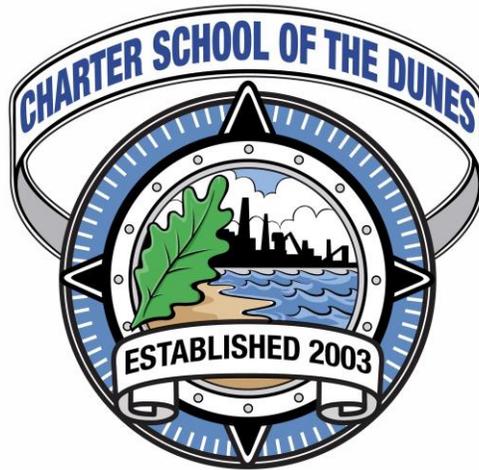


# Charter School of the Dunes

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## Charter School Application 2017-2018

### **Administrative Team Members:**

Justin Stok, Principal

Kellie Easton, Assistant Principal

Jessica Strychalski, Director of Special Education

Amanda Vasilak, Instructional Coach

Mahdee Iqbal, Director of Finance

Bertha Rios, Office Manager

Charter School of the Dunes  
Charter School Application  
November 1, 2017

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# Executive Summary

**Overall Narrative:** Charter School of the Dunes is located in Gary, Indiana. The city of Gary is in Lake County, which is in the Northwest corner of the state. The current building was built in 2013 and was built to be more environmentally-friendly than other structures.

**Proposed School Name:** Charter School of the Dunes

**Academic Year:** 2017-2018

**Grade Levels:** K-8

**Student Enrollment (Planned/Maximum):** 575

**Proposed Grade Levels/Maximum Enrollment:**

Year 1: K-8; 561/575

Year 2: K-8; 575/600

Year 3: K-8; 600/625

Year 4: K-8; 625/650

Year 5: K-8; 650/650

At-capacity: K-8; 650

**Past submissions to authorize:**

Authorizer(s): Calumet College of St. Joseph

Submission date(s): June 10, 2013

**Mission and Vision for Growth in Indiana:** The mission of Charter School, "Through our belief that every student can succeed, we cultivate students with the ability to solve problems, set goals, accept responsibility, and become active partners in the community." The vision is, "Innovate, Educate, Participate: The Dunes Way!" Through this mission and vision, Charter School of the Dunes plans to sustain one building with Kindergarten through 8th grade operations. The vision over the next 5 years is to increase enrollment, progress towards 1:1 technology implementation, and progressively add elective options to middle school programming while reducing the achievement gap for all grades. The targeted communities for this charter include the student age population in the city of Gary, Indiana. Additionally, this includes the underserved and low, socioeconomic populations of surrounding communities in Northern Lake and Northwestern Porter County.

**Educational Need:** The city of Gary is a high poverty / high crime city with a population of just under 77,000 residents, according to 2016 data. The population is declining steadily with a 5% decrease over a 6-year period. 83.9% of Gary residents are high school graduates or higher. However, only 13% of residents hold a bachelor's degree or higher. 37.1% of residents live at or below poverty level. This population was chosen due to the need for stable, progressive educational opportunities for students in the area.

**Target Population:** Due to the high poverty/high crime nature of the area, there is a need for safe and stable school environments for all levels of students in the educational system. The area does house many public charter schools with those serving K-12. Charter School of the Dunes focus is K-8 to

provide a sound and strong foundation for students in the area. The community also needs a school that provides transportation to easily accessible stops along with providing and assisting with procuring basic resources for families. Charter School of the Dunes staff go above and beyond to assist not only students, but parents and guardians in the community. Providing a solid elementary and middle school education leads students to be decision-makers when it comes to determining what type of high school program they wish to attend that leads them to secondary and post-secondary success.

**Community Engagement:** Community Engagement is a vital component of Charter School of the Dunes. As of 2016-17 we have been involved in a number of community events and organizations.

- Mr. Iqbal, Director of Finance, has hosted his first in a series of seminars about financial literacy for parents and the community.
- Partnered with the local McDonald's to raise awareness about Charter School of the Dunes.
- Donated books to the "Stop the violence Picnic" held in Gary.
- Charter School of the Dunes is a member of the Miller Business Association.
- CSD has hired a parent liaison to reach out to the community and parents to become active members in our school family.

Parent Liaison successes for September of 2016-17:

- Host a "Pink Out" to support breast cancer.
- Created a monthly parent newsletter
- Creating a Parent Advisory Committee
- Hosting a parent night
- Hosted a Warriors Wellness Expo and Blood Drive
- Donated over 300 books at the Back to School Rally held at Railcats Stadium
- Participated at Gary for Life 5x5x5 clean up revitalization project
- Creating an "Environmental Board" with local community members to assist CSD in becoming more environmentally focused.
- Created relationships with multiple community members through:
  - Hosting a booth at the "Lake Effekt" festival
  - Representing CSD at Methodist Hospital Farmers Market
  - Reaching out to day care throughout the area
  - Creating awareness at Wicker Park by partnering with Geminus
  - Speaking to churches in the local area
  - Sponsoring Alpha Kappa Alpha Sorority
- Partnering with Work One for CSD to be a station for community members to fill out job applications.

Charter School of the Dunes will continue to invite the community in to the school to create positive relationships. Engaging the community will be vital to our school in the coming years.

**Education Plan/School Design:**

CSD has implemented the 8-Step program with Pat Davenport.

The 8-Step program follows the Plan-Do-Check-Act Cycle.

1. Data Disaggregation
2. Calendar Development
3. Direct the Instructional Focus
4. Assessment
5. Maintenance
6. Monitoring
7. Tutorials and Enrichment

The 8-Step program has been chosen by the data of school districts across the country. It was also chosen due to personal experience with the process. Mr. Stok, Principal and Mrs. Vasilak, Instructional coach used the process at Washington Elementary in East Chicago. While being consistent with the process, Washington Elementary grew from an F school to an A school. They were also nominated by the state for the Closing the Achievement Gap award.

CSD has implemented a comprehensive RTI program to target students' academic and behavior challenges.

We will implement the 3 tiers of RTI.

Tier 1- High Quality Classroom Instruction

Tier 2- Targeted Interventions

Tier 3- Intense Interventions

CSD will be a PBIS school and will be implementing positive supports for behavior going forward from the 2017-18 school year.

According to PBIS.org, " The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups."

**Network Governance and Leadership:** Charter School of the Dunes has as its ultimate oversight a board of directors. The board of directors are volunteer community members with leadership experience. The board of directors choose key management personnel consisting of the leadership of the school. The principal and director of finance are the key management personnel responsible for providing monthly school data to the board in regular board meetings. Management makes day to day operational decisions while the board provides policy oversight.

# Section 1: Evidence of Capacity

## Founding Group

Charter School of the Dunes begins the 2017-18 school year with 5 board members who are upstanding citizens of the Gary community. The Board of Directors will be the ultimate oversight for the management of the school and will work in conjunction with management to ensure a successful future for the school. The board president will be Tom Cera, who headed the operations of a steel manufacturer in the area for many years and the board treasurer will be Paul Orner, who is a vice president at a national bank. Along with the president and the treasurer, the other board members have jointly chosen the management for Charter School of the Dunes.

Please refer to Attachment 1 for full resumes of all board members.

## School Leader and Leadership Team

The Principal, Justin Stok, will also be the superintendent for Charter School of the Dunes and comes from an administrative position of a high quality school in Northwest Indiana. He has extensive experience and training in curriculum, instruction, and assessment.

Please refer to Attachment 2 for a full resume of the principal.

The Director of Finance is Mahdee Iqbal, a certified public accountant in the state of Indiana and brings his extensive background in school finance, operations, and facilities management. He is also a lecturer at Purdue University Northwest in the Masters in Accountancy program.

The Assistant Principal, Kellie Easton, is originally from Gary, Indiana. She graduated from Emerson School for the Visual and Performing Arts in 1997. Earning a Bachelor's degree in Biology, Mrs. Easton went on to pursue a teaching career in Hammond, IN in 2001. Her goal was to ensure that students from a high risk population were able to experience the same high quality curriculum as students from more affluent school districts, giving students from Hammond an equal opportunity to succeed in college. Mrs. Easton also has extensive experience and a passion for providing instructional support to teachers with low effectiveness ratings.

The Director of Special Education, Jessica Strychalski, comes from a public school cooperative and charter school background. She is licensed in elementary education, mild disabilities, blind and low vision, and director of exceptional needs by the state of Indiana. She is pursuing her Ph.D. in Special Education and is an organizational asset to Charter School of the Dunes with her knowledge and understanding of Special Education law and development of policy and procedural documents.

The Instructional Coach, Amanda Vasilak, comes from a thriving public school in Northwest Indiana. She has instructional experience in third and fourth grade. She also has instructed high ability courses. Amanda holds a reading endorsement and high ability license along with her elementary teaching

certification for the state of Indiana. Amanda's eye for detail and organization were chosen to strengthen curriculum and instructional initiatives at Charter School of the Dunes.

The Director of Technology and Maintenance, Ken Orris, has almost a decade's experience in managing technology devices at a school. He also directly supervises 4 janitorial staff at Charter School of the Dunes and oversees all aspect of facility maintenance.

Please refer to Attachment 3 for full resumes of school leadership.

## Legal Status and Governing Documents

Charter School of the Dunes has an approved tax exemption certificate from the Internal Revenue Service and an approve Indiana Sales Tax exemption certificate.

Please refer to Attachment 4 for a copy of the tax exemption certificates, the articles of incorporation and the Bylaws.

## Governance

The governing body for Charter School of the Dunes is the board of directors. The Board of Directors are chosen from qualified applicants from the community who are interested to serve as volunteers. Interested applicants are chosen by a panel consisting of a business leader, a parent of a student attending the school and a teacher.

The Board of Directors shall hold regular monthly meetings, at such date, time and place as may be fixed by the Board of Directors. Special meetings of the Board of Directors may be called by or at the request of the President or any two Directors. The person or persons authorized to call special meetings of the Board may fix any place as the place for holding any special meeting. The board shall have supervision, control and direction of the affairs of the Corporation, shall elect its officers, shall determine its policies within the Articles and By-Laws of the Corporation, shall actively pursue its objectives and shall have discretion in the disbursement of its funds. It may adopt such rules and regulations for the conduct of its business as shall be deemed advisable and may, in the execution of its powers, appoint such agents as it may consider necessary. The Board has ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals.

## Advisory Bodies

Environmental Board: The environmental board has been initiated by Professor Pete Avis from IUN. The purpose of this board will be to provide CSD with insight to protecting the surrounding environment and improving teaching practices in our school.

EdgeD: EdgeD is a consulting company which is co owned by Daniel Bundridge and Jennifer Kwiatkowski. Each partner was a previous employee of the IDOE and specialized in turn-around schools.

Pat Davenport Consulting: Pat Davenport provides professional development and consultation on the 8-step process.

NQE: The Network for Quality Education provides consultation expertise in many fields surrounding education. The network also provides essential professional development for teachers and administrators.

SIP committee- A school level advisory body which is comprised of administrators, teachers, and paraprofessionals. This group will be essential on understanding the “pulse” of our school and ways to improve both culture and student achievement.

## Grievance Process

Parents or students who have an objection to a policy or decision have the following process to handle such grievances:

1. Meeting with Teacher
2. Meeting with school administration
3. Completing a complaint form
4. Meeting with the school board
5. Meeting with CCSJ
6. Call to the IDOE
7. Legal Action

## School Management Contracts

N/A

Growth Plan & Capacity

### **Proposed Grade Levels/Maximum Enrollment:**

Year 1: K-8; 561/575

Year 2: K-8; 575/600

Year 3: K-8; 600/625

Year 4: K-8; 625/650

Year 5: K-8; 650/650

At-capacity: K-8; 650

During the 2017-18 school year, CSD increased enrollment by approximately 120 students from the end of the 20-16-17 school year. We opened sections in grades K, 2, 3, and 4 to accommodate the number of students. Going forward we plan to open a section in 5th grade in 2018-19 and then 6th grade in 2019-20. After analyzing building size and needs, we plan to cap out at 650 students in year 5. At that time, if the demand is great, we will have to discuss expansion possibilities.

The CSD growth plan is to get out into the community to promote our mission and vision. We have done a fantastic job of creating brand awareness by joining organizations, volunteering, and being present in community events. While the marketing efforts will continue, we are now getting students through word of mouth from community members and parents. The next phase of our growth plan is to ensure our students are being successful. Once we have sustainable success and our grade is reflected, we will make changes on how we market ourselves.

## Network Management

CSD will operate out of 1 site consisting of its network for the upcoming year and foreseeable future. The management of which is charged with running the day to day operations of the school.

Please see attachment 10 for complete organization chart and table of functional decision making.

## Section II: School Design

### Education Plan

**Curriculum and Instructional Design:** Classroom instruction in core subject areas for the 2017-2018 school year will follow standard aligned curriculum maps designed to teach all critical standards of the ISTEP+ assessment before the testing window.

Classroom instruction in all other subject areas will follow standard aligned curriculum maps by the 2018-2019 school year. If the subject is an ISTEP+ assessed subject, all critical standards will be taught before the testing window.

Kindergarten - Fifth Grade:

- **Math - My Math by McGraw-Hill Education**
  - According to the McGraw-Hill website, “Built around the Standards for Mathematical Practices, **McGraw-Hill My Math** engages students with the focus, coherence and rigor required by state standards. Made for all digital, all print or anywhere in between! And the no-stress technology is simple to use and easy to implement.”
- **ELA - Imagine It**
  - According to [http://www.mheducation.com/prek-12/program/microsites/MKTSP - ACJ04M0/overview.html](http://www.mheducation.com/prek-12/program/microsites/MKTSP-ACJ04M0/overview.html): With **SRA Imagine It!** you will:
    - Lay the foundation of reading skills
    - Provide practice that increases their confidence
    - Assess their progress along the way
    - Provide additional help and challenge where they need it
    - Guide them in Inquiry that helps them learn to question, investigate, and explore
    - Teach them writing strategies
    - Inspire them with reading selections across a variety of genres
    - Bolster your instruction with technology resources

## 6th-8th Grade:

- **Math - Pearson Envision**
  - According to Pearson, “*enVisionmath2.0* is a comprehensive K-8 mathematics curriculum with superior focus, coherence, and rigor. Ensure success at every level with problem-based learning, embedded visual learning, and personalization to empower every teacher and student.”
- **ELA - Pearson My Perspectives**
  - According to Pearson, “*myPerspectives* is a brand new English language arts curriculum for Grades 6–12 that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. This dynamic Pearson program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. *myPerspectives* encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.”

All newly adopted curriculum will be aligned to the Indiana State Standards. Before the 2018-2019 school year, we will adopt new curriculum for Reading, Math, Science and Social Studies for grades 3-5. Before the 2019-2020 school year, we will adopt new curriculum for Reading, Math, Science and Social Studies for grades K-2.

The basic learning environment will be classroom-based with an integration of technology (computers, iPads, smartboards). Teachers will be provided PD on technology, and be expected to implement technology in their classrooms after training. Class size will not exceed 30 students and ideally classrooms will not have more than 26 students.

CSD will ensure that the school is staffed with highly qualified by proactively participating in job and career fairs at local universities to recruit teachers.

Instructional strategies that will be implemented are:

- Teach Like a Champion
- Gradual Release (I do, We do, You do)
- 8 Step Process
  - Data Disaggregation
  - Timeline Development
  - Instructional Focus
  - Assessment
  - Tutorials
  - Enrichment
  - Maintenance
  - Monitor
- Differentiation
  - Readiness- pre-assessment
  - Learning style

- Interest
- Tier II, Tier III RTI/PBIS
- Special Education Services
- Inclusion
- Small Group Instruction
- Spiral Review of Curriculum
- Additional Supports

Over the next several school years, we will begin moving our middle school students followed by our ISTEP+ tested elementary students to 1:1 technology. This would prepare our students to enter high school and the workforce prepared with the most up to date skills. This would require the purchase of new computers.

### **Pupil Performance Standards**

Charter School of the Dunes has created pacing guides and curriculum maps based on the Indiana State Standards.

Promotion or retention of grade level is based on a variety of data points, which include test scores, performance in class, mastery of standards, teacher input, as well as state mandated requirements.

See Attachment 12 for the standards each grade level is expected to meet by the end of the year.

### **School Calendar and Schedule- See Attachment 13**

**School Culture:** Charter School of the Dunes is committed to creating a school culture which will increase student learning, improve teacher effectiveness, and creating a safe and educational learning environment. This positive culture is based on our mission and vision.

*Mission:* Through our belief that every student can succeed, we cultivate students with the ability to solve problems, set goals, accept responsibility, and become active partners in the community.

*Vision:* Innovate, Educate, Participate: The Dunes Way!

Charter School of the Dunes is committed to creating a positive environment through:

- PBIS
- Rtl
- Identifying and supporting at-risk and student with disabilities
- Creating positive relationships
- Implementing a character building curriculum
- Supporting teachers and staff
- Encouraging internal advancement
- Weekly PLC meeting
- Ongoing professional development for teachers, paraprofessionals, and administration

**Supplemental Programming:**

Summer School will be offered for three weeks following the completion of the academic year from 8 a.m. to noon Monday through Friday. Students who do not pass the Spring administration of IREAD-3 will complete Summer School remediation before attempting the Summer administration of IREAD-3. Targeted groups of students from grades 4-8 will also be invited to attend Summer School. Summer School will be funded through partially funded through allocations given through the IDOE Summer School programs. Summer School will also be funded through the general fund. Students will be selected through assessment data including NWEA administrations from Fall-Winter-Spring including trend data. Students from 3rd grade will be selected through not passing IREAD-3 Spring administration.

CSD will offer a variety of sports and clubs for students to participate in including, but not limited to dance, cheerleading, basketball, volleyball, and STEM. Extra-curricular activities occur at the discretion of the activity in question including length of "season" and how membership is determined. Extra-curricular activities are funded through students who chose to participate and fundraising opportunities pursued by activity sponsors.

To address student mental, emotional, and social health and development, an Rtl referral process is in place to address students with concerns both academic and behavioral in nature. Through Rtl, counseling staff are available weekly along with Check-in Check-out mentors to individually meet with students about their goals. Further local resources are being explored to address the holistic needs of students in addressing the ideas of respect and honesty of character.

**Special Populations and At-Risk Students:** The Department of Special Education "The Department" will serve as a platform for serving at-risk students, students with disabilities, English Language Learners, and students with Section 504 plans. These students are identified through Rtl (Response to Instructional Interventions) and through psychoeducational evaluative measures.

*Special Education:* The Department serves identified students with special education needs along with students with Section 504 plans in a variety of environments and strategies. Depending on the individual needs of each student found in their Individual Education Plan (IEP) or their Section 504 Plan, needs are met through general education classroom support, resource room intervention supports, or self-contained special education instruction. Students also have access to related services including speech and language therapy, occupational therapy, and counseling. Students referred for Rtl are also served by counseling, resource room intervention, and general education support.

Students with mild, moderate, and severe disabilities students will be served in the least restrictive environment as deemed to meet their needs written in their IEP. Programs range from consultative services, general education support, resource room intervention, and self-contained special education instruction. General education supports are given through classroom differentiation, small group instruction, and co-teaching initiatives.

Progress is monitored in correlation to deadlines set in the IEP goals for each specific, standards-based goal. Progress monitoring reports are available on a quarterly basis for parents and guardians to reflect

on goal progress. The teacher of record uses progress monitoring data to reflect on instructional practices and to determine in a case conference should be held to discuss special education services and/or to revise goal statements to reflect student needs towards post secondary transitional pursuits.

Teachers and paraprofessional staff will be hired with qualifying education and career experiences in relation to the diverse needs of students within the Department. Interviewing and Hiring will be completed by the Director of Special Education in coordination with the Principal and Director of Finance and Human Resources.

During the 2017-2018 school year, teachers of record (TORs) have been assigned to four caseloads of students with specific and diverse needs. See the table below for the breakdown of TORs to respective groups of students.

TORs	Area of Licensure	Grade Level Band	Student Needs
Tolanda Somerville-Philpots	Speech, Language, Hearing	K-8	Speech/Language Therapy
Treflon Bray	Mild Disabilities PK-12	K-8	Self-contained, intensive instructional remediation
Gena Mitchell	Elementary / Intermediate Generalist Seriously Emotionally Handicapped Mild Disabilities	K-6	General Education Support, Resource Room Instructional Remediation, Behavior Intervention
Lena Cummins	Transition to Teaching	7 & 8	General Education Support, Resource Room Instructional Remediation, Behavior Intervention

The schedule of special education services reflects services written into the current, active IEPs of students at Charter School of the Dunes. Occupational therapy services are once per week along with speech/language therapy as the therapists are contracted. Counseling staff are available 3-4 days during the school week and are through an outside agency.

*English Language Learners (ELL):* Currently, there are no English Language Learners attending or identified at Charter School of the Dunes. These individuals, when identified, will be served through Individual Learning Plans (ILPs) developed through the Department of Special Education, Literacy Intervention Team, and Instructional Coach. ILPs will discuss assessment through WIDA along with literacy intervention services and testing accommodations appropriate to the student’s level of English proficiency. Students will be identified through a Home language survey given at enrollment.

*At-risk Students:* Students who are performing below grade level will be identified through Rtl referrals. These referrals are prompted by discipline referrals, ISTEP/IREAD data, NWEA data, and teacher assessments based on grade level standards. Students referred to the Rtl team meet in 3, 6, or 9 week cycles to determine their response to additional instructional strategies, assessment accommodations, and additional services such as counseling that the team puts in place at each meeting. The Rtl is responsible for revising instructional strategies/accommodations and can also seek psychoeducational evaluation if data determines the need.

*High Ability:* The top 7% of students are screened through NWEA assessments. Students screened as intellectually gifted will be served in the general education population with consultation by a licensed high ability instructor. Currently, the instructional coach is licensed in this area and consults with teachers about specific differentiation for high ability students. During the 2018-2019 school year, students will be screened through NWEA and identified with the CogAT test. Upon identification, the students will be serviced in the general education population with consultation by a licensed high ability instructor and/or be serviced directly by the high ability instructor.

**Student Recruitment and Enrollment**

**School Discipline:** At Charter School of the Dunes, we take student safety and good student behavior very seriously. We are a Positive Behavioral Interventions and Supports (PBIS) school. Using positive interventions to improve our school culture allows us to focus on what our students are doing right as opposed to what they are doing wrong. Staff are expected to reinforce positive social interactions and other student behaviors.

**Behavior Expectations**

Our PBIS matrix below outlines a clear baseline for behavior expectations at Charter School of the Dunes.

See Attachment 15 for: practices, list of suspendable offenses and procedures with students that have disabilities.

	Cafeteria	Recess	Hall	Restroom	Classroom
Be Respectful	Use table and line manners  Follow directions first time given	Treat playground with care  Keep hands, feet and other objects to yourself  Use appropriate language	Keep hands, feet and other objects to yourself  Use appropriate voice levels  Walk on the right side of the hallway	Respect the privacy of others  Use restroom for intended purpose	Follow directions  Keep hands, feet and other objects to yourself
Be Responsible	Keep your area clean  Dispose of garbage	Put away all equipment at the end of recess	Keep locker neat and clean	Practice good hygiene	Keep your area clean  Complete work with

	properly	Play safely Line up at teacher signal	Transition quickly	Keep restroom clean	your best effort
<b>Be a Problem Solver</b>	Maintain positive conversations Inform adults about problems that you are unable to solve independently	Share with others Include everyone Inform adults about problems that you are unable to solve independently	Use time wisely Set a positive example Inform adults about problems that you are unable to solve independently	Use restroom quickly and quietly. Inform adults about problems that you are unable to solve independently	Treat others with kindness Complete work with best effort
<b>Be Ready</b>					Bring materials to class Persevere through hard problems Keep a positive outlook

## Parents & Community

**Describe how you will engage parents in the life of the school:** We will continue to offer parents the opportunity to play an active role by asking them to volunteer to assist with academic enrichment and after school activities. Develop the capacity of school staff to work with families through initiatives that will be created to support families, and help guide their children’s learning. For example, “Parent Universities,” hosting various workshops and seminars such as a family health and fitness program through a set of fitness and nutritional information and activities facilitated by a local health provider in collaboration with the school’s health program. Also, “Parent University” will not only utilize guest speakers and community partners, but parents to help implement, deliver and host programs designed to provide information specifically targeting their needs and interests.

**How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement?:** Communication both internally and externally will be utilized through a parent monthly newsletter to highlight success stories, upcoming events, and opportunities to volunteer. For example, the newsletter will be used to promote “Family Nights.” During the Family Nights (parents will have access to a wealth of information). We can create and design various tools that parents can use at home such as study guides, homework help tips and information on intervention and prevention tips for student’s success. The newly PAC “Parent Advisory Council,” has been established to engage and empower parents so they can become an advocate for their children, and have a voice to share their thoughts or concerns with staff. It’s our goal recruit parents for involvement in professional opportunities, meetings, conferences and other related activities designed to enhance the role of parents supporting the education of their children and advancing their own educational needs.

**Describe any commitments or volunteer activities the school will seek or offer to parents:** For those teachers who wish to participate, we are hoping to implement classroom moms and dads to help support classroom activities such as help prepare materials, organize class parties, be classroom readers, and go on field trips, etc. Volunteer opportunities will be made available for cafeteria helpers, prepare bulletin boards, hall monitors, donate goodies, help at sport events, do fundraising and help as a community resource. A parent pledge has been created to engage and involve parents to be committed in the education process of their children.

**What community resources will be available to students and parents? Describe any partnerships the school will have with community organization, business or other educational institutions:** Community resources goes beyond the four (4) walls. Through developing community partnerships, students and parents can be invited to community businesses that will encourage learning opportunities that can connect to classroom and real life lessons. Because our parents and students has various personal needs, information from community resources and service institutions, that provides free public assistance will be made available. We are currently developing partnerships with the Gary Fire Department for Fire Prevention Week, with the City of Gary and its' local shelters, local businesses and organizations in the surrounding neighborhood, health care providers of NWI, Non-Profit organizations that promotes etiquette, helps build self-esteem in youth, and a tutoring program that promotes stream.

**Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student-learning opportunities:** On-going conversations has been established with the local photographer for an in-kind commitment during National Art Month to take parents and students in the studio and do some photography as well as working with the local frame shop store owner to learn about framing art-work. We have also had in-kind commitments from a local insurance agency to provide workshops for both students and parents. A local judge will come and do sessions with students on the topic "It's Cool to Stay in School." We are continuously seeking community-based organizations, businesses and individuals that are also committed to encouraging and promoting family engagement to do programs/workshops that would enrich student-learning opportunities. Provide, as Attachment 16, evidence of demand from the community and support from community partners, which may include letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed for the parties, as applicable. New and actively in this position for about a month, my first goal was to introduce myself to parents, organizations and the community at large, to build relationships and to establish partnerships and collaborations. To date, I have secured only verbal commitments and have not had the opportunity to draft or seek any MOU's or letters of intent.

# Performance Management

## Goals:

- CSD will have 95% attendance rate for the 2017-18 school year by implementing new guidelines and dedicating an employee to solely work on attendance one day per week.**

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>Create an updated attendance procedure for students</li> </ul>	Planning	August	August	Handbook	N/A	Principal
<ul style="list-style-type: none"> <li>Attendance reports will be pulled on a weekly, monthly, and quarterly basis to determine percentage</li> </ul>	Monitoring	August	May	Data Attendance Assistant Admin	N/A	Admin Assistant Principal
<ul style="list-style-type: none"> <li>We will work with the city truancy enforcement to ensure compliance with student attendance on a quarterly basis.</li> </ul>	Community Involvement	August	Ongoing	Gary Police Dept	N/A	Admin Attendance Assistant Gary PD
<ul style="list-style-type: none"> <li>Hold parent meetings to teach about the importance of school attendance</li> </ul>	Community Involvement	August	Ongoing	Attendance Resources	N/A	Attendance Assistant Admin Parent Liaison

- CSD will achieve a 60% passing rate in ISTEP math by the end of the 2019-2020 school year by implementing interventions, improving teacher professional development, creation of a math lab, and continuous development of our leadership team.**

CSD has a plan to increase passing rate:

- 10% by the end of the 2017-18 school year
- 13% by the end of the 2018-19 school year
- 19% by the end of the 2019-20 school year

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<ul style="list-style-type: none"> <li>CSD students grades 2-8 will take NWEA 3 times per year where data will be reviewed and plans will be created on an individual basis.</li> </ul>	Testing	August	May	NWEA	Title 1	Instructional Coach Teachers Admin.
<ul style="list-style-type: none"> <li>CSD grades k-1 will take MClass testing 3 times per year to gather data to create differentiated plans.</li> </ul>	Testing	August	May	mClass	Title 1	Instructional Coach Teachers Admin.
<ul style="list-style-type: none"> <li>CSD will formatively assess students every three weeks based on the curriculum map to create differentiated groups.</li> </ul>	Testing	August	May	8-Step Curriculum Map Formative Assessment	N/A	Instructional Coach Teacher Admin.
<ul style="list-style-type: none"> <li>CSD staff will analyze testing data to drive instruction.</li> </ul>	Data Analysis	September	Ongoing	Data	N/A	Instructional Coach Admin. Teachers
<ul style="list-style-type: none"> <li>CSD will implement 8-step process with fidelity</li> </ul>	Teaching	August	Ongoing	8-Step Formative Assessments Curriculum map	Title1	Instructional Coach Admin. Teachers Paras
<ul style="list-style-type: none"> <li>CSD will unpack standards to ensure we are aligning our curriculum</li> </ul>	Planning	August	Sept.	State Standards Curriculum	N/A	Teachers Instructional Coach Admin.
<ul style="list-style-type: none"> <li>Data Analysis on a Monthly basis</li> </ul>	Planning Data Analysis	August	Ongoing	Data	N/a	Edged Admi. Instructional Coach Teachers

**3. CSD will achieve a 60% passing rate on ISTEP ELA by the end of the 2019-2020 school year by implementing reading interventions, hiring a reading interventionist, improving teacher professional development, and continuous development of our leadership team.**

CSD has a plan to increase passing rate:

- 6% by the end of the 2017-18 school year
- 8% by the end of the 2018-19 school year
- 10% by the end of the 2019-20 school year

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>• CSD students grades 2-8 will take NWEA 3 times per year where data will be reviewed and plans will be created on an individual basis.</li> </ul>	Testing	August	May	NWEA	Title 1	Instructional Coach Teachers Admin.
<ul style="list-style-type: none"> <li>• CSD grades k-1 will take MClass testing 3 times per year to gather data to create differentiated plans.</li> </ul>	Testing	August	May	mClass	Title 1	Instructional Coach Teachers Admin.
<ul style="list-style-type: none"> <li>• CSD staff will analyze testing data to drive instruction.</li> </ul>	Data Analysis	September	Ongoing	Data	N/A	Instructional Coach Admin. Teachers
<ul style="list-style-type: none"> <li>• CSD will unpack standards to ensure we are aligning our curriculum</li> </ul>	Planning	August	Sept.	State Standards Curriculum	N/A	Teachers Instructional Coach Admin.
<ul style="list-style-type: none"> <li>• Data Analysis on a Monthly basis</li> </ul>	Planning Data Analysis	August	Ongoing	Data	N/a	Edged Admi. Instructional Coach Teachers

**4. CSD leadership team will work together and with EdgEd to create goals and action plans to create a culture of continuous improvement, improve student learning, and close the achievement gap.**

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>CSD leadership team will meet on a monthly basis to review goals and action plans</li> </ul>	Meeting Data review	August	May	Goals SIP plan	N/A	Instructional Coach  Admin.
<ul style="list-style-type: none"> <li>CSD will meet with EdgeD on a quarterly basis to review goals and make adjustments to action plans.</li> </ul>	Meeting	August	May	EdgeD	Title 1	Instructional Coach Edged Admin.
<ul style="list-style-type: none"> <li>CSD leadership will attend regular professional development on curriculum, discipline, and leadership.</li> </ul>	Professional Development	August	Ongoing	PD	TBD	Instructional Coach Teacher Admin.
<ul style="list-style-type: none"> <li>CSD will work with their Charter (Calumet College of St. Joseph) on a monthly basis to evaluate goals and action plans.</li> </ul>	Meeting	August	Ongoing	Data	N/A	Admin CCSJ

**5. CSD will hold PLCs on a weekly basis and hold monthly professional development meetings to support teachers in their instructional techniques which will improve student engagement and close the achievement gap.**

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>Administration and Instructional coach will ensure PLCs are held on a weekly basis.</li> </ul>	PLC Meeting	August	May	Data PD	N/A	Instructional Coach Teachers Admin.
<ul style="list-style-type: none"> <li>Working with EdgeD, CSD administration will provide quality professional development to teachers on a monthly basis.</li> </ul>	Professional Development	August	May	EdgeD PD	Title 1	Instructional Coach Edged Admin. Teachers

<ul style="list-style-type: none"> <li>CSD will send teachers to professional development meetings based on individualized data.</li> </ul>	Professional Development	August	Ongoing	PD Data	TBD	Instructional Coach Teacher Admin. PD
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**6. CSD will fully implement an RTI program to improve reading and math scores across all grade levels by the end of the 2017-18 school year.**

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>Director of Special Education and Instructional coach will begin working on implementing RTI program.</li> </ul>	Conferencing	August	Ongoing	Data Teachers	N/A	Instructional Coach SPED director Teachers Admin.
<ul style="list-style-type: none"> <li>Administration will complete process checks on a quarterly basis.</li> </ul>	Monitoring	August	May	Data	N/A	Sped Director Instructional Coach Admin.
<ul style="list-style-type: none"> <li>CSD will send a RTI team to Professional Development</li> </ul>	Professional Development	October	November	PD Data	Title 1	Instructional Coach Teacher Admin. SPED Director PD
<ul style="list-style-type: none"> <li>RTI team will be assembled</li> </ul>	Team building	August	September	Team Members	N/A	SPED director Team

A variety of both formative and summative assessments are utilized at Charter School of the Dunes in addition to ISTEP+ and IREAD-3. The summative assessments are long term in nature and help us look at student academic gains over the long term. The formative assessments are short term and inform our instruction of students.

- NWEA - NWEA assessments in Reading, ELA, and Math is given to grades 3-8 students three times per year on the computer. It shows how students are meeting and growing towards the College and Career Indiana State Standards.

- MClass - MClass is designed to help identify the needs of each student and inform instructional next steps for both early reading and language instruction as well as math development towards the College and Career Indiana State Standards.

At CSD, data will be collected from multiple sources, including but not limited to:

- a. Classroom assessments
- b. NWEA
- c. MClass
- d. 8 Step Math Formative Assessments
- e. Power School (behavior, attendance, etc.)

The data will be input into whole school, grade level and individual data dashboards. The NWEA/MClass data will then be displayed on classroom and whole school data walls. The collected data will then be analyzed using the NWEA data form as well as the CSD data process. The data process will allow teachers to set S.M.A.R.T. goals based on their specific student achievement. The data coordinator (Instructional Coach), will guide the teachers through this process for individual classrooms, and also complete the same process for grade level trends and whole school trends. Based on student performance we will then determine the best course of action moving forward. Examples include but are not limited to, setting S.M.A.R.T. goals, providing P.D. on appropriate instructional strategies, and providing targeted and small group instruction. In addition to using the data to set goals, the data will be used to identify students needing RTI, instructional interventions and behavioral interventions. The administrative team will analyze data every three weeks and set necessary goals and put in place action plans to achieve the goals.

School administration will be trained by EdgEd in data analysis processes. The administration, including the instructional coach, will then train the teachers and staff in the data processes.

If CSD does not meet our academic achievement goals, the following actions will be made: Hire additional intervention staff to target students approaching grade level Provide intensive PD to the new staff to be able to service our high needs students. Hire additional counseling and behavior support services, to meet unmet mental health and behavioral concerns. Hire additional highly qualified general education staff to reduce classroom size.

## Section III: Implementation Plan

### Network-wide Staffing

Title	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Elementary Schools	1	1	1	1	1
Number of Middle Schools	1	1	1	1	1
Number of High Schools	0	0	0	0	0
Total Schools	2	2	2	2	2
Student Enrollment	561	575	600	625	650

**Management Organization Positions**

- Principal – Mr. Justin G. Stok
- Director of Finance – Mahdee Iqbal
- Assistant Principal – Mrs. Kellie Easton
- Director of Special Education – Mrs. Jessica Strychalski
- Office Manager – Mrs. Bertha Rios
- Director of Technology – Mr. Kenneth Orris

Total back office FTEs- 6.0

**Elementary School Staff**

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Director of Special Education	1	1	1	1	1
Director of Finance	1	1	1	1	1

Director of Technology	1	1	1	1	1
Instructional Coach	1	1	1	1	1
Office Manager	1	1	1	1	1
Classroom Teachers (Core Subjects)	23	24	25	26	27
Classroom Teachers (Specials)	5	5	6	6	6
Classroom Teachers (SPED)	3	3	3	3	3
Behavior Specialist	1	1	1	1	1
Paraprofessionals	16	16	16	16	16
Office Staff (FTE)	1	1	1	1	1
Maintenance	4	4	4	4	4
Security	1	1	1	1	1
Total Full Time Staff					
Office Staff (PTE)	1	1	1	1	1

Lunch room staff (PTE)	2	2	2	2	2
Parent Liaison (PTE)	1	1	1	1	1
Total Part Time Staff					

Charter School of the Dunes also has outside contractors:  
 Crown Counseling (counseling and social work)  
 Tradewinds, Inc. (speech-language therapy, occupational therapy)

## School Leadership & Staff Hiring

Charter School of the Dunes plans to recruit teachers and staff through online job boards, namely the department of education’s job board and [www.indeed.com](http://www.indeed.com). For teachers specifically, the school plans to participate in job fairs directed towards educators. The 2 nearest universities, Purdue University Northwest and Indiana University Northwest, will be targeted early in the calendar year to recruit the most promising about to graduate later in the year.

The school administration, specifically the principal, assistant principal and instructional coach will perform regular observations of the classroom and use the Standards for Success software with the RISE metric to conduct twice a year evaluations of teachers.

All newly hired or re-hired employees shall be hired subject to the successful completion of a temporary/probationary work period. The probationary work period shall last up to 90 business days during which the employee's supervisor shall determine whether the employee is able to successfully meet the standards and/or expectations of the job for which the employee is hired.

By way of example, but not limitation, the supervisor shall consider the following criteria in determining whether or not the employee should be hired on a permanent basis:

- Ability to perform the job
- Quality of work
- Productivity
- Work Habits
- Cooperative attitude
- Attendance
- Punctuality

If the employee is not meeting the requirements of the job, the employee may be released at any time during the probationary period. Unsatisfactory performance following the probationary period will be communicated with the staff member and a corrective action plan collaboratively developed. Failure to implement said plan will result in termination.

Employment is "at-will" and may be terminated by the school or the employee at any time with or without cause. A resignation is a termination instituted by the employee. All staff is expected to provide as much notice as possible of their resignation, at least two weeks prior. Teachers are expected to provide their pacing guide notating where they left off academically.

### **Medical, Dental and Vision Insurance**

All full time employees are eligible to participate in the medical, dental and vision insurance plans on the first day of the month following first month of employment. There is the option of a PPO or HMO medical plan and PPO and HMO dental available.

### **TRF**

The pension system for all full time certified teachers is called the Indiana Teachers Retirement Fund (TRF). TRF requires a mandatory 3% deduction from the employee's payroll check per pay period. Charter School contributes an additional 7.5% in TRF.

### **PERF**

The pension system for all other full-time employs is the Indiana Public Employee Retirement Fund (PERF). PERF requires a mandatory 3% deduction from the employee's payroll check per pay period. Charter School of the Dunes contributes an additional 8.2% in PERF.

### **Worker's Compensation**

Charter School of the Dunes requires that all employees report job related accidents or injuries to a supervisor immediately. All reports must be submitted Human Resources within twenty-four hours of injury. Failure to report an injury, regardless of how minor, could result in difficulty with the employee's claim.

All workers' compensation claims will be paid directly to employees and employees are expected to return to work immediately upon release by their doctor.

### **COBRA**

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health coverage under the company's health plan, should the employee lose his or her eligibility (upon termination). Under COBRA, the employee pays the full cost of coverage at the company's group rate. Details of COBRA coverage and how to apply for it will be provided by Charter School of the Dunes at the time eligibility is lost.

All policies regarding employment and benefits are compliant with Indiana Code S20-24-6-7.

## **Professional Development**

School leaders will be supported throughout the school year by EdgED. The leadership team will meet at least twice a month to analyze data, set goals and set forth action plans to meet the goals. They will guide the leadership team through analyzing student performance data, teacher performance data, behavioral data, attendance data, etc.

EdgED will also train the leadership team to use data to drive professional development for the staff allowing the staff to get targeted and specific professional development based on their individual and group needs.

The staff will meet twice a week in grade level teams for PLC's and Team Time. PLC's will provide teachers with instructional strategies to implement in their classrooms. Team Time will allow grade level teams to work together to analyze data and plan instruction. The staff will also meet monthly for whole school professional development based on student and teacher achievement data. (See Attachment 16A)

Special Education staff are working in this year's SEPIP (Special Education Professionals Improving Practices) cohort to improve instructional practices in the identification, delivery, and practices in the department of special education. Special Education staff will also be participating in a variety of additional professional development opportunities including the PATINS "Access to Education" State Conference and the Indiana IEP Resource Center New Educator Institute.

## Start-Up & Operations

### Start-Up Plan

#### Start-Up Staffing and Costs

Please see attachment 19 for budget and staffing on Year 0

#### Transportation

Charter School of the Dunes school has an agreement in place with Illinois Central School Bus as of August 2017. The school needs 5 school buses for its morning and afternoon routes to transport its student population who opt to use this option. The same company, Illinois Central School Bus, is used for transporting students to and from athletic events and field trips. The school ensures prioritizing the pick up locations of homeless students to be in compliance with the McKinney-Vento Homeless Assistance Act, 42 USC 11431.

#### Safety and Security

Charter School of the Dunes has restricted access to the facilities with motion sensors activated during hours when staff is not present. The sensors are disabled using a key fob which staff members use to access facilities. Staff members are provided keys to access specific areas pertaining to their job functions. If the building is accessed without disarming the motion sensors, the Gary Police Departments is automatically signalled.

The facility is constantly monitored with x surveillance cameras at key areas. Administrators can access video footage in real time or stored videos upto 30 days in the past.

During school hours, the school has a Student Support Officer to escort students to and from classes in case of disciplinary action. The behavior coach is responsible for students with in school suspension.

## Facility Plan

Charter School of the Dunes will operate on its current \*\*square ft facility at 7300 Melton Road, Gary, IN 46403. The building was constructed in 2014\*\* and is designed to be an educational facility. At this moment there are no anticipated renovations or major repairs required on this facility. The building has \*\* classrooms and a maximum capacity of 575 students since \*\* rooms will be used as computer labs and special education classrooms.

To meet the needs of the physically challenged, the facility at Charter School of the Dunes has wheelchair access at an entrance and an elevator.

## Budget & Finance

Bookkeeping services will be performed by the office manager, all reconciliations, reports and statements will be reviewed by the director of finance on a monthly basis. The principal and director of finance are the management level authorities of the school's assets and all checks must be dual signed before sending to vendor. The office manager will fulfill the recordkeeping function and necessarily be separate from the director of finance who is also the custodian of school school resources. At every monthly board meeting, a list of all payments made, including payroll will be submitted to the board for approval and review.

All purchasing decisions and payroll authorizations are made by the director of finance, the recording of both of which are performed by the office manager. The director of finance and office manager will jointly be responsible for providing auditors with schedules for testing and be responsible for audit findings and responses to such. Purchasing and hiring decisions are to be made following budgetary guidelines which would be adjusted for variances to ensure long term financial viability. Please see attachments 19 and 20 for budget narrative and pro forma budgets.

## Section IV: Innovation

**Technology:** Charter School of the Dunes has both innovative and multi-faceted technologies available to both staff and students. Along with laptops running Microsoft's latest operating systems (Windows 7 and 10) and office suite (Office Pro 2016), we have not only begun incorporating Google Apps for Education, but are also now in the beginning phases of expanding into Apple devices in order to provide our staff and students with all three of the major players in technology today.

Ever since the introduction of powerful and affordable devices known as Chromeboxes which were built with schools in mind as well as the purchasing programs now available to help provide Apple iPads to students, gone are the days of Microsoft having a monopoly on the educational market. Ignoring this fact would put our staff and students at a disadvantage by not offering them access to these new and exciting options that more and more schools are utilizing into their technology departments and curriculum.

In order to ensure financial sustainability in our technology budget, Charter School of the Dunes takes full advantage of the Federal e-rate program which reimburses the school for 90% of its internet costs and 40% of the hardware costs of the equipment necessary to provide fast and reliable internet access to everyone in the building. Aside from that, taking advantage of the Title I program has provided our school with up-to-date equipment such as laptops, desktops, and tablets. Finally, we ensure the longevity of our equipment investment by covering all mobile devices (laptops and tablets) with Extended Warranties that include Accidental Damage Protection for those unforeseen events.

Charter School of the Dunes students are able to use technology as a learning tool for a significant portion of the school day through various means which include, but are not limited to, the following items:

### Software

- Study Island
- Flocabulary
- Typing Pal
- Exact Path
- Google Apps for Education
- Microsoft Office Professional 2016
- Renaissance
- Wowzers

### Hardware

- 3 mobile laptop labs with 30 laptops each
- 2 mobile ipad labs with 30 ipads each
- 1 stationary computer lab with 25 computer desktop stations
- 1 stationary Chromebox desktop computer lab with 30 stations available to classes
- 1 stationary Chromebox desktop computer Typing Lab with 30 computer stations
- 1 stationary Chromebox desktop computer Math Lab with 30 computer stations
- 5 or more Chromebox desktop computers in every classroom

- Interactive Smartboards in every classroom
- 100 Mb/s fiber optic internet access
- Enterprise level networking devices that provide the backbone needed in order to make fast and reliable internet access available to everyone including staff, students, and guests.

Study Island, Flocabulary, Typing Pal, and Exact Path are all programs that enable personalized instruction allowing students to focus on areas they need to improve in most resulting in varied, robust, and powerful opportunities for continual academic improvement.

## Section V: Portfolio Review & Performance Record

*(this is student data and academic performance, not financial)*

### Required Attachments

1. Founding Group Resumes
2. Head of School/Principal Resume
3. School Administrator's Resumes
4. Governance Documents 501(c)(3); letter of determination, Articles of Incorporation and Bylaws
5. Statement of Assurances (signed and dated) Note: Only one completed form is required.
6. Board Member Information: Resumes Need info sheet from Tom and Kim
7. Code of Ethics and Conflict of Interest Policy
8. Education Service Provider (ESP) - *Not Applicable*
9. Five-year Business Plan - *Not available*
10. Organizational Charts
11. Core Curriculum Scope and Sequence by Subject, for each grade level proposed
12. Exit Standards for Graduating Students
13. School's Proposed Calendar
14. School's Enrollment Policy
15. School's Discipline Policy
16. Evidence of Demand from the Community and Support from Community Partners
17. Start Up Plan for First Day of Attendance
18. Insurance Coverage
19. 5-Year Pro-Forma Budget
20. Budget Narrative
21. Portfolio Summary - *(this is student data and academic performance, not financial)*
22. Indiana School Financials (add BS and P&L)
23. Operator Financials - *Not Applicable*
24. Litigation Documentation - *Not Applicable*
25. Charter School Application