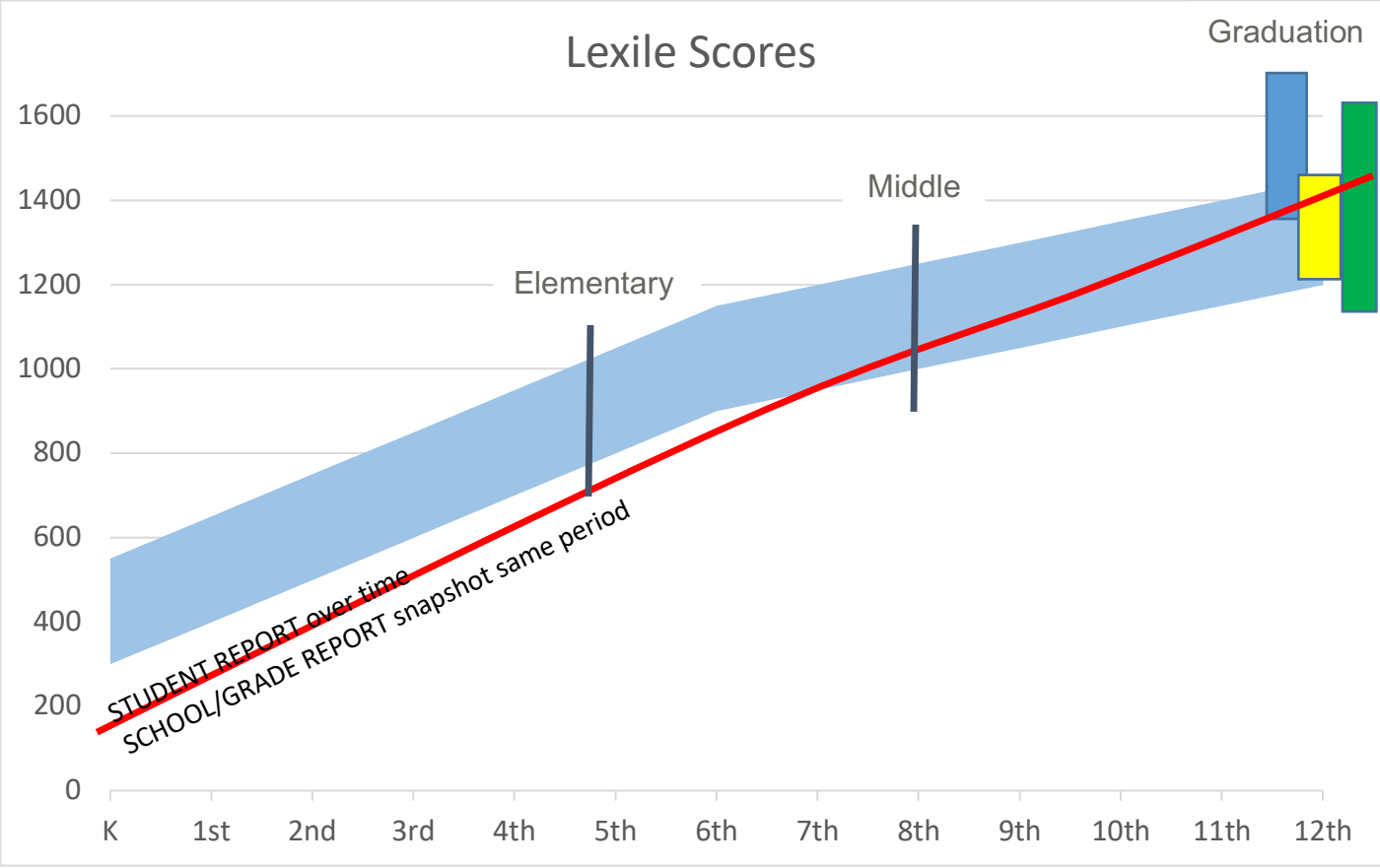
Superior Middle School

READING	MATH
SPRING 2020 GOAL: **57%** **of this year's students will meet or exceed grade-level expectations for college/career readiness* by the end of the year.** • Reading Lexile levels will be determined in Spring 2020 from SC Ready ELA, MAP Reading, or other approved assessments. • All students' Reading skills should grow at least one grade level each year on the Readiness Pathway.	**SPRING 2020 GOAL:** **54%** **of this year's students will meet or exceed grade-level expectations for college/career readiness* by the end of the year.** • Math Quantile levels will be determined in Spring 2020 from SC Ready Math, MAP Math, or other approved assessments. • All students' Math skills should grow at least one grade level each year on the Readiness Pathway.

52% of students met or exceeded grade-level Reading readiness expectations in Spring 2019.	44% of last year's students grew at least one grade level in Reading by Spring 2019.	49% of students met or exceeded grade-level Math readiness expectations in Spring 2019.	42% of last year's students grew at least one grade level in Math by Spring 2019.

READING	Entering At Readiness Level	2020 Goal At Readiness Level	MATH	Entering At Readiness Level	2020 Goal At Readiness Level
Grade 6	58%	62%	Grade 6	58%	62%
Grade 7	53%	58%	Grade 7	53%	58%
Grade 8	48%	53%	Grade 8	48%	53%

Reading Lexile / Math Quantile levels for each grade have been established on the Readiness Pathway toward College/Career readiness by graduation from high school.

Readiness Pathway

Lexile Scores

Graduation

Middle

Elementary

STUDENT REPORT over time

SCHOOL/GRADE REPORT snapshot same period

Y-axis: 0, 200, 400, 600, 800, 1000, 1200, 1400, 1600

X-axis: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th

Board Directives

2. Day 1 – All personnel understand expectations

- By August 17, 2019, all staff will have an awareness of the "Readiness Pathway" outlining grade-level expectations in reading (Lexiles) and math (Quantiles); and all staff will be informed that data related to the "Readiness Pathway" will be included in each school's evaluation criteria.
- Align the District professional development plan for the year with the "Readiness Pathway" and data from teacher evaluation and principal evaluations (this includes areas such as social/emotional learning, conflict resolution, multi-cultural competency).
- Align school professional development plans with the District professional development plan.
- Launch the Lowcountry Center for Educational Leadership (CEL) to provide training in instructional leadership for sitting and aspiring principals.
- Provide training to school leadership teams in June, July, and August in continuous improvement strategies.

Board Directives

3. Direct all human and fiscal resources to produce continuous growth in academic achievement and other areas of the Profile of the SC Graduate

- Prioritize instructional and non-instructional programs for evaluation of effectiveness.
- Collaborate with professional program evaluation experts to develop and implement processes for evaluating prioritized programs.
- Evaluate alignment of funding sources to programs that are positively impacting student learning and growth.
- Based on the evaluation of programs, expand effective programs and strategies and tools for ensuring implementation fidelity.
- Create a long-term financial plan linked to Board directives and program effectiveness audit results.
- Establish fiscal processes based on accountability for results.

4. Redesign Early Childhood Education

- Conduct an effectiveness audit of all preschool through first grade literacy and math programs.
- Based on the audit, establish criteria and service model for early learning programs and the redesign of Early Childhood offerings.
- Analyze over time the progress of students who participated in preschool programs to determine long-term effectiveness.

Board Directives

5. Strong leaders in every school

- Include data related to board goals in school and district leader evaluation processes.
- Create a competitive compensation plan in order to recruit and retain school and district leaders, to include results-based incentives.
- Implement a new specialized approach to recruit and hire highly-qualified school leaders.

6. Address problems created by school choice

- Revamp and make transparent choice/magnet school criteria and selection processes.
- Develop short-term and long-term plans and goals to try to impact lack of diversity at choice schools (to begin with new enrollees for the 2020-21 school year).
- End partial magnet programs in schools where they are no longer needed to attract students to schools with declining enrollment, or in schools where partial magnet programs are not meeting the purpose for which they were started. Recommendations would be made prior to the application process for 2020-21 school year for those that will remain open or close based on evaluations.
- Working with Constituent Boards, redraw attendance lines as warranted.

Board Directives

7. Specific, Bold Recommendations for at least 10 schools

North Charleston

- **Mary Ford Elementary Early Childhood Center**: Convert Mary Ford Elementary in Fall 2020 to an Early Childhood Center to serve students at from Chicora, NCES, and Mary Ford. Zone Mary Ford Elementary students to nearby elementary schools.
- **Northern D4 Early Childhood Center:** Provide a second Early Childhood Center to serve students from the upper part of North Charleston.
- **Optimal School Size to Expand Services:** By Spring 2020 work with family representatives to consider school mergers to achieve optimal school size.
- **North Charleston Elementary:** In 2019-20 partner with a major university to implement a research-based teacher training and school turnaround program with intensive focus on reading and mathematics (STEM).
- **Burns**: Complete the phase in of Burns Elementary students to the Meeting Street model by 2022.
- **D4 ESOL Center:** In 2019-20 designate an elementary school (likely Pepperhill Elementary) as a center to help ESOL students and families connect to education and community resources.
- **D4 Middle Schools:** By Spring 2020, involve family representatives in studying and making recommendations regarding optimal size and program offerings in middle schools in North Charleston.

Charleston

- **Buist Academy**: By 2020-21, expand the program without lowering the rigor or expectations; provide additional seats to D20 students who meet revamped entrance criteria. Work with D20 family representatives as district reorganizes schools to create space. Rethink status as countywide magnet.
- **Sanders-Clyde Elementary**: In 2019-20 begin providing a comprehensive Arts-integrated program through a partnership with Engaging Creative Minds, adding key features from the Meeting Street model as resources permit.
- **Early Childhood:** Provide an Early Childhood Center with a literacy focus to serve students on the Charleston Peninsula; work with family representatives as district reorganizes the distribution of students in schools to create space.
- **Optimal School Size to Expand Services:** By Spring 2020 work with family representatives to consider school mergers to achieve optimal school size.
- **Burke:** By December 2019, recommend measures to significantly increase both enrollment and achievement.

West Ashley

- **Stono Park:** Working with *Code to the Future,* implement at Stono Park in 2019-20 the first phase of a K-12 coding/computer science immersion program for West Ashley schools.
- **West Ashley Middle Schools:** By Spring 2020 work with family representatives to recommend measures to improve middle school outcomes.
- **West Ashley High:** In 2019-20 explore possibility of partnership with College of Charleston to create a dual credit, scholars' program to serve students from WAHS and other attendance areas.

District 9: John's and Wadlamaw Islands

- **Haut Gap Middle:** Effective 2020-21, make Haut Gap Middle a 6-8 school (some 5th graders currently attend).

Countywide Considerations

- **Montessori Middle:** Consolidate CCSD Montessori middle schools (currently located in North Charleston, West Ashley, James Island, and downtown Charleston) into one centrally located site in order to offer a comprehensive middle school experience.

- **School of the Arts:** Expand enrollment opportunities by moving grades 6-8 or 9-12 to another campus. Revamp admissions criteria to ensure expanded seats are distributed more equitably among all middle schools.

- **Academic Magnet:** Working with an AMHS alumni group that has stepped forward, modify selection criteria so that the 2020-21 freshman class is more demographically diverse (without lowering rigor or expectations).

- **Reduce Classroom Disruptions:** Ensure the Progressive Discipline Plan provides teachers and principals with effective responses for chronically disruptive students. Work with community, philanthropic, and faith-based partners to create program alternatives and supports for students and families where needed.

- **Extended-year programs:** Provide extended year learning programs in areas where large numbers of students are not performing on grade level; employ proven approaches and highly effective educators.

- **Dyslexia Services:** Provide access to specialists for dyslexic students, possibly through centers in each major attendance area.

- **Cultural Competency and Social/Emotional Needs:** Based on feedback from community groups, develop a plan to more expediently deepen CCSD personnel's multi-cultural competency and to ensure access to mental health counseling for students.

Board Directives

8. 2020 Referendum Recommendations

Prepare a new master plan and projects list to provide equitable, comprehensive learning experiences by:

- Considering Board Directives and Mission Critical recommendations;
- Involving family and other community stakeholder representatives;
- Accomplishing other capital construction needs to meet life safety and optimal school size;
- Providing a mechanism to reduce the growing backlog of capital maintenance and future capital information technology projects.

9. Consider proven innovative school approaches

- By Fall 2019, implement an RFP (Request for Proposal) process through which educators or educational entities can present whole-school proposals for evidence-based, innovative approaches that have produced higher levels of achievement for students in circumstances comparable to CCSD's. These proposals are for entire school turn-around approaches, not to add more lottery-based charter schools to CCSD.
- Develop processes to screen applicants for innovative approaches.

Board Directives

10. AdvancED, Clemson Study, Shared Future recommendations

Board Governance:

- Establish framework for Board discussion and deliberation regarding the CCSD governance structure.
- By August, 2019 revise Board Agenda format to focus on student outcomes and Mission Critical Actions.
- By Fall 2019 revise the district Strategic Plan and Action Plans to ensure board goals and Mission Critical Actions are included.

Curriculum and Instruction:
- Implement better interim measures and quick correction cycles to improve learning for all students.
- Provide professional development for teachers who are not yet able to engage students more effectively in the learning process.
- Commit resources to support equity and access to opportunities.

Community Engagement:
- Encourage and establish family and other stakeholder partnerships through community outreach efforts.
- Engage stakeholders in building understanding and commitment to strategic. goals through a variety of media outlets, focus groups and community forums.
- Schedule at least one stakeholder engagement meeting in every constituent district every semester.