

## JOHN'S ISLAND MISSION-CRITICAL ACTIONS

1. Collaboration: The District 9 community desires a visibly higher level of collaboration between all schools, the district, and the community at large.

This Mission-Critical Action should be: \_\_\_\_ ADVANCED \_\_\_\_ MODIFIED \_\_\_\_ ABANDONED

Provide a brief explanation why:

**IF CONSENSUS VIEW IS TO ADVANCE for Board consideration, provide any recommended actions, ideas, or feedback related to the Mission-Critical Action that represent the consensus views of the community-based team:**

- Intentional plan developed which facilitates collaboration across, and through, each elementary, middle, and high school, as well as the community at large.
  - Stakeholders would include appropriate district leadership, principals, school leadership, teachers, students, parents and community.
  - Collaboration between Student Improvement Councils (SIC) and Parent Teacher Associations (PTA) should be outlined in the above plan. As District 9 consists of only five schools, these groups should convene as one collaborative entity at least once per semester. This meeting could take the place of a regularly scheduled monthly meeting.
  - Included in the above plan should be the provision for the utilization of a common communication platform that could consolidate consistency within the contexts of websites, volunteer and community opportunities, storytelling (success stories, etc.), event notification, and a common calendar for District 9.
  - Develop and implement a method to monitor collaboration between all five schools' leadership and staff with attention to the transition to middle and high school.
- Increased collaboration implies a certain level of community awareness and understanding exists within individuals leading and teaching within District 9 schools. Training in Cultural Competency and Racial Equity should be required for all administrators and teachers.

**IF CONSENSUS VIEW IS TO ADVANCE for Board consideration, provide any identified obstacles or additional work that should be considered before this Mission-Critical Action can be successfully implemented:**

The sense of community, neighborhood schools, and the idea of students progressing through elementary, middle and high school, all within schools located throughout the District 9 attendance zone are priorities that permeated conversation throughout the Mission Critical process. Choice schools, changing population, and a negative perceptive of District 9 schools are a part of the many factors that threaten the reality of this philosophy.

## JOHN'S ISLAND MISSION-CRITICAL ACTIONS

2. Communication: District 9 families desire to feel welcome within the five schools throughout the district. They desire for information to be readily available and easily accessible, in both English and Spanish. They further desire to be greeted by bilingual support at each of the five schools.

This Mission-Critical Action should be: ☐ ADVANCED ☐ MODIFIED ☐ ABANDONED  
Provide a brief explanation why:

**IF CONSENSUS VIEW IS TO ADVANCE for Board consideration, provide any recommended actions, ideas, or feedback related to the Mission-Critical Action that represent the consensus views of the community-based team:**

- There should be, at each of the five District 9 schools, full-time, dedicated front desk support.
  - The individuals filling this position should be friendly, helpful, and knowledgeable of the District 9 schools and area.
  - This individual should be required to complete Cultural Competency and Racial Equity training.
  - This individual should be knowledgeable in student safety.
  - This individual should serve as a direct communication link to parents and should collaborate appropriately with all District 9 schools.
  - This individual needs to be bilingual (this requirement could be prioritized within the elementary schools and then built out to the middle and high school if necessary).

**IF CONSENSUS VIEW IS TO ADVANCE for Board consideration, provide any identified obstacles or additional work that should be considered before this Mission-Critical Action can be successfully implemented:**

District 9 families often feel unwelcome in schools and feel communication is disjointed and belabored. Needed and desired information seems difficult, at times, to acquire with no clear route for the seeking of such information. Consistent bilingual support does not exist, creating a language barrier with Hispanic families. These Hispanic families often feel left out and as though their voice is unimportant.

## JOHN'S ISLAND MISSION-CRITICAL ACTIONS

3. Elementary Schools & Early Childhood: The District 9 community desires for schools to have the appropriate wrap around student supports and resources needed for students to have the ability to focus on academics and for teachers and administrators to be able to focus on their prioritized responsibilities.

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Provide a brief explanation why:

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- Deeper saturation of support services is needed:
  - Increased integrated Student Supports, Social Emotional Learning and mental health services need to be delivered.
  - Full time guidance position is needed at Frierson.
  - Assistant principal is needed at Angel Oak.
  - Increased nursing services needed at Frierson and Mt. Zion.
- Spanish instruction offered at all five schools
  - Recommended 3 day/2 day split for Spanish instruction between Mt. Zion and Frierson.
- Current 3K and 4K programs should remain intact. These programs should grow to be full day, offered in conjunction to each elementary school, and be accessible to all District 9 residents.
- Early childhood education should adhere to district zoning policies noting those might not apply to head start.
- District 9 is one of the fastest growing geographical areas within Charleston County. Based on district data, if all students living in District 9 attended schools within the zone, the exiting space would be well beyond capacity. While the Mission Critical Action Group acknowledged Angel Oak Elementary will be at capacity and removing the 3K option could free up physical space, it is the communities desire to maintain the existing 3K program (even if portable buildings need to be placed). The district has presented numerous studies on the benefits of serving 3K and 4K, affirming the communities desire that there should be a commitment to keep intact the existing structure of three-year-old students being served in all District 9 elementary schools: Head Start at Mt. Zion, Montessori at Frierson, and a fee based (with scholarships) program at Angle Oak.
- Information needs to be released to the community regarding district plans for a larger elementary school, the location of such school, and how the opening of such school would impact zoning throughout District 9.
- If/when the new elementary school is constructed and opened, a plan to effectively serve the 3K and 4K needs of District 9 will need to simultaneously be developed. Options, such as continuing the program at all elementary schools or utilizing other, consolidated facilities will need to be examined.

**IF CONSENSUS VIEW IS TO ADVANCE for Board consideration, provide any identified obstacles or additional work that should be considered before this Mission-Critical Action can be successfully implemented:**

The community is frustrated regarding the lack of support services present at the elementary schools (all schools for that matter). Teachers and administrators are consistently having to spend their time addressing nursing, guidance, behavior, and other issues that should not consume so much of their time and focus. Principals, teachers, support staff, and volunteers are working incredibly long hours many days to complete tasks that they should not feel compelled to complete.

## JOHN'S ISLAND MISSION-CRITICAL ACTIONS

4. Haut Gap Middle School: The District 9 community desires clarity and transparency to exist as it pertains to course offerings, the magnet program, zoning and choice regarding the middle school. Furthermore, the community desires for the middle school to be of the highest academic rigor, however, limited to students within District 9.

This Mission-Critical Action should be: ☐ ADVANCED ☐ MODIFIED ☐ ABANDONED  
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**IF CONSENSUS VIEW IS TO ADVANCE for Board consideration, provide any recommended actions, ideas, or feedback related to the Mission-Critical Action that represent the consensus views of the community-based team:**

- Increase rigorous curriculum options for District 9 students, expanding options to all middle students.
- Haut Gap Middle School to house 6<sup>th</sup> through 8<sup>th</sup> grade students only.
- Zoning per Haut Gap Middle School restricted to District 9 residents

**IF CONSENSUS VIEW IS TO ADVANCE for Board consideration, provide any identified obstacles or additional work that should be considered before this Mission-Critical Action can be successfully implemented:**

Confusion exists within the District 9 community regarding the full program within the middle school and the served population. As a part of the Mission Critical process, District 9 requested information on how many current students attending middle school did not attend feeder elementary schools since the other 4 schools in District 9 are Title 1 – why then, is the middle school the only non-Title 1 school in District 9? Clarity is needed to address the perceived segregation of the magnet program as well as the philosophy of 5<sup>th</sup> grade students participating at the middle school. The community feels communication is lacking regarding the magnet program, the application process for such program and the approval and notification process.

The community of District 9 requests clarity regarding the transition from diverse elementary schools to a middle school with perceived segregation during the school day. As kids move through the K-12<sup>th</sup> grade continuum, District 9 desires intentional diversity and inclusion practices for all students throughout the district.

Increased communication to the community on events and programs hosted at the middle school is needed. Elementary school families want to feel invited and welcomed to attend such events as their students prepare for and look forward to middle school.



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5. St. Johns High School: The District 9 community deeply desires for the high school to exist as a neighborhood school for District 9 families and for the academic rigor, course offerings, and availability of extracurricular activities to increase.

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- Develop a plan that spans three to five years with a goal to increase enrollment by 25% at the high school.
- Equitable opportunities need to be a priority at St. Johns. High School. The opportunity for curricular and extra-curricular options should not be limited by the size of the school. These opportunities should be implemented as a part of the overall growth strategy.
- In staying true to the neighborhood school philosophy, high school graduation ceremonies for St. Johns High School students need to take place at St. Johns High School.

**IF CONSENSUS VIEW IS TO ADVANCE for Board consideration, provide any identified obstacles or additional work that should be considered before this Mission-Critical Action can be successfully implemented:**

The community realizes that more students equate to more resources, but also deeply desires for the school district to invest in making St. Johns High School successful and not waiting for students to simply show up. Frustration exists within the community as to the perceived lack of priority placed on St. Johns High School. Connectively is desired between the elementary schools, middle school, and high school, with recruitment and retention of District 9 residents attending all District 9 schools.