

Cape Fear Center for Inquiry
Board of Directors Minutes
July 16, 2019- 6:00pm

Nurturing a Sense of Wonder. 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.

Roll Call: Ashley Cooksley, Sarah McCorcle, Jennifer LaFleur, Stephen Hill, David Boucher, Charles Jurich, Nancy Johnsen, Tiffany Erichsen, Lakeasha Glaspie, Brandt Hart, Shannon Shanks, Wes Rose, Lori Roy

Time	Packet Pg. #	Subject	Chair/Presenter	Note: Information, Discussion, and/or Action
		Opening Items:		
6:00pm		Call to Order	Ashley Cooksley	Call to order: Boucher, 2 nd : Glaspie
6:01		1. Approval of Minutes: June 18, 2019;	Ashley Cooksley	Motion to Approve: Boucher 2 nd : Erichsen
6:02		Visiting Faculty*	TBD	None present
6:07		Visiting Parent or Community Members*	TBD	None present
		Property Update		
6:10		Parking lot project	George Johnson	Reviewed previous steps. Third property under contract. Reviewed revised plan to incorporate additional property under contract. Parking spaces will increase by 4 (85+4 compact total). Discussion about number of sidewalks for parking lot. Discussion about grading the playground to cover stumps. City will not allow filling in to grade because it will kill trees. Updates given on Campbell/Covil property. Updates given for Alatorre and Godbey properties. Discussion about extending closing dates. Updated on contract budgets. Motion to approve presented site plan: Johnson 2 nd : Glaspie. Motion to approve closing on Godbey and Alatorre: Boucher 2 nd : Jurich.

				Motion to approve supplemental contracts: Boucher 2nd: Johnsen
		Director's Report		
6:40		<ul style="list-style-type: none"> 2. Strategic Planning Update & Summer Work Update 3. Attrition Rates Report 2018-2019 4. Indicator 11 Report 20182019 5. 3rd Grade Teacher Recommendation 6. 7th Grade ELA/SS Teacher Recommendation 7. Update: TA Postings 8. Grounds Update 	Lori Roy	<p>Plans were discussed at shared leadership for a plan to implement strategic plan.</p> <p>Diversity Committee also met to define goals based on SP and creating mini-community training. Also discussed professional development and curriculum.</p> <p>Attrition rate update: 12 total students left for various reasons.</p> <p>Indicator 11 update: 100% compliant</p> <p>3rd /7th grade teacher recommendations: Julie Naylor (3rd) Johnsen/Boucher, Ali Moore (7th). Glaspie/Jurich</p> <p>TA interview updates: July 25th interviews</p> <p>Grounds update: Floor waxing is progressing. Playgrounds are being cleaned.</p>
		Finance		
7:10		9. June Budget and Dashboard- Presentation for new (and returning) members	Kathy Coke	<p>Update on notifying tenant in purchased property to vacate.</p> <p>Motion to serve notice to tenant of Godbey and Alatorre property: Glaspie 2nd: Johnsen</p> <p>State has not approved budget. Will still have limited access to funds. Updated budget basic calculations.</p>
		Committee Updates: Please see all committee minutes and come with any questions		

7:25		Board Committees: <ul style="list-style-type: none"> • Partnership Update • L3- no report • Technology- no report • Development- see Strategic Update (Director report) and Parking Lot Update • Executive- see below • PPRC- see below • Finance- see above 	Committee Chairs	No updates.
		Policy Procedure Review Committee (PPRC)		
7:30		10. Policy 407- Remote Learning Policy (new policy)- 2 nd read 11. Policy 540- Work Schedule- 2 nd read (connected to Policy 407 changes)	Alan McNaughton/ Michael Z.	Update on changes to policies as 2 nd read. Motion to approve policy 407: Boucher/Johnsen. Motion to approve 540: Boucher/Johnsen
		Executive Committee		
7:45		August Board Meeting and Board Retreat Reschedule	Ashley Cooksley	Need to move August board meeting. Currently scheduled on first day of school. Tuesday August 27 th is proposed date. Proposed date of Board Retreat date is August 27 th from 3:30 to 5:30. Motion to approve both dates: Glaspie/Erichsen
		Announcements:		
7:55		Other Announcements and/or Upcoming events: <ul style="list-style-type: none"> - Executive- August TBD - Next Board Meeting 8.27.19 - Board Retreat Date 8.27.19 	Ashley Cooksley	Discussion of Board Member code of conduct and Ethical consideration.
8:00		Adjournment	Ashley Cooksley	Motion to adjourn: Erichsen/Boucher

Board Agenda Requests: If you would like to request that an item be added to the Board agenda, please e-mail the Board Secretary, Dave Boucher at dboucher@cfc.net with "CFCI Board Agenda" in the subject line, or place the request in his box in the main school office. The agenda request must include the subject, a brief synopsis of what you would like to present, the amount of time requested, any handouts you would like to distribute, and whether your request is informational, discussion, and/or requests board action.

All requests and materials need to be submitted by noon on the first Friday of the month. Items not received by this time will not be considered for the following month's Board meeting. The Board Executive Committee reserves the right to determine whether the item is added to the agenda, to ask for additional information, or to redirect the request to an appropriate committee or person.

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: Shared Leadership; Lifelong Learning (L3)			
Objective: 1.1 FOUNDATION OF INQUIRY: Define, articulate and communicate core and specialized instruction for K-8 to all stakeholders.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Curriculum map including thematic units and interdisciplinary units (living document)	Create Curriculum Map (a living document to be added to as units are developed, implemented and reflected on)	Kim McCormick (began working with teachers 2018-2019)	Completing and putting Curriculum Map on the wall and website Summer 2019 Revisit annually during June/July Summer Unit Planning and throughout the year during Curricular Conversations
Define CFCI's approach to inquiry as a graphic on the wall	Finalize Inquiry Definition Get Definition Visible on Website and entry at CFCI. Paint graphic on wall - get kids involved too	Shared Leadership/ CFCI Faculty Kim/Lori will get ordered this	Spring 2019- Definition written Summer 2019 - Definition posted: (wall, web, etc.) Fall 2019- Inquiry Graphic designed- beginning of the year; August/Opening Meeting Idea; Create Graphic January 2020: painted/put on walls, web, social media, marketing tools/ idea: banners or panels that can be taken to presentations
Inquiry Continuum	Revisit and reflect on Inquiry Continuum (See 1.2 below) ***PD: How can we more intentionally use continuum for planning/share parent piece: ADD LINK	Lifelong Learning and CFCI teachers	Professional Development Plan- embedding inquiry PD plan Annual- conversation and revisit at beginning of year and throughout re: Inquiry

Continue strengthening CFCI's Digital presence (web, social media, etc.)	<p>Continue to build school presence through website and social media</p> <p>Include online communication and information in annual surveys (staff, kids, parents)</p> <p>Add graphics and marketing work that is accomplished with the strategic planning goals to the website (ie: inquiry and social curriculum)</p> <p>Showcase student and staff experiences and accomplishments in all grade levels and classrooms online</p>	<p>Webmaster, Social Media Coordinator, Director, Technology Committee</p> <p>Classroom teachers and all faculty/staff</p>	<p>See timeline above for graphic completion.</p> <p>Spring: Annual climate survey (all stakeholders)</p> <p>Monthly Technology Meetings</p>
Inquiry video artifacts on website and social media	<p>Video tape conversations with kids about inquiry.</p> <p>Determine how to regularly include videos alongside photos to showcase student inquiry experiences. (Curriculum Coordinator/Tech Committee will work together to determine a possible student group to do this work)</p>	<p>Curriculum Coordinator/Technology Committee/ CFCI teachers</p>	Monthly Technology Meetings
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.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Resources and units that are in shared documents.	Review and build inquiry units in collaborative teams	Curriculum Coordinator/CFCI Teachers	<p>Summer work including interdisciplinary inquiry</p> <p>Collaborative planning</p> <p>Faculty shares</p> <p>Curricular Conversations</p>
Inquiry Continuum based template or rubric for lesson planning (backward design)	Create templates and rubrics that are in line with the revised Inquiry Continuum	Lifelong Learning/CFCI Teachers	1.1 is a prerequisite. L3 will review unit planning and rubrics and bring to loop level

			meetings to review. Bring back to faculty meeting to decide on tool.
Program and Resource cultivation - using community resources outside of CFCI: (STEM rooms, fields/green spaces, UNCW Makerspace, local parks/state parks collaborations, etc	<p>Create a list of community resources</p> <p>Determine the best location for the resources to be accessible (website, Shared Drive, etc.)</p>	Curriculum Coordinator/ CFCI Teachers	<p>Initial: List started by Fall 2019 (living document) Bring to loop and grade level meetings to add</p> <p>Revisit: Regularly, at minimum during L3 meetings, but hopefully frequently enough to develop the habit with all staff members to input their resources.</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.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Professional Development for Teachers about Inquiry and Teaching through Inquiry	Use L3 to research and provide access to quality inquiry focused PD	Lifelong Learning Committee	<p>See PD Plan for 2019-2020</p> <p>Monthly L3 Meetings</p> <p>Survey staff regarding PD goals</p> <p>Revisit annually to determine PD goals</p>
Videotapes of and/or documentation of and shared lessons that depict quality inquiry in action.	Provide resources, including time and coverage, for teachers to create products that demonstrate inquiry in action	CFCI Teachers with support from L3, Admin Team (providing coverage)	Introduce at summer shared leadership; Each teacher/team commit to one video/shared lesson per term
Ensure differentiation for all students (observation/data collection)	<p>Provide PD and co-planning time to develop differentiated lesson plans to address student needs</p> <p>Use curriculum collaboration time.</p> <p>Provide opportunities for coaching</p>	L3, Director, CSS, MTSS team	<p>Monthly Data Team Meetings</p> <p>PD in differentiation</p> <p>Monthly Collaboration on Inquiry/Differentiation</p>

Programs that encourage students to think outside the box (Science Olympiad, Destination Imagination, Chess club, Robotics, Math Counts, etc)	<p>Seek faculty interest in clubs/enrichment options/outside of the box ideas for students. Afterschool? During school? Volunteers?</p> <p>Develop training and protocol for Level 1 or 2 Volunteers to run clubs for students, seek out coaches/mentors, implement phase 1 (2-3 clubs total)</p> <p>Grow program with each year as challenges worked out.</p> <p>Look at opportunities for gifted student portfolios with some of these programs as well</p>	<p>Administration/ Curriculum/ Volunteer Coordinator</p> <p>Curriculum Coordinator, MTSS Coordinator</p>	Faculty discussion about opportunities for kids in the fall. Elicit interest from teachers, students, parents in the fall.
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	<p>Ensure marketing materials and website are up-to-date</p> <p>Reach out with/to opportunities in the community to attend fairs, partner with schools, service learning opportunities</p> <p>Plan and implement Inquiry Workshop in March 2020</p>	<p>Director, Shared Leadership, Diversity and Inclusion Committee</p> <p>L3, Director, Curriculum Coordinator</p>	<p>Look ahead and create draft calendar for opportunities for our students to engage - SHARE the opportunities and successes.</p> <p>Present to teachers and recruit a team to participate and plan</p>
Community and university partnerships	<p>Include UNCW, CFCC, New Hanover and other districts in Professional Development opportunities at CFCI</p> <p>Partner with local artists for Great ArtSpectations</p> <p>Organized campus tours for educators and prospective families</p>	<p>Great ArtSpectations Committee</p> <p>Director, CSS, Curriculum Coordinator,</p>	<p>Summer 2019- Preparing for Eureka Training</p> <p>Fall 2019- Organize and invite to March 2020 Inquiry Workshop</p>

Working with outside organizations (field experiences, bringing people into the school, etc, Involving the public, opening the doors to the public)	Hosting NCDPI, other mandatory meetings and trainings at CFCI Teachers will go out to present and visit other schools in order to network and have others come to our school to visit		
Create opportunities for media attention	WHO HAS THESE CONNECTIONS? Develop a protocol Plan in advance!!!! Create a list of media outlets Generate a list of all sponsorships, etc. that we currently have Encore: NPR, Port City Daily, StarNews, etc. ***Newspaper subscriptions Kiddsville News: Students submitting work	Curriculum Coordinator, Teachers, Staff Kathy Coke Sam Deprisco	Have list available in the fall of contacts Have protocol created for distribution to staff in fall
1.5 SUSTAIN: Create the structures and mechanisms for playing a role in modeling to others the impact of an education based on inquiry.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
CFCI faculty leading PD on and off site	Teachers presenting at local/state conferences	L3, Curriculum Coordinator, Director	Look at opportunites in the spring 2018 - including reading, math conferences and inquiry conference

Inquiry conference - One day workshop to celebrate 20th - CFCI : Celebrating 20 Years of Inquiry Learning (Invite others to present as well)	Determine presenters and topics from CFCI Determine cost, number of participants desired See presenters from other places (inquiry focus) Advertise/market early on Food? Donations? NEED A COMMITTEE- L3 adhoc?	Adhoc Inquiry Conference- committee	Initial Planning: July 2019-August 2019 Seek presenters and attendees- September 2019-set deadline Conference will be held one Saturday in March 2020 (need to establish date) PD feedback for future years.
Rubric to measure school inquiry?	IS THIS CONNECTED TO CONTINUUM WORK MENTIONED ABOVE?	CFCI Teachers, L3	

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

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.

Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Maintain partnership (PDS) with UNCW, working with new teachers, field experience, interns, and MAT placements	<p>Host field experience placements from UNCW</p> <p>Host interns from UNCW</p> <p>Train/maintain PDS cooperative teachers with UNCW/CFCI (Kim/Jennifer L- determine when this training is this coming year?)</p> <p>Participate (present) in UNCW professional development opportunities and conferences and invite UNCW to participate in any we host</p> <p>**Tracking interns in loops**</p>	Site Coordinator, Curriculum Coordinator, Director	<p>Current PDS Agreement with UNCW is for 2018-2021;</p> <p>Annual/semi-annual trainings for site coordinator</p> <p>Semester placements (spring/fall) for interns and field experience</p> <p>Professional Development opportunities occur throughout the year with UNCW (weekly Friday emails from PDS dept.)</p>
Rigorous interview process to include teaching;	<p>Interview candidates using a series of rigorous questions with a panel representing teachers and staff from varying areas of CFCI.</p> <p>Potential candidates may develop/teach a lesson during the hiring process and spend time in the building with staff and students to</p>	Human Resources; Hiring Committee	<p>Begin immediate implementation</p> <p>Revisit: With each job opening</p>

	see their ability to relate to CFCI community when possible		
Number of high-quality applicants and candidates hired	<p>Actively recruit candidates by:</p> <ul style="list-style-type: none"> • Participating in job fairs/ job recruitment; • Using a variety of recruitment sites and methods to advertise including NCDPI/Teacher Match • Making CFCI visible- social media; website; marketing tools (see community outreach in Theme 4 as well) 	<p>Human Resources with support from:</p> <p>Web Manager; Technology Committee; Social Media Coordinator</p>	<p>Begin immediate implementation</p> <p>Web/Social Media visibility will increase when Inquiry graphics are developed in fall 2019.</p>
2.2: EQUIP: Equip, mentor, coach, nurture & provide mission aligned professional development to all employees on a monthly basis.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Schoolwide/individualized professional development planning;	Lifelong Learning Professional Development Plans geared around data, school needs and strategic goals	Lifelong Learning Committee	<p>Throughout the year as the PDP completion progresses</p> <p>Annually in March/April/May, L3 will begin preparing for Professional Development for the next school year</p>
Beginning Teacher (BT) Program/On-Boarding support program	<ul style="list-style-type: none"> • Mentor Training (coaching cycle training) • Annual Orientation for new employees • Beginning Teacher Support Meetings • Professional Development Plan (PDP) development, progress and follow through 	Beginning Teacher Coordinator; Mentors; Director	<p>Annual August Orientation for all new staff</p> <p>Monthly meetings with new teachers and mentors</p> <p>Oct; Jan; May- PDP- Beginning, Middle, End of year progress meetings with BTC, Director and mentor</p>

			May/June: Annual review of each new teacher progress and goal setting for new year
Personal Inquiry Projects are individualized and based on teachers' goals and needs for student/professional growth	<p>See 2.3 for revamping the evaluation process.</p> <p>See Professional Development Plan for building PIPs and Individualized Professional Development intentionally into the school year.</p>	Shared Leadership & L3 Committee	<p>PIP Proposals are shared in the fall; checkpoints throughout the year; Due April each school year.</p> <p>Annually in March/April/May, L3 will begin preparing for Professional Development for the next school year</p>
Documented Coaching Cycles	<p>Develop/adopt a model for coaching at CFCI</p> <p>Train teachers, especially mentors early on in implementation of cycle</p> <p>Teach teachers purpose of cycles and encourage work with one another; support specialist; mentors/mentees to ensure goals are being met</p>	MTSS Coordinator, Curriculum Coordinator, Behavior Specialist	<p>BT/Mentor: Introduce Cycle during early Aug. orientation and begin process.</p> <p>Opening Meeting: Introduce coaching cycle to all teachers</p> <p>Pilot the coaching with teachers who have already expressed interest and new teachers</p> <p>8-12 weeks (Dec/Jan)- Teachers share growth and experiences utilizing cycle.</p> <p>Annually- Spring/Summer- review cycle; effectiveness/results and adjust</p>
Teacher observations (formal; peer; walk through; varying focuses)	<p>Conduct annual observations with pre and post conferences</p> <p>Utilize walk through tools developed and work with teachers to adjust/make changes (Responsive Classroom & Eureka!)</p> <p>Organize peer observation schedule for all teacher's minimum of once a year, but as often as possible/needed</p>	<p>Director, Coordinator of Student Services</p> <p>Support Staff & Teachers</p> <p>Curriculum Coordinator</p>	<p>Fall: Announced Observations Spring: Unannounced Observations</p> <p>Ongoing: Peer Observations; Walk throughs</p>

Professional Development Surveys	<p>Survey participants after each professional development opportunity</p> <p>Review survey results in Lifelong Learning and adjust future PD according to feedback. (unless another committee hosted PD, then Curriculum Coordinator will work with that group)</p> <p>Develop a summary of PD to share with the CFCI Board following each school year and the goals for the new year</p>	Curriculum Coordinator; L3	<p>Monthly Lifelong Learning Meetings/Other committee meetings</p> <p>August Board Meeting (typically pair this presentation with annual test data)</p>
2.3: RETAIN QUALITY PROFESSIONALS: Provide a safe and supportive environment that fosters transparent communication, collaboration, risk-taking and innovation.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Revamp of evaluation process and teacher evaluation tool to reflect continuous professional growth and goal setting and to eliminate overlapping information/work.	Revisit current Self- Reflection/Evaluation Process including the PIP, Observation tool, and Data collections.	Director; Shared Leadership Committee	<p>2019-2020 School Year</p> <p>Revisit Annually- Summer Shared Leadership meetings</p>
NC teacher working condition survey; Annual staff climate survey	<p>Give NCTWCS every other school year, educating teachers on content and how it applies to CFCI before hand</p> <p>Develop an annual CFCI climate survey for faculty and staff: Long version for odd years when no NCTWCS; Short version for even years</p>	<p>Site Coordinator/Designee</p> <p>Director/Shared Leadership-</p> <p>Director/Designee</p>	<p>Jan/Feb of all even years (ie: 2020, 2022)- Site Coordinator will work with Director/others to explain the NCTWCS to staff (CFCI language)</p> <p>March-May -Survey(s) will be given</p> <p>Spring 2020- Survey results analyzed by Use to help with goal setting next year</p> <p>August- Survey presented to board with goals; professional development; accountability</p>
Scheduled communication opportunities;	Organize a schedule and coverage for loop levels to collaborate weekly with one another and support staff (Data, Curriculum, Professional Growth/PD focus, Social Curriculum)	Curriculum Coordinator; Director; EC Team; MTSS Coordinator	<p>Summer 2019- Schedule Developed for 2019-2020 school year</p> <p>Revisit annually- Spring of each school year</p>

Streamlined decision-making structures;			
2.4 RETAIN QUALITY PROFESSIONALS: Ensure that support staff positions are allocated and equipped to adequately support the social, emotional and academic needs of students and coworkers.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Establish clear MTSS protocol for supporting students with Behavior and Social/Emotional and Academic Needs at the Tier 2 and Tier 3 Level	<p>Finalize protocol and resources</p> <p>Introduce work to teachers at opening meeting</p> <p>During first data team meetings, train teachers/staff</p>	Behavior Specialist and MTSS Coordinator; School Counselor	<p>Summer 2019- Working documents/process completed</p> <p>August/September- Introduction of process and individualized grade level training</p> <p>MTSS Lead Team and Mental Health Team- reviewing data weekly</p>
Students in need of Tier 2 and Tier 3 Behavior, Social/Emotional and Academic Support have been identified, are receiving appropriate core instruction, and tiered instruction as determined in their intervention plans.	<p>Professional Development- Differentiation & Inquiry</p> <p>Professional Development- Responsive Classroom and supporting resources</p> <p>MTSS Lead Team members will work with individual teachers to write initial Tier 2/3 behavior/social/emotional plans, determine supports, etc.</p>	MTSS Lead Team	<p>See Professional Development Plan</p> <p>Monthly Data Team Meetings</p> <p>EOY annual review of needs v/s resources to make curriculum and/or hiring decisions for EC, Academic, Social/Emotional, and Behavior support</p> <p>Data for reporting for PRC29 (Mac/Kelly...timeline?</p> <p>–</p>
Students with Individualized Education Plans (IEPs) are receiving the support they need to progress in their goals in the classroom and/or in specialized settings.	<p>Progress monitor students and share that progress with teachers/data team</p> <p>Review, discuss and act with referral data (behavior, counseling, academic)</p>	EC Team; MTSS Lead Team	<p>Ongoing Progress Monitoring based on individual student plans</p> <p>Monthly Data Team Meetings</p> <p>Review needs in weekly MTSS Lead Team meetings</p> <p>Annual review of individual and school-wide support for EC services.</p>

Teachers have the tools, resources, curriculum and support needed to meet the needs of all students.	Professional Development- Differentiation & Inquiry Provide coaching for teachers Protect planning time as much as possible as well as weekly collaborative time to discuss data, PD, RC, and planning with support persons available.	MTSS Lead Team	Monthly Data Team and Curriculum Meetings (teacher share needs) Spring annually: Climate Survey/NCTWCS given and results analyzed Summer annually: Analyze survey data and adjust accordingly.
2.5 RETAIN QUALITY PROFESSIONALS: Work to ensure the reduction of “non-student focused” paperwork and duties for teachers.			
Product/Evidences	Action Steps	Who’s Responsible	Timeline for completion/revisiting
Eliminate redundant process when identified. (measured through survey data)	See 2.3 with Action Items for teacher evaluation Continue to have committees, teachers and leadership communicate when redundancies are identified	Shared Leadership	Spring annually: Climate Survey/NCTWCS given and results analyzed Summer annually: Analyze survey data and adjust accordingly.
Utilize technology tools to reduce paperwork as much as possible (maintaining developmental appropriateness)	Survey teachers on what they have found to be successful as well as what they need Create professional development that is specific to individualized needs and integrate into faculty meetings, before/after school mini sessions, etc. Ie: Schoolnet; Google Classroom; mCLASS; Eureka resources, etc.	Technology Committee	Monthly Technology Committee Meetings: Sept- Survey staff and determine session content, frequency, location/times for 2019-2020 Use PD surveys to get feedback and adjust accordingly
Organize Volunteer protocols to support teachers in “non-student focused”paperwork and duties.	Determine what the specific needs are and communicate that information to Volunteer Coordinator who will work with our volunteer base to fill the needs.	Volunteer Coordinator	Establish timeline with Ben

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

3.1 HIGHEST LEVELS OF INQUIRY LEARNING: Prioritize inquiry-focused professional development, planning, collaborative opportunities, coaching and feedback for all teachers.

Product/Evidences	Action Steps	Who’s Responsible	Timeline for completion/revisiting
Dedicated unit planning time	Schedule loop level unit planning for Summer ‘19, 20, 21	Curriculum Coordinator, Lifelong Learning	By May 2019 Annual revisit and planning
Integrated unit plans	Gather all finalized unit plans into Team Drive	Curriculum Coordinator, Teachers	Ongoing Monthly Collaborative Meetings- make changes, add units Annual summer unit planning PD days- develop and add/update units
Professional development specifically designed for inquiry teaching & learning	Establish new partnerships and plan opportunities for visits/connections	Lifelong Learning Committee	By BOY ‘19-20 Annual revisit and planning in spring L3 meetings
Established partnerships with other schools of inquiry or inquiry teachers	Schedule inquiry PD such that we are discussing and/or learning monthly	Curriculum Coordinator, Lifelong Learning Committee	By last L3 or tentative by June 2019 Annual revisit and planning
Formal administrative observations	Ensure schedule allows for ample time to plan, prepare and connect about inquiry lessons and units (collaborative opp + classroom schedule opening)	Director, Coordinator of Student Services; Schedule-Curriculum Coord and Staff	By EOY 18-19 Revisit and rebuild schedules annually

Research-based curriculum materials & resources	Research grade/loop specific inquiry PD options; “out of house”	Loop Levels	Now through finalization of PD calendar (BOY 19-20) Revisit and plan annually
3.2 EDUCATIONAL EXPERIENCES: Develop a service learning model to engage students to take action in the world they live in.			
Product/Evidences	Action Steps	Who’s Responsible	Timeline for completion/revisiting
K-8 Service-learning model; Service Learning Special (6-8)	<p>Bring together a committee of interested staff focused on SL</p> <p>Work with SL special (6-8 students) to develop 6-8 Special model and school-wide model</p> <p>Set goals for the 2020-2021 school year</p> <p>Develop and formalize school-wide model over the summer</p>	Curriculum Coordinator; SL Committee; SL Students	<p>Fall 2019: Survey Interest</p> <p>‘19-20 School Year- 1st year of Middle Grades Service Learning Special</p> <p>Spring 2020</p> <p>Spring/Summer 2020; set new training/planning goals</p>
Community & university partnerships	Create and disseminate student interest survey to gather SL project ideas	Curriculum Coordinator	August 2019-January 2020 (ongoing)
Student passion surveys	Committee will reach out to appropriate partners for support of SL plan	SL Committee (also see Theme 4)	<p>2019-2020: Pilot Passion surveys/projects through 6-8 special</p> <p>Spring/Summer 2020: Develop plan/model</p> <p>Revisit annually</p>
3.3 ACADEMIC SUPPORT: Teachers will implement classroom structures and standards-based curriculum that promotes inquiry and develops independent learners.			
Product/Evidences	Action Steps	Who’s Responsible	Timeline for completion/revisiting
Responsive Classroom self-evaluations and reflections	Social CC to create a plan for regular reflection and discussion	Social Curriculum Committee	<p>Fall Goal Setting 2019</p> <p>Follow Ups on goals: January 2020</p> <p>Follow Up on goals: Spring 2020</p>

			Revisit process annually
Formal administrative observations	Ensure schedule allows for ample time to plan, prepare and connect about inquiry lessons and units (collaborative opp + classroom schedule opening)	Director, Coordinator of Student Services; Schedule-Curriculum Coord and Staff	By EOY 18-19 Revisit and rebuild schedules annually
Integrated unit plans & daily planning	See PD Plan	Lifelong Learning	Summer Unit Planning Monthly Collaboratives Curricular Conversations/PD
Research-based curriculum materials & resources			
3.4 ENSURE STUDENTS' MASTERY: Teachers will utilize data from multiple sources to guide instruction and increase student mastery.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Universal Screening in reading & math to identify students at risk	Complete screeners, assessments, trainings for tools, etc. Work with MTSS Coordinator and team to develop tiered intervention plans for students Conduct consistent interventions and progress monitoring Monthly conversations about student progress with data experts/team	MTSS Lead Team; Teachers; Data Team Meetings	Monthly Data Team Meetings
Diagnostic assessments for drilling down to skills or concept-level			End of Trimester Data check ins with MTSS Coordinator and Behavior Specialist
Curriculum-based measures for monitoring progress			Revisit annually
Formative assessments			
Class observations (incl. engagement)			
Student work samples			
Support & Extension MTSS plans			

3.5 ENSURE STUDENTS’ MASTERY: Continue to outperform both regional and comparable districts within the state on state accountability measures.			
Product/Evidences	Action Steps	Who’s Responsible	Timeline for completion/revisiting
Standardized test scores	Shared screening data with stakeholders along with how we use the data to inform our instruction	Director; MTSS Coordinator	Beg, Middle, End of year MAP data
NC School Report Card	Report annual accountability data (EOGs/EOCs) and disaggregate progress and goals.		August/September EOG Data available
Student acceptance into specialized high school programs	Share and Celebrate our students academic achievements Tracking alumni more consistently so that we are aware of their achievements and can better celebrate them.		Share NC Report Card annually with public Ongoing celebrations

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			
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
Increase in trust among faculty (climate survey)	<p>Team Building with faculty</p> <p>Create opportunities to connect with faculty members in a social setting</p> <p>Create opportunities that are sometimes inclusive of faculty families (especially CFCI children)</p> <p>Faculty follow the CFCI Communication Agreement</p>	<p>Sunshine Committee</p> <p>All faculty</p>	<p>August- Faculty Team Building Activity</p> <p>October- Faculty Team Building Activity</p> <p>December- Faculty Social</p> <p>February- Faculty Team Building Activity</p> <p>Spring?</p> <p>June- End of Year Faculty Social</p>
Students are comfortable standing up and stopping interactions that negatively target or single out others.	<p>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.</p> <p>Utilize MARC Curriculum, Responsive Classroom, picture books, videos and other resources to empower students with the tools they need.</p>	<p>Diversity and Inclusion Committee; Social Curriculum Committee; Mental Health Team</p>	<p>Summer 2019- Policy Work</p> <p>Annually: Beginning of Year screener for all students: Strengths and Difficulties identification</p> <p>How often: integrate MARC/other resources into morning meeting</p> <p>September 2019: Diversity and Inclusion Training</p> <p>Monthly Data Team Meetings</p>

	<p>Revisit school discipline policies and behavior/social/emotional protocols (see standard 2.4)</p> <p>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</p>		<p>Weekly MTSS Lead and Mental Health Team Meetings</p> <p>Responsive Classroom Training- faculty meetings</p> <p>Behavior/Social/Emotional Support Protocol- Aug/Sept 2019</p> <p>Ongoing support in all areas.</p>
<p>Students and all stakeholders take pride in the school, school grounds, interior, classrooms, etc.</p>	<p>Campus clean ups</p> <p>Grade level buddies' partner/clean up sections</p> <p>Consider student-led organization or students as part of Green Team?</p> <p>Teachers create jobs for all students/develop classroom community expectations</p> <p>Hold unveiling/groundbreaking for new parking lot/playground</p> <p>Create a Spirit Walk→ Connects with Theme 1</p>	<p>Green Team; Teachers</p> <p>Partnership; Shared Leadership; 20 Year Adhoc</p> <p>Megan Hayes</p>	<p>Aug-Sept 2019: Green Team establishes goals and clean up dates</p>
<p>School spirit is visible on campus, at campus events, and throughout the community</p>	<p>Observations</p> <p>Participation in school-wide celebrations and themed weeks</p> <p>Student work on walls</p> <p>“vibe” in building</p> <p>Feedback from visitors (maybe have informal survey we send them?)</p>	<p>Classroom teachers, Clubs, Student Ambassadors/Leadership</p>	

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.	<p>Support teachers in finding developmentally appropriate resources that teach students about Wilmington, NC and surrounding areas. (picture books, videos, guest speakers, etc.)- Create a document (ie: field experiences) for speakers, contacts, community partners</p> <p>Organize volunteer and whole-class opportunities for students to go out into the community (Partner with rehabilitation center, church, etc.)</p> <p>Create opportunities for students to engage with and teach one another ways to problem solve, cope with stress, and understand differences. (buddies, move up day, academies, etc.)</p> <p>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.)</p> <p>See Standard 4.1- caring for campus.</p>	Diversity and Inclusion Committee, Classroom Teachers, EVERYONE	<p>Summer 2019- Unit Planning/Inquiry planning</p> <p>See 2019-2020 Professional Development Plan- Inquiry PD</p>

	<p>Allow students to use their passions to drive open-ended (or structured) inquiry by fostering their need for social justice/social action.</p> <p>Have students share their learning and experiences at CFCI Board Meetings (reinstate the “Who We Are” portion of the Board Agenda)</p>		
Students becoming more globally aware.	<p>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.</p> <p>Research the possibility Sister Program with a School of Inquiry in another country.</p> <p>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.)</p> <p>Allow students to use their passions to drive open-ended (or structured) inquiry by fostering their need for social justice/social action.</p> <p>Begin to investigate the possibility of global field experience for staff and students</p>		
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

All students can identify a trusted adult in the building that they can depend on.	Develop an adult mentorship program at CFCI, starting with faculty, but potentially branching into other adults connected to the community.	MTSS Lead Team	
Students have a broad range of tools and resources that they can use to connect with their peers, cope with stress, anxiety, depression, and other feelings that arise.	<p>RELATIONSHIPS</p> <p>PROTOCOLS</p> <p>CURRICULUM</p> <p>Consider something like House Affiliations or other ways to create the feel of a team/belonging among students of all ages</p> <p>Involve students in creating and planning school-wide days/weeks (ie: kindness, peace, happiness, it starts with hello)</p>	Mental Health Team; Social Curriculum Committee	
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)	<p>CFCI students/teachers plan and organize assemblies for the entire school to celebrate learning.</p> <p>Invite families and community to museums, evening academic showcases, and any opportunity to showcase student learning</p> <p>CFCI students participate in local celebrations, parades, community events.</p> <ul style="list-style-type: none"> • Generate a list of possible events for CFCI to participate in, including cost, deadlines, etc. 	Diversity and Inclusion Committee; Classroom Teachers	2019-2020: 3 Assemblies for 2019-2020 School Year

	<ul style="list-style-type: none">Determine what is realistic and what could connect with school-wide celebrations and assemblies/themes. <p>Have students be involved in developing materials (marketing/"swag") to share with local neighbors, businesses, etc. about CFCI. (ie: creating inquiry kits to distribute)</p>		
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 trust among students, teachers, parents, board and administration. (climate survey)	<p>Create a "chain of command" communication tree and put it on the website (not a fan of this wording, but this is idea...)</p> <p>Define, then explain to families clearly what the expectations for communication with the school are with families.</p> <ul style="list-style-type: none">Weekly Teacher News (newsletter, website, etc)How teachers will communicate concerns (academic/behavior; student/parent expectations)Specialists CommunicationCommunication from EC DeptCommunication from school interventionistsWeekly Community Update from DirectorMonthly School NewsletterTexts/Auto-callsEmergencies, school closings, lockdowns/shelter in placePartnership communication	Director; CFCI Board; Committees; Teachers	<p>August 2019: Share communication expectations/avenues with families</p> <p>Midyear 2019/2020: Quick survey to assess communication progress and needs</p> <p>Annually: Assess and revisit communication methods school-wide/all levels.</p>

	<ul style="list-style-type: none">- PCN monthly updates (from loop reps)- Committee Updates (needs/requests/ minutes)- Board Communication- Website (updated monthly); understanding of boards role (governance) <p>Guidelines for Communication: All Stakeholders</p>		
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. .	<p>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.</p> <p>Host workshops to learn about Eureka, Responsive Classroom, Technology, Science Saturdays (UNCW has kits for family events), etc.</p> <p>Create opportunities for parents, students, faculty/staff, etc. to share ideas, concerns, give feedback and share additional strategies and resources.</p>	<p>School Counselor, Social Curriculum Committee, Diversity and Inclusion Committee</p> <p>Curriculum Coordinator, Lifelong Learning, SCC, Technology</p>	Give surveys (similar to PD surveys) after all workshops; book studies; etc.
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.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Results from annual climate survey (faculty/staff; parents; students) are used to inform decisions.	<p>Create the climate surveys for spring dissemination</p> <p>Do we need a baseline or can we take a baseline from the Strategic Survey last year?</p>	Shared Leadership Committee	See Previous goals.

	Analyze data from survey and adjust/blend/ create new strategies for the Strategic Themes for the following year.		
Stakeholders know their voice is heard and feedback is taken into consideration when making changes and decisions.	<p>Survey community for opportunities/ideas for feedback. (ie: surveys, coffee talks, evening events).</p> <p>Look at online opportunities to include more and to make information accessible at other times. (ie: Facebook Live, Hangouts)</p> <p>Use the feedback to support ongoing communication, changes, etc.</p>	Director; Administration; Shared Leadership; Board; PCN	<ul style="list-style-type: none"> - July-August 2019: Survey Created - August 15, 2019: Survey Opens (Open House)- remains open for 2 weeks. - Once a month: host event/workshop/session for community (times and topics will vary based on feedback); schedule published as soon as possible - Surveys after each session to inform future sessions - Annual review of goals; climate survey results
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.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Parents and community members are informed and knowledgeable about the goals and progress of the Strategic Plan.	<p>Host an information session in the fall to share the plan and annual goals</p> <p>Update the website periodically as goals are accomplished or adjusted (https://cfcf.net/strategicplan)</p> <p>Regular board updates on Strategic Goals to be included in monthly board minutes</p>	Director; Committee Chairs; Board	<p>Fall: Share goals for the year at early Partnership meeting (September) and Open House</p> <p>Spring Celebration: Share goal progress- Similar to</p>

	Updates of goals with each committee reflected in Committee Minutes		<p>May 7, 2018 Spring Celebration- have a “wrap up” party/block party for the community and celebrate accomplishments.</p> <p>Continue these two showcases annually</p> <p>Monthly Updates: CFCI Board Meetings (based on timelines set forth in plan)</p>
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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; Administration; Board/Executive			
5.1 IMPROVE, REFINE AND INVEST: Develop a plan to maintain and enhance the current facility and learning spaces to promote inquiry.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Grounds are well-maintained and safe to utilize.	Hire and retain a landscaper for routine maintenance (BOC- done)	Business Operations Coordinator	Spring 2019- Complete! Summer/Winter: Semiannual review of company; needs; recommendations for further maintenance.
Students, faculty and community have vested interest and pride in campus interior/exterior appearance	Develop a routine schedule for campus clean ups (Green Team) - See Goal 4.1	Green Team	Sept-Aug 2019- Green Team develops plan. (Goal 4.1)
Make priorities available for strategic budgeting and grant writing (available online)	Use needs assessment described in 5.2 to determine enhancement priorities	Development Committee	See 5.2 below
5.2 IMPROVE, REFINE AND INVEST: Conduct a spatial needs assessment based on the current and future student development programs and experiences.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Results from Needs Assessment (once completed)	Develop a spatial needs assessment tool for indoors and outdoors Simple Fundraisers for recess equipment/gear Conduct needs assessment after the completion of the parking lot/construction project.	Development Committee; Megan Hayes	Summer 2019- December 2019

	<p>Determine priorities based on needs assessment</p> <p>Use priorities to create action, budget, and support grant writing</p>		<p>January 2020 (pending parking lot project: Will not complete the needs assessment until that work is complete)</p> <p>March 2020 (tentative)</p> <p>March-June 2020 (tentative)</p>
5.3 SAFE AND HEALTHY LEARNING ENVIRONMENT: Use data from multiple sources to monitor and make improvements to our campus safety and security.			
Product/Evidences	Action Steps	Who's Responsible	Timeline for completion/revisiting
Updated Crisis Management Team and Plan	<p>Restructure internal Crisis Management Team and plan and Develop an external team including ERT, WFD, neighbors, parents of law enforcement, etc.</p> <p>Explore School Resource Officer</p>	<p>Director/Administrative Team</p> <p>Development; Administrative Team; Board; Volunteer Coordinator</p>	<p>Summer 2019: Review and adjust current policies/practices; share with ERT</p> <p>Aug-Sept. 2019: Set up meetings with ERT to make any adjustments needed, visit school, etc.</p> <p>Sept-Nov 2019: Set up meeting with neighbors</p> <p>Sept-Nov 2019: Meet with parents/community members of law enforcement; retired military; (include volunteers).</p>
Policies for Crisis Management	Revisit CFCI Threat Assessment protocol and develop policies geared around systems in place.	Director/Coordinator of Student Services	<p>Summer 2019</p> <p>Review Annually; include in training material for administration</p>
Equipment is updated; additions made	<p>Add camera to front foyer (get working)</p> <p>Work with state for additions to panic alarm system</p> <p>Assess options and cost for additional cameras for exterior and interior</p>	<p>Business Operations Coordinator</p> <p>Network Administrator; Development; Finance</p>	<p>Summer 2019 (camera was installed Spring 2019)</p> <p>Summer 2019- panic alarm survey completed</p>

	<p>Purchase and install removable inserts for windows</p> <p>Review recommendations from ERT and make plans accordingly.</p>		
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	<p>Develop a CFCI Character Education Program that supports Responsive Classroom</p> <p><i>Includes: Mindfulness practices, Building resiliency, empathy, etc.</i></p>	Social Curriculum Committee; Diversity and Inclusion Committee	Spring 2019-Fall 2019 (pilot after winter break?)
Grants to fund personnel, curriculum, and resources	<p>Seek grant opportunities for personnel, curriculum, and resources to improve social emotional growth.</p>	<p>MTSS Lead Team; Mental Health Team</p> <p><i>*Use parent volunteers to pursue possible grants (some already expressed interest and grant ideas)</i></p>	Immediate Need for second school counselor
<p>Overlap with Goal 2.5-see additional info there</p> <p>Establish clear protocol for supporting students with Behavior and Social/Emotional Needs at the Tier 2 and Tier 3 Level</p>	<p>Overlap with Goal 2.5-see additional info there</p> <p>Finalize protocol and resources</p> <p>Introduce work to teachers at opening meeting</p> <p>During first data team meetings, train teachers/staff</p>	Behavior Specialist and MTSS Coordinator; MTSS Lead Team	<p>Overlap with Goal 2.5-see additional info there</p> <p>Summer 2019- Working documents/process completed</p> <p>August/September- Introduction of process and individualized grade level training</p> <p>MTSS Lead Team and Mental Health Team- reviewing data weekly</p>
<p>Overlap with Goal 4.1, 4.3 and additional areas</p> <p>4.1 Students are comfortable standing up and stopping interactions that negatively target or single out others.</p>	<p>Overlap with Goal 4.1, 4.3 and additional areas</p> <p>***Language: Bystander/Ally/Upstander</p>	Overlap with Goal 4.1, 4.3 and additional areas	Overlap with Goal 4.1, 4.3 and additional areas

<p>4.3 All students can identify a trusted adult in the building that they can depend on.</p> <p>4.3 Students have a broad range of tools and resources that they can use to connect with their peers, cope with stress, anxiety, depression, and other feelings that arise.</p>			
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CAPE FEAR CENTER FOR INQUIRY

Student Enrollment Trends

2018-2019 School Year

	KI	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
AUGUST														
Beginning	40	38	39	44	44	46	45	48	45					389
Enrollments	0	2	5	1	4	3	2	1	0					18
Withdrawals	0	0	0	0	0	1	0	1	1					3
Ending	40	40	44	45	48	48	47	48	44					404
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	2.13%	0.00%	2.08%	2.25%					0.76%
% Inc/(Dec)	0.00%	5.26%	12.82%	2.27%	9.09%	4.35%	4.44%	0.00%	-2.22%					3.86%
SEPTEMBER														
Beginning	40	40	44	45	48	48	47	48	44					404
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	1	0	0	0	0	1	0	0					2
Ending	40	39	44	45	48	48	46	48	44					402
Attrition	0.00%	2.53%	0.00%	0.00%	0.00%	0.00%	2.15%	0.00%	0.00%					0.50%
% Inc/(Dec)	0.00%	-2.50%	0.00%	0.00%	0.00%	0.00%	-2.13%	0.00%	0.00%					-0.50%
OCTOBER														
Beginning	40	39	44	45	48	48	46	48	44					402
Enrollments	0	1	0	0	0	0	2	0	0					3
Withdrawals	0	0	0	0	0	0	1	0	0					1
Ending	40	40	44	45	48	48	47	48	44					404
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.15%	0.00%	0.00%					0.25%
% Inc/(Dec)	0.00%	2.56%	0.00%	0.00%	0.00%	0.00%	2.17%	0.00%	0.00%					0.50%
NOVEMBER														
Beginning	40	40	44	45	48	48	47	48	44					404
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	0	0	0	0	0					0
Ending	40	40	44	45	48	48	47	48	44					404
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%
DECEMBER														
Beginning	40	40	44	45	48	48	47	48	44					404
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	0	0	0	0	1					1
Ending	40	40	44	45	48	48	47	48	43					403
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.30%					0.25%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	-2.27%					-0.25%

Attrition: Withdrawals / [(Beg. Enrollment + End. Enrollment) / 2] * 100

Percent Inc/(Dec): (End. Enrollment - Beg. Enrollment) / Beg. Enrollment * 100

CAPE FEAR CENTER FOR INQUIRY

Student Enrollment Trends

2018-2019 School Year

	KI	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
JANUARY														
Beginning	40	40	44	45	48	48	47	48	43					403
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	1	1	0	0	1					3
Ending	40	40	44	45	47	47	47	48	42					400
Attrition	0.00%	0.00%	0.00%	0.00%	2.11%	2.11%	0.00%	0.00%	2.35%					0.75%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	-2.08%	-2.08%	0.00%	0.00%	-2.33%					-0.74%
FEBRUARY														
Beginning	40	40	44	45	47	47	47	48	42					400
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	0	0	0	0	1					1
Ending	40	40	44	45	47	47	47	48	41					399
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.41%					0.25%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	-2.38%					-0.25%
MARCH														
Beginning	40	40	44	45	47	47	47	48	41					399
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	0	0	1	0	0					1
Ending	40	40	44	45	47	47	46	48	41					398
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.15%	0.00%	0.00%					0.25%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	-2.13%	0.00%	0.00%					-0.25%
APRIL														
Beginning	40	40	44	45	47	47	46	48	41					398
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	0	0	0	0	0					0
Ending	40	40	44	45	47	47	46	48	41					398
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%
MAY														
Beginning	40	40	44	45	47	47	46	48	41					398
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	0	0	0	0	0					0
Ending	40	40	44	45	47	47	46	48	41					398
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%

CAPE FEAR CENTER FOR INQUIRY

Student Enrollment Trends

2018-2019 School Year

	KI	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
JUNE														
Beginning	40	40	44	45	47	47	46	48	41					398
Enrollments	0	0	0	0	0	0	0	0	0					0
Withdrawals	0	0	0	0	0	0	0	0	0					0
Ending	40	40	44	45	47	47	46	48	41					398
Attrition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%
% Inc/(Dec)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%					0.00%

CAPE FEAR CENTER FOR INQUIRY

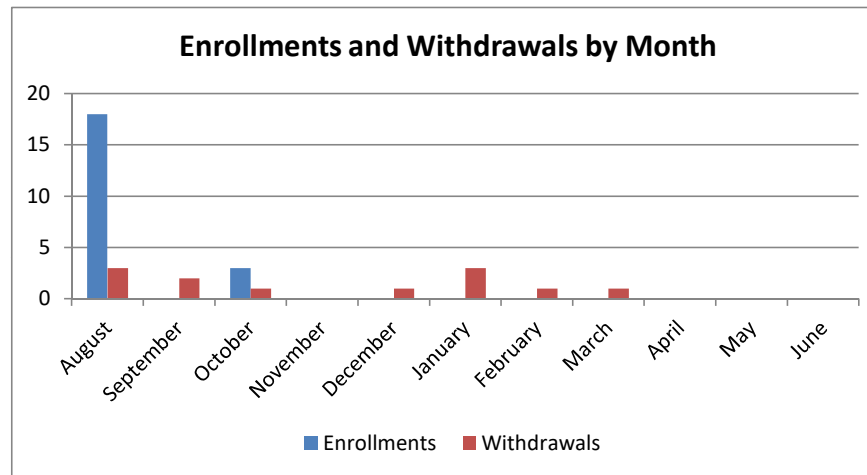
Student Enrollment Trends

2018-2019 School Year

	KI	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL
ANNUAL														
Beginning	40	38	39	44	44	46	45	48	45					389
Enrollments	0	3	5	1	4	3	4	1	0					21
Withdrawals	0	1	0	0	1	2	3	1	4					12
Ending	40	40	44	45	47	47	46	48	41					398
Attrition	0.00%	2.56%	0.00%	0.00%	2.20%	4.30%	6.59%	2.08%	9.30%					3.05%
% Inc/(Dec)	0.00%	5.26%	12.82%	2.27%	6.82%	2.17%	2.22%	0.00%	-8.89%					2.31%

SUMMARY

	Enrollments	Withdrawals
August	18	3
September	0	2
October	3	1
November	0	0
December	0	1
January	0	3
February	0	1
March	0	1
April	0	0
May	0	0
June	0	0
TOTAL	21	12



Avg. Enrollments / Month (Exc. 1st & Last): 0.33

Avg. Withdrawals / Month (Exc. 1st & Last): 1.00



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.NCPUBLICSCHOOLS.ORG

June 10, 2019

Ms. Lori Roy, Head Administrator
Cape Fear Center for Inquiry
2525 Wonder Way
Wilmington, NC 28401

**Reference: Indicator 11: Child Find
Data Reporting Period SY 2017-2018**

Dear Ms. Roy:

The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires the North Carolina Department of Public Instruction (NCDPI) to monitor and enforce implementation of the Act by local educational agencies (LEAs) in the state. The primary focus of NCDPI's monitoring activities is on improving educational results and functional outcomes for students with disabilities while ensuring the requirements of the IDEA are met. The Exceptional Children (EC) Division is responsible for conducting all monitoring activities.

The 2017-2018 Indicator 11 data submission for your LEA has been received. Indicator 11 reflects the percentage of students for whom a referral was received, and placement determined within 90 days. Systemic data for your district is represented in the chart below:

Indicator 11 Systemic Data			
Indicator 11 Federal Target	LEA Percentage 2015-2016	LEA Percentage 2016-2017	LEA Percentage 2017-2018
100%	100.00%	100.00%	100.00%
LEA STATUS	Compliant		

If noncompliance is identified, your assigned monitor will work with your EC director/coordinator to complete any corrective action required. Additionally, districts which demonstrate three consecutive years of compliance rates of less than 90% will be required to participate in a targeted systemic compliance activity.

As with all findings of noncompliance, the EC Division determines an appropriate course of action at both the student level and the systemic level. If necessary, additional corrective action for Indicator 11 will be issued at any point the level of noncompliance requires immediate intervention and/or at the conclusion of the Targeted Monitoring activity conducted after a three-year data cycle of noncompliance.

The LEAs are encouraged to continue reviewing the impact of untimely placement on student outcomes and determine an appropriate response on a case-by-case basis at the local level. As a reminder, timely placement remains an issue that can be investigated through a state complaint or raised through a Due

EXCEPTIONAL CHILDREN DIVISION

Sherry H. Thomas, Director | sherry.thomas@dpi.nc.gov

6356 Mail Service Center, Raleigh, North Carolina 27699-6356 | (919) 807-3969 | Fax (919) 807-3896

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Process Petition. In these instances, corrective action may also be ordered outside or in addition to the three-year data cycle.

Thank you for your continued efforts on behalf of students with disabilities and their families. If you have any questions regarding the integrity of the data, please contact Kelley Blas, Part B Data Manager, at 919-807-3967 or Dr. Nancy T. Johnson, NCDPI State Performance Plan Coordinator, at 704-576-2760. For other questions or submissions, please contact your assigned Indicator 11 Consultant Karen Little, Monitoring Consultant for Policy, Monitoring, and Audit, at karen.Little@dpi.nc.gov.

Sincerely,



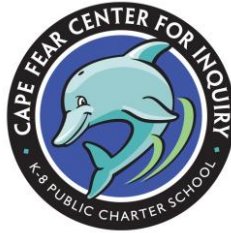
Sherry H. Thomas, Director
Exceptional Children Division



Carol Ann M. Hudgens, Section Chief
Policy, Monitoring, and Audit
Exceptional Children Division

SHT/KL: ds

- c Alan McNaughton, Exceptional Children Program Coordinator
 Nancy T. Johnson, NCDPI: State Performance Plan Coordinator
 Kelley Blas, NCDPI: Part B Data Manager
 Dave Machado, Director, Office of Charter Schools
 Ashley Baquero, J.D., Consultant, Office of Charter Schools
 Michelle Hamm, NCDPI: EC Division Regional Consultant
 Karen Little, NCDPI: EC Division Monitoring Consultant



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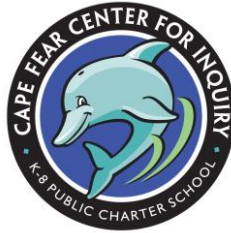
Michael Zentmeyer
Human Resources Coor.
910-343-6443

To: CFCI Board of Directors
From: Michael Zentmeyer
Re: Recommendation for Third Grade Teacher
Date: 7-10-19

On July 9, 2019, a panel was convened to interview candidates for the third grade teacher vacancy created by the resignation of Mrs. St Denis. The panel consisted of two teachers, two support staff and one administrator. Five candidates were interviewed from an applicant pool of 12.

The panel reached a consensus on a recommendation of **Mrs. Julie Naylor.**

Mrs. Naylor is a former teacher at CFCI from 2008-2017. She taught grades 2 & 3 here. Her last name was Sartorious then. During her last two years she taught in California. She has a B.A. and M. ED from UNCW.



2525 Wonder Way
Wilmington, NC 28401
mzentmeyer@cfc.net

Michael Zentmeyer
Human Resources Coord.
910-343-6443

To: CFCI Board of Directors
From: Michael Zentmeyer
Re: Recommendation for Seventh Grade Teacher
Date: 7-10-19

On June 24, 2019, a panel was convened to interview candidates for the seventh grade LA-SS teacher vacancy created by the resignation of Mrs. Ovacz. The panel consisted of five teachers, one support staff and two administrators. Four candidates were interviewed from an applicant pool of eight. Three of the candidates were invited back to give a demonstration lesson.

The panel reached a consensus on a recommendation of **Ms Alixandria Moore.**

Ms. Moore graduated from UNCW with her M. Ed in May of 2019. She received her B.A. in 2015 from UNCG. She completed her internship at Murray MS in grade 7 LA-SS in April and then served a two month substitute position at Myrtle Grove MS teaching LA-SS.

407 Remote Learning Protocol

In the event that circumstances beyond the school's control force the closure of the school during regular student attendance (ex. Severe weather, widespread illness, etc.), the school will be able to implement a remote learning plan in order to support student learning. While there is no substitute for uninterrupted personal contact between teachers and students in the classroom, scheduled student attendance is not always possible.

In an effort to provide additional flexibility for school staff and community members when making up instructional time for teachers and students due to unforeseen circumstances, school staff may create a specific plan to use in order to increase instructional time without causing unnecessary strain on community resources.

A remote learning protocol will include the following components:

- Specific date(s) to count towards instructional time to take place after regular classes have resumed
- Teacher assigned work for each student to complete during the remote learning date/time
- Not to be used until students have missed two regularly scheduled attendance days
- Work should equate to a minimum of 300 instructional minutes for each date identified

It will be the responsibility of the Director to determine when a remote learning protocol day would be appropriate and **inform the appropriate stakeholders.** ~~submit the plan to the school board for approval.~~

540 Work Schedule

The designated school day for CFCI full-time faculty is minimally set at 7:55 **7:30** am until 3:30 pm (~~unless the faculty member has morning duty, in which case the faculty member should be at school and ready for duty at 7:30 am~~). This time should be at the school location and include days that students are in attendance. The hours for designated teacher workdays and staff development days are 9:00am to 4:00pm. The designated school day for part-time faculty is determined by scheduling needs. Individual's schedules should be filed with the Director and Human Resources Coordinator. Any difference in time worked should be submitted to the HRC on the appropriate form.

Leave forms must be completed every time a faculty member uses his or her leave to cover absences from work. Absences covered by annual leave built into the school calendar do not have to be recorded using the Leave form. (e.g. Christmas break, spring break). Annual leave, personal leave and professional leave should be reported as early as possible (at least one week in advance) for record keeping purposes. Leave forms should be completed for teacher workdays if the employee will not be working that day. Scheduled sick leave (e.g. doctor's appointments) should be completed in advance. Sick leave days should be reported immediately upon return to work.

If there is a reason why an employee's schedule is to vary from the stated schedule, he or she is expected to complete a leave form whether a substitute is needed or not. The employee is to:

1. Contact the Director prior to 8:00am on the day leave will apply.
2. Make arrangements for a substitute teacher for that day if applicable.
3. Complete a leave form, in advance if possible. If advance notice is not possible, the leave form should be completed the first day back to work.
4. Have all professional leave days pre-approved by the Curriculum Coordinator and/or Life-long Learning Committee.

If there is reason for an employee to work at a location other than the school site, a written request should be submitted to the Director one week prior to the event. The request must include reason for work away from school building and a means of contact.

It is the responsibility of the faculty member to keep an accurate record of his or her time and to ensure the timely completion and submission of forms to the Director for leave records. If leave forms are not submitted, it will be assumed that the leave is without pay.

In the event that a remote learning protocol day is designated by the Director, the Director will inform the HRC of the date, and HRC will complete the necessary documentation.