



Cape Cod Lighthouse Charter School

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Cape Cod Lighthouse Charter School Special Meeting of the Board of Trustees

Date & Time: **Thursday, March 6, 2025 at 4:30 p.m.**

*Meeting also available on zoom -
<https://us02web.zoom.us/j/3364539980>*

Meeting ID: 336 453 9980

Location: **Cape Cod Lighthouse Charter School,
195 Route 137, East Harwich, MA 02645**

Agenda

- I. Call to Order: Tracy Murphy called the meeting to order at 4:31. **Present:** Catherine O'Leary, Challis Crema, Caitlin Wajkowski, Beth Woelflein, Tracy Murphy, Jim McAuliffe, Micheal MacMillian, Josh Stewart, John Scichilone, **Absent:** Lauren Barker, Mike Grugan, Rachel Lake
- II. Declaration of a Quorum: Tracy Murphy declared a quorum.
- III. Interview with David Conrady. Tracy introduced David to the board members that he had not met at his preliminary or staff interviews: Mike MacMillian and John Scichilone.

1. At this point, we'd like to give you five minutes to tell us about your background and why you're interested in coming to CCLCS as the next ED.

- 26th years in education. He was a science teacher, a high school coach, and ultimately an administrator in Kansas. He has experience in K through 12.
- Identified needs in schools and created intervention systems that resulted in higher performing schools.
- In Rhode Island, he worked as the Mt. Pleasant High School principal, then moved to the central office in Providence Schools. Many experiences identifying fair and equitable practices.
- Boston Renaissance Charter, Chief Academic Officer: aligned curriculum and made sure that all students were growing. Through the behavioral and academic systems that he helped put in place, school became higher achieving.

2 . What surprised or stood out to you in your time at school today? What did you learn about CCLCS?

- Nothing surprised him but confirmed what he had read about CCLCS.
- Helpful to hear the background information of the school's history from Paul Niles
- Meeting with the staff helped him realize the need to keep traditions but that they were ready to move the school to the next level.

3. How would you develop an entry plan as the new ED? What are the things you would hope to be reporting to the board at the end of your first school year?

- Provided us with a written 120-entry plan.
- First 30 days: Listening and learning - ideas and deliverables
- 30-60 days: Assessing and analyzing - ideas and deliverables
- 60-90 days: Planning and Prioritizing - ideas and deliverables
- 90-120 days: Implementing and supporting continuous improvement - ideas and key deliverables

4. Summarize your methodology for identifying and addressing curricular and instructional needs and making modifications and changes.

- Looking at where we are and where the gaps are. It will be a journey over the course of the year.
- Use Star data and screening data - DIBELS, Quick Phonics Screener, etc.

5. Please give us an example of how you responded to an emergency situation at school.

- Identify the problem and know the crisis intervention plan to determine the next level.
- What is the communication plan for staff, students, and parents?
- Knowing who is doing what before the emergency occurs is critical.

- Discussed his goal of being on the Cape in order to be closer to the school if a crisis occurred.

6. How do you build community and engage various stakeholders (teachers, staff, students, families, community members) in the school's vision?

- Open houses
- Focus groups
- Providing opportunities for communication through surveys (in case staff/parents are not comfortable in an open forum)
- Working with students, getting the input of the pulse of the school - the kids.

7. What is your experience with fundraising?

- What are the different avenues we can tap into
- "Donors Choose"
- Branding first - this is who we are, and this is why we need this money
- Tap into alumni
- What are the grant opportunities

8. As an administrator, how would you support the goals of DBEI (diversity, belonging, equity, inclusion)? What have you done in the past, and what would you do at CCLCS?

- What does DBEI look like in our day-to-day fabric? identify the different levels of implementation and determine where we can include a deeper understanding.
- Focus groups of students to identify what we are and what we are not doing
- Restorative practices to support students who are having difficulty with the inclusion of other students.
- Upstanders vs. Bystanders

Catherine asked about his recruitment and retention plan experience. David would look at what had been done and work with folks to develop a recruitment plan where there are underserved populations. Find avenues and resources to support this; exs; visit culturally diverse grocery stores and set up booths, set up community organizations that work with varied populations with school materials, etc.

9. Please tell us about your experience in developing and working with budgets.

How do you set priorities and work towards goals within a limited budget?

- Start with looking at the state level and build a budget around what is currently being proposed.
- Look at our strategic plan and determine what our priorities are and keep money student facing.

- Described many different ideas on ways to enhance the budget. Has experience doing this in his background.

10. Please describe your experience with student recruitment and admissions.

- Getting your brand out there - exposing the community to who we are and what we are doing
- Social media outlets
- Use parents of alumni for reviews to get our name out there

Do you have any questions for the board?

- What do you want from me as your new leader?

IV. Next meeting March 10, 2025

V. Vote to adjourn regular meeting: 5:42 pm, Challis made a motion to adjourn, seconded by Josh, unanimously approved.

Notification Date: February 27, 2025