D20 DOWNTOWN CHARLESTON MISSION-CRITICAL ACTIONS

The CCSD District Administration has been tasked by the Board to:

Develop a comprehensive plan for the Charleston downtown schools to ensure that all students have high quality PK-12 without leaving the Peninsula.

Working with community representatives, envision how to . . .

1. Expand opportunities to enroll more D20 students at Buist Academy without lowering the quality of programs currently in place as a District magnet school; this will require planning related to school location, school mission, entrance criteria, and waiting list issues

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

The consensus of the D20 MCAG was to take a comprehensive approach to improving schools in D20. There was community feedback that suggested that Buist could be expanded but not at the expense of improving the other elementary schools in D20. Community and MCAG members wanted to see a system of schools that provided all D20 students with the opportunity to attend a quality educational learning environment and understand that achieving this would require dramatic changes to the status quo. The modified recommendation for increasing enrollment at Buist is complicated by the recent decision of CCSD to increase the enrollment of kindergarteners just days before this recommendation is finalized and undermines the good will and credibility of the community members and stakeholders that engaged in this process. It is the consensus of the D20 MCAG that Buist is expanded. This expansion would be accomplished by merging Buist with Memminger Elementary School.

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:

Merging the two schools would create significant academic performance increases for students currently enrolled at Memminger without harming students currently enrolled at Buist.

The merger would also increase capacity for more students to attend the combined program. The MCAG recommends that one of the schools be used for a K-4th grade campus and the other school be used for a 5th-8th grade campus (see school capacity chart).

An additional benefit of this merge creates the opportunity for these students and schools to become more integrated which was one of the central themes of our community feedback sessions.

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The time frame the MCAG had to conduct their decision-making and feedback was very abbreviated and did not allow for sufficient vetting by a significant number of parents. The eight-week process fell short of the due diligence that is required for such significant changes in school structure and CCSD should spend some time with parents, teachers, and administrators testing this recommendation and others put forth in this document.

While we made our best effort to engage as many people as we could in this process, we did not have 100% consensus on this particular course of action from the MCAG. Members expressed concerns about the rigor of the "new school" being lowered while other members of the MCAG expressed that students that attend will need the "extra supports" to help them adjust and succeed to the higher standards. The need for differentiated learning throughout the school experience was expressed by members of the MCAG.

CCSD should take a hard look at academic performance data for these two schools and provide the necessary supports to encourage student achievement.

In the end, the goal is to have 5 classes or 20 or 4 classes of 25. The current Buist student will need to continue their current level of rigor to ensure their high performance standards and Memminger students will need the additional academic supports.

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%

SC Ready Scores Spring 2018				
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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%

Assumptions:

- All results are attained over the next 3 to 5 years.
- CPA's student scores remain roughly consistent during the 3-year transition to other schools although the CPA students will attend either MSA style or Memminger Schools. MSA's formula clearly improves student's scores.
- Memminger's student scores remain roughly consistent during the next 3 to 5 years although increased rigor and affects of having more disciplined students, Buist, on same campus could, and should, lead to higher academic scores.
- Mitchell and Sanders-Clyde students achieve same scores as MSA. pdf

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%

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%
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Sanders-Clyde Elem	03	61	16.4%	13.6%
% proficient			39.6%	46.1%

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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%

Assumptions:

- All results are attained over the next 3 to 5 years.
- CPA's student scores rise to the level at Sanders-Clyde, Mitchell, and Memminger as those are the schools the CPA students will most likely attend.
- Memminger student's scores increase to the level of MSA schools due to increased rigor and affects of having more disciplined students, Buist, on same campus.
- Mitchell and Sanders-Clyde students achieve same scores as MSA.

IF CONSENSUS VIEW IS TO SUGGEST MODIFICATION for Board consideration, provide any suggested changes to the Mission-Critical Action that will better accomplish the stated goal:

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2. Align programs across schools PK-12 for continuity to make sure elementary programs continue through middle and high school, such as International Baccalaureate, visual and performing arts, and math/science/engineering

This Mission-Critical Action should be: _X_ ADVANCED ____ MODIFIED ____ ABANDONED
Provide a brief explanation why: The MCAG offers the following modified course of action to address all schools in D20. In order to achieve equity in programming the following recommendations are being made:

- **James Simons Elementary School: Continue the Montessori program at James Simons Elementary School through middle and high school. Increase enrollment in the K-6th grade program by offering a Montessori option at Simmons-Pinckney (7th and 8th grade) and Burke High School.**
- **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 D20 wide Middle School option on the current CPA campus.**

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

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 challenges with this recommendation rests in the Montessori program at James Simons and the districts willingness to make equitable investments in Mitchell, Sanders-Clyde, and Mitchell Elementary schools. The recommendation to close the Montessori program at James Simons carries with it the idea that the district might consider adding this at Simmons Pinckney Middle. The MCAG's recommendation completely eliminates the program at 6th grade but in speaking to parents with children in the program they would like the program to continue to middle school and possibly high school. The opportunity to replicate the best practices of Meeting Street Schools is a tangible way to serve the needs of current students at Mitchell, Sanders-Clyde, and Charleston Progressive. This would require the district to commit additional resources immediately to support two teachers per classroom, extended day, and teacher development. Another consideration was to hire a district-wide and school based community and parent engagement coordinator to support the needs of students across all D20 schools.

D20 DOWNTOWN CHARLESTON MISSION-CRITICAL ACTIONS

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3. Feasibly merge middle schools or programs to provide all students with more electives and opportunities currently available in the District's larger middle schools; centralize services like nursing, food services, transportation and administration in order to improve services students receive

This Mission-Critical Action should be: __X__ ADVANCED ___ MODIFIED ____ ABANDONED
Provide a brief explanation why: The MCAG sees an opportunity to create two Middle School options to support D20. In order to accomplish this the MCAG recommends:

- **Buist Academy and Memminger Elementary School merger will create an option for students to pursue the IB diploma at the merged Buist/Memminger 5th-8th campus.**
- **Simmons-Pinckney Middle School will be expanded on the Charleston Progressive Academy (CPA) Campus. Simmons-Pinckney would move to the current CPA building within 3 years providing it with the physical infrastructure to support multiple programs including Montessori. In both 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).**

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:

D20 DOWNTOWN CHARLESTON MISSION-CRITICAL ACTIONS

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MCAG members did recognize that this recommendation carries with it implications for phasing out CPA and what it may feel like to parents who are losing a school they like. The clear implication of CCSD taking something away from the black community is a real challenge to be considered. On the other hand members of the group commented that if Simmons-Pinckney moved to the CPA location it would be an investment back into that community especially given that the school is named for an Eastside Charleston resident. Additionally, the structural enhancements at Sanders-Clyde and Memminger would also be actions behind words of upping investment in the black community.

Funding for Simmons-Pinckney. Like Sanders-Clyde, Mitchell, and CPA implementing a Meeting Street Model level of supports and investment is critical for Simmons-Pinckney to thrive. The MCAG also understands that expanding educational options like Montessori and other programs will be expensive but well worth the opportunity it presents for D20 students.

IF CONSENSUS VIEW IS TO SUGGEST MODIFICATION for Board consideration, provide any suggested changes to the Mission-Critical Action that will better accomplish the stated goal:

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4. Create high school options on the Peninsula that will allow top-performing students to finish high school in D20

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

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...**

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:

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:

D20 DOWNTOWN CHARLESTON MISSION-CRITICAL ACTIONS

IF CONSENSUS VIEW IS TO SUGGEST MODIFICATION for Board consideration, provide any suggested changes to the Mission-Critical Action that will better accomplish the stated goal:

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5. Significantly improve the lowest-performing schools by searching nationwide for programs proven successful with similar types of students that could be replicated in D20

This Mission-Critical Action should be: __X__ ADVANCED ____ MODIFIED ____ ABANDONED
Provide a brief explanation why:
The MCAG believes that we have models of excellence for elementary and middle schools contained with CCSD and operated by CCSD. It also concludes that while the Meeting Street Schools are getting good results it would rather see CCSD adopt the "best practices" of the model without the exclusionary practices of the model (interviewing students to get in). Ideally, the MCAG would like to see all of the best principals of the model implemented at Sanders-Clyde, Mitchell, Charleston Progressive, and Simmons-Pinckney (where appropriate).

As mentioned, the Louisville Central High School is a school that the MCAG would hold up as model for Burke High school. While it did not have time to explore the academic results, the MCAG did see value in the Magnet School approach with the corresponding "tracks" or "academies" as a structure to emulate. One thing was clear with the MCAG, they felt that Burke should offer programming comparable to Academic Magnet School and be another option for high performing students throughout CCSD to take advantage of this type programming on a campus (Burke) that can support it and within a school that gave birth to the existing Academic Magnet High School.

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:

The principal should have the ability to recruit the best team of support staff and teachers they can and provide incentives for them to work in this high school. Incentives include pay, additional training and development, additional class room supports.

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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:

CCSD should do a full cost benefit analysis of implementing the Meeting Street Model within the schools identified above including Simmons-Pinckney Middle School. It should disclose what those costs are and what the academic benefit would be for students as well and then let the community know what it will take.

IF CONSENSUS VIEW IS TO SUGGEST MODIFICATION for Board consideration, provide any suggested changes to the Mission-Critical Action that will better accomplish the stated goal:

NEW RECOMMENDATION FROM MISSION-CRITICAL ACTION TEAM

IF THE CONSENSUS VIEW IS TO SUGGEST A NEW ACTION for Board consideration, provide any recommended actions, ideas, or feedback related to the development of the comprehensive plan that represent the consensus views of the community-based team

The data support person suggests better leveraging CCSD data to

1) **validate and/or help guide decisions (yes, he knows you already do this)**
2) **forecast impacts of initiatives on academic scores, equity, college & career readiness (yes, he knows you already do this)**

There may be statistics at the student level, feeder patterns, etc. that impact, maybe significantly, academic scores, equity, college & career readiness. Potentially, partnerships could be created whereby a POC with D20 data could occur without a cost to CCSD.

RELATED TO THE NEW ACTION for Board consideration, provide any identified obstacles or additional work that should be considered before this Mission-Critical Action can be successfully implemented:

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NEW RECOMMENDATION FROM MISSION-CRITICAL ACTION TEAM

IF THE CONSENSUS VIEW IS TO SUGGEST A NEW ACTION for Board consideration, provide any recommended actions, ideas, or feedback related to the development of the comprehensive plan that represent the consensus views of the community-based team:

Amend existing zoning and attendance policy:

In order to make these recommendations work, the MCAG recommends that decisions be made to address zoning policy related to giving D20 students first right of refusal for slots in D20 schools. The policy of "qualifying for" and "applying to" public schools which should be open to all children will create challenges to the Buist/Memminger recommendation and as such adds a level of exclusivity to access to the most ideal learning environments.

First right of refusal extends to current students attending D20 students if these changes take place and applies across any of the D20 schools.

In addition to reviewing the attendance zone policy within D20 schools, we also discussed the need to limit or cap the student enrollment at other schools in CCSD. The making of "mega schools" (my term) stratifies resources in a few schools that have high enrollment and starves schools that are low enrollment schools. Capping the amount of students at say James Island High School or Wando High School (with the first right of refusal policy) would require students to attend their neighborhood school thus increasing enrollment and funding for that school and in turn that would allow the school to offer the programs it needs to support those students.

RELATED TO THE NEW ACTION for Board consideration, provide any identified obstacles or additional work that should be considered before this Mission-Critical Action can be successfully implemented:

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NEW RECOMMENDATION FROM MISSION-CRITICAL ACTION TEAM

IF THE CONSENSUS VIEW IS TO SUGGEST A NEW ACTION for Board consideration, provide any recommended actions, ideas, or feedback related to the development of the comprehensive plan that represent the consensus views of the community-based team: This is facilitators recommendation:

Provide parents, students, teachers, and administrators the opportunity to understand the issues of structural, institutional, and personal racism through community training and attendance of the Racial Equity Institute.

In order for these recommendations to succeed, D20 must commit to a process of understanding the longstanding impact of racialized policy and racism on the social challenges and differences that confront this changing community and contribute to the significant achievement gap for students of color. When students, teachers, and administrators engage in the classroom. When parents, teachers, and community members come together to decide on the future of their schools a healthy and full understanding of the issues that brought us to this point is essential to making decisions that are both well informed and equitable.

Two levels of training should be offered:

- **REI for everyone in the community who wishes to attend**
- **Culturally relevant training for those who will work within classrooms and schools principally made up of students of colors.**

One other consideration is that students will be forced to attend schools (maybe for the first time) with students from a different social, economic, and ethnic background. The teachers and administrators who lead these schools and will manage these interactions must be well prepared to facilitate the healthy integration of these different lived experience. Social Emotional learning for both teachers, students, and administrators should be embedded in the professional development for teachers and the pedagogy for teaching at all D20 schools.

RELATED TO THE NEW ACTION for Board consideration, provide any identified obstacles or additional work that should be considered before this Mission-Critical Action can be successfully implemented:

CCSD should work with the YWCA to provide REI training. I would also recommend connecting to the State Social Emotional Learning Network for more information on infusing SEL in the schools. Finally, I recommend the CCSD connect with Brian Chad Starks to help it implement these strategies and those outlined in the Clemson Equity report.

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NEW RECOMMENDATION FROM MISSION-CRITICAL ACTION TEAM

IF THE CONSENSUS VIEW IS TO SUGGEST A NEW ACTION for Board consideration, provide any recommended actions, ideas, or feedback related to the development of the comprehensive plan that represent the consensus views of the community-based team:

Create a comprehensive marketing and communications plan to adequately engage the D20 community, enlist feedback and support, and change the narrative of all D20 schools.

There is a clear need for CCSD to engage the community and most importantly parents on any and all changes that will be made as a result of the MCA's. Not only will CCSD need to engage school SIC's but a broader effort to engage parents and especially those of color and limited means is required for successful implementation of these or any other recommendation.

Clearly communicating what is currently working in D20, what is not working, and why things are changing is essential for parent and community buy-in for recommendations that will upset the status quo. There are schools that are "working" for some parents and those parents will not see the need to change. There are schools that are failing "some students" and those parents are demanding change. CCSD must engage both perspectives and clearly communicate the "net benefit" for all students in D20. This will require an engagement strategy process and marketing and communications capacity that will best be provided outside of CCSD.

RELATED TO THE NEW ACTION for Board consideration, provide any identified obstacles or additional work that should be considered before this Mission-Critical Action can be successfully implemented:

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