Diversity and Inclusion Committee- Strategic Goals

Theme #1: Model School of 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: Social Curriculum Committee

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.

Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Marketing the school to the broader community	Ensure marketing materials and website are up-to-date Reach out with/to opportunities in the community to attend fairs, partner with schools, service-learning opportunities Plan and implement Inquiry Workshop in March 2020	Director, Shared Leadership, Diversity and Inclusion Committee L3, Director, Curriculum Coordinator	Look ahead and create draft calendar for opportunities for our students to engage - SHARE the opportunities and successes. Present to teachers and recruit a team to participate and plan

Theme #4: Culture of Community

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

4.1 FOSTER A CULTURE OF COMMUNITY: Develop clear, regular, and respectful communication based on CFCI's mission, beliefs and goals.

Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Students are comfortable standing up and stopping interactions that negatively target or single out others. **Overlaps with standard 5.4 Improving Social/Emotional Growth**	Develop and increase intentional training and education of BYSTANDER intervention to empower students and all members of the community to stand up and stop interactions that negatively target or single out others. *****Language: Bystander/Ally/Upstander**	Diversity and Inclusion Committee; Social Curriculum Committee; Mental Health Team	Summer 2019- Policy Work Annually: Beginning of Year screener for all students: Strengths and Difficulties identification How often: integrate MARC/other resources into morning meeting

			September 2019: Diversity and Inclusion Training
	Utilize MARC Curriculum, Responsive Classroom, picture books, videos and other resources to empower students with the tools they need.		Monthly Data Team Meetings
			Weekly MTSS Lead and Mental Health Team Meetings
	Revisit school discipline policies and behavior/social/emotional protocols (see standard 2.4)		Responsive Classroom Training- faculty meetings
			Behavior/Social/Emotional Support Protocol- Aug/Sept 2019
	Staff training to strengthen own understanding of the different students in our classes, what they bring to the table and how best to support them		Ongoing support in all areas.
Our Social Curriculum and support for students social, emotional, behavior and all learning needs is visible in our halls, on our website, on social media and other resources.	Create a graphic (adult or student driven TBD) to represent the core tenants of Responsive Classroom and our belief in supporting students.	Social Curriculum Committee; (could work with Partnership and L3 as they develop Inquiry graphic)	

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.

Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Students care for the community that they live in.	Support teachers in finding developmentally appropriate resources that teach students about Wilmington, NC and surrounding areas. (picture books, videos, guest speakers, etc.) Organize volunteer and whole-class opportunities for students to go out into the community (Partner with rehabilitation center, church, etc.) Create opportunities for students to engage with and teach one another ways to problem solve, cope	Diversity and Inclusion Committee, Classroom Teachers, EVERYONE	Summer 2019- Unit Planning/Inquiry planning See 2019-2020 Professional Development Plan- Inquiry PD

	with stress, and understand differences. (buddies, move up day, academies, etc.) Utilize natural occurrences/current events, locally, state-wide, nationally and internationally to develop and drive students' passion and understanding of others. (environment, natural disasters, homelessness, marginalized groups, etc.) See Standard 4.1- caring for campus. Allow students to use their passions to drive open-ended (or structured) inquiry by fostering their need for social justice/social action. Have students share their learning and experiences at CFCI Board Meetings (reinstate the "Who We Are" portion of the Board Agenda)		
Students becoming more globally aware.	Support teachers in finding developmentally appropriate resources and technology that allows our children to experience the world outside of Wilmington, NC and even beyond the United States. Research: Sister Program with a School of Inquiry in another country. Utilize natural occurrences/current events, locally, state-wide, nationally and internationally to develop and drive students' passion and understanding of others. (environment, natural disasters, homelessness, marginalized groups, etc.) Allow students to use their passions to drive open-ended (or structured) inquiry by fostering their need for social justice/social action.		

4.3 OPPORTUNITIES FOR STUDENTS: Create opportunities for people to connect with one another.			
Product/Evidences	**Action Steps**	**Who's Responsible**	**Timeline for completion/revisiting**
CFCI students and community at large, are involved in more local celebrations and community events creating more visibility and understand of who we are and what we do locally. (connects to standard 1.4)	CFCI students/teachers plan and organize assemblies for the entire school to celebrate learning. Invite families and community to museums, evening academic showcases, and any opportunity to showcase student learning CFCI students participate in local celebrations, parades, community events. • Generate a list of possible events for CFCI to participate in, including cost, deadlines, etc. • Determine what is realistic and what could connect with school-wide celebrations and assemblies/themes. Have students be involved in developing materials (marketing/"swag") to share with local neighbors, businesses, etc. about CFCI. (ie: creating inquiry kits to distribute)	Diversity and Inclusion Committee; Classroom Teachers	2019-2020: 3 Assemblies for 2019-2020 School Year
4.4. CONNECTIONS FOR FAMILIES AND STAFF: Ensure transparency in actions through timely, increased communication and overall stakeholder education.			
Product/Evidences	**Action Steps**	**Who's Responsible**	**Timeline for completion/revisiting**
Increase in compassion for one another and an understanding of how CFCI supports the whole child (physical, social, academic and emotional needs) and how others can support. .	Host book studies; speakers; workshops; film screenings; panels; discussions; and community events for all stakeholders on topics involving student development, diversity and inclusion, how to have tough conversations with kid, social/emotional needs, etc.	School Counselor, Social Curriculum Committee, Diversity and Inclusion Committee	Give surveys (similar to PD surveys) after all workshops; book studies; etc.

	Host workshops to learn about Eureka, Responsive Classroom, Technology, Science Saturdays (UNCW has kits for family events), etc. Create opportunities for parents, students, faculty/staff, etc. to share ideas, concerns, give feedback and share additional strategies and resources.	Curriculum Coordinator, Lifelong Learning, SCC, Technology	

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; Administration; Board/Executive

5.4 IMPROVE SOCIAL/EMOTIONAL GROWTH: Provide all students with a learning environment for students that supports social and emotional growth.

Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
CFCI Character Education Program	Develop a CFCI Character Education Program that supports Responsive Classroom *Includes: Mindfulness practices, Building resiliency, empathy, etc.*	Social Curriculum Committee; Diversity and Inclusion Committee	Spring 2019-Fall 2019 (pilot after winter break?)