



July 18, 2024 6:00 P.M.  
 Regular Meeting of the Board of Directors  
 7800 Airport Center Drive, Greensboro, NC

**Cornerstone Charter Academy Library**

Meeting Minutes

Member Attendance

	Jonetta Appling	Chris Gorham	Ryan Homer	Crystal Scillitani	Cyndie Swindlehurst	Andrew Wright
7.9.24	Present	Absent	Absent	Present	Present	Present
7.18.24	Present	Present	Absent	Present	Present	Present

- I. Call to Order Time: 6:01pm
- II. Motion to approve agenda Crystal/Andrew/all
- III. Pledge of Allegiance
- IV. Mission Statement:
  - o *Cornerstone Charter Academy, a tuition-free public charter school, will give every student the opportunity to reach his or her potential by providing a rigorous academic program, character education and meaningful parental participation.*

- V. Motion to approval of minutes. Andrew/Crystal/all
  - June 20, 2024
  - July 9, 2024
  
- VI. Discussion of building expansion Items
  - Budget- Joe Caraher
  - Motion to approve Public Finance Authority Resolution - Crystal/Cyndie/all
  - Timelines and Meetings – Cyndie Swindlehurst
  
- VII. New Business
  - Motion to approve DIBELs Assessment for K-3. Cyndie/Jonetta/all
  - Motion to approve plays for performance: Jonetta/Crystal/all
    - Alice in Wonderland Jr for Middle School
    - Cameron Mackintosh and Disney’s Mary Poppins, Jr for High School
  
  - Motion to approve Advanced Placement (AP) Pre-Calc class.  
Andrew/Crystal/all
  - Motion to approve dress code revision. Crystal/Jonetta/all
  
- VIII. Public Comment - none
  
- IX. Motion to enter executive session for confidential real estate. Cyndie/Andrew/all  
Time:6:17pm
  
- X. Motion to adjourn. Crystal/Andrew/all  
Time: 6:34pm

Minutes submitted on: August 06, 2024

Minutes approved on: August 08, 2024

*Jonetta Appling*\_\_\_\_\_

Jonetta Appling, board secretary



## *From the Director's Desk*

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To: Board of Directors  
From: Joe Caraher  
CC: A. Waller, M. Pugh, H. Cobb  
Date: 7/16/2024

### **REQUEST FOR A MOTION TO ACCEPT DIBELS AS A READING SCREENER K-3.**

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NCDPI has chosen DIBELS 8 as the state's K-3 literacy assessment. This assessment is required to be used by LEAs, but charters have a choice to opt-in. Opting-in is free to NC charter schools, and, as of now, 211 North Carolina charter schools have chosen to opt-in. Previously, we have used STAR Early Literacy as our assessment and chosen not to use DIBELS; however, we have found that we have a need for more in-depth reading assessments which STAR Early Literacy does not provide. Many times, it has been hard to pin-point an area of weakness using STAR. Its adaptive nature tends to identify multiple areas over a broad base rather than zeroing in on a specific area of need. In short, this characteristic of STAR has required us to use additional assessments to aid in identifying student literacy weaknesses

DIBELS 8 is an assessment that we can use that will help us with those areas of weakness. While STAR does have its strengths as a whole class test, the individual nature of the DIBELS 8 assessment focuses more on the individual student when identifying an area of need. In addition, DIBELS 8 measures specific reading skills that aids teachers in identifying how to specifically grow in their reading ability.

Currently, we have multiple teachers in our building who have used DIBELS 8, and all are in favor of adding it to our program.

DIBELS 8 is available for K-3 students free of charge. Our plan will be for K-2 to use it in place of STAR Reading. We will continue to use STAR Math as we have previously.

For 3rd grade, we will use STAR READING for all students, and we will use DIBELS 8 for any struggling reader to help us identify reading gaps with that group of students.

You can read more about DIBELS 8 below:



DIBELS 8th Edition is a set of short (one-minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in Kindergarten to 8th grade. DIBELS 8th Edition provides educators with standards for gauging the status and progress of all students.

### Why Use DIBELS?

DIBELS 8<sup>th</sup> Edition represents the culmination of decades of research into supporting students in becoming successful readers. DIBELS uses state-of-the-art, research-based methods for designing and validating curriculum-based measures of reading. As a result, DIBELS is more useful for more students in more grades than ever before.

The purpose of DIBELS is to provide educators with standards for gauging the status and progress of all students. DIBELS subtests measure critical skills and abilities that are necessary for reading success, and most offer both benchmark and progress-monitoring forms.

Each benchmark subtest has three cut-scores: a risk cut-score, a benchmark goal, and an ambitious goal. Students with scores falling below the risk cut-score are identified as at risk of not meeting end-of-year expectations in reading. These students require intensive intervention to get back on track in reading. Students scoring above the risk cut-score but below the benchmark goal are considered at some risk for not meeting end-of-year expectations. They require strategic planning on the part of educators to determine appropriate strategies to support the students to meet subsequent literacy goals. Students scoring above the

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benchmark cut-score but below the ambitious goal are identified as at minimal risk for not meeting end-of-year expectations in reading; put more positively, they have a high likelihood of meeting end-of-year learning goals in reading. Finally, students scoring above the ambitious goal are at negligible risk for not meeting end-of-year goals; they have the highest likelihood of meeting grade-level expectations. Using these cuts, teachers can easily identify students who will most benefit from intensive instruction, strategic instruction, and core instruction alone.

A new benefit of DIBELS benchmark subtests is that they utilize advanced test design principles to provide teachers with instructionally relevant information on all readers. In addition to identifying students at different levels of risk, the letter-naming fluency (LNF), phonemic segmentation fluency (PSF), nonsense word fluency (NWF), and word reading fluency (WRF) subtests support item analyses that can suggest next instructional steps. This feature is brand new in DIBELS 8<sup>th</sup> Edition. This feature increases the utility of DIBELS for all students when combined with regular benchmark testing (i.e., three times a year), making DIBELS a more powerful tool than ever before.

Another purpose of DIBELS is to monitor student progress. Progress monitoring is essential for ensuring that students identified for intensive and strategic support actually benefit from this support as intended. Progress monitoring enables interventionists to change and intensify intervention until the desired pattern of improvement is achieved. By progress monitoring students using DIBELS, teacher can determine whether they are responding to instruction or would benefit from a change in instruction.

## Advantages of DIBELS 8

DIBELS 8th Edition has a lot to offer that no other curriculum-based measurement (CBM) system, including previous editions of DIBELS, ever has before. In fact, DIBELS 8th Edition is more useful for more students in more grades than ever before. The biggest advantages of DIBELS 8 are:

- **New grade levels.** DIBELS can now be used from kindergarten through eighth grade.
- **Enhanced composite scores.** DIBELS composite scores have been overhauled to make them better than ever at predicting risk.
- **Consistent subtests within grade.** Subtests relevant to a given grade are offered at every benchmark period.
- **New and revised subtests.** DIBELS now includes word reading fluency and existing subtests have undergone extensive improvement efforts to maximize their usefulness.
- **Efficient benchmarking procedures.** Discontinue benchmarking rules based on student performance save time and frustration.
- **Expanding the safety net.** DIBELS now offers a word reading fluency measure that can help to identify students with poor sight word and irregular word reading skills that other subtests miss. Maze is now offered for second grade, nonsense word fluency has been extended to third grade and

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includes advanced phonics patterns, and oral reading fluency and maze have been extended through eighth grade.

- **Expanding the utility.** DIBELS forms now have items that progress in difficulty beyond risk cut-points that provide data teachers can use in planning instruction for all students.
- **Zones of Growth for interpreting progress.** DIBELS offers Zones of Growth, revised for the 8<sup>th</sup> Edition, that can be used to interpret all students' growth relative to a norming sample.
- **Dyslexia screening.** DIBELS subtests offer efficient and cost-effective measures of processing speed, phonological awareness, and the alphabetic principle for dyslexia screening purposes. For more information, read our Dyslexia Screening and [DIBELS 8th Edition White Paper](#).

### New Grade Levels, Greater Consistency, and Efficient Benchmarking

DIBELS 8<sup>th</sup> Edition now extends all the way through eighth grade. That means you can screen and monitor student progress through the end of middle school. DIBELS 8<sup>th</sup> Edition also offers consistent subtests across all three benchmark periods within each grade. That means you can track students' progress in multiple skills over the course of a year. To improve benchmarking efficiency, DIBELS provides a recommended order of subtest administration with discontinue benchmarking rules. These rules discontinue all DIBELS assessment if a student demonstrates very low or very high ability, thereby saving frustration on the part of students and time overall.

### New Composite Scores

DIBELS 8<sup>th</sup> Edition also offers new composite scores. A major drawback of the old composite scores was that the composite scores were only about as accurate in predicting risk as the predominant measure for a given benchmark period. The new DIBELS 8<sup>th</sup> Edition composite scores are designed to offer increased value in terms of not only risk prediction, but also progress and growth monitoring. The DIBELS 8 Composite Scores now offer the single best indicator of overall risk across grades and benchmark periods.

### New and Revised Subtests that Expand the Accuracy and Utility of DIBELS

DIBELS 8<sup>th</sup> Edition discontinues a few old DIBELS subtests, introduces a new subtest, and revises other subtests. The discontinued subtests – First Sound Fluency (FSF), Initial Sound Fluency (ISF), Word Use Fluency (WUF), and Retell Fluency (RTF) – have been dropped because historically they have yielded little additional useful information beyond what other subtests provide. DIBELS has added a new subtest: Word Reading Fluency (WRF). The addition of WRF expands the safety net for identifying students at risk for not meeting proficiency standards in reading. Finally, we have revised and improved each of the other DIBELS subtests to improve how informative DIBELS measures are for instructional decision making. For example, DIBELS Maze is now available in Grades 2-8. Items on the LNF, PSF, NWF, and WRF subtests now progress in difficulty past the risk cut-scores so that DIBELS subtests provide instructionally relevant data for all students, not just those at most risk, thereby expanding the utility of DIBELS.

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## Zones of Growth for Progress Monitoring of All Students

The DIBELS Zones of Growth have been updated for the 8<sup>th</sup> Edition and allow teachers to understand which students are making above average, average, and below average improvement in their reading skills relative to students with similar initial scores. This norming ensures that growth expectations are realistic given each student's starting skills. Zones of Growth can also be used to set learning goals for all students and are especially useful for monitoring the progress of students who perform below the benchmark goal to determine whether they would benefit from increased support.

## Dyslexia Screening

DIBELS 8<sup>th</sup> Edition has also been validated as a dyslexia screener. As a result, you can be confident that DIBELS cut-scores detect risk for reading problems, including dyslexia, making DIBELS measures an efficient and cost-effective way to screen for dyslexia. DIBELS users can be confident that their screening measures are trustworthy for dyslexia screening and not just for detecting risk of not meeting end-of-year proficiency expectations. For more information, read our [Dyslexia Screening and DIBELS 8th Edition White Paper](#).

## Where can I get DIBELS 8th Edition?

For your convenience we provide paper-based testing materials as a free download. Alternatively, DIBELS 8 Material Kits are available for purchase through our partners at Amplify. Amplify also offers the DIBELS Data System (DDS) and a mobile version of DIBELS 8<sup>th</sup> Edition on mCLASS.

- Download [Free Materials](#)
- [Purchase Materials](#) from Amplify
- Learn more about the [Data System](#) at Amplify

**For more information about professional development options, free resources, testing material downloads, and research publications visit our website at: <https://dibels.uoregon.edu>**

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## Plays for Approval

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### **Middle School - Alice in Wonderland, Jr.**

<https://mtishows.com/disneys-alice-in-wonderland-jr>

Synopsis: Fall down the rabbit hole with Alice as she navigates the curious world of Wonderland on a journey of self-discovery. This 60-minute stage adaptation of the classic Disney animated film and the Lewis Carroll stories makes a triumphant return to the Broadway Junior® catalogue, with an updated script and score made specifically for today's young performers.

When young Alice finds herself in a strange world where everything seems upside down, she must find her way home...and find herself along the way. As she travels through Wonderland, she encounters all of the iconic characters that audiences have come to love: including the ever-tardy White Rabbit, the grinning Cheshire Cat, a cool Caterpillar, the wacky Mad Hatter, and the hot-tempered Queen of Hearts.

Alice in Wonderland JR. features Disney favorites such as "The Golden Afternoon," "The Unbirthday Song," and "Painting the Roses Red" along with brand-new songs, including music from the 2010 live-action film. Whether this is your first experience with Alice or your hundredth, you'll fall in love all over again with this timeless story of adventure, imagination, and pure fun!

### **High School: Cameron Mackintosh and Disney's Mary Poppins Jr. - Rating G**

<https://mtishows.com/cameron-mackintosh-and-disneys-mary-poppins-jr>

Based on one of the most popular Disney movies of all time and the Broadway musical that played for over 2,500 performances and received multiple Olivier and Tony Awards nominations, Cameron Mackintosh and Disney's Mary Poppins is capturing hearts in a whole new way: as a practically perfect Broadway Junior musical!

The jack-of-all trades, Bert, introduces us to England in 1910 and the troubled Banks family. Young Jane and Michael have sent many a nanny packing before Mary Poppins arrives on their doorstep. Using a combination of magic and common sense, she must teach the family members how to value each other again. Mary Poppins takes the children on many magical and memorable adventures, but Jane and Michael aren't the only ones upon whom she has a profound effect. Even grown-ups can learn a lesson or two from the nanny who advises that "Anything can happen if you let it."



Cameron Mackintosh and Disney's Mary Poppins JR. is an enchanting mixture of irresistible story, unforgettable songs and breathtaking dance numbers. This show is a perfect opportunity to showcase a strong, iconic female performer, as well as unique special effects and illusions.

## Approval of AP Pre-Calc

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AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning. AP Precalculus fosters the development of a deep conceptual understanding of functions.

## Dress Code Revisions

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### **Cornerstone Charter Academy Uniform Policy K-12 th grade students**

#### **Official Uniform**

Our CCA-CFA official uniform will be required on special days and consists of a red polo with the CCA-CFA embroidered logo on the left chest area tucked into khaki bottoms with a black or brown belt for ALL students.

#### **K-8 Daily Uniform Policy**

- Students must wear either a short or long sleeve polo shirt embroidered on the left chest with the CCA logo. It must be solid red, gray, white, or black. (CCA embroidered shirts are available for purchase through the uniform website, [www.ccacardinalwear.com](http://www.ccacardinalwear.com).)
- Black, gray, red or white long or short sleeve undershirts may be worn under polo shirts.
- Girls may wear polo style dresses, khaki or black jumpers embroidered with CCA logo.
- An official Cornerstone plaid jumper is also permitted for girls. It must also be embroidered with the CCA logo on the left chest.
- Girls may also wear khaki or black shorts or skorts.
- Skirts, skorts and shorts must be at least 1 inch longer than fingertip length when arms are extended to the sides.
- Boys shorts may not extend past the knee.
- Pants must be khaki or black or official CCA plaid.
- Tights, leggings, and long and short sleeve undershirts are permitted to be worn under the uniform. They must be solid red, gray, white, or black.
- Jeggings and capris are permitted. They must be black or khaki, have pockets and/or zippers, and not be excessively tight.
- Athletic shorts, sweatpants, yoga pants, big-pocketed cargo pants, excessively baggy pants, or excessively tight pants are not permitted.
- Pants must not be excessively faded and be free of holes, tears, or rips. Cut-off shorts or pants are not permitted.
- CCA approved apparel or solid red, gray, white, or black sweaters and sweatshirts (including cardigans, vests, crewneck, pullover, zip up, hoodies, and fleece) may be worn over the uniform shirt. Small logos, **approximately the size of business cards, are permitted.**
- Shoes should be closed toe and closed heels.
- Socks must be black, white, red or gray in color. No crazy socks i.e. polkadots, rainbow, stripes, splattered, argyle or plaid. Small logos, approximately the size of business cards, are permitted.
- Undergarments should not be visible.
- Extreme hair or piercings are prohibited.

- ~~A black or brown belt must be worn every day for students in K-12th grade, if belt loops are present and shirt is tucked in.~~

### High School

- All of the above dress code policies apply to high school students, with the exceptions listed below.
- In addition to the above requirements, high school students may wear approved CCA t-shirts. Students may also wear solid red, white, black, or gray t-shirts. Small logos, approximately the size of business cards, are permitted.
- The shirt must cover both shoulders and midriff. No low-cut, or v-neck, collars are permitted on shirts.
- Appropriate jeans and jean shorts may also be worn. Jeans must be blue or black in color and free of excessive fading or bleaching
- Holes, tears, rips or fraying in pants is prohibited.

### Spirit Wear Days

As part of the Character Education Program, one Friday each month, we have a dollar jean day charity fundraiser. On these Dollar Jean days, students may wear approved CCA spirit t-shirt and jean shorts/pants in exchange for a \$1 donation. If a student chooses not to participate, they must wear the appropriate daily uniform.

At the discretion of the administration, alternate spirit days may be added throughout the year. On these days students may wear a dress code put forth by the administration. (e.g., Favorite Sports Team Day, Pajama Day, Wacky Tacky Day and Character Day)

Approved by Board of CCA-CFA Board of Directors, Oct. 2016