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**Mission:** Cape Fear Center for Inquiry is committed to promoting students' abilities to think and create in personally meaningful ways through an inquiry-based, integrated curriculum in a nurturing and empowering environment.

**Vision:** CFCI will foster academic and social inquiry-based learning by enriching the state curriculum. We will facilitate research, communication and action through: community partnerships; environmental education; global connection; technology and wellness.

**Core Beliefs:** At CFCI, we believe that the whole child is more important than any single factor. We recognize physical, intellectual, emotional and social development as integral parts of each child's growth and learning process therefore WE:

- focus on student inquiry because we believe that all children have an innate sense of wonder.
- believe children learn best when they are actively engaged in making personally meaningful connections.
- are committed to a small student-teacher ratio because this is the best way to create communities of learners.
- nurture our students to be independent, lifelong learners by increasing responsibility for their learning,
- appreciate diversity among learners because we value the uniqueness of each child.
- believe problem solving is a natural part of everyday life.
- believe children learn best in a safe and caring environment where every child is respected and valued.
- believe communication and family involvement are vital to ensuring student growth.
- agree that nurturing and educating children are monumental tasks that require the collaborative efforts
- believe learning is a continuous process, enhanced by experience. We will always be "becoming."
- believe learning is joyous.
- we are a unified group of diverse thinkers.
- we are creative as problem solvers and teachers.
- we promote care and respect of others

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## 2019-2023 Strategic Themes and Goals

### Theme #1: Model School for Inquiry

**Strategic Goal 1:** CFCI will cultivate, deepen and sustain a foundation of inquiry integrated into all aspects of our school and community.

*Oversight Committee: Shared Leadership; Lifelong Learning (L3)*

Objective	Product/Evidences	Action Steps	Timeline
<p>1.1 FOUNDATION OF INQUIRY: Define, articulate and communicate core and specialized instruction for K-8 to all stakeholders.</p>	<ul style="list-style-type: none"> <li>● Curriculum map including thematic units and interdisciplinary units (living document)</li> <li>● Define CFCI's approach to inquiry as a graphic on the wall</li> <li>● Inquiry Continuum</li> <li>● Website - Shared with Community</li> <li>● Inquiry video artifacts on website</li> </ul>	<ul style="list-style-type: none"> <li>● Create Curriculum Map</li> <li>● Paint graphic on wall - get kids involved too</li> <li>● Revisit and reflect on Inquiry Continuum</li> <li>● Continue to build school presence through website and social media</li> <li>● Video tape conversations with kids about inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>● Summer work</li> <li>● Graphic done at the beginning of the year</li> <li>● Conversation at beginning of year and throughout re: Inquiry</li> </ul>
<p>1.2 INTEGRATE INTO ALL: Create units and learning experiences that relate subject areas and emphasize inquiry, investigation, research, and the effective, appropriate and intentional use of technology.</p>	<ul style="list-style-type: none"> <li>● Resources and units that are in shared documents.</li> <li>● Inquiry Continuum based template or rubric for lesson planning</li> <li>● Use backward design planning with inquiry as the focus</li> <li>● Program and Resource cultivation - using community resources outside of CFCI: (STEM rooms, fields/green spaces, UNCW Makerspace, local parks/state parks collaborations, etc</li> </ul>	<ul style="list-style-type: none"> <li>● Review and build inquiry units in collaborative teams</li> <li>● Create templates and rubric that are in line with the revised Inquiry Continuum</li> <li>● Create a list of community resources</li> </ul>	<ul style="list-style-type: none"> <li>● Summer work</li> <li>● Collaborative planning</li> <li>● Faculty shares</li> <li>● Curricular Conversations</li> <li>●</li> </ul>

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<p>1.3 DEEPEN: Personalize learning for all students by engaging in teaching approaches in order to meet students where they are and support growth and challenge for all.</p>	<ul style="list-style-type: none"> <li>● Professional Development for Teachers about Inquiry and Teaching through Inquiry</li> <li>● Videotapes of and/or documentation of and shared lessons that depict quality inquiry in action.</li> <li>● Ensure differentiation for all students</li> <li>● Programs that encourage students to think outside the box (Science Olympiad, Destination Imagination, Chess club, Robotics, Math Counts, etc)</li> </ul>	<ul style="list-style-type: none"> <li>● Use L3 to research and provide access to quality inquiry focused PD</li> <li>● Provide resources, including time and coverage, for teachers to create products that demonstrate inquiry in action</li> <li>● Provide PD and co-planning time to address student needs</li> <li>● Seek opportunities and funding for enrichment programs</li> </ul>	<ul style="list-style-type: none"> <li>● Throughout the year</li> <li>● Through loops</li> <li>● Collaborative meetings</li> </ul>
<p>1.4 CULTIVATE: Create and share a message about the power, impact, and difference of a CFCI education in a way that increases both the visibility and understanding of the school and its mission.</p>	<ul style="list-style-type: none"> <li>● Marketing the school to the broader community</li> <li>● Community and university partnerships</li> <li>● Working with outside organizations (field experiences, bringing people into the school, etc, Involving the public, opening the doors to the public)</li> <li>● Create opportunities for media attention</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Look ahead and create draft calendar for opportunities for our students to engage - SHARE the opportunities and successes.</li> </ul>
<p>1.5 SUSTAIN: Create the structures and mechanisms for playing a role in modeling to others the impact of an education based on inquiry.</p>	<ul style="list-style-type: none"> <li>● CFCI faculty leading PD on and off site</li> <li>● Inquiry conference - One day workshop to celebrate 20th - CFCI : Celebrating 20 Years of Inquiry Learning (Invite others to present as well)</li> <li>● Teachers hosting at state conferences</li> <li>● CFCI hosting inquiry conference/workshops</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	

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	<ul style="list-style-type: none"> <li>● Rubric to measure school inquiry?</li> </ul>		
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## Theme #2: High Quality Talent

**Strategic Goal 2:** CFCI will attract, hire, equip and retain high quality professionals committed to the CFCI mission and beliefs.

### *Oversight Committee: Lifelong Learning*

Objective	Product/Evidences	Action Steps	Timeline
2.1: ATTRACT AND HIRE: Build strategic partnerships with teacher development programs and organizations aligned to CFCI's mission and philosophy of educating students and developing educators.	<ul style="list-style-type: none"> <li>● Participating in job fairs/ job recruitment;</li> <li>● Number of high quality applicants;</li> <li>● PDS with UNCW - number of field experience and intern placements;</li> <li>● Rigorous interview process to include teaching;</li> <li>● Actively recruiting potential candidates;</li> </ul>	<ul style="list-style-type: none"> <li>● Potential candidates teach a lesson during the hiring process and spend time in the building with staff and students to see their ability to relate to CFCI community</li> <li>● Use real recruitment sites/ methods to advertise</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
2.2: EQUIP: Equip, mentor, coach, nurture & provide mission aligned professional development to all employees on a monthly basis.	<ul style="list-style-type: none"> <li>● Schoolwide/individualized professional development planning;</li> <li>● BT plans/on-boarding support;</li> <li>● Personal Inquiry Projects (can't think of the right word)</li> <li>● Documented Coaching Cycles;</li> </ul>	<ul style="list-style-type: none"> <li>● Teach situational protocols</li> <li>● Coverage system for peer observations/help in other classrooms.</li> <li>● Strong BT training and mentorship program</li> </ul>	

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	<ul style="list-style-type: none"> <li>● Teacher Observation Tool;</li> <li>● surveys;</li> <li>● Improvement Plans;</li> </ul>	<ul style="list-style-type: none"> <li>● Responsive Classroom observation/a veteran coming in with your class and teaching morning meeting or closing circle.</li> <li>● Continue weekly shares in faculty meetings about RC, inquiry, etc.</li> </ul>	
<p><b>2.3: RETAIN QUALITY PROFESSIONALS:</b> Provide a safe and supportive environment that fosters transparent communication, collaboration, risk-taking and innovation.</p>	<ul style="list-style-type: none"> <li>● Revamp of evaluation process and teacher evaluation tool;</li> <li>● NC teacher working condition survey;</li> <li>● Annual staff climate survey;</li> <li>● Scheduled communication opportunities;</li> <li>● Streamlined decision-making structures;</li> </ul>	<ul style="list-style-type: none"> <li>● NC teacher working condition survey;</li> <li>● Annual staff climate survey;</li> <li>● Loop level coverages for collaborative times.</li> </ul>	
<p><b>2.4 RETAIN QUALITY PROFESSIONALS:</b> Ensure that support staff positions are allocated and equipped to adequately support the social, emotional and academic needs of students and coworkers.</p>	<ul style="list-style-type: none"> <li>● NC teacher working condition survey;</li> <li>● annual staff climate survey;</li> <li>● Scheduled time to support growth;</li> <li>● Professional development opportunities;</li> </ul>	<ul style="list-style-type: none"> <li>● Revisit methods of EC support schoolwide</li> <li>● Firm up the MTSS Behavior Tier 2 and 3 support protocol</li> </ul>	
<p><b>2.5 RETAIN QUALITY PROFESSIONALS:</b> Work to ensure the reduction of “non-student focused” paperwork and duties for teachers.</p>	<ul style="list-style-type: none"> <li>● NC teacher working condition survey;</li> <li>● annual staff climate survey;</li> <li>● Technology tools;</li> <li>● Elimination of redundant processes;</li> </ul>	<ul style="list-style-type: none"> <li>● Sufficient teacher assistant time for these type of duties</li> </ul>	

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## Theme #3: Academic Program Excellence

**Strategic Goal 3:** CFCI will provide the highest levels of inquiry learning, educational experiences, academic support and guidance to ensure students’ mastery through each future transition.

*Oversight Committee: MTSS Lead Team*

Objective	Product/Evidences	Action Steps	Timeline
<p>3.1 HIGHEST LEVELS OF INQUIRY LEARNING: Prioritize inquiry-focused professional development, planning, collaborative opportunities, coaching and feedback for all teachers.</p>	<ul style="list-style-type: none"> <li>● Dedicated unit planning time</li> <li>● Integrated unit plans</li> <li>● Professional development specifically designed for inquiry teaching &amp; learning</li> <li>● Established partnerships with other schools of inquiry or inquiry teachers</li> <li>● Formal administrative observations</li> <li>● Research-based curriculum materials &amp; resources</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule loop level unit planning for Summer ‘19, 20, 21</li> <li>● Gather all finalized unit plans into Team Drive</li> <li>● Establish new partnerships and plan opportunities for visits/connections</li> <li>● Schedule inquiry PD such that we are discussing and/or learning monthly</li> <li>● Ensure schedule allows for ample time to plan, prepare and connect about inquiry lessons and units (collaborative opp + classroom schedule opening)</li> <li>● Research grade/loop specific inquiry PD options; “out of house”</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● By May 2019</li> <li>● Ongoing</li> <li>● By BOY ‘19-20</li> <li>● By last L3 or tentative by June 2019</li> <li>● By EOY 18-19</li> <li>● Now through finalization of PD calendar (BOY 19-20)</li> </ul>
<p>3.2 EDUCATIONAL EXPERIENCES: Develop a service learning model to engage students to take action in the world they live in.</p>	<ul style="list-style-type: none"> <li>● K-8 Service learning model</li> <li>● Service learning Special for middle grades</li> <li>● Community &amp; university partnerships</li> </ul>	<ul style="list-style-type: none"> <li>● Bring together a committee of interested staff focused on SL</li> <li>● Develop plan/model for SL in phases</li> </ul>	<ul style="list-style-type: none"> <li>● by BOY 19-20</li> <li>● Throughout 19-20 year</li> <li>● By October ‘19</li> </ul>

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	<ul style="list-style-type: none"> <li>• Student passion surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Create and disseminate student interest survey to gather SL project ideas</li> <li>• Committee will reach out to appropriate partners for support of SL plan</li> </ul>	<ul style="list-style-type: none"> <li>• After plan developed, by EOY 19-20</li> </ul>
<p>3.3 ACADEMIC SUPPORT: Teachers will implement classroom structures and standards based curriculum that promotes inquiry and develops independent learners.</p>	<ul style="list-style-type: none"> <li>• Responsive Classroom self-evaluations and reflections</li> <li>• Formal administrative observations</li> <li>• Integrated unit plans &amp; daily planning</li> <li>• Research-based curriculum materials &amp; resources</li> </ul>	<ul style="list-style-type: none"> <li>• Social CC to create plan for regular reflection and discussion</li> <li>• Ensure schedule allows for ample time to plan, prepare and connect about inquiry lessons and units (collaborative opp + classroom schedule opening)</li> </ul>	
<p>3.4 ENSURE STUDENTS' MASTERY: Teachers will utilize data from multiple sources to guide instruction and increase student mastery.</p>	<ul style="list-style-type: none"> <li>• Universal Screening in reading &amp; math to identify students at risk</li> <li>• Diagnostic assessments for drilling down to skills or concept-level</li> <li>• Curriculum-based measures for monitoring progress</li> <li>• Formative assessments</li> <li>• Class observations (incl. engagement)</li> <li>• Student work samples</li> <li>• Support &amp; Extension MTSS plans</li> </ul>		
<p>3.5 ENSURE STUDENTS' MASTERY: Continue to outperform both regional and comparable districts within the state on state accountability measures.</p>	<ul style="list-style-type: none"> <li>• Standardized test scores</li> <li>• NC School Report Card</li> <li>• Student acceptance into specialised high school programs</li> </ul>		

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## Theme #4: Culture of Community

**Strategic Goal 4:** CFCI will foster a culture of community through developing connections between students, staff, families and the greater community.

### *Oversight Committee: Social Curriculum Committee*

Objective	Product/Evidences	Action Steps	Timeline
4.1 FOSTER A CULTURE OF COMMUNITY:	<ul style="list-style-type: none"> <li>● Students, teachers and parents taking care of each other, the school building, materials, etc.</li> <li>● Increase in trust among teachers/faculty</li> </ul>	<ul style="list-style-type: none"> <li>● Just do it!! :)</li> <li>● Modeling it yourself</li> <li>● Building a community within school first-&gt;teachers/staff-&gt;students-&gt;families-&gt;community</li> <li>● Team building with staff</li> </ul>	
4.2 DEVELOP CONNECTIONS: Develop programs, experiences and opportunities for employees and students to promote care and well-being for all members of the community and beyond.	<ul style="list-style-type: none"> <li>● Students care for the community that they live in.</li> <li>● Students becoming more globally aware.</li> </ul>	<ul style="list-style-type: none"> <li>● Organized volunteer opportunities for students to go out into the community.</li> <li>● Sister Program with a School of Inquiry in another country.</li> </ul>	
4.3 OPPORTUNITIES FOR STUDENTS: Create opportunities for people to connect with one another.	<ul style="list-style-type: none"> <li>● Students connecting with those outside of their classroom as well as those within our community.</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent all-school assemblies (attended by all and run/organized/planned by different grade levels each month),</li> <li>● More assemblies/acknowledge</li> </ul>	



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		<p>ment for special days like Dr. Seuss' birthday, Pi Day,</p> <ul style="list-style-type: none"> <li>● Schoolwide "days" (week of kindness, peace, happiness, start with hello)</li> <li>● House affiliations ??? (Hogwarts)</li> <li>● Rachel's challenge</li> <li>● Buddies</li> </ul>	
<p>4.4. CONNECTIONS FOR FAMILIES AND STAFF: Ensure transparency in actions through timely, increased communication and overall stakeholder education.</p>	<ul style="list-style-type: none"> <li>● Increase in trust among students, teachers, parents, admin, etc.</li> <li>● Increase in understanding of what we do here and why</li> <li>● Increase in compassion</li> </ul>	<ul style="list-style-type: none"> <li>● Newsletters</li> <li>● PCN, Partnership, Board Minutes available to parents?</li> <li>● Workshops to learn about Eureka, Responsive Classroom, Technology, Science Saturdays (UNCW has kits for family events), etc.</li> <li>● Ensure that all parents and staff have equal opportunities to share their voice, and equal importance</li> </ul>	
<p>4.5 CONNECTIONS FOR FAMILIES AND STAFF: Seek ongoing feedback (formal and informal) through forums, surveys, and community events to further enhance the experience for all stakeholders.</p>	<ul style="list-style-type: none"> <li>● Increase in trust and understanding among families and staff.</li> <li>● Increase in collaboration</li> <li>● Increase in compassion for one another</li> </ul>	<ul style="list-style-type: none"> <li>● Climate surveys for parents</li> <li>● Climate surveys for Staff</li> <li>● Procedure change surveys</li> </ul>	

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<p>4.6 CONNECTIONS FOR FAMILIES AND COMMUNITY: Host parent and community-centered information meetings on each of the strategic themes addressed at least twice a year to share, educate, gather input, and celebrate our learning community.</p>	<ul style="list-style-type: none"><li>• Parents and community members feel informed and knowledgeable about progress</li></ul>	<ul style="list-style-type: none"><li>• Q/A for each goal at start of the year</li></ul>	
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## Theme #5: Mission Based Learning Environment

**Strategic Goal 5:** CFCI will improve, refine, and invest in facility and resource development to support a safe and healthy learning environment and increase productivity.

*Oversight Committee: Development; Executive & Administrative Team*

Objective	Product/Evidences	Action Steps	Timeline
<p>5.1 IMPROVE, REFINE AND INVEST: Develop a plan to maintain and enhance the current facility and learning spaces to promote inquiry.</p>	<ul style="list-style-type: none"> <li>● Grounds are clean</li> <li>● Students, faculty and community have vested interest and pride in campus interior/exterior appearance</li> <li>● Priorities available for strategic budgeting and grant writing (available online)</li> </ul>	<ul style="list-style-type: none"> <li>● Hire and retain a landscaper for routine maintenance (BOC-done)</li> <li>● Develop a routine schedule for campus clean ups (Green Team)</li> <li>● Use needs assessment described in 5.2 to determine enhancement priorities</li> </ul>	<ul style="list-style-type: none"> <li>● Spring 2019</li> <li>● Plan in place by June 2019</li> <li>● See 5.2 below</li> </ul>
<p>5.2 IMPROVE, REFINE AND INVEST: Conduct a spatial needs assessment based on the current and future student development programs and experiences.</p>	<ul style="list-style-type: none"> <li>● Results from Needs Assessment (once completed)</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a spatial needs assessment tool for indoors and outdoors</li> <li>● Simple Fundraisers for recess equipment/gear</li> <li>● <b>Conduct needs assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>● Summer 2019-December 2019</li> <li>● January 2020 (pending)</li> <li>● March 2020</li> <li>● March-June 2020</li> </ul>

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		<ul style="list-style-type: none"> <li>• Determine priorities based on needs assessment</li> <li>• Use priorities to create action, budget, and support grant writing</li> </ul>	
<p>5.3 SAFE AND HEALTHY LEARNING ENVIRONMENT: Use data from multiple sources to monitor and make improvements to our campus safety and security.</p>	<ul style="list-style-type: none"> <li>• Newly designed Crisis Management Team and plan</li> <li>• Policies for Crisis Management</li> </ul>	<ul style="list-style-type: none"> <li>• Restructure internal Crisis Management Team and plan and Develop an external team including ERT, WFD, neighbors, parents of law enforcement, etc.</li> <li>• Revisit CFCI Threat Assessment protocol and develop policies geared around systems in place.</li> <li>• Explore staffing an SRO</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2019</li> <li>• Summer 2019</li> </ul>
<p>5.4 IMPROVE SOCIAL/EMOTIONAL GROWTH: Provide all students with a learning environment for students that supports social and emotional growth.</p>	<ul style="list-style-type: none"> <li>• CFCI Character Education Program</li> <li>• Grants to fund personnel, curriculum, and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a CFCI Character Education Program that supports Responsive Classroom               <ul style="list-style-type: none"> <li>○ Includes: Mindfulness practices, Building resiliency, empathy, etc. (social curriculum committee)</li> </ul> </li> <li>• Seek grant opportunities for personnel, curriculum,</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2019-Fall 2019 (pilot after winter break?)</li> <li>• Immediate need</li> </ul>

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		and resources to improve social emotional growth.	
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**Measured by:** climate survey, incident reports, classroom/office behavior reports, school counselor data, behavior intervention data, meeting minutes (board, PCN, Partnership, etc.), NCTWCS, Responsive classroom feedback

## Action Steps:

- 1-Consult with ERT, Reevaluate Threat Assessment Protocol, Mac/Kathy attending training on state law changes
- 2-Community/teacher/student (needs) wish list of desired resources
3. More land perhaps?
4. An actual expansion plan
  - How long will these conversations realistically take? Start soon?
5. Needs for safety:
  - SRO? Explore how we could make this happen
  - Mental health focus (clinical)
    - Training for teachers
  - "watchdogs" Parents program?
    - "Hiring" process...not random
6. Year long character education
  - Things RC doesn't cover